

## Curriculum Map 2022 onwards

| Year view Subject: Physical Education  |  | For further information, please see the <a href="#">KS3 Curriculum Booklet</a>  |   |  |
|--|--|---|---|--|
| Intent in Y7: To introduce a varied sporting experience to students that provides opportunities to learn about new sports and also complement, and build on, previous sporting experience. |  |   |   |  |
| Year 7   | Knowledge/Content  | Skills  | Assessments/Checkpoints   | Comments   |
| <b>Autumn Term 1</b>   | Invasion sports<br>Rugby/Basketball                        | Rugby: <ul style="list-style-type: none"> <li>Learn how to tackle and ruck, safely.</li> <li>Demonstrate a variety of passes to overcome a defensive line.</li> <li>Be able to run with the ball at pace to dodge/feint round defenders.</li> </ul> Basketball: <ul style="list-style-type: none"> <li>Demonstrate effective passing skills to ensure that each pass is used in the correct situation</li> <li>To practice different shooting techniques in an isolated practice and attempting to apply into a game context.</li> <li>To learn and refine the correct technique of dribbling and abide by the rules of basketball</li> </ul>   | <ul style="list-style-type: none"> <li><b>Peer assessment</b> of games activities and make effective evaluations of strengths and weaknesses in their own and others' performance.</li> <li>Demonstrate good <b>understanding of basic rules</b>. During a competitive situation, they will adhere to the majority of the rules.</li> <li><b>Practical Performance:</b> Students to be graded using the EGS PE assessment model, based on mastery (Emerging, Developing, Secure &amp; Mastery) in small-sided games.</li> </ul> | Pupils cover a 10 lesson (4 week) block of each activity; this may take them across a HT.<br>Physical Literacy Skills (Agility, Coordination, Speed and Body Control), Numeracy Skills (Scoring), PSHCS - Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)<br>Pupils can also develop skills at the weekly school rugby and basketball club.<br>Inter house competitions held half-termly, allowing pupils to experience intra school competition regardless of their ability. |
| <b>Autumn Term 2</b>   | Invasion sports (football)<br>Racket sports (Table Tennis) | Table Tennis: <ul style="list-style-type: none"> <li>Be able to perform the push shot on forehand and backhand so you can return your opponent's shots.</li> <li>Show consistency of shots low to net, using a forehand drive, so you can remain in rallies for longer periods.</li> <li>Learn how to serve in line with the rules to complete a competitive match.</li> </ul> Football: <ul style="list-style-type: none"> <li>Demonstrate <b>passing</b> across different distances to maintain possession in a game.</li> <li>Demonstrate <b>ball control</b> using different body parts to increase time on the ball.</li> <li>Demonstrate <b>dribbling</b> in close and open situations to make progress up the pitch when in possession of the ball.</li> </ul> | <ul style="list-style-type: none"> <li>Demonstration of knowledge and understanding of rules to produce a learning resource for peers.</li> <li>Baseline assessment through conditioned games in order to assess their current levels of ability and previous exposure to table tennis.</li> <li><b>Decision Making:</b> Pupils graded using the EGS PE assessment model, based on mastery (Emerging, Developing, Secure &amp; Mastery) in small-sided games and supported by an outwitting/strategic task on TEAMS.</li> </ul> | Personal development skills:<br>Responsibility, promoting equality, developing confidence and resilience, understanding how to keep physical fit/healthy, sense of enjoyment, consequences for actions<br>Pupils will have the opportunity to further their skills at the weekly football and table tennis club provided by the PE department.<br>Inter house competitions held half-termly, allowing pupils to experience intra school competition regardless of their ability.                                 |
| <b>Spring Term 1</b>   | Health related fitness<br>Emerging sports                  | Emerging sports: <ul style="list-style-type: none"> <li>Increased awareness of maintaining possession and attacking space</li> <li>Develop upon previous learning to invasion sports, transferring skills from relevant activities</li> </ul> HRF: <ul style="list-style-type: none"> <li>Understand the physiological effects of a warm up and how it helps to prepare for physical activity.</li> <li>Understand the components of a warm up and develop leadership skills through micro-teaching.</li> <li>Begin to plan for sport specific warm up requirements.</li> <li>Understand about using gym equipment and exercising safely.</li> </ul>  | <ul style="list-style-type: none"> <li>Peer assessment of warm up activities and development of the understanding on why each stage is included.</li> <li><b>Health and Fitness:</b> Formative assessment of Warm up activities, with both verbal and written feedback provided.</li> </ul>   | Inter house competitions are held at the end of each half term, allowing pupils to experience intra school competition regardless of their ability.  |

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| Year 7        | Knowledge/Content   | Skills  | Assessments/Checkpoints  | Comments  |
|---------------|---|---|--|---|
| Spring Term 2 | Climbing<br><br>OAA Racket sports (Badminton)                 | <ul style="list-style-type: none"> <li>Learn how to deploy equipment in a safe manner.</li> <li>Understand how to warm up the shoulders and fingers specific to climbing activity</li> <li>Develop and apply safe practice when "spotting" a peer whilst traversing the wall</li> <li>Learn to employ the three points of contact rule whilst climbing.</li> <li>Learn how to climb silently and efficiently using a growing understanding of the physics underpinning balance.</li> <li>Decision Making: Make increasingly informed choices on appropriate hand and foot placements as climbing ability develops.</li> <li>Decide how to efficiently traverse sections of the wall appropriate to ability.</li> <li>Develop principles of play, replicating core skills and movement needed incl. forehand, backhand, clear, serves and drop shots.</li> <li>Demonstrate footwork for positioning an effective shot. Use basic game strategy effectively and react to opponent's shots in a small sided game.</li> </ul> | <p>Climbing:</p> <ul style="list-style-type: none"> <li>Peer assessment activity: developing planned movement patterns to overcome a traversing challenge. (following the EGS PE assessment model)</li> </ul> <p>Badminton:</p> <ul style="list-style-type: none"> <li>Demonstration of knowledge and understanding on how differing levels of communication can be effective</li> </ul> <p><b>Leadership:</b> Pupils graded using EGS PE mastery assessment model. Team challenges each lesson-pupils lead peers through each challenge/task.</p> | <p>Through climbing pupils will develop a greater understanding and be able to apply this in the practical environment of climbing.</p> <p>All pupils will have the option of joining the school climbing club to develop skills further.</p> |
| Summer Term 1 | Athletics   | <ul style="list-style-type: none"> <li>Demonstrate an accurate replication of running, jumping and throwing techniques across different disciplines</li> <li>Be able to set challenging personal targets across a range of disciplines, setting PBs</li> <li>Show an understanding of the rules for each event and the underlining principles.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Practical Performance:</b> Pupil times, distance and heights recorded and compared to the bronze, silver and gold standard set by ESAA, with the emphasis on achieving PBs, challenging oneself.</li> <li>Peer assessment used to review pupils' ability to apply the correct technique when running, jumping and throwing.</li> </ul>   | All pupils will have the opportunity to compete in sports day at the end of the year, with mass participation being at the heart of the day.  |
| Summer Term 2 | Striking and fielding (rounders)<br>Emerging sports (Frisbee) | <p>Frisbee:</p> <ul style="list-style-type: none"> <li>Demonstrate a variety of passes to outwit a semi-passive defender.</li> <li>Develop maintaining possession through consistency in catching technique.</li> <li>Demonstrate an understanding of fair play and sportsmanship through an understanding of self-officiating culture of ultimate</li> </ul> <p>Rounders:</p> <ul style="list-style-type: none"> <li>Learn correct batting technique and associated rules so you can score more rounders</li> <li>Develop fielding skills including throwing, catching, stopping, chasing and returning to reduce rounders scored</li> <li>Learn how to bowl correctly in line with the rules</li> </ul>   | <ul style="list-style-type: none"> <li>Scenarios created by the teacher to initiate initial options and decisions. Pupils assessed on their ability to carry this over into game play.</li> <li><b>Decision Making:</b> Pupils to be graded using the EGS PE assessment model, based on mastery in game play and conditioned drills.</li> </ul>  |   |

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| Year view Subject: Physical Education |   | For further information, please see the <a href="#">KS3 Curriculum Booklet</a>   |  |          |
|---------------------------------------|---|--|--|----------|
| Year 8                                | Knowledge/Content                                       | Skills   | Assessments/Checkpoints  | Comments |
| <b>Autumn Term 1</b>                  | Invasion sports<br>Rugby/Basketball                     | <p>Rugby</p> <ul style="list-style-type: none"> <li>Build confidence in the concepts of rugby – point of attack and defensive lines.</li> <li>Work in small teams and begin to develop tactical knowledge and understanding.</li> <li>Use more complex rules related to rugby.</li> </ul> <p>Basketball:</p> <ul style="list-style-type: none"> <li>To learn how to perform a dominant hand layup and apply into match contexts.</li> <li>Be able to understand the concept of rebounding and apply to a game situation.</li> <li>To learn concept of fake and drive and cross-over step when beating an opponent</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstration of skills that involve high levels of coordination and the ability to apply the skills in competitive situations to outwit an opponent.</li> <li>Practical scenarios and creation of a tactical play sheet used to assess understanding on how play can be altered to switch the point of attack or to defend.</li> <li><b>Decision Making:</b> Pupils to be graded using the EGS PE assessment model, based on mastery (Emerging, Developing, Secure &amp; Mastery) in game play and conditioned drills.</li> </ul>              |          |
| <b>Autumn Term 2</b>                  | Invasion sports (Football)<br>Racket sports (Badminton) | <p>Football:</p> <ul style="list-style-type: none"> <li>Demonstrate movement and control to increase effectiveness of passing and maintaining possession.</li> <li>Learn different shooting techniques that can be selected in different scenarios.</li> <li>Learn how to tackle safely in a variety of ways to regain possession from an opponent.</li> </ul> <p>Badminton</p> <ul style="list-style-type: none"> <li>Demonstrate a variety pf serves to make it difficult for your opponent to return the shuttle.</li> <li>Demonstrate shot placement with depth and width so you can move your opponent around the court and set up winning shots.</li> <li>Perform smash shots at the net to win points.</li> </ul> | <ul style="list-style-type: none"> <li>Peer assessment and questioning used to demonstrate pupil knowledge and understanding on how to perform the basic skills within the sport e.g. serving or a long pass.</li> <li>Students to discover and adapt drills or a training method that can be used to improve a skill to aid the completion of their evaluation task.</li> <li><b>Analysis of Performance:</b> Pupils to be graded using the EGS PE assessment model, based on mastery (Emerging, Developing, Secure &amp; Mastery) in a poster task reviewing a key skill.</li> </ul> |          |
| <b>Spring Term 1</b>                  | Emerging sports<br>Volleyball                           | <ul style="list-style-type: none"> <li>Demonstrate core fundamental skills that include the dig and set shot</li> <li>Understand the basic rules surrounding the game (3 touches) and highlights rule errors of others.</li> <li>Learn to accurately replicate underarm or overarm serving technique</li> </ul>  | <ul style="list-style-type: none"> <li>Baseline assessment identifies current levels in American Football and volleyball.</li> <li>Peer assessment used during progressive drills and games to feedback on technique and application.</li> <li><b>Practical Performance:</b> Pupils to be graded using the EGS PE assessment model, based on mastery (Emerging, Developing, Secure &amp; Mastery) in their ability to select and apply the correct skill in small sided games.</li> </ul>  |          |

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| Year 8        | Knowledge/Content  | Skills  | Assessments/Checkpoints  | Comments   |
|---------------|--|---|--|--|
| Spring Term 2 | Health related fitness                                       | <ul style="list-style-type: none"> <li>• Introduction to the Component of Fitness.</li> <li>• Develop knowledge and understanding of how to conduct fitness test related to each component of fitness.</li> <li>• Develop a basic understanding of the methods of training (with particular focus on circuit training).</li> <li>• Introduction to the principles of training (SPORT and FITT)</li> </ul> | <ul style="list-style-type: none"> <li>• Summative and formative assessment used to demonstrate pupil understanding and knowledge of components of fitness and methods of testing.</li> <li>• Elite athlete comparison used to lead comparison and link in the use of different energy systems and methods of training.</li> <li>• <b>Health and Fitness:</b> Pupils to be graded using the EGS PE assessment model, based on mastery, in their ability to apply and justify their selection of a component of fitness.</li> </ul> |  |
| Summer Term 1 | Athletics  | <p>Build upon their previous learning from year 7 athletics to refine their skills and knowledge of each event covered. This will include:</p> <ul style="list-style-type: none"> <li>• 100/200m – Sprint start technique</li> <li>• 800/1500m – Bend running and kicking to finish</li> <li>• Shot – Glide technique Relay – Lane discipline and judging distances for communication</li> </ul>          | <ul style="list-style-type: none"> <li>• <b>Analysis of Performance:</b> Pupils to be graded using the EGS PE assessment model, based on mastery (Emerging, Developing, Secure &amp; Mastery) in an evaluation of their Javelin technique or sprint start.</li> <li>• Audio-visual recordings used to allow students to take snap shots to aid self and peer evaluation.</li> </ul>  | All pupils will have the opportunity to compete is sports day at the end of the year, with mass participation being at the heart of the day. |
| Summer Term 2 | Striking and fielding (Cricket)<br>Emerging sports (Frisbee) | <p>Cricket:</p> <ul style="list-style-type: none"> <li>• Learn how to overarm bowl to deliver a good line &amp; length ball.</li> <li>• Demonstrate the correct grip, stance, back lift to effectively prepare for a shot.</li> <li>• Show effective fielding techniques, including stopping, catching, and throwing, to minimise an opponent's run rate.</li> </ul>                                      | <ul style="list-style-type: none"> <li>• <b>Leadership:</b> Pupils to be graded using the EGS PE assessment model, based on mastery.</li> <li>• Linked to prior learning, students to design and lead a sport specific warm up for ten other pupils.</li> </ul>  |  |

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| Year view Subject: Physical Education (Core PE) |   |  | For further information, please see the <a href="#">KS4 Curriculum Booklet</a>   |  |
|---|---|--|--|--|
| Year 9  | Knowledge/Content                                       | Skills   | Assessments/Checkpoints  | Comments   |
| <b>Autumn Term 1</b>                            | Invasion sports<br>Rugby/Basketball                     | <p>Rugby:</p> <ul style="list-style-type: none"> <li>• Demonstrate a variety of kicking techniques; apply to a game.</li> <li>• Apply defensive and attacking alignment to help team overcome opponents.</li> <li>• Understand how to set-up and execute a line-out so you can attack and defend from a dead ball situation.</li> </ul> <p>Basketball:</p> <ul style="list-style-type: none"> <li>• Develop advanced shooting techniques such as the hook shot and use of non-dominant hand lay-up technique.</li> <li>• Develop understanding of how to outwit in full match context</li> <li>• Implement defensive plays eg zone defence, full or half court press.</li> </ul>   | <b>Leadership:</b> Pupils will be familiar with various drills from years 7 and 8 they will be encouraged to lead and take initiative at various times across their lessons.   |  |
| <b>Autumn Term 2</b>                            | Invasion sports (Football)<br>Racket sports (Badminton) | <p>Football:</p> <ul style="list-style-type: none"> <li>• Apply both attacking (shape and width) and defensive principles to effectively outwit an opposing team.</li> <li>• Develop an understand of roles within a team to achieve a common goal</li> </ul> <p>Badminton:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of shot selection in doubles when attacking or defending.</li> <li>• Apply different formations when playing doubles, utilising the strengths of team members</li> </ul>   | <b>Practical Performance:</b> peer and self-assessment alongside teacher AfL will be used with skills and small sided games to monitor application in both football and badminton.   |  |
| <b>Spring Term 1</b>                            | Volleyball<br>American Football (AF)                    | <p>Volleyball:</p> <ul style="list-style-type: none"> <li>• Consistently use a range of core skills in competitive game situations.</li> <li>• Experience a range of different positions (setter, hitter, and libero)</li> </ul> <p>American football:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the rules of (adapted) AF</li> <li>• Experience a variety of roles within AF (QB, linesman, running back and wide receiver)</li> <li>• Create range of 'plays' to outwit and create scoring opportunities</li> </ul>   | <b>Decision Making:</b> Pupils to recognise a need for strategies and creative thinking through group discussion. Pupils should be able to identify errors after a completed game and adjust accordingly.  |  |
| <b>Spring Term 2</b>                            | CrossFit<br>Table Tennis                                | <p>CrossFit</p> <ul style="list-style-type: none"> <li>• Learn how to deploy equipment in a safe manner.</li> <li>• Demonstrate and replicate correct technique when performing CrossFit movements.</li> <li>• Understand how the body responds to exercise and how it can vary depending on the WOD</li> <li>• Develop decision making skills on how to approach a WOD (FT, EMOM, AMRAP, Partner and Team)</li> <li>• Learn how the body responds to exercise and how we can aid recovery.</li> </ul> <p>Table Tennis:</p> <ul style="list-style-type: none"> <li>• Demonstrate the use of backhand slice and forehand back spin to outwit an opponent.</li> <li>• Develop variation of serves such as high toss and spin.</li> <li>• Learn when and how to use a smash shot to win a point.</li> </ul> | <b>Health and Fitness/Practical Performance:</b> Discuss and understand recovery following exercise. Challenge themselves to the best of their own ability across a range of various CrossFit workouts. Pupils will be able to plan and follow a fitness session with a specific focus and can describe how the differing body systems are affected by exercise. Peer assessment activity based on creating your own WOD and introducing it to the class, peer evaluation on how did the WOD provide challenge, how could you make | <p>Through CrossFit pupils will develop a greater understanding of how they can train and keep fit independently with minimal equipment.</p> <p>All students will have the option of joining the school CrossFit club to develop skills further.</p> |

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|                      |           |   | the WOD harder and what was the best exercise?   |  |
| <b>Summer Term 1</b> | Athletics | <ul style="list-style-type: none"> <li>Refinement of skills and techniques across all disciplines. Pupils encouraged to record and set PBs to beat in subsequent lessons.</li> </ul>  | <b>Practical Performance:</b> Challenge pupils to aim for max levels to set PBs  | All pupils have the opportunity to compete in July sports day. |
| <b>Summer Term 2</b> | Cricket   | <ul style="list-style-type: none"> <li>Increase speed of overarm bowling (with a run up) to deliver a good line &amp; length ball whilst exerting pressure on the batsman.</li> <li>Showcase effective decision-making skills in the field to get opponents out and/or reduce run rate and take wickets.</li> <li>Front and back foot shots used to play a ball with different deliveries.</li> </ul> | <b>Analysis of Performance:</b> Pupils to be encouraged and will identify their own strengths and weaknesses as well as address ways they can improve. |  |

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|---|---|--|---|---|
| Year 9  | Knowledge/Content   | Skills   | Assessments/Checkpoints   | Comments  |
| <b>Autumn Term 1</b>                            | Principles of training  | <ul style="list-style-type: none"> <li>The principles of training and overload (SPORT, FITT)</li> <li>Application of principles of training</li> <li>Components of fitness (10)</li> </ul> Linking components of fitness to sporting examples  | <ul style="list-style-type: none"> <li>Exam board materials</li> <li>Teacher assessment / R Marking</li> <li>Peer/Self-assessment</li> <li>Class discussions/ Q&amp;A</li> </ul>                              | <ul style="list-style-type: none"> <li>Elite level performance using GPS tracker, links made to external clubs</li> </ul>   |
| <b>Autumn Term 2</b>                            | Measuring the principles of training  | <ul style="list-style-type: none"> <li>The relationship between health and fitness</li> <li>Reasons and limitations of fitness testing</li> <li>Measuring the components of fitness</li> <li>Demonstration of how data are collected for fitness testing</li> <li>Use of data</li> </ul> | <ul style="list-style-type: none"> <li>Peer/Self-assessment</li> <li>Class discussions/ Q&amp;A</li> <li>Fitness test results/ comparison to national normative data</li> </ul>                               | <ul style="list-style-type: none"> <li>Use of HR monitors/smart watches to track data</li> <li>Using and interpreting data in the workplace.</li> </ul>           |
| <b>Spring Term 1</b>                            | Calculating training intensities and understanding aerobic/anaerobic exercise | <ul style="list-style-type: none"> <li>Understanding key terms (anaerobic/ aerobic)</li> <li>Linking key terms to sporting examples</li> <li>EPOC</li> <li>The recovery process from vigorous exercise</li> <li>Calculating intensities to optimise training effectiveness</li> </ul>    | <ul style="list-style-type: none"> <li>End of unit assessments</li> <li>Teacher assessment / R Marking</li> <li>Peer/Self-assessment</li> <li>Extended writing</li> <li>Class discussions/ Q&amp;A</li> </ul> | <ul style="list-style-type: none"> <li>Links to PSHCE curriculum: How to create a work/life balance, utilising free time to improve health and fitness</li> </ul> |
| <b>Spring Term 2</b>                            | Understanding and implementing different training methods                     | <ul style="list-style-type: none"> <li>Types of training</li> <li>Advantages and disadvantages of types of training</li> <li>Considerations to prevent injury</li> <li>Effective use of warm up and cool down</li> </ul>   |   |   |
| <b>Summer Term 1</b>                            | Health, fitness and well-being  | <ul style="list-style-type: none"> <li>Participation and people's needs</li> <li>Consequences of a sedentary lifestyle</li> <li>Obesity and its effect on performance</li> <li>Somatotypes</li> </ul>  | <ul style="list-style-type: none"> <li>End of Year mock</li> <li>Teacher assessment / R Marking</li> <li>Peer/Self-assessment</li> <li>Extended writing</li> <li>Class discussions/ Q&amp;A</li> </ul>        | <ul style="list-style-type: none"> <li>Increase awareness of sedentary careers/ linked to obesity</li> </ul>  |
| <b>Summer Term 2</b>                            | Energy use, diet, nutrition and hydration                                     | <ul style="list-style-type: none"> <li>Energy use</li> <li>Nutrition- reasons for having a balanced diet</li> <li>Nutrition- role of carbohydrates, fat, protein and vitamins/minerals</li> <li>Hydration- reasons for maintaining water balance</li> </ul>                              |   | <ul style="list-style-type: none"> <li>Increase awareness of diet and nutrition whilst working/ meal prep.</li> <li>Links to F&amp;N</li> </ul>                   |

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|---|--|---|---|---|
| Year 10   | Knowledge/Content  | Skills  | Assessments/Checkpoints   | Comments  |
| Autumn Term 1                                   | The muscular and skeletal system                             | <ul style="list-style-type: none"> <li>Bones</li> <li>Structure of the skeleton</li> <li>Functions of the skeleton</li> <li>Muscles of the body</li> <li>Structure of a synovial joint</li> <li>Types of freely moveable joints (different types of joints)</li> <li>Linking muscle and joint movement to effect skeletal movement</li> <li>Identification of movement planes and axes</li> </ul>                                     | <ul style="list-style-type: none"> <li>End of unit mock</li> <li>Teacher assessment / R Marking</li> <li>Peer/Self-assessment</li> <li>Class discussions/ Q&amp;A</li> </ul>  | <ul style="list-style-type: none"> <li>Links to physiotherapy/ sports massage (rehab) medicine</li> <li>Understanding posture/ links to career at a desk/ computer</li> <li>Links to Biology</li> </ul> |
| Autumn Term 2                                   |  |   |   |   |
| Spring Term 1                                   | The structure and functions of the cardio-respiratory system | <ul style="list-style-type: none"> <li>Immediate, short and long term effects of exercise</li> <li>Pathway of air</li> <li>Gaseous exchange</li> <li>Structure of heart</li> <li>Cardiac cycle and the pathway of blood</li> <li>Cardiac output and stroke volume</li> <li>Mechanics of breathing-the interaction of the intercostal muscles, ribs, and diaphragm in breathing</li> <li>Interpretation of spirometer trace</li> </ul> | <ul style="list-style-type: none"> <li>End of unit mock</li> <li>Teacher assessment / R Marking</li> <li>Peer/Self-assessment</li> <li>Class discussions/ Q&amp;A</li> <li>Practical assessment in several team sports</li> </ul> | <ul style="list-style-type: none"> <li>Link to sport science at university</li> <li>Links to biology and maths</li> </ul>   |
| Spring Term 2                                   |  |   |   |   |
| Summer Term 1                                   | Socio-cultural influences                                    | <ul style="list-style-type: none"> <li>Engagement patterns of different social groups</li> <li>Factors affecting participation</li> <li>Commercialisation</li> <li>Types of sponsorship and the media</li> <li>Positive and negative impacts of sponsorship, the media and technology</li> </ul>  | <ul style="list-style-type: none"> <li>Year 10 Mocks (end of year)</li> <li>Teacher assessment / R Marking</li> <li>Peer/Self-assessment</li> <li>Extended writing</li> <li>Class discussions/ Q&amp;A</li> </ul>                 |   |
| Summer Term 2                                   |  |   |   |   |



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| Year 11                               | Knowledge/Content  | Skills  | Assessments/Checkpoints  | Comments   |
| <b>Autumn Term 1</b>                  | Ethical and socio-cultural issues in physical activity and sport | <ul style="list-style-type: none"> <li>• Conduct of performers</li> <li>• Prohibited substances</li> <li>• Prohibited methods (blood doping)</li> <li>• Drugs subject to certain restrictions (beta blockers)</li> <li>• Performance enhancing drugs (PED)</li> <li>• Advantages and disadvantages of PEDs for the performer and for the sport</li> <li>• Spectator behaviour</li> <li>• Reasons why hooliganism occurs</li> <li>• Strategies employed to combat hooliganism/spectator behaviour</li> </ul>                       | <ul style="list-style-type: none"> <li>• End of unit mock</li> <li>• Teacher assessment / R Marking</li> <li>• Peer/Self-assessment</li> <li>• Extended writing</li> <li>• Class discussions/ Q&amp;A</li> <li>• Practical assessment in several individual sports</li> <li>• Year 11 Mocks</li> </ul> | <ul style="list-style-type: none"> <li>• Ethical choices within the workplace</li> <li>• Understanding how to utilise workplace policies and guidelines</li> </ul>                       |
| <b>Autumn Term 2</b>                  |  |   |  |  |
| <b>Spring Term 1</b>                  | Sports Psychology  | <ul style="list-style-type: none"> <li>• Classification of skills</li> <li>• Basic information processing model</li> <li>• Guidance and feedback on performance</li> <li>• Evaluation of feedback</li> <li>• Mental preparation for performance</li> <li>• Arousal</li> <li>• Inverted U theory</li> <li>• Optimal arousal levels</li> <li>• Stress management techniques</li> <li>• Direct and indirect aggression</li> <li>• Introvert and extrovert personality types</li> <li>• Intrinsic and extrinsic motivation</li> </ul> | <ul style="list-style-type: none"> <li>• End of unit mock</li> <li>• Teacher assessment / R Marking</li> <li>• Extended writing</li> <li>• Class discussions/ Q&amp;A</li> </ul>   | <ul style="list-style-type: none"> <li>• Sports Psychology – Social facilitation (Ringlemann Effect – A Level links)</li> <li>• Stress management techniques in the workplace</li> </ul> |
| <b>Spring Term 2</b>                  | NEA  | <ul style="list-style-type: none"> <li>• Written analysis and evaluation of performance in a chosen sport</li> </ul>  | <ul style="list-style-type: none"> <li>• Internal assessment, external moderation</li> </ul> Total: 25 marks 10 % of GCSE  |  |
| <b>Summer Term 1</b>                  | Lever systems and altitude training                              | <ul style="list-style-type: none"> <li>• First, second and third class lever systems</li> <li>• Mechanical advantages in relation to the three lever systems</li> <li>• Analysis of basic movements in sporting examples</li> <li>• High altitude training as a form of aerobic training</li> <li>• Seasonal aspects</li> <li>• SMART targets – definition of types of goals</li> <li>• Use and evaluation of setting performance and outcome goals</li> <li>• Revision</li> </ul>  | <ul style="list-style-type: none"> <li>• Revision</li> <li>• Externally set exam</li> </ul>  |  |

Curriculum Map 2022 onwards

| Year view Subject: Physical Education (Core PE) |  | For further information, please see the <a href="#">KS4 Curriculum Booklet</a>  |  |   |
|---|--|---|--|---|
| Years 10/11                                     | Knowledge/Content  | Skills  | Assessments/Checkpoints  | Comments  |
| <b>Autumn Term 1</b>                            | Students have a choice of activities from: <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Tennis</li> </ul>               | <ul style="list-style-type: none"> <li>• Some activities are taught through a Sports education model, with students taking more responsibility for their learning.</li> <li>• Some activities are taught as a training squad for inter-school matches, trying to build a culture of lifelong love for participating in competitive sport.</li> <li>• Activities will focus on developing tactical understanding and strategies to overcome opponents through match play. Teachers may use conditions and adaptations of rules to facilitate the learning of certain tactics and strategies, before moving into the traditional rules</li> </ul> | <ul style="list-style-type: none"> <li>• CORE PE is a subject which is not assessed summatively.</li> <li>• Teachers will continually assess and provide detailed verbal feedback both individually and as teams for students to take on board and implement changes.</li> <li>• Students undertaking GCSE will use assessment from their practical elements and work on this in their core PE lessons</li> <li>• Teachers may use conditions and adaptations of rules to facilitate the learning of certain tactics and strategies, before moving into the traditional rules</li> </ul> | <ul style="list-style-type: none"> <li>• Students will develop their leadership skills and ability to organise groups.</li> <li>• Students will also have ample opportunities to further their skills in umpiring and officiating sports covered, which provide an alternative route into competitive sport post school.</li> </ul> |
| <b>Autumn Term 2</b>                            | (basketball/badminton/volleyball)  |   |  |   |
| <b>Spring Term 1</b>                            | Students have a choice of activities from: <ul style="list-style-type: none"> <li>• CrossFit/Gym</li> <li>• Football</li> <li>• Squash</li> </ul>        |   |  |   |
| <b>Spring Term 2</b>                            | (Table tennis/unihoc/handball)   |   |  |   |
| <b>Summer Term 1</b>                            | Students have a choice of activities from: <ul style="list-style-type: none"> <li>• Athletics/Cross Fit</li> <li>• Football</li> <li>• Tennis</li> </ul> |   |  |   |
| <b>Summer Term 2</b>                            | <ul style="list-style-type: none"> <li>• Emerging Sports</li> <li>• Striking and fielding</li> </ul>   |   |  |   |

## Curriculum Map 2022 onwards

| Year view Subject: A Level PE |   |  | For further information, please see the <a href="#">KS5 Curriculum Booklet</a>  |  |
|-------------------------------|---|--|---|--|
| Year 12                       | Knowledge/Content   | Skills   | Assessments/Checkpoints   | Comments   |
| <b>Autumn Term 1</b>          | Applied anatomy and physiology<br>Skill Acquisition<br>Sport and society                | 1.1b - Cardiovascular and respiratory systems<br>2.1 – classification of skills/ types and methods of practice<br>3.1 – emergence and evolution of sport                     | <ul style="list-style-type: none"> <li>• End of unit assessment</li> <li>• Formative teacher assessment / R Marking</li> <li>• Peer/Self-assessment</li> <li>• Extended writing</li> <li>• Class discussions/ Q&amp;A</li> </ul> Practical performance assessment (H555/06) will be ongoing throughout Year 12 and 13 | Cross curricular links to maths (interpretation of data), biology (human anatomy) and History<br><br>Links made to university content for sports science   |
| <b>Autumn Term 2</b>          | Applied anatomy and physiology<br>Skill Acquisition<br>Sport and society                | 1.1a - Skeletal and muscular systems<br>2.1 - Transfer of skills/Principles and theories of learning movement skills<br>3.1 - Global sporting events                         |   | Cross curricular links to biology (human anatomy), politics/history (exploitation of Olympic games) and economics (feasibility into holding major sporting events)                               |
| <b>Spring Term 1</b>          | Biomechanics<br>Skill Acquisition<br>Contemporary issues in physical activity and sport | 1.3a - Biomechanical principles, levers and the use of technology<br>2.1 - Stages of learning /Guidance<br>3.2 - Ethics and deviance in sport / Commercialisation and media  |   | Links to physics and DT (biomechanics)   |
| <b>Spring Term 2</b>          | Biomechanics<br>Skill Acquisition<br>Contemporary issues in physical activity and sport | 1.3a - Biomechanical principles, levers and the use of technology<br>2.1 – Feedback<br>3.2 - Routes to sporting excellence in the UK   |   | Highlighting wider society issues around funding for different sports, leading to research in needs within local community (links to geography)  |
| <b>Summer Term 1</b>          | Biomechanics<br>Skill Acquisition<br>Contemporary issues in physical activity and sport | 1.3b - Linear motion, angular motion, fluid mechanics and projectile motion<br>2.1 - Memory models<br>3.2 Modern technology in Sport   |   | Trip to local university to use sport science technology/labs.   |
| <b>Summer Term 2</b>          | Evaluating and Analysing<br>Performance for Improvement                                 | This unit uses the knowledge, understanding and skills has learnt throughout the first year of and enables them to analyse and evaluate a peer's performance in one activity |   | Mock NEA - observing a live or recorded performance by a peer and then providing an oral response analysing and critically evaluating the performance<br><br>End of year mocks (Paper 1,2 and 3) |

Curriculum Map 2022 onwards

| Year view Subject: A Level PE |  |   | For further information, please see the <a href="#">KS5 Curriculum Booklet</a>  |  |
|-------------------------------|--|---|---|--|
| Year 13                       | Knowledge/Content  | Skills  | Assessments/Checkpoints   | Comments   |
| <b>Autumn Term 1</b>          | Applied anatomy and physiology<br>Sports psychology            | 1.1c - Energy for exercise<br>1.1d - Environmental effects on body systems<br>2.2 - Individual differences/ Group and team dynamics in sport / Goal setting in sports performance | <ul style="list-style-type: none"> <li>End of unit assessment</li> <li>Formative teacher assessment / R Marking</li> <li>Peer/Self-assessment</li> <li>Extended writing</li> <li>Class discussions/ Q&amp;A</li> <li>Year 13 mocks</li> </ul> | <p>Cross curricular links to maths (interpretation of data), biology (human anatomy and physiology) and chemistry</p> <p>Links made to university content for sports science</p> |
| <b>Autumn Term 2</b>          | Exercise physiology  | 1.2a - Diet and nutrition/ Ergogenic aids<br>1.2b - Preparation and training methods<br>2.2 - Attribution / Confidence and self-efficacy in sports performance.                   | Practical performance assessment (H555/06) will be ongoing throughout Year 12 and 13  |  |
| <b>Spring Term 1</b>          | Evaluating and Analysing Performance for Improvement (H555/05) | This unit uses the knowledge, understanding and skills has learnt throughout the course and enables them to analyse and evaluate a peer's performance in one activity             | <ul style="list-style-type: none"> <li>Submission of H555/05</li> <li>End of unit assessment</li> </ul>   | Links to careers in medicine (physiotherapy)   |
| <b>Spring Term 2</b>          | Sports psychology<br>Exercise physiology                       | 1.2c - Injury prevention and the rehabilitation of injury<br>2.2 - Leadership in sport<br>Stress management to optimise performance   | <ul style="list-style-type: none"> <li>Submission of H555/06 – practical performance</li> <li>Revision</li> </ul>   |  |
| <b>Summer Term 1</b>          | Revision   | Revision  | External examinations   |  |

Curriculum Map 2022 onwards

| Year view Subject: Physical Education (Core PE) |  | For further information, please see the <a href="#">KS5 Curriculum Booklet</a>  |  |  |
|---|--|---|--|--|
| Years 12/13                                     | Knowledge/Content  | Skills  | Assessments/Checkpoints  | Comments   |
| <b>Autumn Term 1</b>                            | Students have a choice of activities from: <ul style="list-style-type: none"> <li>Rugby</li> <li>Football</li> <li>Tennis</li> <li>Gym</li> <li>Sports Hall</li> </ul>                 | <ul style="list-style-type: none"> <li>Some activities are taught as a training squad for inter-school matches, trying to build a culture of lifelong love for participating in competitive sport.</li> <li>Activities will focus on developing tactical understanding and strategies to overcome opponents through match play.</li> <li>Teachers may use conditions and adaptations of rules to facilitate the learning of certain tactics and strategies, before moving into the traditional rules</li> </ul> | <ul style="list-style-type: none"> <li>CORE PE is a subject which is not assessed summatively.</li> <li>Teachers will continually assess and provide detailed verbal feedback both individually and as teams for students to take on board and implement changes.</li> <li>Students undertaking GCSE will use assessment from their practical elements and work on this in their core PE lessons</li> <li>Teachers may use conditions and adaptations of rules to facilitate the learning of certain tactics and strategies, before moving into the traditional rules</li> </ul> | <ul style="list-style-type: none"> <li>Students will develop their leadership skills and ability to organise groups.</li> <li>Students will also have ample opportunities to further their skills in umpiring and officiating sports covered, which provide an alternative route into competitive sport post school.</li> <li>Students enter a range of local, regional and national level competitions</li> </ul> |
| <b>Autumn Term 2</b>                            | (A range of sports)  |   |  |  |
| <b>Spring Term 1</b>                            | Students have a choice of activities from: <ul style="list-style-type: none"> <li>Rugby</li> <li>Football</li> <li>Tennis/squash</li> <li>Gym/CrossFit</li> <li>Sports Hall</li> </ul> |   |  |  |
| <b>Spring Term 2</b>                            | (A range of sports)  |   |  |  |
| <b>Summer Term 1</b>                            | Students have a choice of activities from: <ul style="list-style-type: none"> <li>Athletics/Cross Fit</li> <li>Football</li> <li>Tennis</li> <li>Cricket</li> <li>Golf</li> </ul>      |   |  |  |
| <b>Summer Term 2</b>                            |  |   |  |  |