



PE Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>Through a range of activities including invasion games, net games, striking and fielding games, gymnastics, dance and fitness students will learn:</p> <ul style="list-style-type: none"> To demonstrate a range of simple motor skills and techniques and apply them consistently The rules, tactics and conventions of varying activities Basic anatomy and physiology The short and long term effects of exercise To understand and apply motivation, confidence and resilience to different situations Components of fitness Movement analysis and feedback <p>Motivation & Confidence</p> <ul style="list-style-type: none"> Confidence Ownership Challenge Engagement To be able to recognise the importance of motivation and confidence in a chosen activity <p>Physical Competence</p> <ul style="list-style-type: none"> Generic fundamental movement skills Sport Specific techniques, skills and tactics Select and apply appropriate skills with consistency to participate effectively in a chosen activity <p>Cognition</p>	<p>Motivation & Confidence</p> <ul style="list-style-type: none"> To foster an individual's enthusiasm for and enjoyment of physical activity for life. <p>Physical Competence</p> <ul style="list-style-type: none"> To enable an individual to participate & achieve in a wide range of physical activities and settings. <p>Cognition</p> <ul style="list-style-type: none"> To be able to participate successfully in a wide range of physical activities The health benefits associated with participating in long term physical activity <p>Engagement in Physical Activity (Behaviours)</p> <ul style="list-style-type: none"> To develop engagement in physical activities for life. <p>These knowledge and skills underpin the whole secondary curriculum and prepare students to progress from Year 7 to 11 and into examined PE courses.</p>	<p>Anatomy and physiology specific words to include name and location of muscles</p> <p>Triceps Biceps Deltoids Hamstring Pectorals Quadriceps Gluteus Maximus Gastrocnemius Abdominals Latissimus Dorsi</p> <p>Benefits of exercise</p> <p>Heart rate Resting heart rate Breathing rate Lactic acid Serotonin Diabetes Heart disease</p> <p>Movement Analysis</p> <p>Flexion Extension Abduction Adduction Plantar Flexion Dorsi-Flexion Rotation</p> <p>Methods of Analysis and Feedback</p> <p>Tally chart Verbal feedback Peer observation</p>	<p>Warm up Cool down Team work Perseverance Pain vs tiredness</p>	<p>Writing</p> <p>Students may occasionally have opportunities to write, for examples when plotting and annotating graphs in a HRE lesson.</p> <p>Oracy</p> <p>Students will have opportunities to and will be encouraged to develop leadership skills, being able to talk, to give and respond to feedback, all developing oracy skills.</p>	<p>Term 3 DOYA</p> <p>Teacher assessed on lesson performance</p> <p>Term 6 DOYA</p> <p>Teacher assessed on lesson performance</p>

	<ul style="list-style-type: none"> To select and apply physical competence Effective Communication Peer and Self-Assessment Why Physical Activity is important Why they select and apply PC How to peer and self-analyse (oracy) Recognise importance of the following: <ul style="list-style-type: none"> Effects of Physical Activity Anatomy and Physiology Components of fitness Leadership Skills <p>Engagement in Physical Activity (Behaviours)</p> <ul style="list-style-type: none"> Resilience/Perseverance Self-Agency Sportsmanship Importance of taking responsibility for improving their own physical literacy 		<p>Components of Fitness</p> <ul style="list-style-type: none"> Speed Cardiovascular Endurance Flexibility Reaction Time Power / Explosive Strength Agility Body Composition Strength Muscular Endurance Balance Co-ordination 			
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8	<p>Continuing the range of activities learnt in Year 7, students will further develop and deepen their abilities in performing, knowledge and understanding. Specifically, they will:</p> <ul style="list-style-type: none"> Be able to demonstrate a range of simple and advanced motor skills and techniques Further develop their knowledge of rules, tactics and conventions and be able to apply these in specific activities to improve performance Know the importance of physical exercise and involve themselves in challenging activities that will improve their own physical literacy Know the effects of motivation, confidence and resilience on performance and develop these to help their own and others' sporting performance <p>Motivation & Confidence</p> <ul style="list-style-type: none"> Confidence 	<p>Motivation & Confidence</p> <ul style="list-style-type: none"> To foster an individual's enthusiasm for and enjoyment of physical activity for life. <p>Physical Competence</p> <ul style="list-style-type: none"> To enable an individual to participate & achieve in a wide range of physical activities and settings. <p>Cognition</p> <ul style="list-style-type: none"> To be able to participate successfully in a wide range of physical activities <p>Behaviours</p> <ul style="list-style-type: none"> To develop engagement in physical activities for life. To help students see the importance of an active lifestyle for health and wellbeing now and in the future. Further developing the knowledge and skills from Year 7 by re-visiting areas in more depth. 	<p>Anatomy and physiology specific words to include name and location of muscles</p> <ul style="list-style-type: none"> Triceps Biceps Deltoids Hamstring Pectorals Quadriceps Gluteus Maximus Gastrocnemius Abdominals Latissimus Dorsi <p>Benefits of exercise</p> <ul style="list-style-type: none"> Immediate physical effects of exercise Long term physical effects of exercise Heart rate Resting heart rate Breathing rate 	<p>Anatomical movements and the role muscles play in making the movement happen.</p> <p>Being able to analyse and evaluate performance.</p> <p>Having the communication skills required to develop and refine knowledge, understanding and an ability to improve the effectiveness performance of oneself and your peers.</p>	<p>Reading and Writing</p> <p>Students may occasionally have opportunities to write, for examples when plotting and annotating graphs in a HRE lesson or when planning, recording and reading rules and events during a Sport Education block of work.</p> <p>Oracy</p> <p>Students will have opportunities to and will be encouraged to develop leadership skills, being able to talk, to give and respond to feedback, all developing oracy skills.</p>	<p>Term 3 DOYA</p> <p>Teacher assessed on lesson performance</p> <p>Term 6 DOYA</p> <p>Teacher assessed on lesson performance</p>

	<ul style="list-style-type: none"> • Ownership • Challenge • Engagement • How to develop motivation, confidence to improve own and others' performances. <p>Physical Competence</p> <ul style="list-style-type: none"> • Generic fundamental movement skills • More advanced Sport Specific techniques, skills and tactics • Select and apply appropriate advanced skills with consistency to participate effectively in a chosen activity with some success <p>Cognition</p> <ul style="list-style-type: none"> • To select and apply physical competence • Communication • Peer and Self-Assessment • Why Physical Activity is important • Why they select and apply PC • To peer and self-analyse (oracy) to have impact • Apply the following to chosen activities: <ul style="list-style-type: none"> ○ Effects of Physical Activity ○ Anatomy and Physiology ○ Components of fitness ○ Leadership Skills <p>Engagement in Physical Activity (Behaviours)</p> <ul style="list-style-type: none"> • Resilience/Perseverance • Self-Agency • Sportsmanship • The importance of taking responsibility for improving their own physical literacy 		<p>Lactic acid Serotonin Diabetes Heart disease Mental effects Social effects</p> <p>Movement Analysis Flexion Extension Abduction Adduction Plantar Flexion Dorsi-Flexion Rotation</p> <p>Methods of Analysis and Feedback Tally chart Verbal feedback Peer observation</p> <p>Components of Fitness Speed Cardiovascular Endurance Flexibility Reaction Time Power / Explosive Strength Agility Body Composition Strength Muscular Endurance Balance Co-ordination</p>			
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<p>9</p>	<p>Students will enjoy participating in a range of traditional and ‘alternative’ activities. The teacher will have the autonomy to choose activities that serve to provide a broad and balanced curriculum, focusing on the development of the learning needs of the students within the group.</p> <p>Activities will focus on developing positive lifestyle habits and refining key skills and attributes that complement and enhance learning across the academy and help to prepare students for later life.</p> <p>Resilience, perseverance, determination, cognitive thinking and communication skills will be developed throughout the year.</p> <p>Further development of the sports studied in Year 7 and 8. Students learn:</p> <ul style="list-style-type: none"> • To critically analyse and evaluate practical performances • How to give and receive sensitive feedback to improve depth of knowledge, understanding and performance • To take on different roles to develop communication, teamwork and oracy skills • How to lead a healthy, active lifestyle • Different ways to maintain fitness and knowledge of training zones • To continue to increase their knowledge of rules, tactics and conventions of a variety of sports. 	<p>Curriculum Intent</p> <p>Students will benefit from the provision of a broad and balanced curriculum offer that enhances student engagement in physical activity for life. This is achieved through the delivery/participation in activities that are student-centred that help to motivate students and promote engagement and cognitive thinking.</p> <p>The engagement in regular physical activity allows students to be healthier, physically, mentally and socially. Collectively these will significantly improve well-being and academic success.</p> <p>Learning in Core PE lessons supports students following examination BTEC Sport and GCSE Physical Education courses. Whilst at the same time, fostering an enjoyment of being active and promoting the benefits of adopting a healthy, active lifestyle.</p>	<p>As above, plus:</p> <p>Motivation Determination Perseverance Resilience Respect Empathy Teamwork Communication</p>	<p>To understand and be able to demonstrate their ability to actively participate in physical activity.</p> <p>Students understand the benefits and activity seek opportunities to participate.</p> <p>Students are able to develop and demonstrate key skills and attributes that will help them to be successful in their education and beyond.</p> <p>Motivation Determination Perseverance Resilience Respect Empathy Teamwork Communication</p>	<p>Reading and Writing</p> <p>Students may occasionally have opportunities to write, for examples when plotting and annotating graphs in a HRE lesson or when planning, recording and reading rules and events during a Sport Education block of work.</p> <p>Oracy</p> <p>Students will have opportunities to and will be encouraged to develop leadership skills, being able to talk, to give and respond to feedback, all developing oracy skills.</p>	<p>Students assessed on attitudes to learning.</p>
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
<p>10</p>	<p>Students will enjoy participating in a range of traditional and ‘alternative’ activities. The teacher will have the autonomy to choose activities that serve to provide a broad and balanced curriculum, focusing on the development of the learning needs of the students within the group.</p> <p>Activities will focus on developing positive lifestyle habits and refining key skills and attributes that complement and enhance</p>	<p>To support the students taking examination PE courses and to prepare them to lead an active lifestyle after school.</p>	<p>As above, plus:</p> <p>Motivation Determination Perseverance Resilience Respect Empathy Teamwork Communication</p>	<p>To understand and be able to demonstrate their ability to actively participate in physical activity.</p> <p>Students understand the benefits and activity seek opportunities to participate.</p>	<p>Reading and Writing</p> <p>Students may occasionally have opportunities to write, for examples when plotting and annotating graphs in a HRE lesson or when planning, recording and reading rules and events during a Sport Education block of work.</p>	<p>Students assessed on attitudes to learning.</p>

	<p>learning across the academy and help to prepare students for later life.</p> <p>Further development of the sports studied in Key Stage 3. Students learn:</p> <ul style="list-style-type: none"> To critically analyse and evaluate practical performances How to give and receive sensitive feedback to improve depth of knowledge, understanding and performance To take on different roles to develop communication, teamwork and oracy skills How to lead a healthy, active lifestyle Different ways to maintain and improve levels of fitness <p>To continue to increase their knowledge of rules, tactics and conventions of a variety of sports.</p> <p>Students who study have chosen to study GCSE Physical Education or BTEC Sport will use Core PE lessons to develop, deepen and refine levels of knowledge, understanding and performance in sporting activities. Additionally, theoretical content will be embedded during Core PE lessons.</p> <p>Resilience, perseverance, determination, cognitive thinking and communication skills will be developed throughout the year.</p>			<p>Students are able to develop and demonstrate key skills and attributes that will help them to be successful in their education and beyond.</p> <p>Motivation Determination Perseverance Resilience Respect Empathy Teamwork Communication</p>	<p>Oracy Students will have opportunities to and will be encouraged to develop leadership skills, being able to talk, to give and respond to feedback, all developing oracy skills.</p>	
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11	<p>Students in Year 11 have the opportunity to take ownership of the activities they participate in. We adopt an options-based approach. Physical Education in Year 11 is used to promote healthy active lifestyles beyond students' life at school. We aim to develop positive lifestyle habits and use Core PE lessons as a vehicle to develop students' confidence in being able to participate in a range of different activities independently and with their peers. We offer a combination of traditional sports and less mainstream activities, largely on-</p>	<p>To prepare students to lead a safe, active and healthy lifestyle after school. To develop leadership, self-motivation and resilience through sport.</p>	<p>As above, plus:</p> <p>Motivation Determination Perseverance Resilience Respect Empathy Teamwork Communication</p>		<p>Reading and Writing Students may occasionally have opportunities to write, for examples when plotting and annotating graphs in a HRE lesson or when planning, recording and reading rules and events during a Sport Education block of work.</p>	<p>Students assessed on attitudes to learning.</p>

	<p>site activities with some off-site activities periodically.</p> <p>Students are given a range of activities to choose from and follow these for a number of weeks (normally 4). Students choose two different activities each block. Students are encouraged to choose activities based on their interests and skills and are to consider the benefits of their choices.</p> <p>Resilience, perseverance, determination, cognitive thinking and communication skills will be developed throughout the year.</p> <p>Further development of the sports studied in Year 10. Students learn:</p> <ul style="list-style-type: none"> • To take ownership of their learning • To safely and appropriately prepare themselves for physical activity • To lead their own activities; setting up equipment, organising games, planning training sessions • Apply and embed previously learned skills to improve the performance of themselves and others. To critically analyse and evaluate practical performances • To be self-motivated, confident and resilient in the activities chosen • To take on different roles to develop communication, teamwork and oracy skills • To apply rules and tactics individually and as a team • To be a positive role model to others • How to lead a healthy, active lifestyle • Different ways to maintain and improve levels of fitness 				<p>Oracy Students will have opportunities to and will be encouraged to develop leadership skills, being able to talk, to give and respond to feedback, all developing oracy skills.</p>	
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