



PHYSICAL EDUCATION CURRICULUM MAP

BIG IDEAS: Physically educated students should feel confident in their ability, enjoy, be successful and understand the life enriching experience that participation, in any form, can have. We work hard to offer a balance between a competitive and a non-competitive experience. Those experiences should encourage all students to find a route that suits their level, their personal goals aspirations in order to enjoy, be successful and to recognise the value of participation and being physically active. Lessons, College teams, inter-house competitions and can feed those competitive students with opportunities to express themselves and focus on improving and understanding performance. At the same time students can develop an intrinsic value of participation, of finding enjoyment and satisfaction in being active, in performing and developing an aesthetic appreciation of human movement. Students should recognise and practise the value of leadership and the part that activities can play in developing a sense of community, a sense of belonging. Students can be performers, officials, organisers or leaders and we try to provide opportunities for them to find a role that suits them best. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility.

Core PE						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7, 8 and 9	<p>Typically, year 7, 8 and 9 groups follow a common group of activities. They carousel around spaces and therefore activities happen at different times of the year.</p> <ul style="list-style-type: none"> A common route through years 7 and or 8 may look like this: Games (Invasion) --- Aesthetics (Dance) --- Games (Net)---Aesthetics (Gym)--- Games Invasion)--- Athletics --- Striking Games <p>Invasion games will include: Netball, Football, Rugby and Hockey. Net games will include: Table tennis, Badminton. Aesthetics will include: dance and Gym. Athletics. Striking games will include: Stoolball, Cricket, Rounders, Softball</p>					
Year 9, 10 and 11	<p>Staff and students negotiate a route through a year or across the key stage. However spaces are organised and therefore shape experiences.</p> <ul style="list-style-type: none"> A common performance route through year 9, 10 and 11 may look like this: Games (invasion) ----- Games (Indoor invasion) ----Games (net)---- Games (invasion)----Athletics---- Games (striking) A participation route through year 9, 10 and 11 may look like this. Games (net)---- Games (invasion)---- Aesthetics (gym/dance)---- Alternative activity---- Athletics---- Games (striking) <p>Invasion games will include: Netball, Football, Rugby, Hockey. Net games will include: Table tennis, Badminton. Aesthetics will include: dance and Gym. Athletics. Alternative activity will include: Tchuckball, Street Surfers, dodgeball etc. Striking games will include: Stoolball, Cricket, Rounders, Softball</p>					
Wider Super Curriculum	<ul style="list-style-type: none"> Extra-Curricular/Teams in - Football, Netball, Hockey, Rugby, Athletics, Cricket, Stoolball, Basketball, Rounders, Table tennis, badminton, Tennis, Swimming, equestrian, Ski fit Sports Day Enrichment Week (Golf, WaterSports, Cycling) 			<ul style="list-style-type: none"> Mike Thornton Games Community Links in - Rugby, Netball, Yoga, Tennis, Athletics, Football House Events in - Football, Table tennis and House Competition Day - Basketball, tug of war, Tennis, Softball, Y-Ball, Frisbee Year 8 Camp 		

GCSE PE

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Year 9 INTENT: During the first year the students learn about the fitness components and what fitness components are important to be good at a variety of physical activities. They then test their own fitness levels for the components and compare the data collected. From this they can identify strengths and weaknesses in their fitness which can be used for the analysis section of their coursework. They then learn about the various training methods that could be used to improve their fitness components. As much of this as possible is completed practically - testing and training. **Part of Paper 1: The human body and movement in physical activity and sport**

<p>Big Question: Skills Knowledge and understanding</p>	<p>Practical activity: Skills of game developed in progressive drills. Rules and tactics of game for competition element NEA (30%)</p>	<p>Investigation into Health & Fitness Health Wellbeing & Fitness components</p>	<p>Investigation into how fit are you? Knowledge of Fitness testing protocols and measuring own fitness levels for the different components. Analyse & interpret data</p>	<p>Investigation into how to improve your fitness so can perform well in physical activity? Knowledge of a variety of training methods and fitness components develops and links to improving sporting performance. Training sessions and parts of this and impact on performance</p>	<p>E&A introduction - Analysis: Fitness and skill: Introduction to coursework and link to fitness components analysis for own sport based on work covered this year. Modelling and scaffolding of coursework criteria requirements Analysis of own strengths and weaknesses in their main sport for fitness NEA (10%)</p>
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Year 10 INTENT: Students focus on the human body and movement within physical activity. They develop their health knowledge and understanding through healthy v sedentary lifestyles and the impact of this on the body and hence performance in sport. They learn about the body systems, their basic structure and functions along with the effects of exercise (immediate, short, long term) on them which develops their fitness and training knowledge from year 9. A more detailed focus is placed on how the body moves and the students' ability to complete movement analysis. **Part of Paper 1: The human body and movement in physical activity and sport & Part of Paper 2: Socio-cultural influences and well-being in physical activity and sport**

<p>Big Question: Skills Knowledge and understanding</p>	<p>A&E Analysis & Fitness Evaluation coursework: Complete Fitness and skill analysis. Introduction and modelling of evaluation section NEA (10%)</p>	<p>Practical Option Coursework Skills of game developed in progressive drills. Rules and tactics of game for competition element NEA (30%)</p>		<p>A&E Analysis & Fitness & Skill Evaluation coursework Evaluation section introduction linked to training methods/session knowledge and improving performance NEA (10%)</p>
	<p>An investigation into the consequences of sedentary lifestyles and diet on fitness and performance: Health, body types, diet</p>	<p>An investigation into the human body systems and how we move Skeletal & Muscular Systems Movement Analysis</p>	<p>An investigation into the human body systems and the aerobic and anaerobic energy systems Cardio-respiratory system Energy systems (links to training zones)</p>	<p>An investigation into the effects of exercise and training on the body (systems) Links back to fitness and training work in year 9</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 11 INTENT: In year 11 we learn about sport psychology and skill acquisition and how these can impact on performance and progress made. We also cover the impact of social and cultural influences on sport in society today which follows on from direct/indirect aggression studied in term 1.</p> <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport</p>						
<p>Big Question: Skills Knowledge and understanding</p>	<p>Practical Option-activity dependent on students' needs NEA (30%)</p>	<p>A & E Coursework Completion of coursework skill evaluation: Link to Skill knowledge gained in previous term NEA (10%)</p>	<p>A& E Coursework completion (<i>final submission</i>) to <i>practical coursework practice until moderation</i> NEA (10%)</p>	<p>Revision until Exams</p>		
	<p>An investigation into how skill acquisition and psychology can impact on sport performances - skill acquisition (how we learn skills and develop from cognitive (beginner) to autonomous (expert) performers and psychology - mental preparation</p>	<p>An investigation into the Socio-cultural Influences/impact on sport and physical activity</p> <ul style="list-style-type: none"> • Socio-cultural influences • Commercialisation of sport • Ethical Issues 				
<p>Wider/Super Curriculum</p>	<ul style="list-style-type: none"> • Extra-Curricular/Teams in to improve practical coursework - Football, Netball, Hockey, Rugby, Athletics, Cricket, Basketball, Table tennis, badminton, Tennis, Swimming, equestrian, Ski fit • Sports Day • Enrichment Week (Golf, WaterSports, Cycling • Community Links in - Rugby, Netball, Tennis, Athletics, Football • House Events in - Football, Table tennis • CHUUB shared activity moderation sessions 					

A-Level PE

INTENT: Students of A-level Physical Education have the opportunity to play to their strengths and gain dynamic theoretical and practical skills for further education or work. Students understand how the body responds to exercise prior to, during and post activity through the development of knowledge in anatomy & physiology. Students develop their knowledge of the psychological aspects and impacts associated with sporting performances. Finally, students develop knowledge of the socio-cultural aspects of sport and physical activity looking at the origins of sport and how it develops to the recognised modern-day version. On a practical basis, students collect evidence of themselves performing in a chosen sport, applying skills and techniques at their highest level. Furthermore, they analyse and evaluate their performance suggesting corrective measures to improve their future performances.

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Section A	Investigation into the cardio-vascular system and its effects on the body.	An investigation into the musculoskeletal system.	An investigation into the neuromuscular system.	An investigation into the respiratory system.	An investigation into diet & nutrition.	Investigation into types of preparation/training methods. Investigation into basic biomechanics.
Section B	What is a skill?	An investigation into training methods	An investigation into types of feedback	Investigation into information processing	Investigation: underlying theories of skill development	An investigation into the stages of learning
Section C			An investigation into the emergence of globalisation.	An investigation into pre-industrial & post-industrial Britain	Investigation into impact of sport on society/ Society on sport.	An investigation into equal opportunities in sport.
NEA	Collection of practical evidence	Introducing coursework				
Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Section A	An investigation into the use of energy systems	Investigating Injury prevention & rehabilitation	Investigation into biomechanics: Linear /Angular motion	Projectile motion Fluid mechanics	Revision for final exam	
Section B	Investigation into types of personality	Investigation into personality trait impact on performance	An investigation into types of motivation	An investigation into types of leadership		
Section C	Investigation: the role of technology in sport.	Investigation: the Concepts of physical activity & sport	Investigation: elite sports performers	Investigation: impact of commercialisation on sports		
NEA Y13	Analysis & evaluation	Analysis & evaluation	Analysis & evaluation	Analysis & evaluation		



Physical Education Curriculum Map: Developing improvement 2019.

<p>Stage 1: Learn and use fundamental movement skills associated with activities. Copy and repeat, link actions in order to develop performance. Increasing physical literacy and start to develop connections between skill repetition and their application in games. How and when to use them in activities.</p> <p>Develop simple tactical and choreographic skills, working in small groups, designing and refining practical answers to set challenges. For example, working with the principles of attack in games, showing understanding of fundamental principles of choreography in dance and gymnastics.</p> <p>Begin to understand the value of reflection in order to improve performance. Appreciate strengths and weaknesses in their own and others practical work, identifying where improvement can be made. Using and developing simple ideas to help prepare for physical work. Starting to take control of small parts of lessons, e.g. warm up</p>	<p>Stage 2: Start to explore the use of skills and ideas, developing originality in performance. Challenge now is in the form of combining and controlling movement with more complex skills, ideas and strategies. Tactical developments in games challenge and develop from the previous stage. Defensive strategies challenge the ideas learnt before when focussing on attacking principles. This will require the development of new skills and an understanding of the principals involved.</p> <p>Dance and Gym require greater student input and allow students to explore the choreographic principles that underpin performance. (speed, level, direction, tension, counter tension etc.)</p> <p>Greater link between reflection and improving performance. How to plan for improvement and identify specific areas of strength and weakness.</p> <p>Students should have the opportunity to lead or experience simple leadership challenges with support.</p>	<p>Stage 3: Challenge to use and adapt skills, techniques and strategies, developing an understanding of transferable skills and ideas.</p> <p>In games, look closely at the notion of team and specific roles within teams. Look at structures and how groups can plan to outplay opponents.</p> <p>In aesthetic activities, plan and develop complex sequences, perhaps in small groups, developing ideas of expression and relationship.</p> <p>Ask students to plan for progress having spent time analysing performances. Justify and explain the strengths and weaknesses</p> <p>Students are challenged to organise and develop sessions that could improve performances of others</p>	<p>Stage 4: Develop connections within the subject across activity. Students encouraged to experiment with skills and techniques, also to challenge ideas around tactics, strategies and principles of games and activities.</p> <p>Develop complex sequences and adapt performance in the light of opposition or new performance challenges.</p> <p>Encourage the idea of creativity and spontaneity in performance, of individuality, inventing building and modifying performances. Develop critical analysis skills and develop the ability to improve performances.</p> <p>They can plan sessions that would improve performance and support others in their development.</p>
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