

## Physical Education Curriculum Map

### Intent:

The KS3 physical education programme offers students the opportunity to focus on further developing skills learnt in Key Stage 2 and to introduce these skills into game situations. Pupils will be given the opportunity to become increasingly skilful and intelligent performers, acquire and develop skills, learn how to select and apply skills and basic tactics, and develop positive attitudes to participation in physical activity. Students in PE follow the new ULT PE curriculum consisting of 9 KPIs across 3 strands: 'Fit to Perform', 'Fit to Lead' and 'Fit for Life'. KPI's are assessed through practical ability during lessons and the KPI tracker is updated half termly (5-7 weeks). Students develop PLTS in five key areas: 1) Developing skills in physical education; 2) Making and applying decisions; 3) Developing physical and mental capacity; 4) Evaluating and improving; 5) Making informed choices about healthy active lifestyle. In KS4, every pupil will complete at least 6 sports throughout the year. Students will use PE lessons to master skills learnt previously in KS3. In GCSE, students will further develop their knowledge by exploring the long-term effects of exercise. Students will analyse their own performance and demonstrate how to interpret the use of data. This is important for improving fitness results and identifying strengths and weaknesses within their performance. In A level, Students will progress their understanding from GCSE, whilst introducing new topics around energy for exercise and contemporary issues in sport, allowing students to broaden their knowledge of physical exercise to support further education and career paths.

### Impact:

To ensure that all students achieve mastery in specified skills, techniques and tactics, knowledge and understanding for students will be formatively assessed regularly at KS3 through KPI trackers and teaching is adapted accordingly. KPI assessment will be used to judge success and progress towards mastery, with teaching time allocated to practical work. The impact of the curriculum upon students becoming athletes or sports analysts who can make critical and balanced judgements can be tracked through students' participation in sports clubs, sports events/ festivals, whether they watch current sporting events, read health and sport publications that relate to issues in sport and whether students choose to do GCSE PE or Cambridge Nationals at KS4. KS4 success is judged on termly assessments in line with the academy assessment timetable and mock exams in year 11.

	FIT TO PERFORM (KPI 1,2,3)		FIT FOR LIFE (KPI 7,8,9)		FIT TO LEAD (KPI 4,5,6)	
TERM	1	2	3	4	5	6
<b>YEAR 7</b>	<b>AUTUMN/ SPRING TERM- , RUGBY, FITNESS TRAINING, HANDBALL, TABLE TENNIS, SWIMMING AND BASKETBALL</b> <b>SUMMER TERM- ROUNDERS, ATHLETICS, CRICKET,</b>					
	Students will participate in activities that link to the specific sport being studied and apply previous KS2 knowledge of physical activity. They will develop skills to solve problems during team games and analyse their own and others work through self and peer reflection. Students will be given the opportunity to lead small group activities or warmups (ACTIVATE). Pupils will be encouraged to volunteer to lead tasks and help contribute individually or as part of a team. Fit to lead KPI's will enable students to work on linking prior knowledge to the Bronze Sports Leaders UK award (taught during term 5 and 6) looking at how students can creatively manage and organise events. Students will learn a range of tactics and strategies to overcome difficulties and develop resilience. Students will develop and some will master techniques and use advanced techniques in a range of styles and forms. This will prepare students for competitive sport in extra-curricular events. Fitness training provides students with an insight into training methods, which links to GCSE and BTEC.					
	FIT TO PERFORM (KPI 1,2,3)		FIT FOR LIFE (KPI 7,8,9)		FIT TO LEAD (KPI 4,5,6)	
<b>YEAR 8</b>	<b>AUTUMN/ SPRING TERM- , RUGBY, FITNESS TRAINING, HANDBALL, TABLE TENNIS, SWIMMING AND BASKETBALL</b> <b>SUMMER TERM- ROUNDERS, ATHLETICS, CRICKET</b>					
	Pupils will be continually encouraged to volunteer to do tasks and help contribute individually or as part of a team. Fit to lead KPI's will enable students to work on linking prior knowledge to the Silver Sports Leaders UK award looking at how students can creatively manage and organise events in PE lessons and during enrichment or at fixtures. Students will be able to link health and fitness to everyday activities and be able to identify components of fitness related to sports participation. This will allow students to develop meaningful understanding of what sports they may wish to carry on with into adulthood.					
	FIT TO PERFORM (KPI 1,2,3)		FIT FOR LIFE (KPI 7,8,9)		FIT TO LEAD (KPI 4,5,6)	
<b>YEAR 9</b>	<b>AUTUMN/ SPRING TERM- RUGBY, FITNESS TRAINING, HANDBALL, BASKETBALL, ROWING AND TABLE TENNIS.</b> <b>SUMMER TERM- ROUNDERS, ATHLETICS, CRICKET.</b>					
	Students will apply techniques across different sports and apply principles of effective performance to their own and others work. They will learn a range of tactics and strategies to overcome difficulties and develop resilience through perseverance and positive attitudes to learning. Individual mastery will be the focus here revisiting year 7/8 knowledge and students will aim to produce outstanding performance in their preferred field. This will allow students to think about GCSE PE/ BTEC Sport and consider these options for year 10. Fit to lead KPI's will enable students to work on linking prior knowledge to Gold Sports Leaders UK award looking at how students can creatively manage and organise events in PE lessons and during enrichment or at fixtures. Students will have various opportunities to lead and/ or help at other school events and they will have the opportunity to work with year 7/8 students at fixtures or help with GCSE performance related work.					

<p><b>YEAR 10</b> (core)</p>	<p><b>AUTUMN/ SPRING TERM- FITNESS TRAINING, HANDBALL, DODGEBALL, BASKETBALL, ROWING, TABLE TENNIS, WALKING.</b> <b>SUMMER TERM- ROUNDERS, SOFTBALL, ATHLETICS, CRICKET AND FITNESS TRAINING</b></p> <p>Students will be organised into four groups, activities will be run half-termly, and students will be expected to perform to the best of their ability, combining performance, leadership and prior PE skills or knowledge from KS3.</p>
<p><b>YEAR 11</b> (core)</p>	<p><b>AUTUMN/ SPRING TERM- FITNESS TRAINING, HANDBALL, DODGEBALL, BASKETBALL, ROWING, TABLE TENNIS, WALKING.</b> <b>SUMMER TERM- INTERVENTION AND GCSEs</b></p>

<p><b>Year 10</b> (GCSE) OCR</p>	<p><b>Autumn Term</b></p> <p><b>The structure and function of the skeletal and muscular system</b></p> <p>Learners will be able to name and locate the major bones of the body and be able to apply examples of how the skeletal system allows the functions such as posture and protection. Learners will be able to identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints, as well as being able to apply these movements to examples from physical activities and sports.</p> <p><b>Components of fitness</b></p> <p>Learners will develop their knowledge and understanding of the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility. Learners will be able to define each component and be able to apply using a range of</p>	<p><b>Autumn Term</b></p> <p><b>The structure and functions of the cardiorespiratory system.</b> <b>Effects of Exercise</b></p> <p>Learners will develop their knowledge and understanding of the structure and function of the cardiovascular system. Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms. Learners will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions. Learners will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Assessment cycle 1</b></p>	<p><b>Spring Term</b></p> <p><b>Injury Prevention</b></p> <p>Learners will develop their knowledge and understanding of how to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings. Learners will know how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of competition.</p> <p><b>Social Cultural Influences</b></p> <p>Physical activities and sports play an integral part of society in the UK. In this topic, learners will develop their knowledge and understanding of the factors that continue to impact on physical activities and sports in the UK today. Learners will be introduced to engagement patterns of different social groups in physical activities and sports.</p>	<p><b>Spring Term</b></p> <p><b>Sports Psychology</b></p> <p>Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports. Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.</p> <p><b>Health Fitness and Wellbeing</b></p> <p>Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Assessment cycle 2</b></p>	<p><b>Summer Term</b></p> <p><b>Non Exam Assessment – AEP</b></p> <p>Learners are internally assessed through the NEA in one performance analysis task. They are required to demonstrate their ability to analyse and evaluate their own practical performance or that of a peer to:</p> <ul style="list-style-type: none"> <li>• analyse aspects of personal performance in a practical activity</li> <li>• evaluate the strengths and weaknesses of the performance</li> <li>• produce an action plan which aims to improve the quality and effectiveness of the performance.</li> </ul>	<p><b>Summer Term</b></p> <p><b>Practical Performance Focus</b></p> <p>Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. Learners must perform in three practical activities:</p> <ul style="list-style-type: none"> <li>• one from the ‘individual’ list</li> <li>• one from the ‘team’ list and</li> <li>• one other from either list.</li> </ul> <p><b>Focus Sports Onsite:</b></p> <p>Basketball Volleyball Athletics Table Tennis Handball</p> <p><b>Term 5 and 6 is focused on revisiting any areas of misconception of topics raised in assessment cycle 1 and 2, to prepare for full papers in assessment cycle 3 (end of year exams)</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Assessment cycle 3</b></p>

	<p>practical examples from physical activities and sports. Learners will also develop their knowledge of suitable tests for each component.</p>	<p><b>Applying the principles of training</b></p> <p>Learners will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise/ training programmes. Learners will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training. Learners will develop their knowledge and understanding of the key components and physical benefits of the warmup and cool down applied to physical activities and sports.</p> <p><b>Both term 1 and 2 is focused on delivering knowledge for assessment cycle 1-, which will be delivered in the style of a GCSE exam. Multiple choice questions as well as 6 mark questions will be answered.</b></p> <p><b>Ongoing formative assessment platform:</b> The Everlearner:</p> <ul style="list-style-type: none"> <li>- Test yourselves</li> <li>- Checkpoints</li> <li>- Watching videos and lessons</li> </ul>	<p>Learners will develop their understanding of the influences of commercialism and the media on physical activities and sports. The ethical and socio-cultural issues in physical activities and sports will enable learners to develop their understanding of sportsmanship, gamesmanship and deviance in sport along with being able to apply theories to practical examples from physical activities and sports.</p>	<p>sedentary lifestyle. Learners will develop their knowledge and understanding of diet and nutrition. Learners will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.</p> <p><b>Both term 3 and 4 is focused on delivering knowledge for assessment cycle 2, which will be delivered in the style of a GCSE exam. Multiple choice questions as well as 6 mark questions will be answered.</b></p> <p><b>Ongoing formative assessment platform:</b> The Everlearner:</p> <ul style="list-style-type: none"> <li>- Test yourselves</li> <li>- Checkpoints</li> <li>- Watching videos and lessons</li> </ul>		<p><b>Multiple choice questions as well as 4 and 6 mark questions will be answered.</b></p> <p><b>Ongoing formative assessment platform:</b> The Everlearner:</p> <ul style="list-style-type: none"> <li>- Test yourselves</li> <li>- Checkpoints</li> <li>- Watching videos and lessons</li> </ul>
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Year 11 (GCSE)	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term
	<p><b>Non Exam Assessment – AEP</b></p> <p>Learners will continue to complete their AEPs throughout the autumn term to meet the end of term deadline.</p> <p><b>Focus Sports Onsite:</b></p> <p>Basketball Volleyball Athletics Table Tennis Handball</p> <p>Learners will continue to develop their skills, knowledge and understanding of these sports, in order to prepare for internal moderation. This will support the learners choosing the three sports they would like to be assessed in.</p>	<p><b>Theory</b></p> <p>Diagnostics of end of year 10 data.</p> <p>Lessons structured to:</p> <ol style="list-style-type: none"> <li>1. Revisit key topics and address misconceptions</li> <li>2. Deeper analysis of exam style questions and answering longer mark questions.</li> <li>3. Active participation with mark schemes and peer assessment</li> </ol> <p><b>Preparation for Yr11 Mock Exam window 1.</b></p>	<p><b>Theory</b></p> <p>Diagnostics Yr 11 Mock Exam Window 1 data.</p> <p>Lessons structured to:</p> <ol style="list-style-type: none"> <li>1. Revisit key topics and address misconceptions</li> <li>2. Deeper analysis of exam style questions and answering longer mark questions.</li> <li>3. Active participation with mark schemes and peer assessment</li> </ol> <p><b>Internal Practical Moderation</b></p> <p>Learners will go through a moderation day on their proposed chosen sports alongside other schools and Learners.</p> <p>Learners will be graded on each sport and final decisions made on which sports learners will be entered for.</p>	<p><b>Preparation for Yr11 Mock Exam window 2.</b></p> <p><b>Deadline for Non Exam Assessment – AEP and Practical Performance grades to OCR.</b></p>	<p><b>Revision</b></p> <p>Paper 1 Revision: Physical Factors effecting Performance</p> <p>Paper 2 Revision: Social cultural issues and Sports Psychology</p> <p><b>External Moderation Day - OCR</b></p>
		Mock exam 1		Mock exam 2	