

## Physical Education Curriculum Map

### Intent:

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

	FIT TO PERFORM (KPI 1,2,3)		FIT FOR LIFE (KPI 7,8,9)		FIT TO LEAD (KPI 4,5,6)	
TERM	1	2	3	4	5	6
YEAR 7	<p><b><u>AUTUMN/ SPRING TERM- NETBALL, FOOTBALL, RUGBY, FITNESS TRAINING, HANDBALL AND BASKETBALL</u></b>  <b><u>SUMMER TERM- ROUNDERS, SOFTBALL, ATHLETICS, CRICKET, SPORTS LEADERS.</u></b></p> <p>Students will participate in activities that link to the specific sport being studied and apply previous KS2 knowledge of physical activity. They will develop skills to solve problems during team games and analyse their own and others work through self and peer reflection. Students will be given the opportunity to lead small group activities or warm ups. Pupils will be encouraged to volunteer to lead tasks and help contribute individually or as part of a team. Fit to lead KPI's will enable students to work on linking prior knowledge to the Bronze Sports Leaders UK award (taught during term 5 and 6) looking at how students can creatively manage and organise events. Students will learn a range of tactics and strategies to overcome difficulties and develop resilience. Students will develop and some will master techniques and use advanced techniques in a range of styles and forms. This will prepare students for competitive sport in extra-curricular events. Fitness training provides students with an insight into training methods, which links to GCSE and BTEC.</p>					
YEAR 8	FIT TO PERFORM (KPI 1,2,3)		FIT FOR LIFE (KPI 7,8,9)		FIT TO LEAD (KPI 4,5,6)	
YEAR 8	<p><b><u>AUTUMN/ SPRING TERM- NETBALL, FOOTBALL, RUGBY, FITNESS TRAINING, HANDBALL AND BASKETBALL</u></b>  <b><u>SUMMER TERM- ROUNDERS, SOFTBALL, ATHLETICS, CRICKET, SPORTS LEADERS.</u></b></p> <p>Pupils will be continually encouraged to volunteer to do tasks and help contribute individually or as part of a team. Fit to lead KPI's will enable students to work on linking prior knowledge to the Silver Sports Leaders UK award looking at how students can creatively manage and organise events in PE lessons and during enrichment or at fixtures. Students will be able to link health and fitness to everyday activities and be able to identify components of fitness related to sports participation. This will allow students to develop meaningful understanding of what sports they may wish to carry on with into adulthood.</p>					
YEAR 9	FIT TO PERFORM (KPI 1,2,3)		FIT FOR LIFE (KPI 7,8,9)		FIT TO LEAD (KPI 4,5,6)	
YEAR 9	<p><b><u>AUTUMN/ SPRING TERM- NETBALL, FOOTBALL, RUGBY, FITNESS TRAINING, HANDBALL, BASKETBALL, ROWING AND TABLE TENNIS.</u></b>  <b><u>SUMMER TERM- ROUNDERS, SOFTBALL, ATHLETICS, CRICKET, SPORTS LEADERS.</u></b></p> <p>Students will apply techniques across different sports and apply principles of effective performance to their own and others work. They will learn a range of tactics and strategies to overcome difficulties and develop resilience through perseverance and positive attitudes to learning. Individual mastery will be the focus here revisiting year 7/8 knowledge and students will aim to produce outstanding performance in their preferred field. This will allow students to think about GCSE PE/ BTEC Sport and consider these options for year 10. Fit to lead KPI's will enable students to work on linking prior knowledge to Gold Sports Leaders UK award looking at how students can creatively manage and organise events in PE lessons and during enrichment or at fixtures. Students will have various opportunities to lead and/ or help at other school events and they will have the opportunity to work with year 7/8 students at fixtures or help with GCSE performance related work.</p>					
YEAR 10 (core)	<p><b><u>AUTUMN/ SPRING TERM- NETBALL, FOOTBALL, RUGBY, FITNESS TRAINING, HANDBALL, BASKETBALL, ROWING, TABLE TENNIS, WALKING AND TRAMPOLINING.</u></b>  <b><u>SUMMER TERM- ROUNDERS, SOFTBALL, ATHLETICS, CRICKET, SPORTS LEADERS.</u></b></p> <p>Students will be organised into three groups, activities will be run half-termly, and students will be expected to perform to the best of their ability, combining performance, leadership and prior PE skills or knowledge from KS3. Students will also be able to seek leadership opportunities with the Duke of Edinburgh Bronze Award.</p>					
YEAR 11 (core)	INTERVENTION					

Year 10 (GCSE)	<p><b>The structure and functions of the musculoskeletal system.</b></p> <p>Students will develop and apply knowledge and understanding of the key musculoskeletal system and how it influences health, fitness and performance in physical activity and sport.</p>	<p><b>The structure and functions of the cardiorespiratory system.</b></p> <p>Students will apply their knowledge of different functions of the cardiorespiratory system, its structure and its surroundings.</p> <p>Both term 1 and 2 is focused on delivering knowledge for assessment cycle 1-, which will be delivered in the style of a GCSE exam. Multiple choice questions as well as 9 mark questions will be answered.</p>	Assessment cycle 1	<p><b>Anaerobic and aerobic exercise and the short- and long- term effects of exercise.</b></p> <p>Students will apply knowledge and understanding from term 1 to demonstrate and evaluate how the different energy respirations are fuelled, what their short and long-term effects include and what energy sources can help maintain performance and participation in sport.</p>	<p><b>Lever systems, examples of their use in activity and the mechanical advantage they provide in movement, planes and axes of movement.</b></p> <p>Students will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport as well as the mechanical advantages and disadvantages of lever system and movements commonly used with body patterns of planes and axes.</p> <p>Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse, evaluate performance, and devise informed strategies for improving / optimising their own practical performance. This will be assessed during assessment cycle 2.</p>	Assessment cycle 2	<p><b>The relationship between health and fitness and the role that exercise plays in both and the components of fitness, benefits for sport and how fitness is measured and improved.</b></p> <p>Students will develop knowledge and understanding of the principles of training and different training methods. In order to plan, carry out, monitor and evaluate personal exercise and training programmes students revisit fitness testing.</p>	<p><b>The principles of training and their application to personal exercise/ training programme.</b></p> <p>Once students have developed understanding from the previous 5 terms students will have the opportunity to differentiate the principles of training and their application to personal exercise/ training programmes. They will also be able to link back to previous topics and focus on knowledge required for assessment cycle 3.</p>	Assessment cycle 3
Year 11 (GCSE)	<p><b>How to optimize training and prevent injury; Effective use of warm up and cool down and physical, emotional and social health, fitness and well-being.</b></p> <p>Students will learn how to optimise training and prevent injury, focusing on how to warm-up and cool down before and after exercise. This will link to student's wellbeing and capabilities for their practical attainment for component 3, which will prepare them for their moderation. Students will be able to influence their peers if leadership qualities have been advanced/ mastered.</p>	<p><b>The consequences of a sedentary lifestyle and energy use, diet, nutrition and hydration.</b></p> <p>Students will develop knowledge and understanding of how a sedentary lifestyle and its consequences can be the cause of an increase of overweight, overfat or obese people and the increased risk to long-term health. Students will all link aerobic and anaerobic respiration to energy use, diet, nutrition and hydration.</p> <p>Students will be rigorously prepared for Mock 1 by practising exam technique.</p>	Mock exam 1	<p><b>Classification of skills (basic/ complex, open/closed) and the use of goal setting and SMART targets to improve and/or optimise performance. Guidance and feedback on performance and mental preparation for performance.</b></p> <p>Students will develop knowledge and understanding of the psychological factors that can affect performers and their performance in physical activity and sport through classification of skills (basic/ complex, open/closed). Students will all apply knowledge of practice and skill classification to select the most relevant practice to develop a range of interpersonal skills.</p>	<p><b>Engagement patterns of different social groups in physical activity and sport, commercialisation of physical activity and sport and ethical and socio-cultural issues in physical activity and sport.</b></p> <p>Students will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society, through participation rates in physical activity and sports, the relationship between commercialisation, the media and physical activity and sport and the advantages and disadvantages of commercialisation and the media for the sponsor, the sport, the player/performer and the spectator.</p> <p>Students will develop understanding and knowledge of how ethical and socio-cultural issues in physical activity and sport can have consequences and influence others; this will also allow students to evaluate the importance of sport in the UK today for adolescents and adults.</p>	Mock exam 2	<p>Revision on component 1 Fitness and Body Systems; applied anatomy and physiology, movement analysis, physical training and the use of data.</p> <p>Revision on component 2 Health and Performance; health, fitness and well-being, sport psychology and socio-cultural influences.</p>		

<p>BTEC sport Year 10-11</p>	<p><b>BTEC First award in Sport – Edexcel (2 years). This course is equivalent to 1 GCSE.</b></p> <p>The students will be required to complete 4 units of work.  Unit 1- Fitness for sport and exercise (Term 5 and 6 year 2)  Unit 2- Practical sports performance (Term 1 and 2 year 1 and 2)  Unit 4- The sports performer in action (Term 1 and 2 in year 2)  Unit 5- Training for personal fitness (Term 3-6 in year 1)</p> <p>On completion of Unit 2, students should be able to demonstrate a range of skills, techniques and tactics in selected sports. For example, they should know the rules, regulations and scoring systems of the selected sports. Students will also understand the roles and responsibilities of officials in selected sports and be able to analyse the sports performance of an individual or team.</p>	<p>On completion of Unit 5, students will develop their understanding of fitness testing and training methods to improve results. Students will know the fitness and training requirements necessary to achieve excellence in a selected sport. Students will also know the lifestyle factors that affect sports training and performance and be able to assess their own level of fitness. Students will also know the effects of psychological factors on sports training and performance.</p> <p>On completion of Unit 4, students will develop their knowledge of energy systems and know about the short-term responses and long-term adaptations of the body systems to exercise. Students will also learn about the different energy systems used during sports performances and how this could improve personal performance.</p>	<p>Unit 1 –Online test.</p> <p>The online test covers all the units covered across the two year course and students will need to be able to apply prior knowledge from Unit 2, 4 and 5 to the test.</p>
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**Impact:**  
To ensure that all students achieve mastery in specified skills, techniques and tactics, knowledge and understanding for students will be formatively assessed regularly at KS3 through KPI trackers and teaching is adapted accordingly. KPI assessment will be used to judge success and progress towards mastery, with teaching time allocated to practical work. The impact of the curriculum upon students becoming athletes or sports analysts who can make critical and balanced judgements can be tracked through students' participation in sports clubs, sports events/ festivals, whether they watch current sporting events, read health and sport publications that relate to issues in sport and whether students choose to do GCSE PE or BTEC sport in KS4. KS4 success is judged on termly assessments in line with the academy assessment timetable and mock exams in year 11.