

Trainee Subject Knowledge: Physical Education

Ofsted (2021) suggest that the aims of the physical education national curriculum can be split into three pillars.

1. Motor competence – this can be described as a child’s ability to execute a variety of motor actions (Fundamental movement and specialised movement skills), including the coordination of fine and gross motor skills
2. Strategies and tactics - The specificity of tactics and time dependency means that tactical learning cannot easily be separated from motor competence, since a tactic is only successful if the participant can execute the movements involved.
3. Healthy participation – the role PE can play in providing knowledge relevant to healthy participation within different domains.

Declarative knowledge

Declarative knowledge in PE is the factual knowledge concerning movement, rules, tactics, strategies, health and participation. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught.

Declarative knowledge alone, however, is not enough to physically educate because ‘one can repeat the facts yet know nothing about the subject’ in the same way that – arguably – you can acquire knowledge and not know how to use it.

For example, the declarative knowledge of how to outwit an opponent in rugby is not the same as successfully outwitting them on the field.

Procedural Knowledge:

In PE the procedural knowledge can be viewed as the know-how to apply declarative facts. This might include applying the tactics to a practice situation or modified game. This knowledge in a PE setting is best put into practice through physical demonstration or physical participation is the interpretation and application of the movements, rules and tactics attached to different physical disciplines, activities and games.

Students will be able to demonstrate:

- An understanding of the fundamental movement skills such as balancing, running, jumping, throwing and catching as well as more sport specific skills (chest pass, shoulder pass, push pass in games, long jump and pull throw in athletics) in key stage 2.
- A secure understanding of strategies for attacking and defending in a game and how to combine and link skills in different ways to make actions and sequences of movement in dance and gymnastic activities.
- If their subject knowledge is weak, they should be directed to address this through working with the subject leader in PE and reading and research within their targets.

Subject Specific Pedagogical Knowledge:

Physical Education Lesson Observation/ Feedback Prompts
Plan to enable pupils to progress in knowledge within each lesson (Content knowledge)
Support pupils by giving opportunities to develop their disciplinary and procedural knowledge.
Model physical skills and how to apply the skills correctly during the lesson.
Use teaching strategies that motivate, engage and include all pupils (to meet individual needs, including the most and least able pupils).
Maximise opportunities for pupils to be physically active.
Use effective questioning to encourage tactical/compositional thinking.
Use a range of assessment strategies and methods to secure pupils' progress.
Provide feedback to pupils that is related to pupil's learning of how to improve their work in physical education linked to the learning objectives.
Effectively manage transitions between activities within the lesson.
Implement strategies to manage hazards and control risk (teaching safely, teaching safety).
Create opportunities for all pupils to reflect on their own learning and progress.