



**Cambridge Assessment
International Education**

Curriculum Framework
**Cambridge Lower Secondary
Physical Education 0081**



Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge students who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.



Quality management

Our systems for managing the provision of international qualifications and education programmes for students aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cambridgeinternational.org/ISO9001

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1 Why choose this Curriculum Framework?

Key benefits

Physical education is a vital part of a balanced school curriculum. Regular exercise improves both physical and mental health and there is growing evidence that it also improves academic performance across the curriculum. Establishing good patterns of exercise in lower secondary schools also provides learners with the foundation of an active and healthy lifestyle for life.

Cambridge Physical Education is about *learning to move* and also about *moving to learn*.

Learners continue *learning to move* by developing more complex movement skills. They create, select, combine and implement these in a number of physical activities.

In Cambridge Lower Secondary Physical Education learners develop and combine these skills through a wide variety of age-appropriate physical activities, including games, team sports, gymnastics and dance. Through these activities they develop their creative thinking in different physical activities by applying their existing skills to less familiar contexts.

As well as being able to move well, learners develop their understanding of movement. They identify and describe different ways of moving and use this to begin to analyse their own and others' movements. In addition, they learn the parts of their bodies that are involved in different movements and understand the importance of movement for health.

Physical activities also provide many opportunities for *moving to learn*.

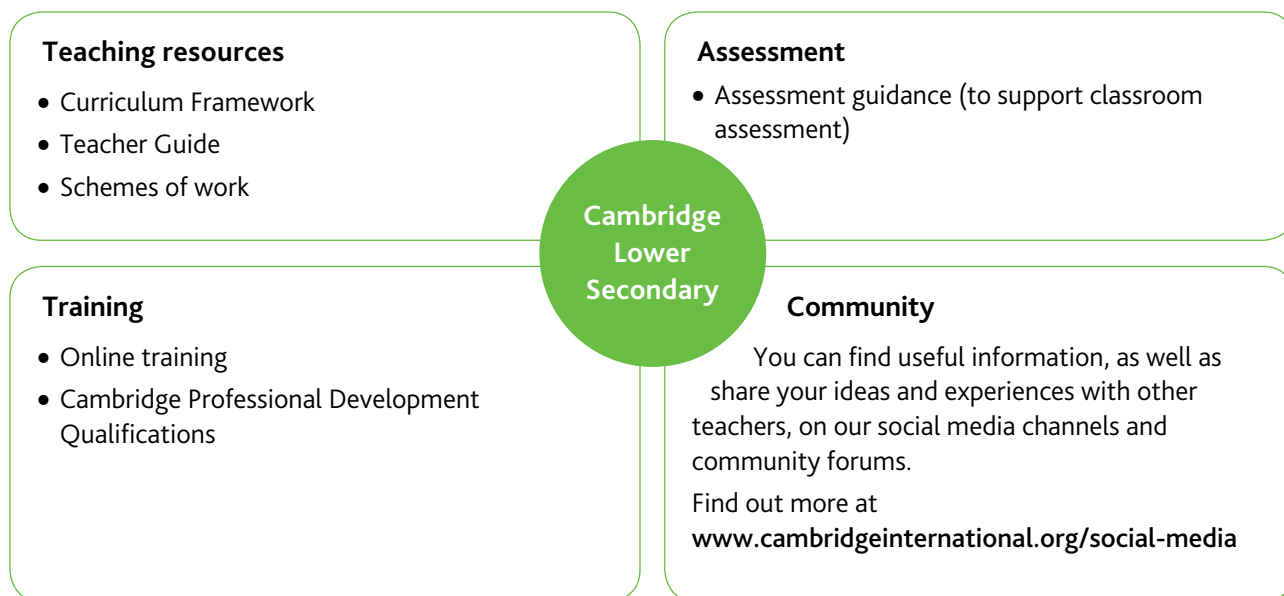
Learners practise important social skills such as taking turns, sharing space and equipment, cooperating with others and developing risk management skills. Learners develop their individual responsibility for moving and using equipment and space safely. They learn how to ask for help and become more active in making decisions.

Learners develop their skills and understanding of leadership, collaboration and fair play through a range of team and group activities. They use these skills to help others to participate and achieve, sometimes leading and sometimes following others. In addition, they practise offering constructive and specific feedback to others, identifying strengths and suggesting future movement goals.

Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your students the best possible experience of Cambridge Lower Secondary Physical Education.

You will find most of these resources on the Cambridge Lower Secondary support site (<https://lowersecondary.cambridgeinternational.org>). Ask the Cambridge coordinator or exams officer in your school if you do not already have a log-in for this support site.



Progression through the Cambridge Pathway

Cambridge Lower Secondary Physical Education has been designed to support learners to develop the skills required for success in their lower secondary education and to progress to the next stage of the Cambridge Pathway. The curriculum framework is typically for learners aged 11 to 14, but it may be appropriate to use it for slightly different ages to suit your context.

Teaching time

For guidance, this curriculum framework is based on learners having between 2 and 3 hours of physical education per week (i.e. between 60 and 90 hours per stage). Your actual number of teaching hours may vary according to your context.

2 Curriculum overview

Aims

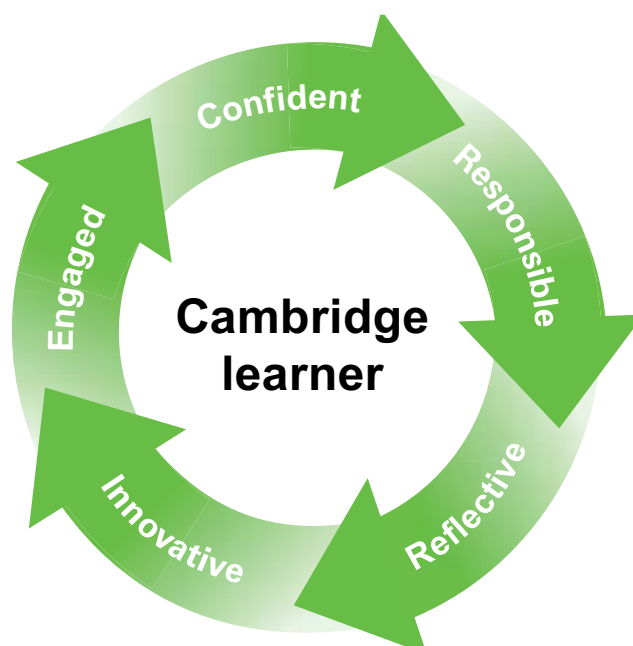
Following the Cambridge Lower Secondary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having a global awareness.

In Cambridge Lower Secondary Physical Education, learners:

- develop their movement competence and confidence, linking movement skills together with increasing control, fluency and variety
- progress their knowledge and understanding of movement through the learning of movement concepts, rules, tactics/strategies and compositional ideas
- enhance their creativity and innovation in addressing movement challenges by varying elements to help build and extend their movement vocabulary
- participate and perform as individuals and group members in respectful and responsible ways, engaging appropriately and safely in team/group work and fulfilling associated expectations and roles
- develop their knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive and social development, becoming independent, critical and reflective movers and thinkers.

The Cambridge approach encourages learners to be:



Cambridge Lower Secondary Physical Education supports learners to become:

Responsible – They work skilfully and safely alongside others. They take turns and cooperate, sharing equipment and facilities. They contribute to group problem solving and are responsible for completing specific tasks allocated to them.

Innovative – They plan, investigate, select and create a variety of movement possibilities with different equipment or resources. They enhance their creative work by applying their understanding of movement concepts such as actions, dynamics, space and relationships.

Confident – They develop leadership skills in movement challenges, which nurtures their personal confidence in social contexts and supports them as they positively influence others' participation and achievement.

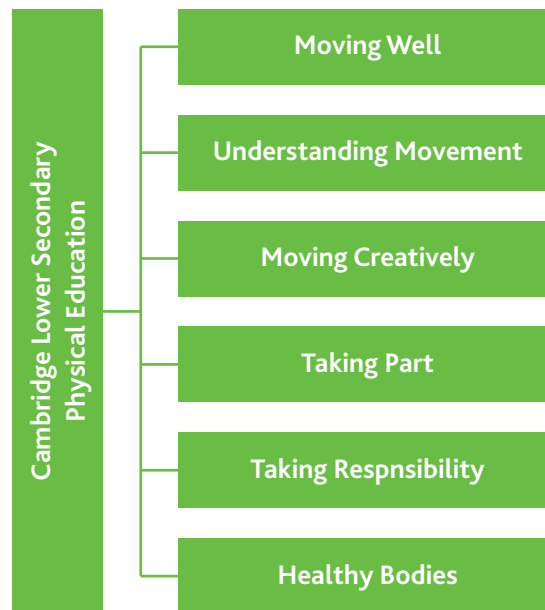
Engaged – They engage holistically: physically, cognitively and socially. Physically, they remain motivated and committed during tasks, always performing to the best of their abilities. Cognitively, they are keen to improve their knowledge, understanding and skills. Socially, they are fully involved in group situations, working effectively and constructively with others.

Reflective – They reflect on their own movement learning and progress, as well as that of their peers. They reflect on the tactics and ideas they have used as well as their performance. They consider how their learning in physical education establishes the patterns that will help them to have a healthy life.

Overview of the strands

The curriculum framework provides a comprehensive set of learning objectives for Cambridge Lower Secondary Physical Education. These give a structure for teaching and learning and a reference against which learners' attainment and skills can be checked.

The learning objectives are divided into six main areas called 'strands' which run through every stage. Although each strand is discrete, it is intimately connected to the five other strands due to the holistic focus in Cambridge Lower Secondary Physical Education on the physical, cognitive and social development of the learner.



Below is a brief description of each strand:

Moving Well

Learners develop their proficiency and independence in movement, linking actions together in different and innovative ways. They enhance their control, fluency and variety in different roles, in a range of activities, on different surfaces and with different equipment.

Understanding Movement

Learners develop their understanding of how to describe and analyse movement and movement patterns. They observe, discuss, interpret and evaluate movements, rules and strategies and use success criteria to improve their own and others' movements.

Moving Creatively

Learners creatively respond to movement challenges in a wide range of individual and group activities. In expressive activities they create and explore compositions of movements that enable them to communicate a theme, mood or emotion.

Taking Part

Learners participate positively in a variety of individual, pair and group activities and deepen their understanding of concepts of team and group work. They develop their collaborative, leadership and social skills, understand that people have different movement strengths and give supportive feedback.

Taking Responsibility

Learners perform tasks that require them to make decisions and solve problems when sharing space and equipment, working safely and responsibly, and seeking help at appropriate times from a range of sources (e.g. the internet, teacher and peers). They take part in a wide range of movement activities that promote fair play and respect others' efforts to improve.

Healthy Bodies

Learners understand the importance of physical activity and diet for a healthy lifestyle. They broaden and deepen their knowledge of body parts, joints and muscles that enable movement and bodily changes that occur during and immediately after physical activity. They manage risks through warm ups, cool downs and safety rules that they create and follow.

Learning objectives are provided for Stages 7 to 9. These build on the learning objectives provided for Stages 1 to 3 and Stages 4 to 6 in Cambridge Primary Physical Education. The learning objectives span three stages to accommodate the physical, cognitive and social differences between lower primary, upper primary and lower secondary. Learners develop their knowledge, skills and understanding through a wide range of physical activities that have appropriate support and challenge built into them.

Overview of teaching approaches

Cambridge Lower Secondary Physical Education is taught through a broad range of movement tasks, challenges and physical activities. It includes cooperative, competitive, athletic, adventurous, expressive/artistic and health-based contexts that are appropriate for each learning stage.

Physical education activities should enable learners to move for as much of each lesson as possible while being enjoyable. Activities that are learner-centred and inclusive will promote learners' confidence, self-esteem, cognitive abilities and social skills.

You can find more information and ideas for teaching and learning activities in the Cambridge Lower Secondary Physical Education Teacher Guide and schemes of work available on the Cambridge Lower Secondary support site (<http://lowersecondary.cambridgeinternational.org>).

The teacher guide will support you to plan and deliver lessons using effective teaching and learning approaches.

The scheme of work for each stage of Cambridge Lower Secondary Physical Education contains:

- suggested units showing how the learning objectives in the curriculum framework can be grouped and ordered
- at least one suggested teaching activity for each learning objective
- a list of subject-specific language that will be useful for your learners
- sample lesson plans.

You can use each scheme of work as a starting point for your planning, adapting them to suit the requirements of your school and the needs of your learners.

Swimming

Cambridge Lower Secondary Physical Education does not specifically include swimming. However, we recommend that any learner who cannot already swim at least 25 metres is taught to do so by a suitably qualified swimming teacher in a safe environment.

Health and safety

Learners may be placed in physically demanding situations when taking part in physical activities. It is the responsibility of the school to ensure that:

- learners are capable of taking part in physical activities
- the health and safety of learners is paramount and is maintained at all times when learners are engaged in physical activities
- the necessary facilities and equipment are available and safe for each activity that learners take part in.

Learners with disabilities

You should not prevent any learner from participating in the physical activities on the grounds of disability. Within the range of physical activities offered, learners with disabilities will be capable of achieving learning objectives with or without adaptation to the activity.

3 Learning objectives by stage

Stages 7 to 9

Moving Well

- **789MW.01** Select and apply a range of increasingly complex movement skills and techniques.
- **789MW.02** Perform, combine and apply a variety of movement skills in complex sequences.
- **789MW.03** Develop and exhibit movement skills, demonstrating precision, control, fluency and variety in a range of familiar and unfamiliar physical activities.
- **789MW.04** Move confidently and competently in known and less predictable contexts, showing the ability to navigate the demands of different contexts and roles, and select appropriate skills, knowledge and risk assessment strategies to meet them.

Understanding Movement

- **789UM.01** Demonstrate knowledge and understanding of a range of activity-specific vocabulary through movement and evaluation processes.
- **789UM.02** Demonstrate an understanding of actions, dynamics, space and relationships, through movement and evaluation processes.
- **789UM.03** Create and apply success criteria to own and others' movement performances, and discuss and explain choices of ideas, tactics and strategies, understanding how these processes can maximise success across a range of physical activities.
- **789UM.04** Demonstrate and explain reasons for choices of rules, tactics, strategies and compositional ideas, applying these concepts within a range of physical activities.

Moving Creatively

- **789MC.01** Apply existing skills in creative and innovative ways, showing an understanding of what is viable, as well as the ability to cope with unpredictable challenges. Add new and advanced skills as a result of this process.
- **789MC.02** Develop and use imaginative ideas and a range of responses when completing tasks and responding to challenge in familiar and unfamiliar contexts.
- **789MC.03** Persevere and share ideas with others, when responding to given and self-created tasks and challenges, working towards creating own solutions and contributing to group solutions.
- **789MC.04** Experiment with and combine compositional ideas to express themes, moods and emotions, and evaluate their application to different contexts.

Taking Part

- **789TP.01** Concentrate and stay involved across the full spectrum of physical activities, situations, roles and responsibilities, showing an understanding of self-motivation.
- **789TP.02** Use knowledge and understanding of team/group work skills to influence others' participation and achievement in physical activities, recognising and appreciating the consequences of not fulfilling individual roles effectively in group or challenge situations.
- **789TP.03** Demonstrate and apply a range of leadership and teamwork skills when working collaboratively towards goals and/or objectives.
- **789TP.04** Play an active and responsible part in group decisions and activities, leading and following agreed practices and procedures.
- **789TP.05** Evaluate own and others' movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group members in order to achieve a common objective.
- **789TP.06** Work with others and plan how all individuals can participate fully in given and self-created movement tasks and challenges. Evaluate the social skills employed.

Taking Responsibility

- **789TR.01** Demonstrate and evaluate effective and safe interaction with individuals and groups when sharing space, equipment, roles and responsibilities in physical activities.
- **789TR.02** Plan for a range of shared physical activity contexts, support others in making progress and realising their objectives, and respect the contributions of officials and others who assist movement participation and performance.
- **789TR.03** Apply knowledge, skills and understanding of behaviours that reflect fair play to different physical activity contexts. Demonstrate and articulate instances of fairness and unfairness during collaborative/competitive physical activities.
- **789TR.04** Evaluate own and others' help-seeking strategies when trying to overcome problems and challenges in a range of group physical activities.
- **789TR.05** Evaluate own and others' feedback processes in a broad range of physical activities. Compare and contrast own with others' endeavour to improve movement performance following feedback.

Healthy Bodies

- **789HB.01** Explain the effects of different types of physical activity on health and plan how physical activity can be implemented to promote a healthy, active lifestyle at different stages of life.
- **789HB.02** Locate and name the major muscles, bones and joints. Explain the components of fitness, outline basic field-tests for assessing and monitoring these, and understand the validity and reliability of different fitness testing methods.
- **789HB.03** Lead and engage in physical activities at different levels of intensity.
- **789HB.04** Understand the difference between risk avoidance and risk management, and when they should be used. Discuss and plan strategies for physical activities in different contexts and how to reduce the risk and severity of injury in physical activities.
- **789HB.05** Understand the physiological and psychological reasons for a warm up and cool down. Create and lead appropriate warm ups and cool downs for specific physical activities.
- **789HB.06** Discuss how contextual factors influence food choices and eating habits. Review dietary patterns and energy needs of young people.

4 Glossary

This glossary is provided to support your understanding of the content of this curriculum framework. The definitions are intended to be sufficient to guide an informed reader.

Action – a movement with a purpose, e.g. dance and gymnastic actions can be categorised as follows: travel, turn, jump, gesture (small movement) and pause (stillness).

Basic movement skills (also known as fundamental movement skills) – movement patterns which involve different body parts, including skills such as balancing, running, jumping, catching, throwing, hopping, galloping, skipping, leaping and kicking. They are the foundational skills which develop into more complex, specialised skills, needed for participation in physical activities such as games, gymnastics, dance and athletics. Basic movement skills are often organised into three categories: body management skills (e.g. forward roll, balance), locomotor skills (e.g. running, skipping) and object control skills (e.g. catching, throwing).

Cool down – a process that helps the body to recover from physical activity safely and comfortably. An effective cool down includes pulse lowering activities and static stretches.

Demonstrate – give a practical performance and/or show how to do something.

Dynamics – the quality or energy with which a movement is performed, i.e. how the movement is performed, rather than what is performed.

Environments – the learner's surroundings (e.g. indoor/outdoor, sports pitches/courts, surfaces/terrain/water) and the physical conditions (e.g. climate, weather, natural/man-made hazards).

Fair play – to play a physical activity/sport by the rules and respect these, ensuring that they are followed throughout. To care about and be sympathetic towards others when playing with/against them.

Fluency – the fluidity with which a movement is performed; a movement with fluency (or flow) has no hesitations, gaps or illogical actions that break up the smoothness, coordination or rhythmicity.

Innovative – using or showing interesting methods and/or ideas. Innovation can be achieved by changing elements of a movement or activity, e.g. space, rhythm, timing and relationships to others.

Intensity – physical activities can involve different levels of intensity: low (e.g. walking, stretching), moderate (e.g. weight training, cycling, dancing) or high (e.g. circuit training, sprint running).

Learning objectives – statements from the curriculum framework of the expectations of knowledge, understanding and skills that learners will develop; they provide a structure for teaching and learning, and a reference against which to check learners' attainment and skills development.

Movement competence – having the ability to apply knowledge, skills and/or judgement, as appropriate, to physical challenges and situations.

Movement patterns – a series of individual movement skills linked together logically. Movement patterns are often repeated, e.g. walking, running, skipping.

Movement skills – a general term used in Cambridge Lower Secondary Physical Education to mean basic and complex movement skills.

Movement vocabulary – the repertoire of movement skills and competences which provide the capacity to participate or perform in different physical activities.

Physical activity – bodily movement produced by the contraction of skeletal muscle that substantially increases energy expenditure. Regular physical activity is required for the development and maintenance of optimum health. In schools, physical activities can take place in a number of different forms, including games, gymnastics and dance.

Proficiency (often used in relation to basic movement skill acquisition) – when a basic movement skill is performed competently, i.e. it is smooth, rhythmical, well-coordinated and achieves its purpose.

Relationship – the way in which people and things are connected, e.g. between learners and their own body parts when moving or holding positions, between two or more learners and between learners and objects. For relationships between a learner and their own body parts, examples are head to arm and hand to feet. For relationships between two or more learners, examples are side by side, back to back, meeting and parting, advancing and retreating, mirroring, matching, canon and unison. For relationships between a learner and an object, examples are contrasting body shape to object shape and complementing body shape to object shape.

Scheme of work – support materials for each stage of Cambridge Lower Secondary Physical Education. Each scheme of work contains a suggested long-term plan, a medium-term plan with suggested teaching and learning activities and sample short-term (lesson) plans.

Sharing space – the ability to collaborate with others to use the space effectively, according to the physical activity's spatial requirements (e.g. in a smaller space, all learners need to move in smaller ways to help ensure safety for the group).

Space – space is considered in terms of personal/general space, floor/air pathways, directions and levels (high, medium, low).

Sport – a structured form of physical activity that is usually of a competitive nature, normally associated with a governing body and associated rules.

Strand – a collection of learning objectives in the curriculum framework that forms an area of learning.

Strategy – action that a participant takes or a decision that they make in order to improve their performance levels in, for example, a game.

Tactic – the means used to gain an objective, i.e. a plan or procedure. Tactics are often used within the context of a game or challenging physical activity. In games, tactics are usually categorised as attacking and defensive.

Teacher guide – a document providing support in using the curriculum framework to plan and deliver lessons using effective teaching and learning approaches.

Warm up – a process of preparation for a physical activity, involving gentle exercise or practice. An effective warm up includes pulse raising activities and dynamic stretches.

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