

Bede Academy

PE Curriculum Map



PE Curriculum Map

Our ambition is to enable students to develop a lifelong commitment to physical activity and healthy lifestyles. We want them to be able to cope with the demands of their environment, build resilience, physical confidence and leadership qualities. We want students to flourish in character and excel in sport and physical activity.

As we identify the key knowledge students should master in **sport**, we think carefully about *how* we want students to think as **athletes**. We want students to:

- be reflective about their own engagement in physical activity and their health
- apply their knowledge of tactics and strategies to improve performance of themselves and others
- evaluate their own performance compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- be able to work with others and to take on leadership roles within lessons

The **sport** curriculum is sequenced around the following key concepts:

Physical Me (Hands)	Social Me (Heart)	Cognitive Me (Head)
<p>This lesson objective will focus on the physical domain.</p> <p>What movement or skills will students practice and develop? Do they possess the necessary components of fitness for the lesson?</p> <p>This aligns to Ofsted pillar of 'Motor competence'.</p>	<p>This lesson objective will focus on the affective domain.</p> <p>What will students develop, demonstrate and learn to transfer in terms of character, attitudes and values?</p> <p>This aligns to Ofsted pillar of 'healthy participation'.</p>	<p>This lesson objective will focus on the cognitive domain.</p> <p>What will students know by the end of the lesson?</p> <p>This aligns to Ofsted pillar of 'Rules, tactics and compositional ideas'.</p>

Our all-through curriculum is:

...knowledge-rich with clearly defined, coherent progression which strengthens schema to enable all students to secure ambitious curriculum goals;

...enabling as all students have access to the whole curriculum and students master fundamentals in reading, writing and mathematics;

...responsive as assessment identifies security of learning and students are supported to achieve our curriculum goals;

...inspiring as it takes students beyond their own experience, offers opportunity for creativity, and enables them to understand their identity in Blyth and beyond;

...transformative as by developing character, we build learners who exemplify the Core Virtues and make a positive contribution to their community.

- **Small steps approach to skill development** for curriculum progression and mastery.
- **Skills development in each specific sport begins with focus on fundamental/transferrable motor skills.**
- **Clearly mapped progression through sports-specific development in increasingly challenging situations.**

- Extended opportunities to develop fitness through **sustain periods of physical activity.**
- Creating opportunities for **motor skill development** so all students succeed.
- Creating **leadership roles and opportunities to demonstrate knowledge** so all students succeed.

- **Continual coaching** and live feedback used to identify opportunities for skills development.
- **Students guided to evaluate one another's performance and act as coach.**
- **Modified practice situations increase the challenge for all students.**

- **Extensive extra-curricular programme with range of activities.**
- **Strong links with community partners to identify pathways for students.**
- **Regular intra and inter school competition.**

- **Sport as a character-building tool – resilience, courage, self-control...**
- **Developing interpersonal skills including working with others as part of a team.**
- **Creating leadership roles within lessons.**



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Year Group												
	Autumn1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2			
1	Dance 1	Attack, Defend and Shoot 1	Hit, Catch and Run 1	Dance 2	Gymnastics	Send and Return 1	Attack, Defend and Shoot 2	OAA	Send and Return 2	Run, Jump and Throw 1	Hit, Catch and Run 2	Run, Jump and Throw 2
2	Dance 1	Attack, Defend and Shoot 1	Hit, Catch, Run 1	Dance 2	Gymnastics	Send and Return 1	Attack, Defend and Shoot 2	OAA	Send and Return 2	Run, Jump and Throw 1	Hit, Catch and Run 2	Run, Jump, Throw 2
3	Hockey	Dance	Tag Rugby	Netball	Gymnastics	Football	OAA	Tennis	Athletics	Crickets	Rounders	Basketball
4	Hockey	Dance	Tag Rugby	Netball	Gymnastics	Football	OAA	Tennis	Athletics	Crickets	Rounders	Basketball
5	Hockey	Dance	Tag Rugby	Netball	Gymnastics	Football	OAA	Tennis	Athletics	Crickets	Rounders	Basketball
Yr 5 Swimming- 1 class per term attend lessons.												
6	Hockey	Dance	Tag Rugby	Netball	Gymnastics	Football	OAA	Tennis	Athletics	Crickets	Rounders	Basketball
7	Invasion Games	Net games	Health and Movement	Outdoor Adventurous Activities	Athletics	Striking and fielding Games						



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8	Invasion Games	Net games	Health and Movement	Outdoor Adventurous Activities	Athletics	Striking and fielding Games	
9	Invasion Games	Net games	Health and Movement	Outdoor Adventurous Activities	Athletics	Striking and fielding Games	
10	Invasion Games	Net games	Health and Movement	Outdoor Adventurous Activities	Athletics	Striking and fielding Games	
11	Invasion Games	Net games	Health and Movement	Striking and fielding Games			

10 GC SE PE	Movements in the body	Aerobic and anaerobic system	Movement Analysis	Training	Psychology
11 GC SE PE	Socio Cultural				Health, fitness and well being

10 Sport	Participation in sport	Gamesmanship and sportsmanship	Sponsorship and media	Technology and injuries
11 Sport	Leading and reviewing a session	NEA	Revision	

12 BTE C Sport	Unit 1 Musculo-skeletal	Unit 1 Respiratory system	Unit 3 Sports industry	Unit 5 Fitness testing Unit 19 Development and provision of physical activity	Unit 10 Organising events Unit 9 Research methods	Unit 23 Skill acquisition Unit 7 Practical Sports Unit 6 Psychology
13 BTE C Sport	Unit 2- Fitness Programming/Unit 27 OAA		Unit 4 – Leadership	Unit 22 Business	Unit 8 Coaching for Performance	



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Year 7	Year 8	Year 9
<p><u>Yearly Focus: Exploring Physical Literacy: Value PE, Engagement and Resilience.</u></p> <p>SUBSTANTIVE KNOWLEDGE Social: Value Physical Education. Students will show an understanding of how physical education is important for a healthy lifestyle Social: Engagement. Students will be engaged in lessons, demonstrating an enthusiasm for learning. Students will demonstrate the stamina to maintain focus for the full lesson." Social: Resilience. Students will show an understanding of resilience and explain the importance of resilience in sport and everyday life. Physical- move with some control and fluency Physical- demonstrate physical competence Physical- demonstrate physical competence in non-competitive situations Physical- be able to maintain stamina throughout tasks. Physical- perform a sequence with some body tension and fluency Physical- refine fundamental motor skills and apply to functional (sport) situations Cognitive -recall, select and communicate basic knowledge of the major factors affecting performance and participation in physical activity.</p> <p>Cognitive- recall some strategies/tactical game plans in some sports.</p> <p>Cognitive- provide a basic analysis of their own and others' performance.</p> <p>DISCIPLINARY KNOWLEDGE Social: Be able to demonstrate how PE can contribute to the development of wider transferable skills. Social- Engage positively in co-curricular sport at Bede Academy Cognitive: Be able to effectively apply tactics to succeed in games and athletics activities. Cognitive: Be able to apply knowledge to choreograph routines/workouts Physical: Be able to successfully apply skills and movements to game situations/routines. Physical: Develop components of fitness, necessary to be successful.</p>	<p><u>Concept Focus: Inter-personal development- communication, cooperation and working with others</u></p> <p>SUBSTANTIVE KNOWLEDGE Social: Communication. Students will demonstrate the ability to communicate effectively with others, using different types of communication. Social: Teamwork. Students will understand the importance of teamwork. Social: Cooperation with others. Students will show respect for their peers and Cognitive- recall and select basic knowledge of the major factors affecting performance and participation in physical activity. Cognitive- provide a basic evaluation of their own and others' performance, and Cognitive -recall some strategies/tactical approaches Physical- can identify some simple modifications to skills and techniques in order to improve the effectiveness and quality of performance Physical- identify some of the long-term effects of exercise and activity on physical, mental and social health.</p> <p>DISCIPLINARY KNOWLEDGE Social They will appreciate that communication is a two-way process. Demonstrate the necessary skills to be an effective team player Demonstrate the ability to work well with others. Lead other members of the group when instructed to do so with teacher guidance.</p> <p>Cognitive Can identify major strengths and weaknesses in performance.</p> <p>Physical- move with/without the ball with control & fluency Physical- defend an opponent with control & fluency. Physical- pass and receive the ball with control & fluency Physical- move and communicate with an opponent in a position to score. Physical- demonstrate body awareness and coordination with some accuracy in non-competitive and competitive situations Physical- apply skills with increasing levels of precision in opposed and unopposed situations</p>	<p><u>Concept Focus: Personal Growth</u></p> <p>SUBSTANTIVE KNOWLEDGE Social: Growth mindset. Students will understand the difference between a 'fixed' and 'growth mindset'. Can analyse effectively, and comment on own and others' performances recall some strategies/tactical approaches and transfer this knowledge across to another sport Cognitive- rules of games Cognitive- Increasing levels of tactics and strategies Cognitive- understand the difference between aerobic and anaerobic exercise Physical- increasingly advanced skills with consistency Physical- understanding of components of fitness</p> <p>DISCIPLINARY KNOWLEDGE can apply advanced skills in competitive situations can link fitness components to a given sport can recall the characteristics of a leader and be led by other students Can adapt running technique based on the length of the race Be part of a teams defensive and attacking strategies Can take increasing responsibility for the planning and execution of safe exercises</p> <p>Social: Motivation. Students will demonstrate the motivation to achieve their personal best in lessons. Students will be engaged in lessons at all times. Social: Responsibility for learning. Students will demonstrate the ability to work independently. They will seek opportunities to improve, showing an understanding of their strengths and weaknesses. Students will demonstrate the ability to respond positively to failure and how they can learn from mistakes to improve. Identify the most significant areas for improvement lead other members of the group without being instructed to do so</p>



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Year 10	Year 11
<p>Students achieving at the expected standard will be able to:</p> <p>SUBSTANTIVE KNOWLEDGE</p> <ul style="list-style-type: none">• I can analyse by commenting on, my own and others' performances, showing some understanding of the factors that affect the quality of performance, and strengths and weaknesses are referred to.• I can recall some strategies/tactical approaches and transfer this knowledge across to another sport and attempt to demonstrate.• I can identify the most significant areas for improvement and plan ways to improve my own and others' performance.• I can lead other members of the group when instructed to do so without any teacher guidance• I know, and can explain with some clarity, how the body reacts during different types of exercise. I understand the rules of full games. I understand how to evaluate the role of a leader <p>DISCIPLINARY KNOWLEDGE</p> <ul style="list-style-type: none">• I can take part in fully competitive situations• I can apply skills with consistency under increasing levels of pressure• I can apply some intermediate skills in non-competitive and some competitive situations.• I can move with/without the ball with various techniques at the correct time.• I can confidently lead parts of a session• I can take some responsibility for the planning and execution of safe exercises. I understand the principles behind planning my own activity	<p>Students achieving at the expected standard will be able to:</p> <p>SUBSTANTIVE KNOWLEDGE</p> <ul style="list-style-type: none">• I can analyse effectively, and comment on, my own and others' performances• I understand the principles behind planning my own activity and exercise programmes.• I can identify and explain many of the long-term effects of exercise and activity on physical, mental and social health.• I can recall some strategies/tactical approaches and transfer this knowledge across to another sport and demonstrate. <p>DISCIPLINARY KNOWLEDGE</p> <ul style="list-style-type: none">• I can identify the most significant areas for improvement and plan effective ways to improve my own and others' performance.• I can be part of my teams defensive strategies to prevent scoring opportunities using marking techniques.• I can be part of my teams attacking strategies to have an advantage in scoring opportunities by creating space• I can lead and coach a group in choreographing a dance sequence or gymnastics routine with some confidence• I can sustain long distance running appropriate to the distance of race without many visible signs of fatigue• I can link fitness tests to fitness components



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Early Years Links	Nursery	<p>Gross Motor To move around nursery, and begin to be aware that they must walk when inside. With adult support, to explore the nursery outdoor environment and try to access large scale equipment – climbing frame, bikes etc To explore different ways of moving as part of games To spontaneously make large scale marks on paper and use other mark making tools and resources as part of their play. To begin to copy movements made by adults (large scale) To watch and sometimes copy adults as they pick up toys and return them to the box.</p> <p>Fine Motor To spontaneously make marks on paper and use other mark making tools and resources as part of their play. To be able to pick up tools, toys and equipment. To use scissors with support – hand over hand, double handles, sprung etc To seek adult support to help with putting a coat on or put on dressing up</p>	<p>Gross Motor To begin to say that they should walk when inside and can run outside To become more confident to use climbing equipment safely and independently – using alternate feet. To join in with ring games To use flags/ streamers/ ribbons etc to practise large scale circles and dots movements To be able to repeat/copy a modelled movement to music. To be able to pick up toys that they have been playing with and put them in a box. To be able to tip out a small box/jigsaw</p> <p>Fine Motor To use both hands to practise smaller scale circles and dots movements To be able to pick and effectively play with smaller toys, such as small world toys, blocks, role play food etc To listen to adult instructions and support an adult to put on their coat, for example, ‘put your arm in here.’ To begin to try to fasten zips</p>	<p>Gross Motor To begin to independently move around in a safe way when inside. (spatial awareness) To become more confident to use climbing equipment safely and independently – using alternate feet. To begin to hold a pose – when directed by an adult. To use flags/ streamers/ ribbons etc to practise large scale vertical and horizontal straight lines movements, moving onto diagonal lines To copy a pattern of modelled movements to music (crawling) To tidy away toys independently and put the box away with support</p> <p>Fine Motor To use both hands to practise smaller scale vertical and horizontal straight lines movements, moving onto diagonal lines To be able to try to snip paper, seeking adult guidance and support when necessary To explore using a range of one handed tools and equipment. To try to put on their coat independently, asking for help when needed</p>	<p>Gross Motor To be able to stay in the designated spaces when outside, for example, only using the bikes on the track To copy adult movements in games and as part of their play, for example, stamping over the bridge when retelling the story of the three billy goats gruff, wriggling through the tunnel etc To use flags/ streamers/ ribbons etc to practise large scale curved and changing lines movements, such as waves curves, spirals, loops To independently make modelled movements to music To work with friends to put toys into boxes and put boxes away</p> <p>Fine Motor To use both hands to practise smaller scale curved and changing lines movements, such as waves curves, spirals, loops To be able to snip paper, exploring the effect it has on the paper To develop skill in using tools, for example with play dough, often watching adults as a model. To persevere with putting on their coat and trying to fasten their zip</p>	<p>Gross Motor With support, to be able to move around the outdoor area safely, mostly negotiating spaces and other children (spatial awareness) With adult support, begin to work together with their friends to move larger equipment, for example, working together to move the crate or box. To begin to move rhythmically and with enjoyment to music To use flags/ streamers/ ribbons etc to practise large scale complex line movements such as castle turrets and spirals, crosses, squares and triangles To independently make a pattern or series of movements to music. To tidy up across a range of areas when reminded</p> <p>Fine Motor To use both hands to practise smaller scale complex line movements such as castle turrets and spirals, crosses, squares and triangles To begin to show preference a dominant hand for writing. To be able to handle and use tools with an increasingly effective grip. To be able to put on their coat independently</p>	<p>Gross Motor To be able to independently move around the outdoor area safely, negotiating spaces and other children To work with friends to create bridges/planks on crates etc and independently choose how to access climbing opportunities, for example, stamping over the bridge when retelling the story of the three billy goats gruff, wriggling through the tunnel etc. (crawling) To be able to make a wide range of pre-writing movements using flags, ribbons, streamers etc To independently make a pattern or series of movements to music To independently tidy up the nursery and outdoor environment</p> <p>Fine Motor To be able to make a wide range of pre-writing movements using a range of mark making equipment To begin to show preference a dominant hand for writing. To be able to handle and use tools with an increasingly effective grip. To be able to put on their coat independently and at least attempt to fasten their zip</p>
	Reception	<p>Gross Motor With support, use climbing frame safely, using alternative feet. Use the outdoor resources with support (spatial awareness) To be able to line up and queue with adult support To manage trays and cutlery with support To practise large scale pre-handwriting movements with support (e.g. anti clockwise movements etc)</p> <p>Fine Motor To use a dominant hand To mark make using different shapes To begin to use a tripod (effective) grip when using mark making tools To use tweezers to transfer objects To begin to copy letters To hold scissors correctly and make snips in paper To hold a knife, fork and spoon correctly</p> <p>P.E Body management unit 1 Explore balance, managing own body – through a range of different movement</p>	<p>Gross Motor Develop body strength, balance and agility. Use climbing frame safely, and independently Use the outdoor resources independently and safely Play ring games, following rules and moving in a range of ways (spatial awareness) Use core muscle strength to achieve good posture. To be able to line up and queue independently To manage trays and cutlery independently To follow movement instruction such as stop, slow, fast, go</p> <p>Fine Motor To use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines. To hold the paper whilst cutting To use a tripod grip when using mark making tools to accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation</p> <p>P.E Manipulation and coordination unit 1 Send and receive Ball handling Develop a range of ball skills</p>	<p>Gross Motor Develop coordination Use climbing frame safely, and independently Use the outdoor resources independently and safely To practise large scale pre-handwriting movements independently (e.g. anti clockwise movements etc)</p> <p>Fine Motor To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To write taught letters using correct formation To independently and effectively manipulate construction resources To use and join a wide range of junk modelling materials to create their own models</p> <p>P.E Gymnastics unit 1 Movement – jumping, sliding, rolling, over, under.</p>	<p>Gross Motor Use a large range of small apparatus indoors and outside To continue to spontaneously move in a range of ways as part of their play and physical games</p> <p>Fine Motor To hold scissors correctly and cut various materials To write letters using the correct letter formation and control the size of letters To use a range of tools to affect malleable materials To add details to drawings with increasing control and accuracy.</p> <p>P.E Manipulation and coordination unit 2 Manoeuvring objects with bats, pushing, dribbling Skipping in isolation.</p>	<p>Gross Motor Use a large range of small apparatus indoors and outside (crawling) Develop perseverance and a positive attitude during physical activities To independently engage in and enjoy physical activities as part of play and learning</p> <p>Fine Motor To use scissors safely and confidently. To write letters using the correct letter formation and control the size of letters</p> <p>P.E Dance unit 1 Focus: dance movement, sequencing movement – copy, repeat and perform</p>	<p>Gross Motor Develop body strength, balance and agility ready to engage in future P.E sessions. To take part in Sports day, using a range of physical skills (spatial awareness) Show perseverance and a good attitude during physical activities</p> <p>Fine Motor To be able to use a wide range of tools effectively and independently To create drawings with details To be able to use cutlery to independently cut their food.</p> <p>P.E Speed and agility unit 1 Changing direction, speed (slow and fast), following instructions, stop safely</p>



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Early Learning Goals

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.



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Year 1	Prior Learning	Attack, Defend and Shoot <ul style="list-style-type: none"> • Sending and catching • Movement • Positioning 	Dance <ul style="list-style-type: none"> • Static shapes and linking travel movements • Dance with start/middle and end • Movement phrase with repetition and feeling 	Send and Return <ul style="list-style-type: none"> • Running in different directions Experience of different balls	Gymnastics <ul style="list-style-type: none"> • Carry equipment • Refining shapes and jumps to improve coordination • Muscle tension to hold shapes 	Run, Jump and Throw <ul style="list-style-type: none"> • Starting and stopping techniques • Movement • Positioning 	Hit, Catch and Run <ul style="list-style-type: none"> • Different types of throws • Fielding techniques • Scoring
	Key Knowledge	Gymnastics 1 <ul style="list-style-type: none"> • Refining shapes and jumps to improve coordination • Carry equipment • Muscle tension to hold shapes. • Taking off and landing—Magic Chair • Body tension and control in travel. Linking	Hit, Catch and Run 1 <ul style="list-style-type: none"> • Underarm/overarm throw to select space to throw into • Track and return ball • Catching • Feeding movement and body position • Moving to score • Fielding and hitting in teams 	Dance 2 <ul style="list-style-type: none"> • Perform actions that fit the nursery rhyme • Marching in time and turning • Marching in line with others • Simple cannon sequences • Performing verses in canon • Performing in rounds 	Attack, Defend and Shoot 2 <ul style="list-style-type: none"> • Recognising changes to the body during exercise • Using sideways movement to be in a better position to defend goals • Bouncing the ball to self • Pairs work • Adapting play to the rules of the game • Defensive positioning 	Send and Return 2 <ul style="list-style-type: none"> • Send a ball over the net • Track and stop a moving object • Send balls from a kneeling position • Identify space to hit a ball to Play a game with a partner	Hit, Catch and Run 2 <ul style="list-style-type: none"> • Catching from short throws • Choices on where to hit • Fielding body positions • Fielding balls to bases • Catching a ball from the air • Retrieving and throwing to a base
Enrichment /Careers	Attack, Defend and Shoot 1 <ul style="list-style-type: none"> • Sending to targets • Catching to Intercept • Rolling • Attacking and Defending • Attacking and defending with a partner Competing	Dance 1 <ul style="list-style-type: none"> • Static shapes and linking travel movements • Using friendship action phrases to build up a short dance to the beat of 8 • In pairs copy and repeat actions using mirroring, leading and following. • Dance with start/middle and end • Movement phrase with repetition and feeling 	Send and Return 1 <ul style="list-style-type: none"> • Send an object using hand or bat • Move towards a moving ball • Send and return a variety of balls 	Gymnastics 2 <ul style="list-style-type: none"> • Moving on, off and over • Rocking • Spin and turn • Unison • Canon • Start shape and finish shape 	Run, Jump and Throw 1 <ul style="list-style-type: none"> • Starting and stopping at speed • Arm movement in running • Taking off on two feet • Using the leading arm to direct throw • Work collaboratively to improve • Competing in relay teams 	Run, Jump and Throw 2 <ul style="list-style-type: none"> • Agile moves (push off right and left leg to change direction) • Recognise when to start and stop the activity • Negotiating obstacles • Working through a range of new core-based exercises • Jumping and bounding • Experience different starting positions 	
	Commando Joe's Multi-Sports	NUFC Multi skills event Multi-Sports	Martial Arts Newcastle Mini Falcons Multi-Sports	NUFC Multi skills event Multi-Sports	Multi-Sports	NUFC Multi skills event Multi-Sports HLW	



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		Dance	Send and Return	Attack, Defend and Shoot	Gymnastics	Run, Jump and Throw	Hit, Catch and Run
Year 2	Prior Learning	<ul style="list-style-type: none"> Solo and duet performance Group performance Use basic formations Movement pathways 	<ul style="list-style-type: none"> Skills with a variety of balls Track intercept and catch balls Apply skills to beat opposition 	<ul style="list-style-type: none"> Control and passing techniques Movement with and without ball Defending 	<ul style="list-style-type: none"> Developed body management Link elements Attempt to use rhythm Performing in a sequence Modify actions using different pathways, directions and shapes 	<ul style="list-style-type: none"> Different balances Levels of speed Different throwing techniques 	<ul style="list-style-type: none"> Hand – eye coordination Bowling for accuracy Scoring Making decisions
	Key Knowledge	<p>Dance 1</p> <ul style="list-style-type: none"> Dance solo Dance in a duet Explore creative footwork Discuss how performance can develop Respond to visual stimulus <p>Attack, Defend and Shoot 1</p> <ul style="list-style-type: none"> Inside of foot kicking Stopping the ball with the foot Control of the ball Bounce the ball to send (pass and shoot) Basketball style dribbling Passing forward to shoot 	<p>Send and Return 1</p> <ul style="list-style-type: none"> On toes to move towards the path of the ball Identifying dominant and non-dominant side Basic service rules Push off feet to change direction Holding a racquet and self-feed <p>The basic ready position</p> <p>Gymnastics 1</p> <ul style="list-style-type: none"> Start and finish shapes The use of power in jumping Linking movements How levels can be created in gymnastics Appropriate speeds for movements <p>Judging system</p>	<p>Dance 2</p> <ul style="list-style-type: none"> Identifying emotion and contrast in emotions Use a clock face to create dance moves Link phrases to create a longer dance piece Copying and repeating Working in formations Movement pathways <p>Hit, Catch and Run 1</p> <ul style="list-style-type: none"> Hitting with bats (some may still hit with hands) Running to score points Underarm bowling Hitting to targets Throwing to bases/wicket <ul style="list-style-type: none"> Making simple choices about where to hit 	<p>Run, Jump, Throw 1</p> <ul style="list-style-type: none"> Awareness of others when in a running task Creating power with legs to turn Burpee Choosing appropriate throws for different games Quick Feet <p>Recognising the difference between static and dynamic balances</p> <p>Gymnastics 2</p> <ul style="list-style-type: none"> Relevé walk and front support Body Control – Arch and dish Back support and crab walk Frog Jump and L-sit Pike shape and broad jump Rhythm in sequence 	<p>Attack, Defend and Shoot 2</p> <ul style="list-style-type: none"> Throwing with different equipment Moving after passing Pass and moving forwards Goalkeeping positioning Intercepting Consolidating skills learnt <p>Send and Return 2</p> <ul style="list-style-type: none"> Feed a ball to a partner Send ball to different parts of the court Throw from a seated position Serve the ball Use overarm hit 	<p>Run, Jump, Throw 2</p> <ul style="list-style-type: none"> Irun over a longer distance Improve strength improve jumping distance Create power when throwing for distance Breathing techniques in running Teamwork <p>Hit, Catch and Run 2</p> <ul style="list-style-type: none"> Increase of pace at the end of run Inside-outside of the foot to send a bowled ball Making decisions and responding to bowling Stumping players out Moving in line to stop the ball Bowling for accuracy at stumps
	Enrichment /Careers	<p>CDL rugby</p> <p>Multi-Sports</p>	<p>Multi-Sports</p> <p>Football</p> <p>NUFC Multi skills event</p>	<p>Multi-Sports</p>	<p>Multi-Sports</p> <p>NUFC Multi skills event</p>	<p>Multi-Sports</p> <p>NUFC Multi skills event</p>	<p>Multi-Sports</p> <p>HLW</p> <p>Rock climbing</p> <p>Crate stacking</p> <p>Archery</p>



PE Curriculum Map

Year 3	Prior Learning	Netball <ul style="list-style-type: none"> • Passing and catching using recognised throws • Use space effectively to build attacking plays • Basic rules of netball 	Tag Rugby <ul style="list-style-type: none"> • Handling a ball • Evading opponents • Perform as an attacking team • Basic rules 	Hockey <ul style="list-style-type: none"> • Send and receive balls • Use tactics for attacking and defending • Travelling without a ball 	Dance <ul style="list-style-type: none"> • Expression to evoke emotion • Improvisation • Performance – solo or on groups 	Gymnastics <ul style="list-style-type: none"> • Smooth transitions • Different jumps • Balance and shape 	Tennis <ul style="list-style-type: none"> • Hitting • Positioning of body • Serving and returning 	Rounders <ul style="list-style-type: none"> • Fielding as a team • Throwing • Positions 	Athletics <ul style="list-style-type: none"> • Taking off and landing when jumping • Different speeds for different distances • Javelin throw technique 	Cricket <ul style="list-style-type: none"> • Fielding as a team • Throwing • Positions • Striking 			
	Key Knowledge	Netball <ul style="list-style-type: none"> • Chest pass for quick, accurate passing • Dodging • Moving to create space in the attack • Bounce pass to outwit defenders • Shoulder pass, throwing for distance • Keeping possession by working as a team to pass and move accurately 	Tag Rugby <ul style="list-style-type: none"> • Run past defenders • Handling a rugby ball • Evading tags when attacking • Tag Rules • Closing down the attacker • Introducing simple back passing 	Hockey <ul style="list-style-type: none"> • Holding a hockey stick • Travelling with a hockey stick • Keeping control of a ball • Changing direction with ball • Stopping and starting with a ball • Passing (Push pass) and controlling 	Dance 2 <ul style="list-style-type: none"> • Style • Repetition • Choreography • Dynamics • Partner work 	Tennis <ul style="list-style-type: none"> • Tennis Ready Position • Types of hitting • Serve • Returning towards to return a moving ball • Sending balls to a partner • Boundaries 	Cricket <ul style="list-style-type: none"> • Forward drive • Underarm bowling • Foot placement to strike the ball • Long Barrier • Overarm throw for distance • Introducing the role of the wicketkeeper 	Gymnastics 1 <ul style="list-style-type: none"> • Extended into full range in balance/shape • Moving in and out of contrasting shapes with fluency • Body control and strength when rolling • Jumping for height and distance • Basic partner unison • Starting and finishing patterns as a group 	Dance 1 <ul style="list-style-type: none"> • Jazz Square • Perform as two contrasting characters • Improvisation • Uses a prop • Including facial expression in our performance • 'Being a Director' 	Football <ul style="list-style-type: none"> • Use inside of foot for passing • Trap a ball • Pass the ball accurately • Identify space • Cushion the ball 	Gymnastics 2 <ul style="list-style-type: none"> • Japana and control to transition smoothly • Bouncing and broad jump • Introduce dish with leg raise and half lever • Body control to link movements fluently • Introduce box splits and variations right and left • Extension in actions 	Athletics <ul style="list-style-type: none"> • Take off Combination Jumps • Recognising the differences between fast, slow and medium pace • Approaching hurdles • Javelin throw • Skipping • Working as a group to record points 	Rounders <ul style="list-style-type: none"> • Being ready to field a ball • Bowling Action • One-handed hitting • Long Barrier • Long distance throwing • Introducing a backstop
	Enrichment /Careers	NSG Qualifiers Netball	NSG Qualifiers Netball	CDL rugby Netball	NSG Qualifiers Netball	NSG Qualifiers Netball	NSG Qualifiers Netball	NSG School Games HLW Surfing Netball					



PE Curriculum Map

Year 4	Prior Learning		Netball	Hockey	Tag Rugby	Athletics	Dance	Gymnastics	
	Key Knowledge	<p>Hockey</p> <ul style="list-style-type: none"> • Push Pass • Straight Dribble • Stopping the ball • Slap pass • Turning with the ball • Pacing runs in the game to be able to work continuously <p>Gymnastics 1</p> <ul style="list-style-type: none"> • Changes in speeds of actions, e.g. roll • Use STEP model • Cartwheel progressions • Developing four compositional ideas • Cooperation • Judging system 	<p>Netball</p> <ul style="list-style-type: none"> • Protecting the ball • Basic shooting technique • Playing within thirds • Marking • Footwork <p>Gameplay</p> <p>Dance 1</p> <ul style="list-style-type: none"> • Freeze frame • Slide and Roll • Formations • Cannon • Sequencing movements • Start position/poses 	<p>Football</p> <ul style="list-style-type: none"> • Run onto the ball to receive it • Explore marking techniques • Standing tackle • Dribbling • Passing over longer distances • Moving with a teammate <p>Gymnastics 2</p> <ul style="list-style-type: none"> • Bunny hops • Arabesque balance • Engaging core muscles • Perform shoulder stand • Keeping control of a ball 	<p>Dance 2</p> <ul style="list-style-type: none"> • Communicate a theme through actions • Use dynamics to tell a story • Space travel and floor patterns • Work in small groups • Evaluate a performance <p>Tennis</p> <ul style="list-style-type: none"> • Return to centre after a shot • Forehand accuracy • Improve control in backhand • Work with a partner in a game <p>Score points in competitive match</p>	<p>Cricket</p> <ul style="list-style-type: none"> • Hit ball in different directions • Know when to start running • Intercept a moving ball • Overarm throws • Field a bouncing ball • <p>Basketball</p> <ul style="list-style-type: none"> • Apply pressure on an attacker • Change direction using crossover dribble • Man to man marking • Bounce pass • Jump shot 	<p>Athletics</p> <ul style="list-style-type: none"> • Levels of speed for stopping and exchange • Holding and throwing a javelin • Identify and improve weaknesses 	<p>Athletics</p> <ul style="list-style-type: none"> • Aiming at targets • Accelerating over short distances • Take off 1 foot when running • Sling Throw • Baton Exchange • Working to improve <p>Tag Rugby</p> <ul style="list-style-type: none"> • Basic passing • Picking up and running with the ball • Keeping possession • Evading defenders • Running into space • Pacing runs throughout the game 	<ul style="list-style-type: none"> • Understanding and implementing STEP • Developing compositions <p>Critic and give methods of improvements</p>
	Enrichment /Careers	<p>NSG Qualifiers</p> <p>Surfing</p> <p>Netball</p>	<p>NSG Qualifiers</p> <p>Netball</p>	<p>NSG Qualifiers</p> <p>Netball</p>	<p>NSG Qualifiers</p> <p>Family Fit</p> <p>Netball</p>	<p>NSG Qualifiers</p> <p>Family Fit</p> <p>Netball</p>	<p>NSG School Games</p> <p>Clip 'n' Climb</p> <p>HLW</p> <p>Netball</p>		



PE Curriculum Map

	Netball:	Tag Rugby:	Hockey:	Dance:	Gymnastics:	Cricket:	Rounders:	Tennis:	Athletics:
Key Concepts	Head: Being able to describe different skills and how these were effective	Head: Principles of defensive	Head: Apply basic defensive positions	Head: Participate in dances from around the world	Head: Select a component and use guidance for others	Head: Describe setting a field	Head: Backward hitting rule	Head: Cooperate and collaborate play	Head: Distinguish between good and bad performances
	Hand: Pass over varying lengths	Hand: Combining running and passing	Hand: Combining dribbling and passing	Hand: Refine and improve dances	Hand: Complete more complex skills in isolation	Hand: Begin to use different bowling techniques	Hand: Attacking shots into space	Hand: Approach ball for return	Hand: Sustain pace over short and long distances
Prior Learning	Heart: Use appropriate language to explain attack and defensive play	Heart: Maintain possession	Heart: Work as a team to attack and defend	Heart: Work collaboratively in small groups to create a performance	Heart: Trust/Courage	Heart: Perseverance/Commitment	Heart: Perseverance/Commitment	Heart: Perseverance/Commitment	Heart: Run as part of a team in relay
	Swimming	Netball	Tag Rugby	Hockey	Dance	Cricket	Rounders	Tennis	Athletics
Key Knowledge	<ul style="list-style-type: none"> Different swimming techniques Lifesaving skills/Floating Breathing 	<ul style="list-style-type: none"> Different passing techniques Footwork and movement Moving into pace Shooting to score 	<ul style="list-style-type: none"> Rules of tag Tactics for defending Running into space Creating overloads for attack 	<ul style="list-style-type: none"> Tackling Different passing techniques for distance Marking opposition Creating overloads for attack 	<ul style="list-style-type: none"> Understanding different cultures Facial and body expression Creating a sequence of movements 	<ul style="list-style-type: none"> Linking movements Starting and stopping positions Symmetrical and asymmetrical balances 	<ul style="list-style-type: none"> Working cooperatively Fielding positions and defending Body positions for batting and fielding 	<ul style="list-style-type: none"> Awareness of when to run and stop Working cooperatively Fielding positions and defending Body positions for batting and fielding 	<ul style="list-style-type: none"> Shot selection Pushing opponent into making mistakes Stringer understanding of rules and scoring system
	<ul style="list-style-type: none"> Bounce Pass in a game situation Finding space in play Dodging Pivoting Two-handed shooting Implementing learnt skills into games 	<ul style="list-style-type: none"> Tagging opposition Running and passing accurately Principles of defence Pop pass The 'magic diamond' Take the metres not the time 	<ul style="list-style-type: none"> Block tackle Passing into the D Marking Sweep (open stick) Dragging the ball from RIGHT to LEFT One-handed dribble (open side) 	<ul style="list-style-type: none"> Putting skills into games Volley Shots Overhead Shots Doubles play Approaching the ball before the 2nd bounce Recognising ways to improve 	<ul style="list-style-type: none"> Swim short distances, between 5 & 10 metres and propelling themselves forward using swimming aids Move around the pool with feet touching the ground Play games including putting face in the water, splashing and attempting to float Swim short distances unaided between 5 & 20 metres using one consistent stroke Propel themselves over longer distances with the assistance of swimming aids Can move with more confidence in the water including submerging themselves fully Enter and exit the water independently Swim over greater distances, between 10 & 25 meters with confidence in shallow water Have begun to use basic swimming techniques including correct arm and leg action Explored and used basic breathing patterns Can enter and exit the water in a variety of way 	<ul style="list-style-type: none"> Calling for runs as partners Throwing for accuracy over short distances Following the path of the ball, keeping wicket Overarm bowling with a run-up Forward defensive shot Setting a field 			
Enrichment /Careers	NSG Qualifiers Netball	Robinwood NSG Qualifiers Netball	NSG Qualifiers Level 2 bikeability Netball	NSG Qualifiers Family Fit Surfing Netball	NSG Qualifiers Family Fit Netball	NSG School Games HLW Paddle boarding Netball			

Year 5



PE Curriculum Map

Year 6

Year 6	Key Concepts	Netball: Head: Decision making Hand: Anticipate, track and rebound Heart: Wisdom	Tag Rugby: Head: Plan warmups for class Hand: Speed and agility in games Heart: Self-reflection (Humility)	Hockey: Head: Choose appropriate strategies for attack and defence Hand: Shoot at ranges Heart: Apply rules to different situation (Fairness)	Dance: Head: Interpret different stimuli with imagination and flair Hand: Use recognised dance actions and adapt to create motifs and movement patterns Heart: Suggest and refine actions of others (Courage)	Gymnastics: Head: Identify strengths and weakness of others Hand: Experience flight on and off apparatus Heart: Lead group warm up (Courage)	Cricket: Head: Apply rules of the game Hand: Catch high balls in isolation and game play Heart: Work as a team to field (Integrity)	Rounders: Head: Understand the importance of urgency when fielding Hand: Play in a competitive game Heart: Fairness	Tennis: Head: Choice of best shot for the situation Hand: Use a full scoring system Heart: Speaking and listening to umpire and play with peers fairly (Fairness)	Athletics: Head: Accurately and accurately judge across a range of disciplines Hand: Choose appropriate run of for different jumps Heart: Wisdom	
	Prior Learning	Netball <ul style="list-style-type: none"> Passing selection Manipulating space Defend and attach as a team Understanding of rules 	Tag Rugby <ul style="list-style-type: none"> Support play Tactics for defending and attacking Speed of transitions to manipulate opponents 	Hockey <ul style="list-style-type: none"> Finishing and shooting Manipulating space for passing Self-hitting to promote speed of attacking 	Basketball	Dance <ul style="list-style-type: none"> Use tension and extension to control body Explore space and relationships in dance Identify appropriate dynamics and group formations Dance compositions of different cultures 	Gymnastics <ul style="list-style-type: none"> Working cooperatively Selection of movements, equipment and apparatus Creating a full sequence and modifying 	Cricket <ul style="list-style-type: none"> Attacking play Working cooperatively to defend and attack Scoring into space 	Rounders <ul style="list-style-type: none"> Attacking play Working cooperatively to defend and attack Scoring into space 	Tennis <ul style="list-style-type: none"> Importance of communication Shot selection Rules and scoring system 	Athletics <ul style="list-style-type: none"> Starting positions Use of acceleration and technique for jumping Observe, analyse and recommend improvements
	Key Knowledge	Tag Rugby <ul style="list-style-type: none"> Support player with the ball Set plays for attacking Take the distance not the time Spaces, not faces principle Transition from attack to defence Observe and analyse 	Hockey <ul style="list-style-type: none"> Shooting from close range Positioning and strategies for long corners Goal Side Marking Channelling Self-Pass Indian Dribble 	Netball <ul style="list-style-type: none"> Throwing and Catching skills used in netball Marking the pass or shot Organisation around the D Rebounds Knocking the ball away Basic skill selection 	Tennis <ul style="list-style-type: none"> Communicating with each other in doubles games Backhand Shot Lob Shot Rules and Scoring Positioning in doubles play Tactics 	Athletics <ul style="list-style-type: none"> Sprint Start Run up for the long jump Recording data for different throws STEP Principle Judging a range of activities 	Basketball <ul style="list-style-type: none"> Counter attacks Retreat dribble Free throw consistency and accuracy Perform a v cut 3 point shot and understand how points are awarded 				
Enrichment /Careers	Gymnastics 1 <ul style="list-style-type: none"> Flight on to high apparatus (preparation for vaulting) Dismount from high apparatus Cannon Including Equipment in sequence Unison Perform to music 	Dance <ul style="list-style-type: none"> Stag Leap and rebound jump Relationships—contact and simple lift Copying movements Dynamics Freeze Frame Top Rock & Slide Step 	Gymnastics 2 <ul style="list-style-type: none"> Working together to choose appropriate elements Performing to music Selecting appropriate actions to get a good score against criteria Creating group patterns Appropriate entrance to performance including the walk to and starting position Timing to fit sequence into 1 minute 	Rounders <ul style="list-style-type: none"> Attacking bowling Tracking & catching a high ball Bowling fast at speed Working as pairs to field a long ball Running around bases Positions during a full game 	Cricket <ul style="list-style-type: none"> Fielding positions for attacking Tracking & catching a high ball Bowling short Working as pairs to field a long ball On and Off drive Rules of Inter Cricket 	Dance2 <ul style="list-style-type: none"> Perform to a theme Contrast and variation Formations Claps, stamps, slaps Create and perform a group dance 					
Enrichment /Careers	NSG Qualifiers Netball/Football Clubs	NSG Qualifiers Netball/Tag Rugby Clubs	NSG Qualifiers Netball Clubs	NSG Qualifiers Family Fit Netball Clubs	Newcastle University Open Day NSG Qualifiers Family Fit Netball Clubs	NSG School Games Commando Joe's Archery/Tag Archery/Team events Netball Clubs					



PE Curriculum Map

Unit	Invasion Games	Net Games	Health and Movement	OAA	Striking and fielding	Athletics	
Year 7	<p>Physical Me-</p> <ul style="list-style-type: none"> - Catching - Passing - Running - Throwing <p>Social Me- Physical Literacy Value PE Engagement Resilience</p> <p>Cognitive Me</p> <ul style="list-style-type: none"> - Tactics - Attack and defence <p>Understand the game</p>	<p>Physical Me-</p> <ul style="list-style-type: none"> - Catching - Passing - Running - Tackling - Rucking <p>Social Me- Physical Literacy Value PE Engagement Resilience</p> <p>Cognitive Me</p> <ul style="list-style-type: none"> - Tactics - Attack and defend <p>Understand the game</p>	<p>Physical Me-</p> <ul style="list-style-type: none"> - Balance - Stability - Flight - Control - Fitness <p>Social Me- Physical Literacy Value PE Engagement Resilience</p> <p>Cognitive Me</p> <ul style="list-style-type: none"> - Understanding components of fitness - Be able to create routines and motifs 	<p>Physical Me-</p> <ul style="list-style-type: none"> - Demonstrate effective teamwork skills such as communication, leadership and motivation - Can co-operate with others, considering their views and opinions. Making decisions where necessary - Identify the roles and responsibilities of individuals within a group when planning strategies <p>Social Me- Physical Literacy</p> <ul style="list-style-type: none"> - Value PE - Engagement - Resilience <p>Cognitive Me</p> <ul style="list-style-type: none"> - Use a range of orienteering and problem-solving skills and techniques in these challenges - Respond to changing conditions and situations 	<p>Physical Me-</p> <ul style="list-style-type: none"> - Catching - Striking - Running - Throwing <p>Social Me- Physical Literacy</p> <ul style="list-style-type: none"> - Value PE - Engagement - Resilience <p>Cognitive Me</p> <ul style="list-style-type: none"> - Strategies - Understand the game 	<p>Physical Me-</p> <ul style="list-style-type: none"> - Jumping - Running - Throwing <p>Social Me- Physical Literacy Value PE Engagement Resilience</p> <p>Cognitive Me</p> <ul style="list-style-type: none"> - Strategies - Decision making - rules 	
	Prior Learning	<p>Year 6: Rugby Ball handling skills and decision making in mini games. (PM: Catching, passing running, throwing) Support player for player with the ball. (SM: Love) Transition from attack to defence. (CM: Tactics: Attack and Defend)</p>	<p>Year 6: Tennis Development of basic hand-eye coordination when hitting the ball and basic forehand and backhand shots.</p>	<p>Year 6: Gymnastics Basic movements. Understanding and application of basic travel and balances</p>	<p>Year 6: Athletics Understanding of pacing for long-distance running. Links to cross-country.</p>	<p>Year 6 Cricket Experience of playing Kwik Cricket. Catching a ball. On/off drive. PM- catching, throwing, striking</p>	<p>Year 6: Athletics Running, jumping and throwing in an athletic form. Cricket ball throw and standing jump from primary years PM- running, jumping, throwing</p>
	Key Knowledge	<p>Substantive Develop skills of passing, receiving, outwitting defenders, dribbling, and shooting. (PM: Catching, passing, running, throwing)</p> <p>Develop observation skills on peer performances. (SM: Love)</p> <p>Understand basic rules of the game. (CM: Applying the rules)</p> <p>Disciplinary Select and apply skills to outwit opponents. Use simple tactics to outwit opponents. ((CM: Tactics: Attack and Defend) Referee/coach small groups to develop communication and decision-making skills</p>	<p>Substantive Passing and receiving the ball Evasive running with the ball Tackling (PM: catching, passing, dribbling, shooting)</p> <p>Thorough knowledge of rules. (CM: Applying the rules)</p> <p>Disciplinary Develop tactics and strategies within play. Ensure rules are adhered to in the game. Understand how to play more effectively to improving skills. (CM: Tactics: Attack and Defend)</p>	<p>Substantive To accurately replicate movements, agilities and balances individually and as part of a fluent sequence. Understand the physics of balance and centre of mass (mental capacity). Highlight the health benefits of gymnastics-based movements to flexibility and general suppleness.</p> <p>Disciplinary Develop the skills necessary to develop fluent routines. Pupils will develop and refine skills and compositional ideas based on decisions about sequences. Pupils will be able to evaluate their own and others strengths and weaknesses in a performance. Suggest ways to improve fitness. CM- evaluating How to maintain exercise over various periods of time. CM- strategies Respond to fitness test results</p>	<p>Substantive Develop basic map-reading skills. Demonstrate the fitness to complete orienteering courses of varying difficulties.</p> <p>Disciplinary Be able to apply tactics as part of a team to enable you to complete the courses and teambuilding tasks to a high level.</p>	<p>Substantive Accurate catching and throwing techniques. Long barrier technique when fielding. Batting ability developed. Introduction to overarm bowling. PM- striking, catching, throwing</p> <p>Disciplinary Play small-sided games to develop above skills. Play full sized games, learning the rules of the game and be able to adhere to them. SM- fairness Be able to keep score accurately. CM- rules, attacking</p>	<p>Substantive Develop an accurate replication of basic athletic skills when running, jumping and throwing. Prepare and recover from exercise safely. PM- running, jumping, throwing</p> <p>Disciplinary Develop the skills necessary to compete and achieve in a number of athletic events. Make effective evaluations of strength and weaknesses in their own and others performances. CM evaluation Make tactical decisions in order to run, jump or throw further. CM- tactics</p>
	Next Steps	Year 8: Rugby	Year 8: Net games	Year 8: Health and Movement	Year 8: OAA	Year 8 Cricket	Year 8: Athletics



PE Curriculum Map

Unit	Net Games	Invasion Games	OAA	Health and Movement	Striking and fielding	Athletics
Key Concepts	<p>Physical Me</p> <ul style="list-style-type: none"> - Striking - Control - Timing - Balancing <p>Social Me- Interpersonal Development</p> <ul style="list-style-type: none"> - Communication - Teamwork - Cooperation with others <p>Cognitive Me</p> <ul style="list-style-type: none"> - Decision making - Rules - Strategy - Tactics - Evaluation 	<p>Physical Me</p> <ul style="list-style-type: none"> - Catching - Throwing - Running - Kicking - Tackling <p>Social Me- Interpersonal Development</p> <ul style="list-style-type: none"> - Communication - Teamwork - Cooperation with others <p>Cognitive Me</p> <ul style="list-style-type: none"> - Tactics - Attacking & defending - Decision making when in possession of the ball 	<p>Physical Me</p> <ul style="list-style-type: none"> - Demonstrate effective team work skills such as communication, leadership and motivation - Use a range of orienteering and problem-solving skills and techniques in these challenges - Can co-operate with others, considering their views and opinions. Making decisions where necessary - Respond to changing conditions and situations <p>Social Me- Interpersonal Development</p> <ul style="list-style-type: none"> - Communication - Teamwork - Cooperation with others <p>Cognitive Me</p> <ul style="list-style-type: none"> - Tactics - Strategy - Rules 	<p>Physical Me</p> <ul style="list-style-type: none"> - Health - Running - Jumping <p>Social Me- Interpersonal Development</p> <ul style="list-style-type: none"> - Communication - Teamwork - Cooperation with others <p>Cognitive Me</p> <ul style="list-style-type: none"> - Evaluating - Knowledge of aerobic and anaerobic 	<p>Physical Me</p> <ul style="list-style-type: none"> - Striking - Timing - Control - Balance <p>Social Me- Interpersonal Development</p> <ul style="list-style-type: none"> - Communication - Teamwork - Cooperation with others <p>Cognitive Me</p> <ul style="list-style-type: none"> - Strategy - Rules - Decision making 	<p>Physical Me</p> <ul style="list-style-type: none"> - Striking - Catching - Throwing - Timing <p>Social Me- Interpersonal Development</p> <ul style="list-style-type: none"> - Communication - Teamwork - Cooperation with others <p>Cognitive Me</p> <ul style="list-style-type: none"> - Strategy - Rules - Decision making
Prior Learning	<p>Year 7 Net games</p> <p>Forehand and backhand shots (PM: striking, timing, control)</p> <p>Coordination to hit ball (PM: striking, control, balancing)</p> <p>Footwork to move to hit ball (PM: balancing, control)</p>	<p>Year 7 Invasion games</p> <p>Passing and receiving the ball (PM: catching, throwing)</p> <p>Evasive running with the ball (PM: running. CM: attacking)</p> <p>Tackling (CM: defending. PM: tackling)</p> <p>Rucking (CM: defending. SM: fairness)</p> <p>Thorough knowledge of rules (CM: rules, fairness, integrity)</p>	<p>Year 7 OAA</p> <p>Demonstrate effective teamwork skills such as communication, leadership and motivation</p> <p>Can co-operate with others, considering their views and opinions. Making decisions where necessary</p> <p>Identify the roles and responsibilities of individuals within a group when planning strategies</p>	<p>Year 7 Health and Movement</p> <p>Prepare and recover from exercise safely and effectively (PM: health).</p> <p>How heart rate responds to exercise (PM: health).</p> <p>Work at various intensities over different periods of time (PM: running, health).</p> <p>Health benefits gained from taking part in fitness-based activities (PM: health. SM: wisdom).</p>	<p>Year 7 Striking and fielding</p> <p>Accurate catching and throwing techniques (PM: catching, throwing).</p> <p>Long barrier technique when fielding (CM: decision making).</p> <p>Batting ability developed (PM: striking, timing) .</p> <p>Introduction to overarm bowling (PM: throwing).</p>	<p>Year 7 Athletics</p> <p>Students will experience running, jumping and throwing in an athletic form with opportunity to take on roles of official and coach. PM – throwing, jumping, running</p> <p>Develop an accurate replication of basic athletic skills when running, jumping and throwing. Pm – throwing, running, jumping</p> <p>Prepare and recover from exercise safely</p>
Key Knowledge	<p>Substantive</p> <p>Develop an accurate replication of basic Badminton skills such as underarm clear, overhead clear and basic drop shots (PM: striking, timing, control) .</p> <p>Develop understanding of tactics and strategies to implement in gameplay (CM: tactics, strategy, decision making).</p> <p>Prepare and recover from exercise safely</p> <p>Disciplinary</p> <p>Develop the skills necessary to compete in competitive games of Badminton (SM: fairness, integrity. PM: striking).</p> <p>Make tactical decisions in order to outwit opponents on a consistent basis (CM: decision making, strategy, tactics).</p> <p>Apply principles of attack when planning their approaches to competitive games (CM: decision making, strategy).</p> <p>Maintain a rally in a game of Badminton (PM: striking).</p>	<p>Substantive</p> <p>Continue to develop the basics (PM: catching, throwing, running, tackling)</p> <p>Introduction of rucking (CM: defending)</p> <p>Introduction of kicking (PM: kicking)</p> <p>Improving understanding of laws (CM: rules. SM: integrity, fairness)</p> <p>Improving understanding of tactics (CM: tactics, strategy, decision making)</p> <p>Disciplinary</p> <p>Develop tactics and strategies within play (CM: tactics, strategy, decision making)</p> <p>Ensure rules are adhered to in the game (CM: rules. SM: integrity, fairness)</p> <p>Develop more position-specific skills as part of the extra-curricular team (CM: attacking, defending)</p> <p>Understand how to play more effectively to improving skills (PM: decision making, evaluating)</p>	<p>Substantive</p> <p>Pupils will be introduced to OAA in a meaningful and progressive manner; they will act cooperatively with their peers</p> <p>to accomplish given tasks and overcome obstacles. Students will need to think creatively and systematically to solving varying problems. Students will develop their repertoire of skills focused on problem solving and team building to ready them for assessment at the end of the unit.</p> <p>Disciplinary</p> <p>Demonstration of planning and understanding and how it is used effectively.</p> <p>Showing leadership skills when asked to lead given tasks.</p> <p>Applied knowledge of safety precautions and procedures necessary.</p> <p>Within an unfamiliar environment, act upon the differences.</p> <p>Show an element of creativity with seeking how to overcome a given obstacle.</p>	<p>Substantive</p> <p>To recognise that different types of activities require different type of fitness (CM: decision making. PM: health. SM: fairness).</p> <p>Understand the nature of heart rate before, during and after exercise (PM: health).</p> <p>Be able to measure different aspects of fitness (CM: evaluating).</p> <p>Disciplinary</p> <p>Recognise how heart rate changes before, during and after exercise (PM: health. CM: evaluating).</p> <p>Carry out training to improve fitness (PM: running, health).</p> <p>Identify activities that will help improve specific areas of fitness (CM: evaluating, decision making).</p>	<p>Substantive</p> <p>Further develop accurate replication of basic batting strokes (PM: striking, timing, control). Develop the ability to outwit opponents using strategies and tactics (CM: tactics, strategy).</p> <p>Prepare and recover from exercise safely.</p> <p>Disciplinary</p> <p>Utilise the coaching role to gain vital communication and leadership skills (SM: integrity).</p> <p>Make effective evaluations of strength and weaknesses in their own and others performances (CM: evaluation, humility).</p> <p>Implement strategies to improve performance (CM: strategy).</p> <p>Make tactical decisions in order to outwit opponents on a consistent basis (CM: decision making).</p>	<p>Substantive</p> <p>Students will develop athletic skills and accurately replicate techniques to achieve an outcome. To develop mental capacity when recording & calculating times and distances. Develop the skills necessary to compete and achieve in a number of athletic events. Ways to measure an individuals fitness.</p> <p>Disciplinary</p> <p>Be able to develop and refine skills and tactical decisions in order to run, jump or throw further. Understand the effect exercise has on heart rate and performance implications. Make effective evaluations of strength and weaknesses in their own and others performances.</p>
Next Steps	Year 9 Badminton	Year 9 Rugby	Year 9 OAA	Year 9 Health and Movement	Year 9 Striking and fielding	Year 9 Athletics

Year 8



PE Curriculum Map

Unit	Invasion Games	Net Games	OAA	Health	Striking and fielding	Athletics
Key Concepts	<p>Physical Me- hitting, timing, fitness, locomotion</p> <p>Social Me- Personal Growth Motivation- Demonstrating the intrinsic drive to fully engage and do your best Responsibility for learning- Working independently and seeking opportunities to improve Growth mindset- Responding positively to failure and showing an appreciation that you can always improve</p> <p>Cognitive Me- tactics, strategies, decision making Positioning on court Single v doubles Consistent shot selection</p>	<p>Physical Me- passing, catching, running, contact,</p> <p>Social Me- Personal Growth Motivation- Demonstrating the intrinsic drive to fully engage and do your best Responsibility for learning- Working independently and seeking opportunities to improve Growth mindset- Responding positively to failure and showing an appreciation that you can always improve</p> <p>Cognitive Me- tactics, strategies, decision making</p>	<p>Physical Me- Having the skills and</p> <p>Social Me- Personal Growth Motivation- Demonstrating the intrinsic drive to fully engage and do your best Responsibility for learning- Working independently and seeking opportunities to improve Growth mindset- Responding positively to failure and showing an appreciation that you can always improve</p> <p>Cognitive Me- tactics, strategies, decision making</p>	<p>Physical Me- health, running, jumping, fitness levels</p> <p>Social Me- Personal Growth Motivation- Demonstrating the intrinsic drive to fully engage and do your best Responsibility for learning- Working independently and seeking opportunities to improve Growth mindset- Responding positively to failure and showing an appreciation that you can always improve</p> <p>Cognitive Me- Be able to design a training programme/</p>	<p>Physical Me- hitting, striking, Serving</p> <p>Social Me- Personal Growth Motivation- Demonstrating the intrinsic drive to fully engage and do your best Responsibility for learning- Working independently and seeking opportunities to improve Growth mindset- Responding positively to failure and showing an appreciation that you can always improve</p> <p>Cognitive Me- tactics, strategies, decision making</p>	<p>Physical Me- running, jumping, throwing</p> <p>Social Me- Personal Growth Motivation- Demonstrating the intrinsic drive to fully engage and do your best Responsibility for learning- Working independently and seeking opportunities to improve Growth mindset- Responding positively to failure and showing an appreciation that you can always improve</p> <p>Cognitive Me- tactics, strategies, evaluation</p>
Prior Learning	<p>Year 8 Badminton Develop an accurate replication of basic Badminton skills such as underarm clear, overhead clear and basic drop shots. PM- striking, timing</p> <p>Develop understanding of tactics and strategies to CM- tactics, strategies, rules implement in gameplay. Prepare and recover from exercise safely. SM- Wisdom</p>	<p>Year 8 Rugby Consistency with ball handling skills Evade opponents in 2 v1 situations. Work in team to recycle the ball. PM- passing, receiving, timing</p>	<p>Year 9 OAA</p> <p>Pupils will be introduced to OAA in a meaningful and progressive manner; they will act cooperatively with their peers to accomplish given tasks and overcome obstacles. Students will need to think creatively and systematically to solving varying problems. Students will develop their repertoire of skills focused on problem solving and team building to ready them for assessment at the end of the unit.</p>	<p>Year 8 Fitness Understand the nature of heart rate before, during and after exercise. Be able to measure different aspects of fitness. PM- health</p>	<p>Year 6 – Tennis Accurate and correct execution of service to begin the rally. Understanding the basic rules of tennis, including the scoring system used</p>	<p>Year 8 - Athletics Improve skills and accuracy in techniques PM running, jumping, throwing Develop and refine skills to allow tactical decision making. Understand the effects athletics has on the body. CM- evaluation Strengths evaluated and weaknesses developed.</p>
Key Knowledge	<p>Substantive Develop an accurate replication of basic Badminton skills such as forehand and backhand shots. PM- hitting, striking Develop understanding of tactics and strategies to implement in gameplay. CM- tactics Serves, overhead clears, drop shots and smashes will be developed. Prepare and recover from exercise safely. CM- health</p> <p>Disciplinary Develop the skills necessary to compete in competitive games of Badminton. CM- attack, defending Make effective evaluations of strength and weaknesses in their own and others performances. CM- evaluation Make tactical decisions in order to outwit opponents on a consistent basis. Utilise the principles of attack when planning an approach to a competitive game.</p>	<p>Substantive Types of tackle PM catching under pressure. Improving understanding of laws. Advanced passing types CM- rules Improving understanding of tactics CM tactics</p> <p>Disciplinary Develop tactics and strategies within play. CM-tactics, strategies Ensure rules are adhered to in the game. CM- rules Attacking play- lines of running and support play. Running from depth at pace. Develop more position-specific skills. More consistent application of skills within game.</p>	<p>Substantive The ability to be a creative thinker when devising pathways Discovering a number of different means to overcoming a given obstacle Planning effectively to complete a task with greater ease Discover new roles and responsibilities</p> <p>Disciplinary The transference of skills to other activities within sport and throughout life Being a reflective practitioner and able to assess technique of a peer</p>	<p>Substantive Knowledge of different components of fitness. Understand heart rate and its response to exercise. Knowledge of principles of training. PM- health Knowledge of aerobic and anaerobic exercise.</p> <p>Disciplinary Be able to explain the changes in heart rate during exercise. Apply principles of progression and overload within and over sessions. Evaluate how principles can help improve level of fitness and performance. CM- evaluate</p>	<p>Substantive Developing and refining batting strokes. PM- hitting, striking Varying delivery when bowling. PM- throwing Advanced fielding skills PM hitting Learning fielding positions and their roles CM- tactics</p> <p>Disciplinary Play full sized games, applying above skills, extending knowledge the rules of the game and be able to adhere to them. CM rules Be able to make judgements within the game fairly. SM Fairness Be able to umpire games using all rules of the game.</p>	<p>Substantive Pupil will develop advanced athletic skills and accurately replicate techniques. PM- running, jumping, throwing Understand the links between components of fitness and performance in each event. CM- evaluation Understand the major rules of all events. Pupils will develop advanced skills necessary to compete and achieve in all athletic events. PM- running, jumping, throwing</p> <p>Disciplinary Pupils will develop tactical decisions in order to run, jump or throw further. CM- decision making Take on roles of official in officiating at events.. CM- rules Make effective evaluations of strength and weaknesses in their own and others performances.</p>
Next Steps	Year 10 Badminton	Year 10 Rugby		Year 10 Fitness	Year 11 Cricket	Year 10 Athletics

Year 9



PE Curriculum Map

Unit	Invasion Games	Net wall Games	Health related activities	Striking and fielding	Athletics
Key Concepts	Physical Me- passing, dribbling, shooting, tackling, defending, timing Social Me- Leadership Cognitive Me- tactics, strategies, decision making	Physical Me- serving, hitting Social Me- Leadership Cognitive Me- tactics, strategies, decision making	Physical Me- health, running, jumping Social Me- Leadership Cognitive Me-evaluating, decision making	Physical Me- passing, catching, running, fielding Social Me- Leadership Cognitive Me- tactics. Strategies, attacking, defending	Physical Me- running, jumping, throwing Social Me- Leadership Cognitive Me- tactics, strategies, pacing, point of release
Prior Learning	<p>Year 9 Invasion Games Develop an accurate replication of advanced attacking and defending skills.</p> <p>Develop understanding of tactics and strategies to implement in gameplay.</p> <p>Ability to work independently and identify strengths and weaknesses in performance.</p>	<p>Year 9 Badminton/tennis Further develop accurate replication of basic tennis skills such as forehand and backhand strokes. PM hitting, timing Develop the ability to outwit opponents using strategies and tactics CM tactics, strategies</p>	<p>Year 9 Health activities Knowledge of different components of fitness. PM- health Understand heart rate and its response to exercise. PM health Knowledge of principles of training. Understanding of heart rate from previous learning and training zone graphs displayed around machines. PM- running Link moves on trampoline</p>	<p>Year 9 Rounders/Cricket Develop skills of passing, receiving, outwitting defenders and hitting. PM- passing, catching, bowling Be able to use a variety of hits with consistency and precision in semi-opposed situations. Be able to catch ball at speed using both hands. PM- removing Develop observation skills on peer performances. CM- evaluation Understand rules of the game. CM rules</p>	<p>Year 9 Athletics Understand the links between components of fitness and performance in each event. PM health Understand the major rules of all events. CM- rules</p>
Key Knowledge	<p>Substantive Develop understanding of tactics and strategies to implement in gameplay. CM- tactics, strategies Prepare and recover from exercise safely. PM- health</p> <p>Disciplinary Develop the skills necessary to compete in competitive games. Make effective evaluations of strength and weaknesses in their own and others performances. CM- evaluation Make tactical decisions in order to outwit opponents on a consistent basis. Utilise the principles of attack when planning an approach to a competitive game. CM- attacking, defending Lead a or parts of a warm up to prepare peers for exercise. Apply skills with consistency under increasing levels of pressure.</p>	<p>Substantive Introduction of students refereeing. CM- attacking, defending principles Improving understanding of laws. CM- rules Improving understanding of tactics CM- tactics</p> <p>Disciplinary Develop tactics and strategies within play. CM- tactics Ensure laws are adhered to in the game. Develop refereeing skills to improve leadership abilities SM- Leadership Short and long serves, overhead clears, drop shots and smashes will be developed. PM- hitting, timing</p>	<p>Substantive Different types of training. PM- running How to apply principles of training within programme. Ways to monitor effectiveness of training. CM- evaluation Design and choreograph routines using shapes and locomotion</p> <p>Disciplinary Independently carry out own training sessions. SM- Integrity Plan own training sessions in light of test results. CM- evaluation Monitor progress in training. Evaluate routines and choreographed sequences</p>	<p>Substantive Use advanced batting, bowling and catching skills to support team attack effectively. Understand the key principles in being able to find space when batting on court through variation and feigning. CM- strategies Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights Understand key principles of individual and team attack and defence. CM- defending</p> <p>Disciplinary Select and apply appropriate attacking and defensive skills to outwit opponents. CM- attacking, defending Create defensive and attacking strategies to improve their team performance. PM attacking, defending Confidently apply and explain rules of game when acting as an official. CM rules Take on variety of leadership roles within lesson. Perform lay up with increasing levels of accuracy. PM shooting</p>	<p>Substantive Pupil will develop advanced athletic skills and accurately replicate techniques PM running, jumping, throwing To improve physical capacity through components of fitness tests related to athletic events.</p> <p>Disciplinary In all events, pupils will demonstrate high quality performances and accurate replication throughout. PM running, jumping, throwing Pupil will officiate at various events to measure performances of others. SM fairness To improve analytical skills and to develop either their own or others performance (self and peer assessment). CM evaluation</p>
Next Steps	Various after school teams	Year 11 tennis and badminton and after school/community clubs	Year 11 Fitness and after school and community clubs	Year 11 core PE and after school clubs	After school and community clubs

Year 10



PE Curriculum Map

Unit	Invasion Games	Health	Net wall Games	Striking and fielding
Key Concepts	Physical Me <ul style="list-style-type: none"> - Catching - Throwing - Running - Kicking - Tackling Social Me <ul style="list-style-type: none"> - Lifelong participation Cognitive Me <ul style="list-style-type: none"> - Tactics - Attacking & defending - Decision making 	Physical Me <ul style="list-style-type: none"> - Kicking - Tackling - Dribbling - Passing - Shooting Social Me <ul style="list-style-type: none"> - Lifelong participation Cognitive Me <ul style="list-style-type: none"> - Tactics - Strategy - Attacking & defending 	Physical Me <ul style="list-style-type: none"> - Striking - Control - Timing - Balancing Social My <ul style="list-style-type: none"> - Lifelong participation Cognitive Me <ul style="list-style-type: none"> - Decision making - Rules - Strategy - Tactics - Evaluation 	Physical Me <ul style="list-style-type: none"> - Catching - Throwing - Shooting - Dribbling Social Me <ul style="list-style-type: none"> - Lifelong participation Cognitive Me <ul style="list-style-type: none"> - Tactics - Strategy - Attacking & defending - Rules
Prior Learning	Year 10 Invasion games Improving understanding of laws of game (CM: rules) Understand key Principles of Attack including penetration / support / width / mobility / creativity / transition (CM: attacking, decision making. PM: passing, shooting). Understand the key Principles of Defence – delay / depth / compactness / concentration / balance / patience and discipline (CM: defending, decision making. PM: tackling)	Year 10 Fitness Components of fitness (PM: health. SM: wisdom) Heart rate knowledge (PM: health) Training zones (PM: health. SM: wisdom)	Year 10 Badminton and tennis Develop understanding of tactics and strategies to implement in gameplay (CM: tactics, strategy). Vary short and long serves, overhead clears, drop shots and smashes will be developed (PM: striking, timing, control).	Year 9 Handball Be able to outwit defenders when dribbling with the ball (PM: dribbling). Shoot with accuracy over varying distances (PM: shooting). Be able to use a variety of passes with consistency and precision in competitive situations (PM: passing). Understand the key points in a defensive stance (CM: defending) .
Key Knowledge	Substantive Advanced skills with focus on effective defending skills (PM: tackling) Increased confidence of students refereeing (CM: rules, decision making. SM: fairness) Improving understanding of laws (CM: rules) Improving understanding of tactics (CM: tactics) Disciplinary Develop tactics and strategies within play (CM: tactics, strategy) . Ensure laws are adhered to in the game (CM: rules.) Develop more position-specific skills as part of the extra-curricular team (CM: attacking, defending) Understand how to play more effectively to improving skills (CM: evaluating) Develop refereeing skills to improve leadership abilities (CM: rules.)	Substantive Design of programme (CM: evaluating, SM: humility). How to apply principles of training within programme (PM health. CM: decision making). Understand how 1RM and heart rate are used to monitor intensity of training (PM: health. CM: evaluating). Disciplinary Independently carry out own training programme (PM: health. SM: self-control). Design own training programme in response to test results (CM: evaluating, decision making. SM: wisdom). Evaluate effectiveness of training programme (SM: humility. CM: evaluating).	Substantive Develop understanding of advanced tactics and strategies to implement in gameplay (GM: tactics, strategy). Effective use of Serves, overhead clears, drop shots and smashes in game situations (PM: striking, timing, control). Disciplinary Develop the skills necessary to compete in competitive games of Badminton. Make effective evaluations of strength and weaknesses in their own and others performances (CM: evaluation. SM: humility). Make tactical decisions in order to outwit opponents on a consistent basis (CM: tactics, decision making). Utilise the principles of attack when planning an approach to a competitive game (CM: attacking). Lead parts of a warm up to prepare peers for exercise (SM: wisdom).	Substantive Dribbling – using both hands, change of pace and direction (PM: dribbling, running). Passing – chest, javelin, bounce, overhead, use of the fake (PM: passing). Shooting –set shot, jump shot, free shot, use of the fake PM: shooting). Footwork and marking – stopping (jump stop, stride stop) , pivoting, getting free, tracking (drop step) (CM: attacking, defending). Disciplinary Select and apply appropriate attacking and defensive skills to outwit opponents (CM: attacking, defending, decision making). Create defensive and attacking strategies to improve their team performance (CM: attacking, defending, decision making). Confidently apply and explain rules of game when acting as an official (CM: rules. SM: fairness). Take on variety of leadership roles within lesson (SM: courage).
Next Steps	Co-curricular Rugby and community clubs	Co-curricular football teams and community clubs	Co-curricular Badminton and community clubs	Co-curricular and community clubs

Year 11



PE Curriculum Map

Year 10 GCSE PE

Unit	Movements in the body	Aerobic and anaerobic system	Movement Analysis	Training	Psychology
Key Concepts	Cognitive Me	Cognitive Me	Cognitive Me	Cognitive Me	Cognitive Me
Prior Learning	Year 9 and 10 Fitness Heart rate Breathing rate Responses and adaptations to exercise	Year 9 Athletics Aerobic events Anaerobic events Year 9 Fitness Recovery from exercise Adaptations of exercise on body	Year 9: Athletics Movement analysis	Year 9 Fitness Knowledge of different components of fitness. Knowledge of principles of training. Evaluate how principles can help improve level of fitness and performance.	Schema met briefly with coaching, feedback and target setting in schemes across the key stages and topics.
Key Knowledge	Substantive Understand structure and functions of the major body systems. Explain pathway of blood around body. Disciplinary Be able to interpret heart rate graphs. Be able to explain how the body systems link together and respond to exercise. Use practical examples to identify types of movement and muscle groups involved.	Substantive Knowledge of aerobic and anaerobic exercise. Understand the recovery process from exercise. Understand key role of intensity and duration in determining energy system used. Understand the immediate, short and long term effects of exercise. Disciplinary Be able to distinguish between aerobic and anaerobic exercise and classify physical activities accordingly. Suggest methods to help recovery from exercise.	Substantive Understand the planes and axes of different movements. Understand the different classes of levers found in the body. Understand the mechanical advantage of different lever systems. Disciplinary Be able to classify movements by plane and axes used. Give examples of lever type being used in sporting actions.	Substantive Be able to define health and know factors that impact upon it. Understand relationship between health and fitness. Be able to define the components of fitness. Understand protocols for fitness testing. Reasons for carrying out fitness tests. Knowledge of The principles of training SPORT and FITT. Reasons for warm up and cool down. Disciplinary Evaluate importance of factors that impact on health. Prioritise importance of fitness components for different activities. Be able to carry out tests on themselves and peers evaluating use of protocols. Suggest limitations to fitness testing. Application of training principles to a training programme.	Substantive Understand characteristics of the terms skill and ability. Knowledge of the 4 skill classifications Understand types of goals and what makes an effective goal. Define arousal and understanding of the inverted U theory Characteristics of introvert and extrovert personality types Examples of intrinsic and extrinsic motivation Disciplinary Be able to classify skills in 4 continua. Justify placements on continua. Evaluate merits of different types of goals for different scenarios. Apply SMART principle to setting goals for individuals. Explain optimum level of arousal for individuals.
Next Steps	BTEC Level 3 Sport	BTEC Level 3 Sport	BTEC Level 3 Sport	BTEC Level 3 Sport	BTEC Level 3 Sport



PE Curriculum Map

Year 11 GCSE PE	Unit	SocioCultural	Health, fitness and well being
	Key Concepts	Cognitive Me	Cognitive Me
	Prior Learning	Personal development lessons, to check learning of substance misuse, media and commercialisation. Socio-economic groups and barriers to participation. Year 10: Training Be able to define health and know factors that impact upon it. Understand relationship between health and fitness. Evaluate importance of factors that impact on health.	
	Key Knowledge	<p>Substantive Understand what we mean by social groups. Knowledge of factors that affect levels of participation in sport. Understanding of benefits of integration and adapted sports for disabled athletes Types of media coverage Understand the positive and negative impacts of technology Understand the relationship between sport, media and sponsors Understand the various prohibited substances</p> <p>Disciplinary Suggest ways to increase levels of participation amongst certain social groups. Evaluate benefits of integrated and adapted sports for disabled athletes. Explain relationship between all parts of golden triangle. Explain benefits athletes get from taking prohibited substances.</p>	<p>Substantive Understand the benefits of being fit and healthy and how being involved in physical activity and sport can make physical, emotional and social health better. Investigate the consequences of a sedentary lifestyle. Understand how obesity affects a person's life and health. Knowledge of the 3 body somatotypes. The importance of a balanced diet.</p> <p>Disciplinary Evaluate how body shape impacts on sporting performance. Suggest ways to encourage physical activity. Evaluate diet of elite athletes with reference to carbo-loading, high protein and energy drinks (hydration).</p>
	Next Steps	BTEC Sport level 3	



PE Curriculum Map

Year 10 /11 NCFE Sport	Unit	Participation in Sport	Gamesmanship and sportsmanship	Sponsorship, media and technology	Psychology for sports performance	Planning, reviewing and delivering a sports session
	Key Concepts	Cognitive Me Physical Me	Physical Me Cognitive Me Social Me	Cognitive Me	Cognitive me	Physical Me Cognitive Me Social Me
	Prior Learning	Year 9 Fitness	Year 9 Fitness/Athletics	None	None	Year 9 PE
	Key Knowledge	<p>Substantive Understanding participation in sport Factors affecting participation in sport Benefits of participating in sport</p> <p>Disciplinary Solutions to barriers to participation</p>	<p>Substantive Performance enhancing drugs Reasons for taking PEDs Types of drugs</p> <p>Disciplinary Corruption in sport Consequences of corruption in sport</p>	<p>Substantive Types of sponsorship in sport Sponsorship and sport Types of media Sports marketing Technology in sport</p> <p>Disciplinary Impact of sponsor on performer, sponsor and spectator Effects of technology on performer, spectator and officials.</p>	<p>Substantive Use Psychological factors to set GOALS for a performer Psychology in sport Personality and performance Impact of motivation on performance Stress, anxiety and arousal in sports performance</p> <p>Disciplinary Managing anxiety Impact of arousal on performance</p>	<p>Substantive Skills of a leader. Types of communication. Short and long term effects of exercise. Parts of a session plan.</p> <p>Disciplinary Applying leadership skills to different contexts. Plan sessions to encourage engagement. Review sessions and suggest improvements.</p>
	Next Steps	Year 12 BTEC Sport Unit 1	Component 2- preparing to lead a session.	Level 3 BTEC Sport, Unit 2- monitoring intensity of performance.	BTEC Sport Level 3 Unit 2	Level 3 BTEC Sport- Unit 4 Leadership and Unit 8 Coaching



PE Curriculum Map

BTEC Sport Extended Certificate	Unit	Unit 1- Anatomy and Physiology	Unit 2 – Fitness programming	Unit 3 – Sports Industry	Unit 4 Leadership
	Key Concepts	Cognitive Me	Cognitive Me Physical Me Social Me	Cognitive Me	Cognitive Me Physical Me Social Me
	Prior Learning	Year 10: GCSE PE Movements in the Body Year 10: BTEC The impact of Sport & Activity on the body systems	Yer 11 GCSE PE- Components of Fitness	Yr 11 Sport Understand the career and job opportunities in the sports industry.	Year 11 core PE- Leadership development opportunities within all lessons. Year 10 and 11 Sport- Sports coaching Plan, deliver and evaluate a session.
	Key Knowledge	<p>Substantive The effects of exercise and sports performance on the skeletal system. The locations of major bones and the functions of the skeletal system. Postural deviations and the process of bone growth. Joints and movement at joints. Responses and adaptations due to exercise. Understand how antagonistic pairs create movement. Understand muscle contraction types and muscle fibres. Know the responses and adaptations of the muscular system to exercise</p> <p>Disciplinary What the different types of bones do. Understand the axial and appendicular skeleton. Be able to explain function of major bones. Explain ossification and where growth takes place. Consider how joints create articulation. Understand which types of exercise create responses and adaptations to the skeleton. Be aware of additional factors that have an affect on the skeletal system, such as arthritis, osteoporosis and age. Consider the effects of different exercise on the muscular system. Consider which muscles create movement at each joint and which contraction type it is. Reflect on how muscle fibre types can affect sporting success or choice. Be able to note how the additional factors of age and cramp affect the performance of the muscular system</p>	<p>Substantive Use government guidelines to evaluate positive and negative lifestyle factors Use key health information to assess a client’s health Suggest modifications to improve a client’s lifestyle, specifically related to alcohol, smoking, exercise and stress Use knowledge of different types of training to plan a training programme that addresses individual needs</p> <p>Disciplinary Be able to identify positive and negative lifestyle factors for a client Be able to offer strategies to improve a client’s health</p>	<p>Substantive Understand the career and job opportunities in the sports industry. Explore own skills using a skills audit to inform a career development action plan. Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway. Reflect on the recruitment and selection process and your individual performance</p> <p>Disciplinary Prepare students for progression to a career in the sports industry either directly or through higher education, by developing understanding of investigation, career planning and awareness of the skills and quality.</p>	<p>Substantive The different leadership roles that are required for achieving success in a sports. Impact of Social loafing and the Ringelmann effect,</p> <p>Disciplinary Why effective leadership is essential for sports and exercise leaders. Lead a sport and exercise activity before evaluating this effectively.</p>
	Next Steps		University and work-related opportunities.	University	



PE Curriculum Map

BTEC Sport Diploma	Unit	Unit 5 Fitness Testing	Unit 10	Unit 22 Business	Unit 8 Coaching for Performance	Unit 23 Skill Acquisition
	Key Concepts	Cognitive Me	Cognitive Me Physical Me Social Me	Cognitive Me	Cognitive Me Physical Me Social Me	Cognitive Me Physical Me Social Me
	Prior Learning	11 GCSE Health, fitness and well being: A balanced diet 11 BTEC The principles of Training, Nutrition and Psychology for Sports and Activity Macro and micro nutrient Components of fitness and fitness testing. Types of training	Level 2 BTEC Component 2 The skills, qualities and characteristics of a leader. Leadership styles and theories in application. Level 3 Unit 10 Plan and deliver a sporting event	Unit 3 Sports Industry Understand the career and job opportunities in the sports industry. Explore own skills using a skills audit to inform a career development action plan. Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway.	Year 11 core PE- Leadership development opportunities within all lessons. Year 10: BTEC Applying the Principles of Sport and Activity Plan, deliver and evaluate a session. Year 13: Unit 4 Leadership: Evaluate different leadership styles. Different leadership roles.	Year 11 core PE- Leadership development opportunities within all lessons. Year 10: BTEC Applying the Principles of Sport and Activity Plan, deliver and evaluate a session. Year 13: Unit 4 Leadership: Evaluate different leadership styles. Different leadership roles.
	Key Knowledge	Substantive Understand the principles of fitness testing Disciplinary Explore fitness tests for different components of fitness Undertake evaluation and feedback of fitness test results.	Substantive Investigate how different types of sports events are planned and delivered Develop a proposal for a sports event for implementation approval Disciplinary Undertake the planning, promotion and delivery of a sports event Review the planning, promotion and delivery of a sports event and reflect on your own performance	Substantive Know the different types of business and be able to categorise them. Know the skills needed to work in business, how sports businesses are organised and what makes a successful business. Investigate how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and to benefit the business. Disciplinary Analyse businesses in the sports industry. Perform SWOT analysis on different businesses. Make recommendations for businesses to improve and justify them. Be able to research businesses and review data.	Substantive Investigate the skills, knowledge, qualities and best practice of performance coaches. Explore practices used to develop skills, techniques and tactics for performance. Demonstrate effective planning of coaching for performance. Explore the impact of coaching for performance. Disciplinary Students can evaluate personal coaching ability, suggesting and justifying recommendations for future personal development. Students can Evaluate practices and their practicality, suitability and effectiveness to develop skills, techniques and tactics for sports performance, making recommendations for adaptations. Evaluate the impact of your planning and coaching performance on an athlete and/or team performance, justifying future coaching developments.	Substantive Investigate the skills, knowledge, qualities and best practice of performance coaches. Explore practices used to develop skills, techniques and tactics for performance. Demonstrate effective planning of coaching for performance. Explore the impact of coaching for performance. Disciplinary Students can evaluate personal coaching ability, suggesting and justifying recommendations for future personal development. Students can Evaluate practices and their practicality, suitability and effectiveness to develop skills, techniques and tactics for sports performance, making recommendations for adaptations. Evaluate the impact of your planning and coaching performance on an athlete and/or team performance, justifying future coaching developments.
	Next Steps		University and work-related opportunities.	University		



PE Curriculum Map

BTEC Sport Extended Diploma	Unit	Unit 19- Development and provision of sport and physical activity		Unit 6 - Psychology	Unit 7 Practical sports	Unit 9 Research methods
	Key Concepts	Cognitive Me		Cognitive Me Physical Me Social Me	Cognitive Me	Cognitive Me Physical Me Social Me
	Prior Learning	11 GCSE Health, fitness and well being: A balanced diet 11 BTEC The principles of Training, Nutrition and Psychology for Sports and Activity Macro and micro nutrient Components of fitness and fitness testing. Types of training		Level 2 BTEC Component 2 The skills, qualities and characteristics of a leader. Leadership styles and theories in application. Level 3 Unit 10 Plan and deliver a sporting event	Core PE in KS4	
	Key Knowledge	Substantive Demonstrate knowledge and understanding of sports development and its measurement, the role and functions of sports development organisations, and the relationship between commercialisation and the media in wider sports development Disciplinary Apply knowledge and understanding of sports development and its measurement, sports development organisations, and the relationships between commercialisation and the media to familiar and unfamiliar contexts Analyse and evaluate the impact of sports development proposals in the wider sports development context Be able to develop a sports development proposal with appropriate justification		Substantive Understand how personality, motivation and competitive pressure can affect sport performance Examine the impact of group dynamics in team sports and its effect on performance Disciplinary Explore psychological skills training programmes designed to improve performance.	Substantive Examine the skills, techniques and tactics required to perform in selected sports Disciplinary Develop skills, techniques and tactics for sporting activity in order to meet sport aims Reflect on own practical performance using selected assessment methods.	Substantive Investigate the skills, knowledge, qualities and best practice of performance coaches Explore practices used to develop skills, techniques and tactics for performance Disciplinary Demonstrate effective planning of coaching for performance Explore the impact of coaching for performance.
	Next Steps			University and work-related opportunities.	University	