

## Curriculum Map

Curriculum - Overview						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Students will start with a fundamentals unit of work looking at developing the skills of throwing, catching and jumping taught at KS2.</p> <p>They will then gain knowledge across a range of activities looking at developing core skills.</p> <p>Throughout KS3 students will be assessed against Head, Heart and Hand demonstrating a holistic approach to PE.</p>	<p>Where new activities are introduced, the focus will remain on developing core skills. For new activities students will develop their confidence and consistency in the core skills.</p> <p>There will also be opportunities to develop their leadership, officiating and self / peer evaluation.</p>	<p>Students in year 9 will be beginning to learn advanced skills within the activities completed in Year 7 and Year 8. They will also be demonstrating these core and advanced skills in competitive situations.</p> <p>There will be a continued development of leadership, officiating and self/ peer evaluation.</p>	<p>All students will continue with compulsory PE with the aim of inspiring lifelong participation.</p> <p><b>GCSE Physical Education</b> In Y10 GCSE students will complete component 1, physical factors affecting performance. This component introduces and explores some of the physical factors which underpin participating and performance in physical activities and sports.</p>	<p>All students will continue with compulsory PE with the aim of inspiring lifelong participation.</p> <p><b>GCSE Physical Education</b> In Y11 GCSE students will complete component 2, socio-cultural issues and sports psychology. This is a broad and varied curriculum which equips students with a good grounding to go onto A-Level study, other academic pathways or into sporting apprenticeships.</p>	<p><b>Cambridge Technical in Sport and Physical Activity – Level 3</b></p> <p>This qualification helps students to achieve their potential and progress to the next stage of their lives, whether that’s higher education, an apprenticeship or employment.</p> <p>A wide range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on the body systems and the long and short term impacts of sport and physical activity; how sport is organised and the purpose of sports development; health and safety requirements in sport and physical activity; the purpose of, and how to conduct research in sport and physical activity; and how businesses in sport are organised and what success looks like to them.</p>	

## Curriculum – Topic Sequencing

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p><b>Fundamentals</b> To build on the fundamental principles of running, jumping and throwing. A bridge between primary school and secondary school Physical Education. Introducing Head, Heart and Hands.</p> <p><b>Fitness</b> To learn and accurately replicate specific techniques in a range of fitness-based activities. To investigate the bodies' ability to exercise and the reasoning behind such principles. To gain an</p>	<p><b>Volleyball</b> To build on the basic principles of attack and defence and aim to get the ball to land in a target area so that the opponent cannot return it. To develop the replication of the core skills necessary to outwit opponents with increasing pressure. To begin to accurately score and officiate games using the correct terminology throughout.</p>	<p><b>Volleyball</b> To develop consistency in replication of core skills through conditioned situations. To further develop the ability to land the ball in a target area with control and refine game tactics with the intention of outwitting an opponent. To develop confidence in movement and demonstrate the ability to score and officiate games</p>	<p><b>1.1a The structure and function of the skeletal system</b> Learners will be able to name and locate the major bones of the body and be able to apply examples of how the skeletal system allows the functions such as posture and protection. Learners will be able to identify major joints along with associated articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints, as</p>	<p><b>2.1a Engagement patterns of different social groups in physical activities and sports</b> Learners will develop their knowledge and understanding of current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation, using practical examples from physical activities and sports.</p>	<p><b>Unit 1 Body systems and the effects of physical activity – examination unit.</b>  In this unit learners will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effect that physical activity, training and lifestyle can have on them.</p>	<p><b>Unit 18 Practical skills in sport and physical activities.</b> This unit gives learners the opportunity to participate in a number of different sports and outdoor and adventurous activities which allows them to experience first-hand situations that participants they may later be coaching or leading will come across. In this unit students will learn how to apply skills, tactics, techniques and knowledge in individual sports, team sports and outdoor and</p>

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<p>understanding of warm-ups, cool downs and health related exercise through physical tasks.</p>			<p>well as being able to apply these movements to examples from physical activities and sports.</p>			<p>adventurous activities which will allow them to participate effectively, safely and enjoyably.</p>
<p><b>Badminton</b> Students to build on the basic principles of attack and defense for badminton. To develop the replication of the core skills necessary to outwit opponents with increasing pressure. To develop component of fitness which are transferrable to other activities. Students begin to accurately score and officiate mini badminton games.</p> <p><b>Football</b> To build on the fundamental skills required to perform</p>	<p><b>Fitness</b> To experience specific fitness-based skills in a range of different contexts. To further develop an ability to evaluate and assess core techniques to produced refined outcomes. To investigate ways of warming up and understand the importance of health through completion of physical task.</p> <p><b>OAA</b> To develop map reading skills with increasing confidence. To understand the importance of accurately reading a</p>	<p><b>Fitness</b> To further develop specific fitness-based skills in a range of different contexts. To evaluate and refine movements to produce a more effective performance. To understand the broad range of training methods and different outcomes. To develop knowledge of the immediate effects of exercise and reasoning for these bodily responses.</p> <p><b>Badminton</b> To develop more advanced techniques and implement and</p>	<p><b>1.1b The structure and function of the muscular system</b> Learners will develop their knowledge of the location of the major muscle groups and be able to apply muscle use to examples from physical activities and sport. Learners will also develop their knowledge of the roles of muscles as agonists, antagonists, fixators and how they operate as antagonistic pairs, again by applying to examples from physical activities and sports.</p>	<p><b>2.1b Commercialisation of physical activity and sport</b> Learners will develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports.</p> <p><b>2.1c Ethical and socio-cultural issues in physical activity and sport</b></p>	<p><b>Unit 2 Sports coaching and activity leadership</b></p> <p>This unit will give learners an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of participants. Learners will explore the roles and responsibilities of coaches and leaders and how these differ from each other, and others involved in delivering and teaching sport and physical activity. The main part of the unit</p>	<p><b>Unit 19 Sports and exercise psychology</b></p> <p>In this unit learners will learn different motivations that people have for participating in sport and exercise and how performance can be managed through an understanding of attribution theory, stress and group dynamics. Students will also learn the impacts that participation in sport and exercise can have on a person's mental health and wellbeing, whether an elite performer or a member of the general public.</p>

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<p>at maximum levels in small sided games. Development of the basic principles of attack and defence in football. To develop the ability to use simple tactics and strategies to outwit the opposition.</p> <p><b>OAA</b> To work with others to solve problems. Describe their work and use different strategies to solve problems. Lead others and be led. Differentiate between when a task is competitive and when it is collaborative.</p> <p><b>Sportshall athletics</b> To build on the fundamental skills of running, jumping and throwing and develop them into athletics events.</p>	<p>map. To work with others effectively to plan routes.</p> <p><b>Badminton</b></p> <p><b>Sportshall Athletics</b> To develop the fundamental skills of running, jumping and throwing and improve the efficiency and techniques in the events.</p> <p><b>Rugby</b> To build the fundamental skills required to perform at maximum levels in small sided games. To develop the use of basic principles relating to attack and defence. To offer the opportunity to explore simple tactics and strategies to outwit the opposition. To develop physical literacy/body</p>	<p>refine strategic play to outwit opponents. Students will demonstrate the essential elements of attack and defence in competitive situations. To develop confidence in directing the shuttle to land in a target area so that the opponent cannot return it. Students will independently score and officiate badminton games unassisted.</p> <p><b>Basketball</b> To focus on developing, implementing and refining team and individual game plans to outwit opponents. Students will be expected to use core skills, implement them in different competitive</p>	<p><b>1.1c Movement Analysis</b> Learners will develop their knowledge of the three classes of lever and will be able to use examples from physical activities and sport to show where these levers might operate to produce movement. Learners will become aware of the mechanical advantage provided by levers in movement. Learners will know the three planes of movement and be able to give examples of these different physical activities and sports. Frontal, transverse and longitudinal axes of rotation will be recognised by learners who will be able to apply these to examples from</p>	<p>Learners will develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical examples in physical activities and sports.</p> <p><b>2.2 Sports Psychology</b> Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and</p>	<p>is related to learners developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on learners' own practice and using this feedback to improve their performance as a sports coach or activity leader.</p> <p><b>Unit 3 Sports organisation and development – examination unit</b></p> <p>In this unit learners will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. Learners will also gain an understanding of</p>	
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<p><b>Basketball</b> To build on the fundamental skills required to perform at maximum levels in small-sided games. Development of the basic principles of attack and defence in basketball. To develop the ability to use simple tactics and strategies to outwit the opposition.</p> <p><b>Athletics</b> To accurately replicate running, jumping and throwing skills for athletic events showing an improvement in performances. To explore variations in core techniques and use knowledge to become more technically proficient. To record and improve upon personal bests in</p>	<p>movement competence.</p> <p><b>Football</b> To focus on developing team attacking and defending strategies and associated core techniques required to support this. To encourage students to select and apply the appropriate core football skills, using them tactically with the intention of outwitting their opponents. To develop an improved knowledge of small sided competitive games and rules than underpin the game.</p> <p><b>Basketball</b> To focus on developing team attacking and defending strategies and associated core</p>	<p>situations and refine unsuccessful attempts. To understand games rules, play a number of roles and physically exert themselves throughout.</p> <p><b>Handball</b> To understand and develop basic skills in isolation and moderated game situations.</p> <p><b>Table Tennis</b> To develop the basic principles of attack and defence and aim to get the ball to land in a target area so that the opponent cannot return it. To develop the replication of the core skills necessary to outwit opponents with increasing pressure. To begin to accurately score and officiate</p>	<p>physical activities and sports.</p> <p><b>1.1d The cardiovascular and respiratory systems</b> Learners will develop their knowledge and understanding of the structure and function of the cardiovascular system. Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms. Learners will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions.</p>	<p>performed in physical activities and sports.</p> <p>The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports.</p> <p>Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills.</p> <p>Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show</p>	<p>sports development, including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured.</p>	
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<p>relation to speed, height and distance.</p> <p><b>Tennis</b> To build on the basic principles of attack and defence in tennis. To develop the replication of the core skills necessary to outwit opponents. To develop components of fitness which are transferrable to other activities. Students begin to accurately score and officiate mini tennis games.</p> <p><b>Cricket</b> To build on the basic principles of batting and fielding for cricket. To develop the replication of the core skills necessary to outwit opponents with increasing pressure. To develop component of fitness which are</p>	<p>techniques required to support this. To encourage students to select and apply the appropriate core basketball skills, using them tactically with the intention of outwitting their opponents. To develop an improved knowledge of small sided competitive games and rules than underpin the game.</p> <p><b>Athletics</b> To use knowledge of athletics events, strategies and core techniques to develop skill replication and performance. To develop an understanding of fitness and its relationship to performance. To improve core skills and personal bests in relation to speed,</p>	<p>games using the correct terminology throughout.</p> <p><b>Football</b> To focus on developing, implementing and refining team and individual game plans to outwit opponents. Students will be expected to use core skills, implement them in different competitive situations and refine unsuccessful attempts. To understand games rules, play a number of roles and physically exert themselves throughout.</p> <p><b>Athletics</b> To allow students to accurately replicate techniques across a range of disciplines. To develop a detailed understanding of</p>	<p>Learners will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.</p> <p><b>1.1e Effects of exercise on body systems</b> Learners will develop their knowledge and understanding of the short and long term effects of exercise on muscles and bones, the heart and the respiratory system. They will be able to apply understanding of these effects to examples from a range of physical activities and sports. Learners will be able to collect and use data in this section related to both short term and long term effects of exercise.</p>	<p>that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.</p> <p><b>2.3 Health, Fitness and Well-being</b> Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle.</p> <p>Learners will develop their knowledge and understanding of diet and nutrition. Learners will</p>		
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<p>transferrable to other activities. Students begin to accurately score and officiate mini cricket games.</p>	<p>height, distance and accuracy. Develop confidence in movement and challenge mental capacity.</p> <p><b>Tennis</b> To develop consistency in replication of core skills through conditioned situations. To further develop the ability to land the ball in a target area with control and refine game tactics with the intention of outwitting an opponent. To develop confidence in movement and demonstrate the ability to score and officiate games.</p> <p><b>Rounders</b> To replicate and improve core skills in batting, bowling and</p>	<p>fitness and its effect on performance. To allow planning and preparation prior to competing in a range of athletic events. To develop an understanding of the immediate effects of exercise and fatigue factors.</p> <p><b>Tennis</b> To develop more advanced techniques and implement and refine game tactics to outwit opponents. Confidently demonstrate the essential elements of attack and defence in competitive situations. To understand the games rules and accurately score/ officiate unassisted.</p> <p>To replicate skills consistently and physically exert themselves</p>	<p><b>1.2a Components of fitness</b> Learners will develop their knowledge and understanding of the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility. Learners will be able to define each component and be able to apply using a range of practical examples from physical activities and sports. Learners will also develop their knowledge of suitable tests for each component.</p> <p>Learners will be able to collect and use data related to the identified components of fitness.</p>	<p>understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.</p>		
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	<p>fielding with the intention of outwitting opponents. To develop an ability to striking the ball using deception in a competitive context. To develop confidence and a competence in body movements relating to striking and fielding games and an understanding of the basic rules.</p>	<p>throughout.</p> <p><b>Rounders/Cricket</b></p> <p>To demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. To improve the skill of outwitting an opponent as a batting and fielding team and develop decision making skills through game play. Students to work independently and demonstrate an ability to score and officiate small sided games.</p>	<p><b>1.2b Applying the principles of training</b></p> <p>Learners will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise / training programmes. Learners will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training. Learners will develop their knowledge and understanding of the key components and physical benefits of the warm up and cool down applied to physical activities and sports.</p>			
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			<p><b>1.2c Preventing injury in physical activity and training</b> Learners will develop their knowledge and understanding of how to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings. Learners will know how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of competition.</p>			
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