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| **SUBJECT KNOWLEDGE AUDIT & TRACKER**  **Physical Education Practical activity areas KS3&4**  **2022-23** |  | Secondary  PGCE |

**Purpose of the Audit**

Your indications of specialist subject knowledge strengths and areas for development are used as a basis for discussion during your PGCE training.

At the start of the course, the audit will also be used to inform planning for the development of key ‘gap’ areas of subject knowledge, and then in subsequent school placements alongside your School Based Mentor to identify areas of curriculum about which you have less security of knowledge/which need revision. In terms of a tracker, you are able to chart the progression of both your knowledge and application of knowledge over the training year.

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| **Colour & date** | **Pre-course** | **End-SE1** | **End-SE2** | **End-SE3** |
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| **Key Stages 3-4** | | **I don’t know this** | **SK insecure** | **SK secure** | **I can teach this** | **I know several ways to teach this** |
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| **Curriculum Content** | How aware are you of the PE pupils will have been taught before KS3? |  |  |  |  |  |
| How aware are you of the content of GCSE PE  and how this builds on what is taught at KS3? |  |  |  |  |  |
| How aware are you of the content of a A'level in PE and how this builds on what is taught at KS4? |  |  |  |  |  |
| How aware are you of the content of a Btec qualifications in PE at both KS 4 and KS5? |  |  |  |  |  |
| **Dance** | Perform dances with simple motifs |  |  |  |  |  |
| Perform dances with complex motif |  |  |  |  |  |
| Use a range of styles and forms |  |  |  |  |  |
| Use compositional principles |  |  |  |  |  |
| Reflect social and cultural context through dance Use presentational skills in performance |  |  |  |  |  |
| **Games** | Demo’ simple skills in invasion games |  |  |  |  |  |
| Demo’ simple skills in net & wall games |  |  |  |  |  |
| Demo’ simple skills in striking/fielding games |  |  |  |  |  |
| Understand the use of attacking and defensive principles |  |  |  |  |  |
| Change response according to situation |  |  |  |  |  |
| Use advanced techniques and skills across a range of games |  |  |  |  |  |
| **Gymnastics** | Demo’ simple gymnastic moves |  |  |  |  |  |
| Demo' simple moves - Travel and locomotion |  |  |  |  |  |
| Demo' simple moves - Rolls and rotation |  |  |  |  |  |
| Demo simple moves - Balance |  |  |  |  |  |
| Use of spring board and/or trampette |  |  |  |  |  |
| Demo' simple moves - Vaulting |  |  |  |  |  |
| Use movement combinations in different styles |  |  |  |  |  |
| Use compositional techniques to design sequences |  |  |  |  |  |
| Use changes in levels, speed, direction and relationship. |  |  |  |  |  |
| Trampolining (need qual to teach) |  |  |  |  |  |
| **Swimming and water safety** | Understand principles of four different strokes |  |  |  |  |  |
| Diving |  |  |  |  |  |
| Personal survival techniques |  |  |  |  |  |
| Lifesaving techniques |  |  |  |  |  |
| Water polo |  |  |  |  |  |
| Water confidence activities |  |  |  |  |  |
| Identify and correct inefficient technique |  |  |  |  |  |
| Use competitive rules |  |  |  |  |  |
| Set personal survival challenges |  |  |  |  |  |
| Use principles of fitness to highlight events |  |  |  |  |  |
| **Athletics Activity** | Demo’ three throwing events |  |  |  |  |  |
| Demo’ three jumping events |  |  |  |  |  |
| Demo’ different running styles (short and middle distance) |  |  |  |  |  |
| Use competitive rules |  |  |  |  |  |
| Have an informed awareness of safety |  |  |  |  |  |
| Use principles of fitness to highlight events |  |  |  |  |  |
| Develop advanced techniques in each event |  |  |  |  |  |
| Use a complex skill in a variety of activities |  |  |  |  |  |
| Enhance roles and responsibilities within a group |  |  |  |  |  |
| Respond to changing situations |  |  |  |  |  |
| **Outdoor and adventurous activities** | Orienteering activities |  |  |  |  |  |
| Team-work and Problem-solving activities |  |  |  |  |  |
| Water based activities  • Kayaking  • Canoeing  • Sailing  • Raft building |  |  |  |  |  |
| Climbing activities |  |  |  |  |  |
| Skiing/Snowboarding |  |  |  |  |  |
| **Additional notes:** | | | | | | |

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| **Key Stages 4&5** | | **I don’t know this** | **SK insecure** | **SK secure** | **I can teach this** | **I know several ways to teach this** |
| **Applied anatomy and physiology** | the structure and functions of the Musculo-skeletal system |  |  |  |  |  |
| the structure and functions of the cardio-respiratory system |  |  |  |  |  |
| anaerobic and aerobic exercise |  |  |  |  |  |
| the short- and long-term effects of exercise |  |  |  |  |  |
| **Movement analysis** | lever systems, examples of their use in activity and the mechanical advantage they provide in movement |  |  |  |  |  |
| planes and axes of movement |  |  |  |  |  |
| **Physical Training** | the relationship between health and fitness and the role that exercise plays in both |  |  |  |  |  |
| the components of fitness, benefits for sport and how fitness is measured and improved |  |  |  |  |  |
| he principles of training and their application to personal exercise/training programmes |  |  |  |  |  |
| how to optimise training and prevent injury |  |  |  |  |  |
| effective use of warm up and cool down |  |  |  |  |  |
| **Use of data** | an understanding of how data is collected – both qualitative and quantitative |  |  |  |  |  |
| present data (including tables and graphs) |  |  |  |  |  |
| Interpret data from various graphs/charts/tables |  |  |  |  |  |
| analyse and evaluate data |  |  |  |  |  |
| **Sport psychology** | classification of skills (basic/complex, open/closed) |  |  |  |  |  |
| the use of goal setting and SMART targets to improve and/or optimise performance |  |  |  |  |  |
| Basic information processing |  |  |  |  |  |
| guidance and feedback on performance |  |  |  |  |  |
| mental preparation for performance |  |  |  |  |  |
| **Socio-cultural influences** | engagement patterns of different social groups in physical activity and sport |  |  |  |  |  |
| commercialisation of physical activity and sport |  |  |  |  |  |
| ethical and socio-cultural issues in physical activity and sport |  |  |  |  |  |
| **Health, fitness and well being** | physical, emotional and social health, fitness and well-being |  |  |  |  |  |
| the consequences of a sedentary lifestyle |  |  |  |  |  |
| energy use, diet, nutrition and hydration |  |  |  |  |  |
| **Additional notes:** | | | | | | |