

# Bede Academy

## PE Curriculum Map



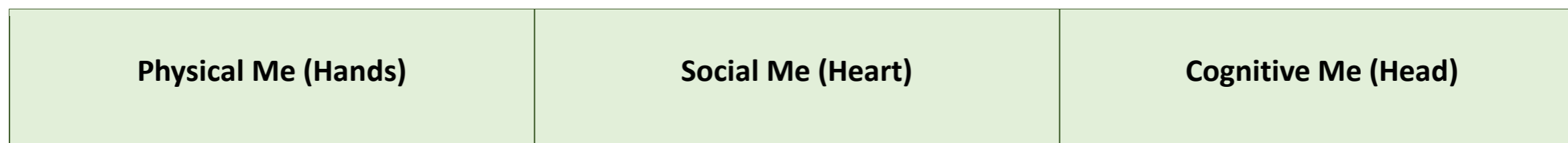
# PE Curriculum Map

*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.*

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:



## 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.



# PE Curriculum Map

Year Group												
	Autumn1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
1	Gymnastics 1	Attack, Defend and Shoot 1	Hit, Catch and Run 1	Dance 1	Dance 2	Send and Return 1	Attack, Defend and Shoot 2	OOA	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	Send and Return 1	Gymnastics1	Dance 2	Hit, Catch and Run 1	Run, Jump, Throw1	OOA	Attack, Defend and Shoot 2	Send and Return 2	Run, Jump, Throw 2	Hit, Catch and Run 2
3	Netball	Gymnastics 1	Tag Rugby	Dance 1	Hockey	Football	Tennis	OOA	Basketball	Cricket	Athletics	Rounders
4	Hockey	Gymnastics 1	Netball	OOA	Dance	Basketball	Football	Tennis	Cricket	rOUNDERS	Athletics	Tag Rugby
5	Dance	Netball	Gymnastics	Tag Rugby	Rounders	Hockey	OOA	Tennis	Swimming		Cricket	Athletics
6	Tag Rugby	Gymnastics	Hockey	Dance	Netball	Football	Tennis	Rounders	Athletics	OOA	Basketball	Cricket
7 Boys	Invasion Games (Handball)	Invasion Games (Rugby)	Invasion Games (Basketball)	Health Related Fitness			Gymnastics	Striking and fielding Games (Cricket/Rounders)		Athletics		
7 Girls	Invasion Games (Hockey)	Invasion Games (Netball)	Invasion Games (Football)	Gymnastic activities (Trampolining)			Dance	Striking and fielding Games (Rounders/tennis)		Athletics		
8 Boys	Net Wall Games (Badminton)	Invasion Games (Rugby)	Invasion Games (Handball)	Gymnastic activities (Gymnastics)			Health Related Fitness	Striking and fielding Games (Cricket/Rounders)		Athletics		
8 Girls	Invasion Games (Hockey)	Invasion Games (Netball)	Invasion Games (Football)	Gymnastic activities (Trampolining)			Dance (Musicals)	Athletics		Striking and Fielding Games (Rounders/tennis)		
9 Boys	Net Wall Games (Badminton)	Invasion Games (Rugby)	Leadership (Football)	Invasion Games (Basketball/volleyball)			Health Related Fitness	Net wall Games (Tennis)		Athletics		
9 Girls	Invasion Games (Netball)	Invasion Games (Hockey)	Leadership (Football)	Dance (Cheerleading)			Gymnastic activities (Trampolining)	Striking and Fielding Games (Rounders/Cricket)		Athletics		
10 Boys	Net Wall Games (Badminton)	Invasion Games (Rugby or Handball)	Invasion Games (Football)	Health Related Fitness			Invasion Games (Basketball)	Net Wall Games (Tennis)		Athletics		
10 Girls	Invasion Games (Netball or Handball)	Invasion Games (Football/Hockey)	Invasion Games (Rugby or handball)	Trampolining			Fitness	Striking and Fielding Games (Rounders)		Athletics		



# PE Curriculum Map

11 Boys	Football/Badminton	Badminton/Fitness	Rugby/Basketball or football	Fitness/Invasion Games	Basketball/football	
11 Girls	Hockey/Netball	Netball/Fitness	Fitness/Trampoline	Badminton/Fitness	Trampoline/Zumba or equiv	
10 GCSE PE	Movements in the body	Aerobic and anaerobic system	Movement Analysis	Training	Psychology	
11 GCSE 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 BTEC Sport	Unit 1 Musculo-skeletal	Unit 1 Respiratory system	Unit 3 Sports industry	Unit 5 Fitness testing	Unit 10 Organising events	Unit 23 Skill acquisition
13 BTEC Sport	Unit 2- Fitness Programming	Unit 4 - Leadership		Unit 22 Business	Unit 8 Coaching for Performance	



# PE Curriculum Map

Year 7	Year 8	Year 9
<p><b><u>Yearly Focus: Exploring Physical Literacy: Value PE, Engagement and Resilience.</u></b></p> <p><b>SUBSTANTIVE KNOWLEDGE</b>            Social: <b>Value Physical Education.</b> Students will show an understanding of how physical education is important for a healthy lifestyle            Social: <b>Engagement.</b> Students will be engaged in lessons, demonstrating an enthusiasm for learning.            Students will demonstrate the stamina to maintain focus for the full lesson."            Social: <b>Resilience.</b> 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.              Cognitive- recall some strategies/tactical game plans in some sports.              Cognitive- provide a basic analysis of their own and others' performance.</p> <p><b>DISCIPLINARY KNOWLEDGE</b>            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><b><u>Concept Focus: Inter-personal development- communication, cooperation and working with others</u></b></p> <p><b>SUBSTANTIVE KNOWLEDGE</b>            Social: <b>Communication.</b> Students will demonstrate the ability to communicate effectively with others, using different types of communication.            Social: <b>Teamwork.</b> Students will understand the importance of teamwork.            Social: <b>Cooperation with others.</b> 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.  <b>DISCIPLINARY KNOWLEDGE</b>            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.              Cognitive            Can identify major strengths and weaknesses in performance.              Physical- move with/without the ball with control &amp; fluency            Physical- defend an opponent with control &amp; fluency.            Physical- pass and receive the ball with control &amp; 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><b><u>Concept Focus: Personal Growth</u></b></p> <p><b>SUBSTANTIVE KNOWLEDGE</b>            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    <b>DISCIPLINARY KNOWLEDGE</b>            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              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>



## PE Curriculum Map

### Year 10

Students achieving at the expected standard will be able to:

#### **SUBSTANTIVE KNOWLEDGE**

- 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

#### **DISCIPLINARY KNOWLEDGE**

- 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

### Year 11

Students achieving at the expected standard will be able to:

#### **SUBSTANTIVE KNOWLEDGE**

- 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.

#### **DISCIPLINARY KNOWLEDGE**

- 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



# PE Curriculum Map

Early Years Links	Nursery	<p><u>Gross Motor</u> 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><u>Fine Motor</u> 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><u>Gross Motor</u> 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><u>Fine Motor</u> 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><u>Gross Motor</u> To begin to independently move around in a safe way when inside. 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 To tidy away toys independently and put the box away with support</p> <p><u>Fine Motor</u> 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><u>Gross Motor</u> 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><u>Fine Motor</u> 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><u>Gross Motor</u> With support, to be able to move around the outdoor area safely, mostly negotiating spaces and other children 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><u>Fine Motor</u> 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 and at least attempt to fasten their zip</p>	<p><u>Gross Motor</u> 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. 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><u>Fine Motor</u> 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><u>Gross Motor</u> With support, use climbing frame safely, using alternative feet. Use the outdoor resources with support 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><u>Fine Motor</u> 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><b>P.E</b> <b>Body management unit 1</b> Explore balance, managing own body – through a range of different movement</p>	<p><u>Gross Motor</u> 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 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><u>Fine Motor</u> 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><b>P.E</b> <b>Manipulation and coordination unit 1</b> Send and receive Ball handling Develop a range of ball skills</p>	<p><u>Gross Motor</u> 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><u>Fine Motor</u> 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><b>P.E</b> <b>Gymnastics unit 1</b> Movement – jumping, sliding, rolling, over, under.</p>	<p><u>Gross Motor</u> 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><u>Fine Motor</u> 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><b>P.E</b> <b>Manipulation and coordination unit 2</b> Manoeuvring objects with bats, pushing, dribbling Skipping in isolation.</p>	<p><u>Gross Motor</u> Use a large range of small apparatus indoors and outside 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><u>Fine Motor</u> To use scissors safely and confidently. To write letters using the correct letter formation and control the size of letters</p> <p><b>P.E</b> <b>Dance unit 1</b> Focus: dance movement, sequencing movement – copy, repeat and perform</p>	<p><u>Gross Motor</u> 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 Show perseverance and a good attitude during physical activities</p> <p><u>Fine Motor</u> 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><b>P.E</b> <b>Speed and agility unit 1</b> Changing direction, speed (slow and fast), following instructions, stop safely</p>



## PE Curriculum Map

### 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.





# PE Curriculum Map

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



# PE Curriculum Map

Year 2	<b>Prior Learning</b>	<b>Dance</b> <ul style="list-style-type: none"> <li>Solo and duet performance</li> <li>Group performance</li> <li>Use basic formations</li> <li>Movement pathways</li> </ul>	<b>Send and Return</b> <ul style="list-style-type: none"> <li>Skills with a variety of balls</li> <li>Track intercept and catch balls</li> <li>Apply skills to beat opposition</li> </ul>	<b>Attack, Defend and Shoot</b> <ul style="list-style-type: none"> <li>Control and passing techniques</li> <li>Movement with and without ball</li> <li>Defending</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>Developed body management</li> <li>Link elements</li> <li>Attempt to use rhythm</li> <li>Performing in a sequence</li> <li>Modify actions using different pathways, directions and shapes</li> </ul>	<b>Run, Jump and Throw</b> <ul style="list-style-type: none"> <li>Different balances</li> <li>Levels of speed</li> <li>Different throwing techniques</li> </ul>	<b>Hit, Catch and Run</b> <ul style="list-style-type: none"> <li>Hand – eye coordination</li> <li>Bowling for accuracy</li> <li>Scoring</li> <li>Making decisions</li> </ul>
	<b>Key Knowledge</b>	<b>Dance 1</b> <ul style="list-style-type: none"> <li>Dance solo</li> <li>Dance in a duet</li> <li>Explore creative footwork</li> <li>Discuss how performance can develop</li> <li>Respond to visual stimulus</li> </ul>	<b>Send and Return 1</b> <ul style="list-style-type: none"> <li>On toes to move towards the path of the ball</li> <li>Identifying dominant and non-dominant side</li> <li>Basic service rules</li> <li>Push off feet to change direction</li> <li>Holding a racquet and self-feed</li> </ul> The basic ready position	<b>Dance 2</b> <ul style="list-style-type: none"> <li>Identifying emotion and contrast in emotions</li> <li>Use a clock face to create dance moves</li> <li>Link phrases to create a longer dance piece</li> <li>Copying and repeating</li> <li>Working in formations</li> <li>Movement pathways</li> </ul>	<b>Run, Jump, Throw 1</b> <ul style="list-style-type: none"> <li>Awareness of others when in a running task</li> <li>Creating power with legs to turn</li> <li>Burpee</li> <li>Choosing appropriate throws for different games</li> <li>Quick Feet</li> </ul> Recognising the difference between static and dynamic balances	<b>Attack, Defend and Shoot 2</b> <ul style="list-style-type: none"> <li>Throwing with different equipment</li> <li>Moving after passing</li> <li>Pass and moving forwards</li> <li>Goalkeeping positioning</li> <li>Intercepting</li> <li>Consolidating skills learnt</li> </ul>	<b>Run, Jump, Throw 2</b> <ul style="list-style-type: none"> <li>Irun over a longer distance</li> <li>Improve strength improve jumping distance</li> <li>Create power when throwing for distance</li> <li>Breathing techniques in running</li> <li>Teamwork</li> </ul>
	<b>Enrichment /Careers</b>	CDL rugby Multi-Sports	Multi-Sports Football NUFC Multi skills event	Multi-Sports	Multi-Sports NUFC Multi skills event	Multi-Sports NUFC Multi skills event	Multi-Sports HLW Rock climbing Crate stacking Archery



# PE Curriculum Map

Year 3	<b>Prior Learning</b>	<b>Netball</b> <ul style="list-style-type: none"> <li>• Passing and catching using recognised throws</li> <li>• Use space effectively to build attacking plays</li> <li>• Basic rules of netball</li> </ul>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>• Handling a ball</li> <li>• Evading opponents</li> <li>• Perform as an attacking team</li> <li>• Basic rules</li> </ul>	<b>Hockey</b> <ul style="list-style-type: none"> <li>• Send and receive balls</li> <li>• Use tactics for attacking and defending</li> <li>• Travelling without a ball</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Expression to evoke emotion</li> <li>• Improvisation</li> <li>• Performance – solo or on groups</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>• Smooth transitions</li> <li>• Different jumps</li> <li>• Balance and shape</li> </ul>	<b>Tennis</b> <ul style="list-style-type: none"> <li>• Hitting</li> <li>• Positioning of body</li> <li>• Serving and returning</li> </ul>	<b>Rounders</b> <ul style="list-style-type: none"> <li>• Fielding as a team</li> <li>• Throwing</li> <li>• Positions</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• Taking off and landing when jumping</li> <li>• Different speeds for different distances</li> <li>• Javelin throw technique</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>• Fielding as a team</li> <li>• Throwing</li> <li>• Positions</li> <li>• Striking</li> </ul>
	<b>Key Knowledge</b>	<b>Netball</b> <ul style="list-style-type: none"> <li>• Chest pass for quick, accurate passing</li> <li>• Dodging</li> <li>• Moving to create space in the attack</li> <li>• Bounce pass to outwit defenders</li> <li>• Shoulder pass, throwing for distance</li> <li>• Keeping possession by working as a team to pass and move accurately</li> </ul>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>• Run past defenders</li> <li>• Handling a rugby ball</li> <li>• Evading tags when attacking</li> <li>• Tag Rules</li> <li>• Closing down the attacker</li> <li>• Introducing simple back passing</li> </ul>	<b>Hockey</b> <ul style="list-style-type: none"> <li>• Holding a hockey stick</li> <li>• Travelling with a hockey stick</li> <li>• Keeping control of a ball</li> <li>• Changing direction with ball</li> <li>• Stopping and starting with a ball</li> <li>• Passing (Push pass) and controlling</li> </ul>	<b>Dance 2</b> <ul style="list-style-type: none"> <li>• Style</li> <li>• Repetition</li> <li>• Choreography</li> <li>• Dynamics</li> <li>• Partner work</li> </ul>		<b>Tennis</b> <ul style="list-style-type: none"> <li>• Tennis Ready Position</li> <li>• Types of hitting</li> <li>• Serve</li> <li>• Returning towards to return a moving ball</li> <li>• Sending balls to a partner</li> <li>• Boundaries</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>• Forward drive</li> <li>• Underarm bowling</li> <li>• Foot placement to strike the ball</li> <li>• Long Barrier</li> <li>• Overarm throw for distance</li> <li>• Introducing the role of the wicketkeeper</li> </ul>		
	<b>Enrichment /Careers</b>	<b>NSG Qualifiers Netball</b>	<b>NSG Qualifiers Netball</b>	<b>CDL rugby Netball</b>	<b>NSG Qualifiers Netball</b>		<b>NSG Qualifiers Netball</b>	<b>NSG School Games HLW Surfing Netball</b>		



# PE Curriculum Map

<b>Year 4</b>	<b>Prior Learning</b>			<b>Netball</b>	<b>Hockey</b>	<b>Tag Rugby</b>	<b>Athletics</b>	<b>Dance</b>	<b>Gymnastics</b>
	<b>Key Knowledge</b>	<b>Hockey</b> <ul style="list-style-type: none"> <li>• Push Pass</li> <li>• Straight Dribble</li> <li>• Stopping the ball</li> <li>• Slap pass</li> <li>• Turning with the ball</li> <li>• Pacing runs in the game to be able to work continuously</li> </ul>	<b>Netball</b> <ul style="list-style-type: none"> <li>• Protecting the ball</li> <li>• Basic shooting technique</li> <li>• Playing within thirds</li> <li>• Marking</li> <li>• Footwork</li> </ul> <p>Gameplay</p>	<b>Football</b> <ul style="list-style-type: none"> <li>• Run onto the ball to receive it</li> <li>• Explore marking techniques</li> <li>• Standing tackle</li> <li>• Dribbling</li> <li>• Passing over longer distances</li> <li>• Moving with a teammate</li> </ul>	<b>Dance 2</b> <ul style="list-style-type: none"> <li>• Communicate a theme through actions</li> <li>• Use dynamics to tell a story</li> <li>• Space travel and floor patterns</li> <li>• Work in small groups</li> <li>• Evaluate a performance</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>• Hit ball in different directions</li> <li>• Know when to start running</li> <li>• Intercept a moving ball</li> <li>• Overarm throws</li> <li>• Field a bouncing ball</li> <li>•</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• Aiming at targets</li> <li>• Accelerating over short distances</li> <li>• Take off 1 foot when running</li> <li>• Sling Throw</li> <li>• Baton Exchange</li> <li>• Working to improve</li> </ul>		
	<b>Enrichment /Careers</b>	<b>NSG Qualifiers</b> Surfing Netball	<b>NSG Qualifiers</b> Netball	<b>NSG Qualifiers</b> Netball	<b>NSG Qualifiers</b> Family Fit Netball	<b>NSG Qualifiers</b> Family Fit Netball	<b>NSG School Games</b> Clip 'n' Climb HLW Netball		



# PE Curriculum Map

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



# PE Curriculum Map

Year 6	<b>Key Concepts</b>	<b>Netball:</b> Head: Decision making Hand: Anticipate, track and rebound Heart: Wisdom	<b>Tag Rugby:</b> Head: Plan warmups for class Hand: Speed and agility in games Heart: Self-reflection (Humility)	<b>Hockey:</b> Head: Choose appropriate strategies for attack and defence Hand: Shoot at ranges Heart: Apply rules to different situation (Fairness)	<b>Dance:</b> 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)	<b>Gymnastics:</b> Head: Identify strengths and weakness of others Hand: Experience flight on and off apparatus Heart: Lead group warm up (Courage)	<b>Cricket:</b> Head: Apply rules of the game Hand: Catch high balls in isolation and game play Heart: Work as a team to field (Integrity)	<b>Rounders:</b> Head: Understand the importance of urgency when fielding Hand: Play in a competitive game Heart: Fairness	<b>Tennis:</b> 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)	<b>Athletics:</b> Head: Accurately and accurately judge across a range of disciplines Hand: Choose appropriate run of for different jumps Heart: Wisdom	
	<b>Prior Learning</b>	<b>Netball</b> <ul style="list-style-type: none"> <li>• Passing selection</li> <li>• Manipulating space</li> <li>• Defend and attach as a team</li> <li>• Understanding of rules</li> </ul>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>• Support play</li> <li>• Tactics for defending and attacking</li> <li>• Speed of transitions to manipulate opponents</li> </ul>	<b>Hockey</b> <ul style="list-style-type: none"> <li>• Finishing and shooting</li> <li>• Manipulating space for passing</li> <li>• Self-hitting to promote speed of attacking</li> </ul>	<b>Basketball</b>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Use tension and extension to control body</li> <li>• Explore space and relationships in dance</li> <li>• Identify appropriate dynamics and group formations</li> <li>• Dance compositions of different cultures</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>• Working cooperatively</li> <li>• Selection of movements, equipment and apparatus</li> <li>• Creating a full sequence and modifying</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>• Attacking play</li> <li>• Working cooperatively to defend and attack</li> <li>• Scoring into space</li> </ul>	<b>Rounders</b> <ul style="list-style-type: none"> <li>• Attacking play</li> <li>• Working cooperatively to defend and attack</li> <li>• Scoring into space</li> </ul>	<b>Tennis</b> <ul style="list-style-type: none"> <li>• Importance of communication</li> <li>• Shot selection</li> <li>• Rules and scoring system</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• Starting positions</li> <li>• Use of acceleration and technique for jumping</li> <li>• Observe, analyse and recommend improvements</li> </ul>
	<b>Key Knowledge</b>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>• Support player with the ball</li> <li>• Set plays for attacking</li> <li>• Take the distance not the time</li> <li>• Spaces, not faces principle</li> <li>• Transition from attack to defence</li> <li>• Observe and analyse</li> </ul>	<b>Hockey</b> <ul style="list-style-type: none"> <li>• Shooting from close range</li> <li>• Positioning and strategies for long corners</li> <li>• Goal Side Marking</li> <li>• Channelling</li> <li>• Self-Pass</li> <li>• Indian Dribble</li> </ul>	<b>Netball</b> <ul style="list-style-type: none"> <li>• Throwing and Catching skills used in netball</li> <li>• Marking the pass or shot</li> <li>• Organisation around the D</li> <li>• Rebounds</li> <li>• Knocking the ball away</li> <li>• Basic skill selection</li> </ul>	<b>Tennis</b> <ul style="list-style-type: none"> <li>• Communicating with each other in doubles games</li> <li>• Backhand Shot</li> <li>• Lob Shot</li> <li>• Rules and Scoring</li> <li>• Positioning in doubles play</li> <li>• Tactics</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• Sprint Start</li> <li>• Run up for the long jump</li> <li>• Recording data for different throws</li> <li>• STEP Principle</li> <li>• Judging a range of activities</li> </ul>	<b>Basketball</b> <ul style="list-style-type: none"> <li>• Counter attacks</li> <li>• Retreat dribble</li> <li>• Free throw consistency and accuracy</li> <li>• Perform a v cut</li> <li>• 3 point shot and understand how points are awarded</li> </ul>				
	<b>Gymnastics 1</b> <ul style="list-style-type: none"> <li>• Flight on to high apparatus (preparation for vaulting)</li> <li>• Dismount from high apparatus</li> <li>• Cannon</li> <li>• Including Equipment in sequence</li> <li>• Unison</li> <li>• Perform to music</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Stag Leap and rebound jump</li> <li>• Relationships—contact and simple lift</li> <li>• Copying movements</li> <li>• Dynamics</li> <li>• Freeze Frame</li> <li>• Top Rock &amp; Slide Step</li> </ul>	<b>Gymnastics 2</b> <ul style="list-style-type: none"> <li>• Working together to choose appropriate elements</li> <li>• Performing to music</li> <li>• Selecting appropriate actions to get a good score against criteria</li> <li>• Creating group patterns</li> <li>• Appropriate entrance to performance including the walk to and starting position</li> <li>• Timing to fit sequence into 1 minute</li> </ul>	<b>Rounders</b> <ul style="list-style-type: none"> <li>• Attacking bowling</li> <li>• Tracking &amp; catching a high ball</li> <li>• Bowling fast at speed</li> <li>• Working as pairs to field a long ball</li> <li>• Running around bases</li> <li>• Positions during a full game</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>• Fielding positions for attacking</li> <li>• Tracking &amp; catching a high ball</li> <li>• Bowling short</li> <li>• Working as pairs to field a long ball</li> <li>• On and Off drive</li> <li>• Rules of Inter Cricket</li> </ul>	<b>Dance2</b> <ul style="list-style-type: none"> <li>• Perform to a theme</li> <li>• Contrast and variation</li> <li>• Formations</li> <li>• Claps, stamps, slaps</li> <li>• Create and perform a group dance</li> </ul>					
<b>Enrichment /Careers</b>	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	Handball/Basketball	Rugby	Gymnastics	Fitness	Cricket/ Rounders	Athletics
<b>Key Concepts</b>	<p>Physical Me-</p> <ul style="list-style-type: none"> <li>- Catching</li> <li>- Passing</li> <li>- Running</li> <li>- Throwing</li> </ul> <p>Social Me</p> <ul style="list-style-type: none"> <li>- Fairness</li> <li>- Sportsmanship</li> <li>- honesty</li> </ul> <p>Cognitive Me</p> <ul style="list-style-type: none"> <li>- Tactics               <ul style="list-style-type: none"> <li>o Attack and defence</li> </ul> </li> <li>Understand the game</li> </ul>	<p>Physical Me-</p> <ul style="list-style-type: none"> <li>- Catching</li> <li>- Passing</li> <li>- Running</li> <li>- Tackling</li> <li>- Rucking</li> </ul> <p>Social Me</p> <ul style="list-style-type: none"> <li>- Fairness</li> <li>- Sportsmanship</li> <li>- Honesty</li> <li>- Courage</li> </ul> <p>Cognitive Me</p> <ul style="list-style-type: none"> <li>- Tactics               <ul style="list-style-type: none"> <li>o Attack and defend</li> </ul> </li> <li>Understand the game</li> </ul>	<p>Physical Me-</p> <ul style="list-style-type: none"> <li>- Balance</li> <li>- Stability</li> <li>- Flight</li> <li>- control</li> </ul> <p>Social Me</p> <ul style="list-style-type: none"> <li>- Courage</li> <li>- Challenging self</li> <li>- Not afraid make mistakes</li> </ul> <p>Cognitive Me</p> <ul style="list-style-type: none"> <li>- Tactics               <ul style="list-style-type: none"> <li>o Attack and defend</li> </ul> </li> <li>Understand the game</li> </ul>	<p>Physical Me-</p> <ul style="list-style-type: none"> <li>- running</li> <li>- jumping</li> <li>- health</li> </ul> <p>Social Me</p> <ul style="list-style-type: none"> <li>- Self Control</li> </ul> <p>Work independently on task at all times resilience</p> <p>Cognitive Me</p> <ul style="list-style-type: none"> <li>- evaluating</li> </ul>	<p>Physical Me-</p> <ul style="list-style-type: none"> <li>- Catching</li> <li>- Striking</li> <li>- Running</li> <li>- Throwing</li> </ul> <p>Social Me</p> <ul style="list-style-type: none"> <li>- Courage</li> <li>- Challenging self</li> <li>- Not afraid make mistakes</li> </ul> <p>Cognitive Me</p> <ul style="list-style-type: none"> <li>- strategies</li> <li>Understand the game</li> </ul>	<p>physical Me-</p> <ul style="list-style-type: none"> <li>- Jumping</li> <li>- Running</li> <li>- Throwing</li> </ul> <p>Social Me</p> <ul style="list-style-type: none"> <li>- Self Control</li> </ul> <p>Give all events a go</p> <p>Cognitive Me</p> <ul style="list-style-type: none"> <li>- strategies</li> <li>- Decision making</li> <li>- rules</li> </ul>
<b>Prior Learning</b>	<b>Year 6: Rugby</b> 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)	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)	<b>Year 6: Rugby and netball</b> Ball handling skills of passing and receiving. Moving with the ball. (PM: Catching, passing running, throwing)	<b>Year 7: Athletics</b> Effects of exercise on heart rate. Importance of warm up and cool down.	Year 6 Cricket Experience of playing Kwik Cricket. Catching a ball. On/off drive. PM- catching, throwing, striking	<b>Year 6: Athletics</b> Running, jumping and throwing in an athletic form. Cricket ball throw and standing jump from primary years PM- running, jumping, throwing
<b>Key Knowledge</b>	<p><b>Substantive</b> 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><b>Disciplinary</b> 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><b>Substantive</b> 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><b>Disciplinary</b> 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><b>Substantive</b> 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><b>Disciplinary</b> what can do with knowledge 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.</p>	<p><b>Substantive</b> Prepare and recover from exercise safely and effectively. How heart rate responds to exercise. Work at various intensities over different periods of time. Health benefits gained from taking part in fitness-based activities. Different types of fitness. PM- health, running</p> <p><b>Disciplinary</b> Suggest ways to improve fitness. CM- evaluating How to maintain exercise over various periods of time. CM- strategies Respond to fitness test results. CM- evaluating How to use heart rate to monitor intensity of work. CM- evaluating</p>	<p><b>Substantive</b> Accurate catching and throwing techniques. Long barrier technique when fielding. Batting ability developed. Introduction to overarm bowling. PM- striking, catching, throwing</p> <p><b>Disciplinary</b> 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><b>Substantive</b> 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><b>Disciplinary</b> 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>
<b>Next Steps</b>	Year 8: Rugby	Year 8: Rugby	Year 8: Handball	Year 8: Fitness	Year 8 Cricket	Year 8: Athletics

Year 7 Boys



# PE Curriculum Map

Unit	Hockey/ Football	Netball	Trampolining	Dance (Cheerleading)	Rounders/ Cricket	Athletics
Year 7 Girls	<p><b>Physical Me</b> Dribbling, Passing, Tackling and Shooting Working in aerobic and anaerobic zones</p> <p><b>Social Me</b> Fairness Know the rules Apply the rules</p> <p><b>Cognitive Me</b> Rules, Tactics, Strategies Understand the game</p>	<p><b>Physical Me</b> Catching, Throwing, Shooting, Footwork and Marking Working in aerobic and anaerobic zones</p> <p><b>Social Me</b> Fairness Know the rules Apply the rules</p> <p><b>Cognitive Me</b> Rules, Attack, Defence Understand the game</p>	<p><b>Physical Me</b> Jumping, Balancing, Control Working anaerobically</p> <p><b>Social Me</b> Love Encourage confidence</p> <p><b>Cognitive Me</b> Evaluating, Decision Making, Strategies</p>	<p><b>Physical Me</b> Rhythm, Timing, Control Working in aerobic and anaerobic zones</p> <p><b>Social Me</b> Courage Step out your comfort zone</p> <p><b>Cognitive Me</b> Evaluating, Decision Making, Strategies</p>	<p><b>Physical Me</b> Striking, Fielding, Running Working in aerobic and anaerobic zones</p> <p><b>Social Me</b> Fairness Know the rules Apply the rules</p> <p><b>Cognitive Me</b> Tactics, Rules, Decision Making Understand the game</p>	<p><b>Physical Me</b> Throwing, Jumping, Running Working in aerobic and anaerobic zones</p> <p><b>Social Me</b> Integrity Recognise your strengths and weaknesses</p> <p><b>Cognitive Me</b> Tactics, Strategies, Evaluating</p>
	<p><b>Year 6: Hockey</b> Basic passing skills stationary and moving (PM – catching, running) Creating space Basic tackling skills (CM – tactics, defence)</p>	<p><b>Year 6: Netball scheme</b> Sending and receiving skills (CM - strategies) Marking (CM – Defence) Rebounding PM – Catching) Skill selection</p>	<p><b>Year 6 – Trampolining</b> Flight (PM – jumping) Performing aesthetically to music Floorwork routines (CM – evaluating, decision making)</p>	<p><b>Year 6: Dance</b> Following set steps Contrast of movement and stillness (PM – control) Levels of movement</p>	<p><b>Year 6 – Rounders</b> Bowling development (PM – throwing) Sending and receiving (PM – fielding) Fielding skills (CM – tactics, strategies)</p>	<p><b>Year 6: Athletics</b> Running, jumping and throwing in an athletic form. (PM –throwing, jumping, running) Cricket ball throw and standing jump from primary years</p>
	<p><b>Substantive</b> Passing skills: Push, sweep, hit. (PM – passing) Shooting technique. Dribbling skills. (PM – dribbling) Tackling skills. (CM – tactics) Man to man marking. (strategies) Passing and moving in attack. (PM – passing)</p> <p><b>Disciplinary</b> Use skills developed to play small sided games. PM – dribbling, passing, running) Develop abilities to improve application. Obey rules of the game. (CM/SM – Rules) Learn how to play recognised form of the game.</p>	<p><b>Substantive</b> Passing skills: Chest, shoulder and bounce. (PM – throwing) Shooting technique. (PM – shooting) Footwork skills.(CM - rules) Man to man marking. (CM – defence) Passing and moving in attack. CM – attack)</p> <p><b>Disciplinary</b> Use skills developed to play small sided games. (PM – catching, throwing, shooting) Develop abilities to improve application. Obey rules of the game.(CM/SM – rules) Learn how to play recognised form of the game.</p>	<p>Substantive- content Perform basic jumps under control. (Straight, Tuck, Straddle, Pike, Twists, Seat landings) (PM – jumping) Be able to link basic jumps together without extra contacts. (PM – control) Be able to perform the correct technique for all basic jumps, including arm positions within shape. (PM – control)</p> <p>Disciplinary- what can do with knowledge Perform a 7-contact sequence suitable for ability directed by teacher. Consider aesthetics of performance. CM – evaluating) Evaluate own and others performance on the apparatus. SM - evaluating Understand how to improve ability further. CM - evaluating</p>	<p><b>Substantive</b> Perform basic arm actions, jumps and stunts under control. PM - control Be able to link basic actions together with travel and shot motifs' - rhythm Be able to perform the correct technique for all basic arm actions, jumps and stunts. PM - control</p> <p><b>Disciplinary</b> Perform a cheerleading routine suitable for ability directed by the teacher. Consider aesthetics of performance. CM - evaluating Evaluate own and others performance.. CM - evaluating Understand how to improve ability further. SM - evaluating</p>	<p><b>Substantive</b> Accurate catching and throwing techniques. PM - fielding Long barrier technique when fielding.PM - fielding Batting ability developed. PM - striking Bowling within laws of the game.</p> <p><b>Disciplinary</b> 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. CM - rules Be able to keep score accurately. CM - rules</p>	<p><b>Substantive</b> Develop an accurate replication of basic athletic skills when running, jumping and throwing. PM – throwing, jumping, running) Prepare and recover from exercise safely.</p> <p><b>Disciplinary</b> 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 - evaluating Make tactical decisions in order to run, jump or throw further. PM – throwing, running, jumping)</p>
	Year 8: Hockey	Year 8: Netball	Year 8 Trampolining	Year 8: Dance	Year 8 Rounders	Year 8: Athletics
Next Steps						





# PE Curriculum Map

Unit	Badminton	Rugby	Handball	Fitness	Cricket	Athletics
<b>Key Concepts</b>	Physical Me <ul style="list-style-type: none"> <li>– Striking</li> <li>– Control</li> <li>– Timing</li> <li>– Balancing</li> </ul> Social Me <ul style="list-style-type: none"> <li>– Integrity</li> <li>– Fairness</li> </ul> Cognitive Me <ul style="list-style-type: none"> <li>– Decision making</li> <li>– Rules</li> <li>– Strategy</li> <li>– Tactics</li> <li>– Evaluation</li> </ul>	Physical Me <ul style="list-style-type: none"> <li>– Catching</li> <li>– Throwing</li> <li>– Running</li> <li>– Kicking</li> <li>– Tackling</li> </ul> Social Me <ul style="list-style-type: none"> <li>– Love, teamwork and sportsmanship</li> </ul> Cognitive Me <ul style="list-style-type: none"> <li>– Tactics</li> <li>– Attacking &amp; defending</li> <li>– Decision making when in possession of the ball</li> </ul>	Physical Me <ul style="list-style-type: none"> <li>– Catching</li> <li>– Throwing</li> <li>– Shooting</li> <li>– Dribbling</li> </ul> Social Me <ul style="list-style-type: none"> <li>– Humility</li> </ul> Cognitive Me <ul style="list-style-type: none"> <li>– Tactics</li> <li>– Strategy</li> <li>– Attacking &amp; defending</li> <li>– Rules</li> </ul>	Physical Me <ul style="list-style-type: none"> <li>– Health</li> <li>– Running</li> <li>– Jumping</li> </ul> Social Me <ul style="list-style-type: none"> <li>– Self-control, work independently with resilience</li> </ul> Cognitive Me <ul style="list-style-type: none"> <li>– Evaluating</li> <li>– Knowledge of aerobic and anaerobic</li> </ul>	Physical Me <ul style="list-style-type: none"> <li>– Striking</li> <li>– Timing</li> <li>– Control</li> <li>– Balance</li> </ul> Social Me <ul style="list-style-type: none"> <li>– Integrity</li> <li>– Fairness</li> </ul> Cognitive Me <ul style="list-style-type: none"> <li>– Strategy</li> <li>– Rules</li> <li>– Decision making</li> </ul>	Physical Me <ul style="list-style-type: none"> <li>– Striking</li> <li>– Catching</li> <li>– Throwing</li> <li>– Timing</li> </ul> Social Me <ul style="list-style-type: none"> <li>– Fairness</li> <li>– Integrity</li> </ul> Cognitive Me <ul style="list-style-type: none"> <li>– Strategy</li> <li>– Rules</li> <li>– Decision making</li> </ul>
<b>Prior Learning</b>	<b>Year 7 Badminton</b> Forehand and backhand shots (PM: striking, timing, control) Coordination to hit ball (PM: striking, control, balancing) Footwork to move to hit ball (PM: balancing, control)	<b>Year 7 Rugby</b> Passing and receiving the ball (PM: catching, throwing) Evasive running with the ball (PM: running. CM: attacking) Tackling (CM: defending. PM: tackling) Rucking (CM: defending. SM: fairness) Thorough knowledge of rules (CM: rules, fairness, integrity)	<b>Year 7 Handball</b> Develop skills of passing, receiving, outwitting defenders, dribbling, and shooting (PM: catching, throwing, dribbling, shooting) Develop observation skills on peer performances (CM: evaluating. SM: humility) Understand basic rules of the game (CM: rules. SM: fairness)	<b>Year 7 Fitness</b> Prepare and recover from exercise safely and effectively (PM: health). How heart rate responds to exercise (PM: health). Work at various intensities over different periods of time (PM: running, health). Health benefits gained from taking part in fitness-based activities (PM: health. SM: wisdom).	<b>Year 7 Cricket</b> Accurate catching and throwing techniques (PM: catching, throwing). Long barrier technique when fielding (CM: decision making). Batting ability developed (PM: striking, timing) . Introduction to overarm bowling (PM: throwing).	<b>Year 7 Athletics</b> 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 Develop an accurate replication of basic athletic skills when running, jumping and throwing. Pm – throwing, running, jumping Prepare and recover from exercise safely
<b>Key Knowledge</b>	<b>Substantive</b> Develop an accurate replication of basic Badminton skills such as underarm clear, overhead clear and basic drop shots (PM: striking, timing, control) . Develop understanding of tactics and strategies to implement in gameplay (CM: tactics, strategy, decision making). Prepare and recover from exercise safely  <b>Disciplinary</b> Develop the skills necessary to compete in competitive games of Badminton (SM: fairness, integrity. PM: striking). 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 (CM: decision making, strategy, tactics). Apply principles of attack when planning their approaches to competitive games (CM: decision making, strategy). Conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Maintain a rally in a game of Badminton (PM: striking).	<b>Substantive</b> Continue to develop the basics (PM: catching, throwing, running, tackling) Introduction of rucking (CM: defending) Introduction of kicking (PM: kicking) Improving understanding of laws (CM: rules. SM: integrity, fairness) Improving understanding of tactics (CM: tactics, strategy, decision making)  <b>Disciplinary</b> Develop tactics and strategies within play (CM: tactics, strategy, decision making) Ensure rules are adhered to in the game (CM: rules. SM: integrity, fairness) Develop more position-specific skills as part of the extra-curricular team (CM: attacking, defending) Understand how to play more effectively to improving skills (PM: decision making, evaluating)	<b>Substantive</b> Develop skills of passing, receiving, outwitting defenders, dribbling and shooting. (PM: catching, throwing, dribbling, shooting) Be able to use a variety of passes with consistency and precision in semi-opposed situations (PM: throwing, catching, control. CM: decision making) Be able to dribble ball at speed using both hands (PM: dribbling, running, control). Develop observation skills on peer performances, responding well to feedback (CM: evaluating. SM: humility). Understand rules of the game (CG: rules. SM: fairness).  <b>Disciplinary</b> Select and apply skills to outwit opponents (CM: attacking, defending). Develop the ability to outwit opponents and teams using strategies and tactics (CM: tactics, strategy). Apply rules of game when acting as an official (CM: rules). Analyse and evaluate performance to influence and improve their own play (CM: evaluation. SM: humility). Make decisions based on movement of the ball into space and choice of skill execution (CM: decision making).	<b>Substantive</b> To recognise that different types of activities require different type of fitness (CM: decision making. PM: health. SM: fairness). Understand the nature of heart rate before, during and after exercise (PM: health). Be able to measure different aspects of fitness (CM: evaluating).  <b>Disciplinary</b> Recognise how heart rate changes before, during and after exercise (PM: health. CM: evaluating). Carry out training to improve fitness (PM: running, health). Identify activities that will help improve specific areas of fitness (CM: evaluating, decision making).	<b>Substantive</b> Further develop accurate replication of basic tennis skills such as forehand and backhand strokes (PM: striking, timing, control). Develop the ability to outwit opponents using strategies and tactics (CM: tactics, strategy). Prepare and recover from exercise safely.  <b>Disciplinary</b> Utilise the coaching role to gain vital communication and leadership skills (SM: integrity). Make effective evaluations of strength and weaknesses in their own and others performances (CM: evaluation, humility). Implement strategies to improve performance (CM: strategy). Make tactical decisions in order to outwit opponents on a consistent basis (CM: decision making).	<b>Substantive</b> 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 health.  <b>Disciplinary</b> 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.
<b>Next Steps</b>	Year 9 Badminton	Year 9 Rugby	Year 9 Rugby	Year 9 Fitness	Year 10 Tennis	Year 9 Cricket

Year 8 Boys



# PE Curriculum Map

Unit	Hockey/ Football	Netball	Trampolining	Dance (Musicals)	Athletics	Rounders
<b>Key Concepts</b>	<p>Physical Me Dribbling, Passing, Shooting and Tackling Understanding aerobic and anaerobic zones</p> <p>Social Me Fairness Create a culture of honesty</p> <p>Cognitive Me Rules, Tactics, Decision Making</p>	<p>Physical Me Catching, throwing, Shooting Understanding aerobic and anaerobic zones</p> <p>Social Me Fairness Create a culture of honesty</p> <p>Cognitive Me Rules, Attack, Defence, tactics</p>	<p>Physical ME Jumping, Timing, Control Understanding when working anaerobic zones</p> <p>Social Me Love Communicate other's strengths</p> <p>Cognitive Me Evaluating, Decision Making, Strategies</p>	<p>Physical Me Rhythm, Timing, Control Understanding aerobic and anaerobic zones</p> <p>Social Me Courage Create and Express the genre freely</p> <p>Cognitive Me Evaluating, Decision Making, Strategies</p>	<p>Physical Me Throwing, Jumping, Running Understanding aerobic and anaerobic zones</p> <p>Social Me Integrity Be accountable for your results</p> <p>Cognitive Me Tactics, Strategies, Evaluating</p>	<p>Physical Me Forehand, Backhand and Serving Understanding aerobic and anaerobic zones</p> <p>Social Me Humility Be comfortable to make mistakes</p> <p>Cognitive Me Decision making, Rules, Tactics Understand the game</p>
<b>Prior Learning</b>	<p><b>Year 7 Hockey</b> Push, sweep and hit passes. PM - passing Shooting development PM - shooting Tackling skills CM - tactics Man to man marking CM - tactics</p>	<p><b>Year 7 Netball</b> All passing types of PM – catching, throwing Marking CM - defence Moving into space CM – attack/defence Footwork CM - rules</p>	<p><b>Year 7 Trampolining</b> Shaped jumps PM - jumping Basic body landings PM - jumping Linking actions into 7 contact sequences. CM – decision making</p>	<p><b>Year 7 Dance</b> Demonstrate travel and pathways PM – rhythm, timing Basic arm actions, jumps and stunts. PM – rhythm, timing, control Choreograph motifs CM – decision making, evaluating Evaluate own performance CM - evaluating</p>	<p><b>Year 7 Athletics</b> 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 Develop an accurate replication of basic athletic skills when running, jumping and throwing. Pm – throwing, running, jumping Prepare and recover from exercise safely</p>	<p><b>Year 7 Rounder</b> Development of batting skills and tactics of where to play shots Development of fielding skill and understanding the different roles and positions of the game Knowledge of the rules and regulations of a rounders game</p>
<b>Key Knowledge</b>	<p><b>Substantive</b> Sending and receiving skills within the game. PM - passing Tackling and jockeying. CM – tactics, decision making When to pass a ball and how to receive it. CM – decision making Be able to perform basic set plays. CM - tactics Shooting against a goal keeper. PM - shooting</p> <p><b>Disciplinary</b> Improve tactics and strategies within play. CM - tactics Develop skills to ensure rules are adhered to in the game. CM – rules, decision making Select defence strategies and know is best to use them. CM – decision making, tactics Understand how to play more effectively to improving skills. CM – decision making, tactics</p>	<p><b>Substantive</b> Sending and receiving skills within the game. PM – throwing, catching Footwork to include pivoting with intention of direction. CM – rules, 3-foot marking techniques. CM - defence Rebounding in shooting. CM - attack Goal keeping strategies in defence. CM - defence</p> <p><b>Disciplinary</b> Develop tactics and strategies within play. CM - tactics Ensure rules are adhered to in the game. CM - rules Select defence strategies and know how best to use them. CM – defence, tactics Understand how to play more effectively to improving skills. Develop umpiring skills to improve leadership abilities</p>	<p><b>Substantive</b> Perform actions under control. (Shapes, Twists, Seat landing combinations, front and back landings and rotations) PM - jumping Be able to link jumps together without extra contacts. PM - control Be able to perform the correct technique for all learnt jumps, including arm positions within shape. PM – jumping, control, balancing</p> <p><b>Disciplinary</b> Perform a 10-contact sequence suitable for ability directed by teacher with some impact from pupil. CM – decision making Develop aesthetics of performance. Evaluate own and others performance on the apparatus. CM - evaluating Understand how to improve ability further. CM - evaluating</p>	<p><b>Substantive</b> Perform basic dance skills that support composition of dance pieces. Perform key actions such as travel, jumps and turns. PM – rhythm, control, timing Be able to link movements together. CM – decision making</p> <p><b>Disciplinary</b> Perform a routine suitable for ability directed by the teacher. Be able to perform actions suitable for the stimuli. CM – decision making, Consider aesthetics of performance. CM - evaluating Evaluate own and others performance. CM - evaluating Understand how to improve ability further. CM - evaluating</p>	<p><b>Substantive</b> Students will develop athletic skills and accurately replicate techniques to achieve an outcome. PM – throwing, jumping, running To develop mental capacity when recording &amp; calculating times and distances. CM – evaluating Develop the skills necessary to compete and achieve in a number of athletic events.</p> <p><b>Disciplinary</b> Be able to develop and refine skills and tactical decisions in order to run, jump or throw further. CM - evaluating, strategies Understand the effect exercise has on heart rate and performance implications. Make effective evaluations of strength and weaknesses in their own and others performances. CM - evaluating</p>	<p><b>Substantive</b> Further develop of batting, catching and throwing skills and application of these to the game in order to compete. Develop the ability to outwit opponents using strategies and tactics (CM: tactics, strategy). Prepare and recover from exercise safely.</p> <p><b>Disciplinary</b> Utilise the coaching role to gain vital communication and leadership skills (SM: integrity). Make effective evaluations of strength and weaknesses in their own and others performances (CM: evaluation, humility). Implement strategies to improve performance (CM: strategy). Make tactical decisions in order to outwit opponents on a consistent basis (CM: decision making).</p>
<b>Next Steps</b>	Year 9 Hockey	Year 10 Netball	Year 9 Trampolining	Year 9 Dance	Year 9 Athletics	Year 9 Badminton

Year 8 Girls



# PE Curriculum Map

Unit	Badminton	Rugby	Football/ Basketball	Fitness	Tennis	Athletics
<b>Key Concepts</b>	<p>Physical Me- hitting, timing, fitness, locomotion</p> <p>Social Me- Fairness Application of rules Honesty Encouraging others to do the same</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- Love, teamwork, sportsmanship</p> <p>Cognitive Me- tactics, strategies, decision making</p>	<p>Physical Me- passing, shooting, dribbling, tackling</p> <p>Social Me- Humility, respond well to feedback, respect, teamwork</p> <p>Cognitive Me- tactics, strategies, decision making</p>	<p>Physical Me- health, running, jumping, fitness levels</p> <p>Social Me- Integrity Personal development and best</p> <p>Cognitive Me- evaluating, decision making</p>	<p>Physical Me- hitting, striking, Serving</p> <p>Social Me- Integrity</p> <p>Cognitive Me- tactics, strategies, decision making</p>	<p>Physical Me- running, jumping, throwing</p> <p>Social Me- Wisdom</p> <p>Cognitive Me- tactics, strategies, evaluation</p>
<b>Prior Learning</b>	<p><b>Year 8 Badminton</b> 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><b>Year 8 Rugby</b> Consistency with ball handling skills Evade opponents in 2 v1 situations. Work in team to recycle the ball. PM- passing, receiving, timing</p>	<p><b>Year 8 Basketball and handball</b> Interleaving of knowledge from principles of attack and defence. CM- tactics, strategies Taken different roles in some games, including attacker and defender.</p>	<p><b>Year 8 Fitness</b> Understand the nature of heart rate before, during and after exercise. Be able to measure different aspects of fitness. PM- health</p>	<p><b>Year 6 – Tennis</b> Accurate and correct execution of service to begin the rally. Understanding the basic rules of tennis, including the scoring system used</p>	<p><b>Year 8 - Athletics</b> 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>
<b>Key Knowledge</b>	<p><b>Substantive</b> 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><b>Disciplinary</b> 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><b>Substantive</b> Types of tackle PM catching under pressure. Improving understanding of laws. Advanced passing types CM- rules Improving understanding of tactics CM tactics</p> <p><b>Disciplinary</b> 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><b>Substantive</b> Pupils will learn to choose, combine and perform basic football skills applying fluency and accuracy in replication. PM- passing, shooting, dribbling Pupils will develop the skills necessary to outwit opponents. Pupils will learn to identify and recognise principles of attack and defence and begin to work out how to adapt. CM- tactics, strategies</p> <p><b>Disciplinary</b> Adaptation and refinement of core skills will contribute to producing an improved performance and outwit opposition more frequently. CM- evaluation Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the ability to outwit opponents and teams using strategies and tactics. CM- tactics Respond well to feedback SM</p>	<p><b>Substantive</b> 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><b>Disciplinary</b> 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><b>Substantive</b> 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><b>Disciplinary</b> 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><b>Substantive</b> 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><b>Disciplinary</b> 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>
<b>Next Steps</b>	Year 10 Badminton	Year 10 Rugby	Year 10 football	Year 10 Fitness	Year 11 Cricket	Year 10 Athletics

Year 9 Boys



# PE Curriculum Map

Unit	Netball	Hockey/ Football	Cheerleading	Trampolining	Rounders	Athletics
<b>Key Concepts</b>	<p>Physical Me Catching, throwing, shooting and Defending Analyse aerobic and anaerobic zones</p> <p>Social Me Fairness Ensure rules are followed by all consistently</p> <p>Cognitive Me Rules, Attack, Defence, tactics</p>	<p>Physical Me Dribbling, Passing, Shooting and Tackling Analyse aerobic and anaerobic zones</p> <p>Social Me Fairness Ensure rules are followed by all consistently</p> <p>Cognitive Me Rules, Tactics, Decision Making</p>	<p>Physical Me Rhythm, Timing, Control Analyse aerobic and anaerobic zones</p> <p>Social Me Courage Take a leading role on choreography</p> <p>Cognitive Me Evaluating, Decision Making, Strategies</p>	<p>Physical Me Jumping, Timing, Control Analyse aerobic and anaerobic zones</p> <p>Social Me Love Coach compassionately</p> <p>Cognitive Me Evaluating, Decision Making, Strategies</p>	<p>Physical Me Striking, Control, Timing Analyse aerobic and anaerobic zones</p> <p>Social Me Fairness Ensure rules are followed by all consistently</p> <p>Cognitive Me Rules, Tactics, Evaluating, decision making</p>	<p>Physical Me Throwing, Jumping, Running Analyse aerobic and anaerobic zones</p> <p>Social Me Wisdom Demonstrate a deeper understanding of techniques</p> <p>Cognitive Me Tactics, Strategies, Evaluating</p>
<b>Prior Learning</b>	<p><b>Year 8 Netball</b> All passing types PM - throwing Marking CM - defence Moving into space CM - attack Footwork CM - defence</p>	<p><b>Year 8 Hockey</b> Tackling and jockeying CM - defence The appropriate pass. PM - passing Shooting against a keeper PM - shooting Development of tactics within game CM - tactics</p>	<p><b>Year 8 Dance</b> Travel, jumps and turns linked effectively. Pm – Timing, control Consider aesthetics in performance CM - evaluating Choreograph motifs in set genre CM – decision making Develop other’s ability from evaluation CM - evaluating</p>	<p><b>Year 8 Trampolining</b> Refine shaped actions PM - jumping Body landings PM – jumping, timing Create 10 contact sequences without extra contacts. CM - strategies</p>	<p><b>Year 7 Rounders</b> Batting strategies CM – Decision Making Tactics to bowling types CM – Tactics Fielding strategies applied according to batter CM – Tactics</p>	<p><b>Year 8 - Athletics</b> 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. CM - evaluating</p>
<b>Key Knowledge</b>	<p><b>Substantive</b> Sending and receiving skills within the game. PM - catching/ throwing Footwork to include pivoting with intention of direction. CM - attack 3-foot marking techniques. CM – defence Rebounding in shooting PM – catching Goal keeping strategies in defence. CM – defence</p> <p><b>Disciplinary</b> Develop tactics and strategies within play. CM - tactics Ensure rules are adhered to in the game. CM - rules Select defence strategies and know how best to use them. CM – defence, tactics Understand how to play more effectively to improving skills. Develop umpiring skills to improve leadership abilities. CM - rules</p>	<p><b>Substantive</b> Sending and receiving skills within the game. PM - passing Tackling to include block and jab tackle. CM – tactics, decision making Penalty corners and hit outs. CM – rules PM - passing Goal keeping strategies in defence. CM - tactics</p> <p><b>Disciplinary</b> Develop tactics and strategies within play. CM - tactics Ensure rules are adhered to in the game. CM - rules Select defence strategies and know how best to use them. CM – tactics, decision making Understand how to play more effectively to improving skills. Develop umpiring skills to improve leadership abilities. CM - rules</p>	<p><b>Substantive</b> Perform basic dance skills that support composition of dance pieces. CM - decision making Perform key actions such as travel, jumps and turns. PM – rhythm, timing Perform contrasting dance movements for example fast/slow canon/unison. CM – decision making, strategies Be able to link movements together. PM – timing, decision making</p> <p><b>Disciplinary</b> Perform a routine suitable for ability directed by the teacher. PM – rhythm, timing Be able to perform actions suitable for the stimuli. Be able to perform contrasting sequences. CM – CM – decision making, strategies Consider aesthetics of performance. CM – evaluating Evaluate own and others performance. C&lt; - evaluating Understand how to improve ability further. CM - evaluating</p>	<p><b>Substantive</b> Perform actions under control. (Seat landing combinations, front and back landings with combinations and rotations). PM – control, timing, jumping Extend complexity of skills with twist and link actions. PM – control, jumping Be able to perform the correct technique for all learnt jumps, including arm positions within shape. Pm - control</p> <p><b>Disciplinary</b> Choreograph and perform a 10-contact sequence suitable for ability for performer. CM – decision making, strategies Develop aesthetics of performance. PM – control CM - evaluating Evaluate strengths and weaknesses of performance on the apparatus. CM - evaluating Understand how to improve ability further. CM - evaluating</p>	<p><b>Substantive</b> Accurate sending and receiving techniques, with intention. Improvement of fielding techniques. Batting ability improved to include strategy and direction. Bowling techniques improved to include tactics and intention.</p> <p><b>Disciplinary</b> Play full sized games, applying above skills, extending knowledge the rules of the game and be able to adhere to them. Be able to make judgements within the game fairly and accurately. Be able to umpire games using all rules of the game. And apply them.</p>	<p><b>substantive</b> 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><b>Disciplinary</b> 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. CM - evaluating</p>
<b>Next Steps</b>	Year 10 Netball	Year 10 Hockey	Co-Curricular - GCSE Options	Year 10 Trampolining	Year 10 Badminton	Year 10 Athletics

Year 9 Girls



# PE Curriculum Map

Unit	Badminton	Rugby/Handball	Fitness	Basketball	Football	Tennis	Athletics
Key Concepts	Physical Me- hitting, timing Social Me- Fairness Cognitive Me- tactics, strategies, decision making	Physical Me- passing, catching, running Social Me- Fairness Cognitive Me- tactics, strategies, decision making	Physical Me- health, running, jumping Social Me- Wisdom Cognitive Me- evaluating, decision making	Physical Me- passing, catching, running Social Me- Love Cognitive Me- tactics. Strategies, attacking, defending	Physical Me- passing, receiving, shooting Social Me- Love Cognitive Me- tactics, strategies, attacking, defending	Physical Me- hitting, timing Social Me- integrity Cognitive Me- tactics, strategies	Physical Me- running, jumping, throwing Social Me- Wisdom Cognitive Me- tactics, strategies, evaluation
Prior Learning	<b>Year 9 Badminton</b> Develop an accurate replication of basic Badminton skills such as forehand and backhand shots. PM- hitting, timing Develop understanding of tactics and strategies to implement in gameplay. CM- tactics, strategies Underarm and overhead clears developed in competition.	<b>Year 9 Rugby</b> Development of rucking CM- attacking Introduction of types of kicking PM- kicking Improving understanding of laws of game CM- rules	<b>Year 9 Fitness</b> 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	<b>Year 7 Basketball</b> Develop skills of passing, receiving, outwitting defenders, dribbling and shooting. PM- passing, receiving Be able to use a variety of passes with consistency and precision in semi-opposed situations. Be able to dribble ball at speed using both hands. PM- removing Develop observation skills on peer performances. CM- evaluation Understand rules of the game. CM rules	<b>Year 9 Football</b> Pupils will learn to choose, combine and perform basic football skills applying fluency and accuracy in replication. PM- passing, shooting, attacking, defending Pupils will develop the skills necessary to outwit opponents. CM tactics Pupils will learn to identify and recognise principles of attack and defence and begin to work out how to adapt. CM attack, defending	<b>Year 9 Tennis</b> 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	<b>Year 9 Athletics</b> Understand the links between components of fitness and performance in each event. PM health Understand the major rules of all events. CM- rules
Key Knowledge	<b>Substantive</b> Develop understanding of tactics and strategies to implement in gameplay. CM- tactics, strategies Short and long serves, overhead clears, drop shots and smashes will be developed. PM- hitting, timing Prepare and recover from exercise safely. PM- health  <b>Disciplinary</b> 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 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.	<b>Substantive</b> Advanced rucking- effective jackling. Introduction of students refereeing. CM- attacking, defending Improving understanding of laws. CM- rules Improving understanding of tactics CM- tactics  <b>Disciplinary</b> Develop tactics and strategies within play. CM- tactics Ensure laws are adhered to in the game. Develop refereeing skills to improve leadership abilities SM- Fairness	<b>Substantive</b> Different types of training. PM- running How to apply principles of training within programme. Ways to monitor effectiveness of training. CM- evaluation  <b>Disciplinary</b> Independently carry out own training sessions. SM- Integrity Plan own training sessions in light of test results. CM- evaluation Monitor progress in training.	<b>Substantive</b> Use advanced passing, dribbling and shooting skills to support team attack effectively. PM- shooting, passing, moving Understand the key principles in being able to find space on court through signalling and feigning. CM- strategies Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing. Understand key principles of individual and team defence. CM- defending  <b>Disciplinary</b> 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	<b>Substantive</b> Understand key Principles of Attack including penetration / support / width / mobility / creativity / transition. PM attacking, defending Understand the key Principles of Defence – delay / depth / compactness and concentration / balance / patience and discipline. CM- tactics, strategies  <b>Disciplinary</b> Apply the key skills of Attack – Passing / Receiving / Dribbling / Running with the ball / Dodging / Side stepping / Finishing within small game situations. Apply the key Skills of Defence - Tackling / Intercepting / Marking / Tracking / Recovering within small game situations. PM skills- passing, defending, shooting, attacking	<b>Substantive</b> 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 Prepare and recover from exercise safely. PM health  <b>Disciplinary</b> Utilise the coaching role and leading part of the session to gain vital communication and leadership skills. SM love Make effective evaluations of strength and weaknesses in their own and others performances. CM evaluation Implement strategies to improve performance. Make tactical decisions in order to outwit opponents on a consistent basis. CM tactics	<b>Substantive</b> 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.  <b>Disciplinary</b> 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
Next Steps	Year 11- Badminton	Year 11 Rugby	Year 11 Fitness	Basketball club	Year 11 Football	Tennis club	Athletics competitions.

Year 10 Boys



# PE Curriculum Map

Unit	Netball/ Handball/ Rugby	Football/ Hockey	Trampolining	Fitness	Rounders	Athletics
Year 10 Girls	<p><b>Physical Me</b> Shooting, passing, catching and Defending Ensure working in both aerobic and anaerobic zones throughout the lesson</p> <p><b>Social Me</b> Wisdom Application of multiple positions</p> <p><b>Cognitive Me</b> Attack, Defence, tactics</p>	<p><b>Physical Me</b> Dribbling, Passing, Shooting and Tackling Ensure working in both aerobic and anaerobic zones throughout the lesson</p> <p><b>Social Me</b> Wisdom Application of multiple positions</p> <p><b>Cognitive Me</b> Rules, Tactics, Decision Making</p>	<p><b>Physical Me</b> Jumping, Timing, Control Ensure working in the anaerobic zone throughout the lesson</p> <p><b>Social Me</b> Love Create a positive learning environment when judging performances (10 contact sequence)</p> <p><b>Cognitive Me</b> Evaluating, Decision Making, Strategies</p>	<p><b>Physical Me</b> Running, Health, Jumping Ensure working in both aerobic and anaerobic zones throughout the lesson</p> <p><b>Social Me</b> Self Control Work Independently with resilience</p> <p><b>Cognitive Me</b> Evaluating, Decision Making</p>	<p><b>Physical Me</b> Catching, Throwing, Running Ensure working in both aerobic and anaerobic zones throughout the lesson</p> <p><b>Social Me</b> Wisdom Application of multiple positions</p> <p><b>Cognitive Me</b> Decision Making, Tactics, Rules</p>	<p><b>Physical Me</b> Throwing, Jumping, Running Ensure working in both aerobic and anaerobic zones throughout the lesson</p> <p><b>Social Me</b> Wisdom Question how to improve person performance</p> <p><b>Cognitive Me</b> Tactics, Strategies, Evaluating</p>
	<p><b>Year 9 Netball</b> Pivoting CM – Attacking Sending and receiving tactics CM - Tactics 3 foot marking and goal keeping CM – Defence Rebounding PM – Catching</p>	<p><b>Year 9 Hockey</b> Block and jab tackle CM – Decision Making Penalty corners and hit outs – CM Tactics Goal keeping experience – CM Decision Making Sending and receiving whilst traveling PM - Passing</p>	<p><b>Year 9 Trampolining</b> Body landings with twists PM - Timing Develop aesthetic performance PM - Control Create 10 contact sequence with no extra contacts CM – Decision Making</p>	<p><b>Year 9 Fitness</b> Knowledge of different components of fitness. Understand heart rate and its response to Exercise CM – Evaluating Knowledge of principles of training Understanding of heart rate from previous learning and training zone graphs displayed around machine CM –Evaluating</p>	<p><b>Year 8 Rounders</b> Batting strategies CM – Decision Making Tactics to bowling types CM – Tactics Fielding strategies applied according to batter CM – Tactics</p>	<p><b>Year 9 Athletics</b> Understand the links between components of fitness and performance in each event CM – Strategies Understand the major rules of all events</p>
	<p><b>Substantive</b> Sending and receiving skills within the game. Blocking techniques whilst defending. Rebounding in shooting Goal keeping strategies in defence. Thorough knowledge of rules.</p> <p><b>Disciplinary</b> Develop tactics and strategies within play. Ensure rules are adhered to in the game. Select defence strategies and know how best to use them. Understand how to play more effectively to improving skills. Develop umpiring skills to improve leadership abilities</p>	<p><b>Substantive</b> Sending and receiving skills within the game. Tackling techniques whilst defending. Striking in shooting. Goal keeping strategies in defence. Thorough knowledge of rules.</p> <p><b>Disciplinary</b> Develop tactics and strategies within play. Ensure rules are adhered to in the game. Select defence strategies and know how best to use them. Understand how to play more effectively to improving skills. Develop umpiring skills to improve leadership abilities</p>	<p><b>Substantive</b> Perform actions with control and precision. (Seat landing combinations, front and back landings with combinations and rotations). Extend complexity of skills with twist and link actions. Develop coaching skills to be able to guide peers into improving skills.</p> <p><b>Disciplinary</b> Choreograph and perform a 10-contact sequence suitable for ability for performer. Develop aesthetics of performance. Use knowledge of coaching and improve others ability. Evaluate strengths and weaknesses of performance on the apparatus. Understand how to improve ability further.</p>	<p><b>Substantive</b> Different types of training. How to apply principles of training within programme. Ways to monitor effectiveness of training.</p> <p><b>Disciplinary</b> Independently carry out own training sessions. Plan own training sessions in light of test results. Monitor progress in training.</p>	<p><b>Substantive</b> Accurate sending and receiving techniques, with intention. Improvement of fielding techniques. Batting ability improved to include strategy and direction. Bowling techniques improved to include tactics and intention.</p> <p><b>Disciplinary</b> Play full sized games, applying above skills, extending knowledge the rules of the game and be able to adhere to them. Be able to make judgements within the game fairly and accurately. Be able to umpire games using all rules of the game. And apply them.</p>	<p><b>Substantive</b> Pupil will develop advanced athletic skills and accurately replicate techniques To improve physical capacity through components of fitness tests related to athletic events.</p> <p><b>Disciplinary</b> In all events, pupils will demonstrate high quality performances and accurate replication throughout. Pupil will officiate at various events to measure performances of others. To improve analytical skills and to develop either their own or others performance (self and peer assessment).</p>
	<p>Year 11 Netball</p>	<p>Year 11 Hockey</p>	<p>Year 11 Trampolining</p>	<p>Year 11 Fitness</p>	<p>Co-curricular rounders</p>	<p>Athletics competitions.</p>



# PE Curriculum Map

Year 11 Boys

Unit	Rugby	Football/ Basketball	Badminton	Handball	Fitness
<b>Key Concepts</b>	Physical Me <ul style="list-style-type: none"> <li>- Catching</li> <li>- Throwing</li> <li>- Running</li> <li>- Kicking</li> <li>- Tackling</li> </ul> Social Me <ul style="list-style-type: none"> <li>- Courage</li> <li>- Integrity</li> <li>- Fairness</li> </ul> Cognitive Me <ul style="list-style-type: none"> <li>- Tactics</li> <li>- Attacking &amp; defending</li> <li>- Decision making</li> </ul>	Physical Me <ul style="list-style-type: none"> <li>- Kicking</li> <li>- Tackling</li> <li>- Dribbling</li> <li>- Passing</li> <li>- Shooting</li> </ul> Social Me <ul style="list-style-type: none"> <li>- Courage</li> <li>- Fairness</li> <li>- Integrity</li> </ul> Cognitive Me <ul style="list-style-type: none"> <li>- Tactics</li> <li>- Strategy</li> <li>- Attacking &amp; defending</li> </ul>	Physical Me <ul style="list-style-type: none"> <li>- Striking</li> <li>- Control</li> <li>- Timing</li> <li>- Balancing</li> </ul> Social My <ul style="list-style-type: none"> <li>- Integrity</li> <li>- Fairness</li> </ul> Cognitive Me <ul style="list-style-type: none"> <li>- Decision making</li> <li>- Rules</li> <li>- Strategy</li> <li>- Tactics</li> <li>- Evaluation</li> </ul>	Physical Me <ul style="list-style-type: none"> <li>- Catching</li> <li>- Throwing</li> <li>- Shooting</li> <li>- Dribbling</li> </ul> Social Me <ul style="list-style-type: none"> <li>- Integrity</li> <li>- Fairness</li> </ul> Cognitive Me <ul style="list-style-type: none"> <li>- Tactics</li> <li>- Strategy</li> <li>- Attacking &amp; defending</li> <li>- Rules</li> </ul>	Physical Me <ul style="list-style-type: none"> <li>- Health</li> <li>- Running</li> <li>- Jumping</li> </ul> Social Me <ul style="list-style-type: none"> <li>- Self-control</li> <li>- Integrity</li> <li>- Love</li> <li>- Wisdom</li> </ul> Cognitive Me <ul style="list-style-type: none"> <li>- Evaluating</li> <li>- Decision making</li> </ul>
<b>Prior Learning</b>	<b>Year 10 Rugby</b> Advanced rucking- effective tackling (PM: tackling) Variety of passing under pressure (PM: catching, throwing. CM: attacking) Improving understanding of laws of game (CM: rules)	<b>Year 10 Football</b> 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)	<b>Year 10 Badminton</b> 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).	<b>Year 9 Handball</b> 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) .	<b>Year 10 Fitness</b> Components of fitness (PM: health. SM: wisdom) Heart rate knowledge (PM: health) Training zones (PM: health. SM: wisdom)
<b>Key Knowledge</b>	<b>Substantive</b> Continue to develop the basics Advanced rucking- effective tackling (PM: tackling) Introduction of students refereeing (CM: rules, decision making. SM: fairness) Improving understanding of laws (CM: rules) Improving understanding of tactics (CM: tactics)  <b>Disciplinary</b> Develop tactics and strategies within play (CM: tactics, strategy) . Ensure laws are adhered to in the game (CM: rules. SM: fairness). 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. SM: fairness)	<b>Substantive</b> Dribbling – using both feet, change of pace and direction (PM: dribbling). Passing – short, long, lofted, driven, left, right foot (PM: passing, kicking). Shooting –stationery, half volley, volley (PM: shooting, kicking). Jockeying and marking (PM: tackling. CM: defending). <b>Disciplinary</b> 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 (GM: attacking, defending). Confidently apply and explain rules of game when acting as an official (CM: rules. SM: fairness, integrity). Take on variety of leadership roles within lesson (SM: integrity, courage).	<b>Substantive</b> 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).  <b>Disciplinary</b> 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).	<b>Substantive</b> 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).  <b>Disciplinary</b> 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).	<b>Substantive</b> 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).  <b>Disciplinary</b> 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).
<b>Next Steps</b>	Co-curricular Rugby	Co-curricular football teams and community clubs	Co-curricular Badminton	Co-curricular and community clubs	Fitness club



# PE Curriculum Map

	Unit	Netball	Badminton	Hockey	Fitness	Trampoline
Year 11 Girls	Key Concepts	Physical Me Passing, Shooting, Attacking and Defending  Social Me Wisdom Questioning if any improvements to your team could be made  Cognitive Me Tactics, Decision Making, Strategies	Physical Me Striking, Timing, Control  Social Me Humility Be comfortable to make mistakes  Cognitive Me Decision Making, Tactics, Evaluation	Physical Me Dribbling, Passing, Shooting, Attacking and Defending  Social Me Wisdom Questioning if any improvements to your team could be made  Cognitive Me Tactics, Decision Making, Strategies	Physical Me Running, Health, Jumping  Social Me Self-Control Do not give up until personal targets are achieved  Cognitive Me Evaluating, Decision Making	Physical Me Jumping, Timing, Control  Social Me Courage Don't let fear get in your way  Cognitive Me Evaluating, Decision Making, Strategies
	Prior Learning	<b>Year 10 netball</b> Developed knowledge of the rules and the application of them to a game situation. Use of a wide range of passes within a game situation to outwit opponents. Decision making within competitive situations to outwit your opponent.	<b>Year 10 Badminton</b> Develop understanding of tactics and strategies to implement in gameplay CM – Tactics Vary short and long serves, overhead clears, drop shots and smashes will be developed CM – Decision Making	<b>Year 10 Hockey</b> Open and reverse stick work development PM - Dribbling Striking in goal CM – Decision Making Goal keeper development CM – Decision Making Umpiring skills SM - Fairness	<b>Year 10 Fitness</b> Components of fitness PM – Health Heart rate knowledge SM – Wisdom Training zones SM – Wisdom	<b>Year 10 Trampolining</b> Body landings with control and precision PM – Control Develop complexity of movements CM – Decision Making Somersaults PM – Control Develop coaching ability CM – Evaluating
	Key Knowledge	<b>Substantive</b> Passing and receiving skills both open and reverse stick. Improve set play skills. Consolidate all attacking and defences skills Thorough knowledge of rules.  <b>Disciplinary</b> Develop tactics and strategies within play. Ensure rules are adhered to in the game. Select defence strategies and know how best to use them. Understand how to play more effectively to improving skills. Develop umpiring skills to improve leadership abilities	<b>Substantive</b> Develop understanding of advanced tactics and strategies to implement in gameplay. Effective use of Serves, overhead clears, drop shots and smashes in game situations.  <b>Disciplinary</b> Develop the skills necessary to compete in competitive games of Badminton. Make effective evaluations of strength and weaknesses in their own and others performances. 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. Lead parts of a warm up to prepare peers for exercise.		<b>Substantive</b> Design of programme. How to apply principles of training within programme. Understand how 1RM and heart rate are used to monitor intensity of training.  <b>Disciplinary</b> Independently carry out own training programme. Design own training programme in response to test results. Evaluate effectiveness of training programme.	<b>Substantive</b> Perform actions with control and precision. (Seat landing combinations, front and back landings with combinations and rotations). Extend complexity of skills with twist and link actions. Develop coaching skills to be able to guide peers into improving skills further.  <b>Disciplinary</b> Choreograph and perform a 10-contact sequence suitable for ability for performer. Develop aesthetics of performance. Use knowledge to coaching and improve others ability. Evaluate strengths and weaknesses of performance on the apparatus. Understand how to improve ability further.
	Next Steps	Co-curricular Hockey	Co-curricular Badminton		Fitness club	Co-curricular clubs





# 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	<b>Year 9 and 10 Fitness</b> Heart rate Breathing rate Responses and adaptations to exercise	<b>Year 9 Athletics</b> Aerobic events Anaerobic events  <b>Year 9 Fitness</b> Recovery from exercise Adaptations of exercise on body	<b>Year 9: Athletics</b> Movement analysis	<b>Year 9 Fitness</b> 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	<b>Substantive</b> Understand structure and functions of the major body systems. Explain pathway of blood around body.  <b>Disciplinary</b> 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.	<b>Substantive</b> 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.  <b>Disciplinary</b> Be able to distinguish between aerobic and anaerobic exercise and classify physical activities accordingly. Suggest methods to help recovery from exercise.	<b>Substantive</b> 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.  <b>Disciplinary</b> Be able to classify movements by plane and axes used. Give examples of lever type being used in sporting actions.	<b>Substantive</b> 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.  <b>Disciplinary</b> 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.	<b>Substantive</b> 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  <b>Disciplinary</b> 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	<b>SocioCultural</b>	<b>Health, fitness and well being</b>
	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.	<b>Year 10: Training</b> 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><b>Substantive</b> 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><b>Disciplinary</b> 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><b>Substantive</b> 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><b>Disciplinary</b> 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><b>Substantive</b> Understanding participation in sport Factors affecting participation in sport Benefits of participating in sport</p> <p><b>Disciplinary</b> Solutions to barriers to participation</p>	<p><b>Substantive</b> Performance enhancing drugs Reasons for taking PEDs Types of drugs</p> <p><b>Disciplinary</b> Corruption in sport Consequences of corruption in sport</p>	<p><b>Substantive</b> Types of sponsorship in sport Sponsorship and sport Types of media Sports marketing Technology in sport</p> <p><b>Disciplinary</b> Impact of sponsor on performer, sponsor and spectator Effects of technology on performer, spectator and officials.</p>	<p><b>Substantive</b> 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><b>Disciplinary</b> Managing anxiety Impact of arousal on performance</p>	<p><b>Substantive</b> Skills of a leader. Types of communication. Short and long term effects of exercise. Parts of a session plan.</p> <p><b>Disciplinary</b> 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

Year 12 BTEC Sport

Unit	Unit 1 Musculo-skeletal	Unit 1 Respiratory system	Unit 3 Sports industry	Unit 5 Fitness testing	Unit 10 Organising events	Unit 23 Skill acquisition
Key Concepts	Cognitive me	Cognitive me	Cognitive Me	Physical Me Cognitive Me Social Me	Social Me, Cognitive Me	Physical Me Cognitive 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	Year 10: GCSE PE Movements in the Body  Year 10: BTEC The impact of Sport & Activity on the body systems	Work experience in KS4 Personal development sessions-career development Career interviews	GCSE Psychology	Year 11 BTEC Sport Leadership	GCSE PE-Psychology topic
Key Knowledge	<p><b>Substantive</b> 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><b>Disciplinary</b> 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><b>Substantive</b> Understand the function of the respiratory system in response to exercise and sports performance. Understand the lung volumes and the changes that occur in response to exercise and sports performance. Understand how breathing rate is controlled in response to exercise and sports performance. Responses of the respiratory system to a single sport or exercise session The impact of adaptation of the system on exercise and sports performance. Understand additional factors affecting the respiratory system and their impact on exercise and sports performance. Structure of the cardiovascular system Structure of blood vessels Composition of blood Understand the function of the cardiovascular system in response to exercise and sports performance. Understand the control of the cardiac cycle and how it changes during exercise and sports performance. Responses of the cardiovascular system to a single sport or exercise session The impact of adaptation of the system on exercise and sports performance. Understand additional factors affecting the cardiovascular system and their impact on exercise and sports performance.</p> <p><b>Disciplinary</b> Demonstrate knowledge of the CVR systems, structures, functions, characteristics, definitions and other additional factors affecting each body system Demonstrate understanding of the CVR system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance Analyse exercise and sports movements, how the CVR System responds to short-term and long-term exercise and other additional factors affecting each system Evaluate how the respiratory and cardiovascular systems interrelate in order to carry out exercise and sporting movements Make connections between each system in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems Establishing basic knowledge of each system will enable a student to identify the effects of exercise on each system.</p>	<p><b>Substantive</b> 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><b>Disciplinary</b> 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><b>Substantive</b> Theories of teaching and learning. Explain the three phases a sports performer experiences when learning a new skill.</p> <p><b>Disciplinary</b> Analyse how selected theories of skill learning can be used when teaching skills to sports performers. Evaluate the effectiveness of selected behaviourist and cognitive theories of learning when teaching skills to sports performers.</p>	<p><b>Substantive</b> Undertake the planning, promotion and delivery of a sports event</p> <p><b>Disciplinary</b> Review the planning, promotion and delivery of a sports event and reflect on your own performance</p>	<p><b>Substantive</b> Types of practice to include whole, part, whole-part-whole. Factors that affect type of practice. 3 types of guidance.</p> <p><b>Disciplinary</b> Produce a plan showing how a skill can be taught to meet the needs of different sports performers. Demonstrate the use of different types of teaching and learning strategies to develop sports skills. Demonstrate the effective use of teaching and learning strategies appropriate to specific situations when developing sports skills. Evaluate the effectiveness of your use of teaching and learning strategies to develop selected sports skills.</p>
Next Steps				University	University	University



# PE Curriculum Map

Year 13 BTEC Sport	Unit	Unit 2- Fitness Programming	Unit 4 - Leadership	Unit 22 Business	Unit 8 Coaching for Performance
	Key Concepts	Cognitive Me	Cognitive Me Physical Me Social Me	Cognitive Me	Cognitive Me Physical Me Social Me
	Prior Learning	<b>11 GCSE Health, fitness and well being:</b> A balanced diet  <b>11 BTEC The principles of Training, Nutrition and Psychology for Sports and Activity</b> Macro and micro nutrient Components of fitness and fitness testing. Types of training	<b>Level 2 BTEC Component 2</b> The skills, qualities and characteristics of a leader. Leadership styles and theories in application.  <b>Level 3 Unit 10</b> Plan and deliver a sporting event	<b>Unit 3 Sports Industry</b> 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.	<b>Year 11 core PE-</b> Leadership development opportunities within all lessons.  <b>Year 10: BTEC Applying the Principles of Sport and Activity</b> Plan, deliver and evaluate a session.  <b>Year 13: Unit 4 Leadership:</b> Evaluate different leadership styles. Different leadership roles.
	Key Knowledge	<b>Substantive</b> 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  <b>Disciplinary</b> Be able to identify positive and negative lifestyle factors for a client Be able to offer strategies to improve a client's health	<b>Substantive</b> The different leadership roles that are required for achieving success in a sports. Impact of Social loafing and the Ringelmann effect,  <b>Disciplinary</b> Why effective leadership is essential for sports and exercise leaders. Lead a sport and exercise activity before evaluating this effectively.	<b>Substantive</b> 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.  <b>Disciplinary</b> 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.	<b>Substantive</b> 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.  <b>Disciplinary</b> 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	