

Physical Education & Sport Curriculum Map

Physical Education and Sport at The Hurlingham Academy aims to encourage all pupils to enthusiastically engage in lifelong activity. We are committed to providing opportunity for all pupils to participate, enjoy and perform in a range of challenging and dynamic learning situations. We offer a broad curriculum that will motivate participation and inspire our pupils to lead a healthy active lifestyle, and this is not merely performing as a participant, but also in roles such as coaches, officials and young leaders. Through the activities, we teach pupils *how* to be healthy and *what it means* to be healthy. The psychological benefits of PE lessons are of vital importance and through consistent participation, pupils are given the opportunities to succeed, irrespective of ability and will develop self-esteem and self-confidence.

TERM						
YEAR 7	<u>ACTIVITIES - RUGBY, TABLE TENNIS, DANCE, BASKETBALL, ATHLETICS, ROUNDERS, CRICKET</u> Students will participate in activities and apply previous KS2 knowledge of this physical activity. They will develop skills to solve problems during team games and learn to analyse and improve performances of their own and others' work through self and peer reflection. Students will develop leading small group activities or warm-ups, and pupils will be encouraged to volunteer to lead tasks and help contribute individually or as part of a team. 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 at extra-curricular events.					
YEAR 8	<u>ACTIVITIES – FOOTBALL, TABLE TENNIS, FITNESS, ATHLETICS, BASKETBALL, NETBALL, GAMES FROM AROUND THE WORLD, ROWING</u> Students will continue to participate in activities and apply knowledge of this physical activity from Year 7. Pupils will learn to develop further the ability to solve problems and form solutions in competitive situations, and this is done through rigorous rehearsal of new skills and teacher-led instruction. Students will study the fundamentals of a healthy active lifestyle, focusing on the different aspects of health. Students will also study and examine the different components of fitness, a theory element which plays a pivotal role for those who choose to study GCSE PE or BTEC Sport.					
YEAR 9	<u>ACTIVITIES – NETBALL, FOOTBALL, FITNESS, VOLLEYBALL, HANDBALL, ATHLETICS, SOFTBALL, ROUNDERS, CRICKET</u> Students will learn and apply advanced skills across a range of sports which they have studied in KS3 and some which are new to Year 9. They will learn a range of tactics and strategies to overcome difficulties and develop resilience through perseverance and positive attitudes to learning. Pupils will take on more officiating responsibilities in lessons and also lead small groups through an entire warm up before participating. Upon learning advanced skills in the curriculum sports, and having ample practice time, pupils will engage in more competitive drills and scenarios. These competitive scenarios and situations will help pupils to excel in each sport and play at the highest level.					
YEAR 10/11 (core)	<u>ACTIVITIES - NETBALL, FOOTBALL, FITNESS TRAINING, HANDBALL, BASKETBALL, TABLE TENNIS, TRAMPOLINING, ROUNDERS, SOFTBALL, VOLLEYBALL, ULTIMATE FRISBEE</u> Students will be organised into groups and activities will run half-termly. Students will be expected to perform to the best of their ability, combining performance, leadership and acquired PE skills and knowledge from KS3. Students will also be able to complete leadership opportunities through the Duke of Edinburgh Bronze Award and continue to participate in extra-curricular fixtures and competitions.					

Year 10 (GCSE)	<p>The structure and functions of the musculoskeletal system.</p> <p>In this term, students will develop and apply knowledge and understanding of the key musculoskeletal system and it influences health, fitness and performance in physical activity and sport.</p>		<p>The structure and functions of the cardiorespiratory system.</p> <p>In this term, 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 aswell as 9 mark questions will be applied.</p>		<p>Anaerobic and aerobic exercise and the short- and long- term effects of exercise.</p> <p>In this term 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>Lever systems, examples of their use in activity and the mechanical advantage they provide in movement, planes and axes of movement.</p> <p>In this term students will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport aswell as the mechanical advantages and disadvantages of lever system and movements commonly used with body patterns of planes and axes.</p>	<p>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.</p> <p>In this term, 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>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 the assessment cycle 2.</p>	Assessment cycle 1	<p>The principles of training and their application to personal exercise/ training programme. The principles of training and their application to personal exercise/ training programmes and the long-term effects of exercise.</p> <p>Personal exercise coursework will be delivered and completed throughout this half term.</p> <p>.</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>	<p>How to optimize training and prevent injury and 3.6 Effective use of warm up and cool down and physical, emotional and social health, fitness and well-being.</p> <p>In this term 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>	Assessment cycle 2
Year 11 (GCSE)	<p>The consequences of a sedentary lifestyle and energy use, diet, nutrition and hydration.</p> <p>In this term 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 how the increased risk to long-term health. Students will all link aerobic and anaerobic respiration to energy use, diet, nutrition and hydration.</p> <p>Preparation for Mock 1 will also lie heavily in this term with students practicing exam techniques and will have revision and intervention.</p>	Mock exam 1	<p>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.</p> <p>In this term 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>	Mock exam 2	<p>Engagement patterns of different social groups in physical activity and sport and commercialisation of physical activity and sport and ethical and socio-cultural issues in physical activity and sport.</p> <p>In this term 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, 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>	<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>Preparation for mock 2</p>	Summer official Exam (May)	<p>Exam preparation</p> <p>In class mock tests</p> <p>Exam questions</p> <p>Recap of components 1 and 2</p> <p>Preparation for practical moderation</p> <p>Practice practical moderation</p>		

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 will be used to judge the success and progress towards mastery, with teaching time allocated to practical work. The impact of the Curriculum upon students becoming athletes or sports analyst who can make critical and balanced judgements can be tracked through students’ participation. 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 judge on termly assessments in line with the academy assessment timetable and mock exams in year 11.