

Physical Education Curriculum map 2022/23

Year 7	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge (NC driven)	<p>Transition to secondary PE</p> <p>Pupils will demonstrate and build on the physical development and skills learned in key stages 1 and 2</p>	<p>Embed the physical development and skills learned in key stages 1 and 2.</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Embed the physical development and skills learned in key stages 1 and 2.</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Embed the physical development and skills learned in key stages 1 and 2.</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Embed the physical development and skills learned in key stages 1 and 2.</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Embed the physical development and skills learned in key stages 1 and 2.</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>
Topic/ Resources e.g texts, experiments , material area, sport etc	<p>Students will develop a range of tactics and strategies to overcome opponents in direct competition through individual and team games (Football/Netball/Rugby/Basketball/Rounders/Cricket etc.).</p> <p>Students will develop their technique and improve their performance in other competitive sports E.g. gymnastics and athletics, dance, outdoor and adventurous activities (OAA) and Health Related Fitness (HRF).</p> <p>Students will experience a variety of activities that may be new to the students and that they may pursue in the future. A love of physical activity can be promoted here. Through taking part in these different activities, many fundamental</p>					

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	<p>skills are developed. Sport specific skills are refined as the focus is predominantly placed upon developing the physical competence of students.</p> <p>The pupils will complete 2 activities each half term, with 5 interhouse competitions (1 per half term) taking place over the course of the academic year. A continuous programme of extra-curricular activities runs throughout the year in a range of sports. The programme changes to suit the seasons and is available to all students</p>					
Assessment	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity

Year 8	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge (NC driven)	Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques	Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and	Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques	Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques	Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques	Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques Know what makes a performance effective

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	Know what makes a performance effective	expert in their techniques Know what makes a performance effective	Know what makes a performance effective	Know what makes a performance effective	Know what makes a performance effective	
Topic/ Resources e.g txts, experiments, material area, sport etc	<p>Students will develop a range of tactics and strategies to overcome opponents in direct competition through individual and team games (Football/Netball/Rugby/Basketball/Rounders/Cricket etc.).</p> <p>Students will develop their technique and improve their performance in other competitive sports E.g. gymnastics and athletics, dance, outdoor and adventurous activities (OAA) and Health Related Fitness (HRF).</p> <p>Students will continue to experience a variety of activities and further refine the skills learned in year 7. Sport specific skills continue to be refined and the focus remains predominantly placed upon developing the physical competence of students. A greater emphasis is placed upon the application of these skills in competitive situations. Through spending longer in game-like situations, knowledge and application of tactics and strategies are enhanced.</p> <p>The pupils will complete 2 activities each half term, with 5 interhouse competitions (1 per half term) taking place over the course of the academic year. A continuous programme of extra-curricular activities runs throughout the year in a range of sports. The programme changes to suit the seasons and is available to all students</p>					

Year 9	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge (NC driven)	Develop skills/physical literacy in a range of sports/physical activity to	Develop skills/physical literacy in a range of sports/physical activity to	Develop skills/physical literacy in a range of sports/physical activity to become more competent,	Develop skills/physical literacy in a range of sports/physical activity to become more competent,	Develop skills/physical literacy in a range of sports/physical activity to become more competent,	Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident

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	become more competent, confident and expert in their techniques Know what makes a performance effective	become more competent, confident and expert in their techniques Know what makes a performance effective	confident and expert in their techniques Know what makes a performance effective	confident and expert in their techniques Know what makes a performance effective	confident and expert in their techniques Know what makes a performance effective	and expert in their techniques Know what makes a performance effective
Topic/ Resources e.g texts, experiments, material area, sport etc	<p>Students will develop a range of tactics and strategies to overcome opponents in direct competition through individual and team games (Football/Netball/Rugby/Basketball/Rounders/Cricket etc.).</p> <p>Students will develop their technique and improve their performance in other competitive sports E.g. gymnastics and athletics, dance, outdoor and adventurous activities (OAA) and Health Related Fitness (HRF).</p> <p>Students will participate in activities which build upon those experienced in years 7 and 8. This allows development and progression of knowledge and skills. Activities remain on the curriculum but the complexity with which they are taught and performed is further enhanced, this will support their progression into KS4 examination PE</p> <p>The pupils will complete 2 activities each half term, with 5 interhouse competitions (1 per half term) taking place over the course of the academic year. A continuous programme of extra-curricular activities runs throughout the year in a range of sports. The programme changes to suit the seasons and is available to all students</p>					
Assessment	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity

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	physical activity					
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Year 10	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge	<p>Know advanced skills and tactical application</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Know advanced skills and tactical application</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Know advanced skills and tactical application</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Know advanced skills and tactical application</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Know advanced skills and tactical application</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Know advanced skills and tactical application</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>
Resources Topic/ e.g txts,	Students will develop a range of tactics and strategies to overcome opponents in direct competition through individual and team games (Football/Netball/Rugby/Basketball/Rounders/Cricket etc.).					

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experiments, material area, sport etc	<p>Students will develop their technique and improve their performance in other competitive sports E.g. gymnastics and athletics, dance, outdoor and adventurous activities (OAA) and Health Related Fitness (HRF).</p> <p>Students begin to pursue the activities they are more likely to continue with throughout life. They select activities that motivate them to participate in PE and physical activity. Throughout KS4 our emphasis shifts away from the development of physical competence and over to ensuring sustained physical activity. Engagement, motivation and enjoyment of physical activity are objectives as we aim to produce students who will remain physically active throughout life.</p> <p>The pupils will complete 1 activity each half term. A continuous programme of extra-curricular activities runs throughout the year in a range of sports. The programme changes to suit the seasons and is available to all students</p>					
Assessment	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity

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Year 11	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge	<p>Know advanced skills and tactical application</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Know advanced skills and tactical application</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Know advanced skills and tactical application</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Know advanced skills and tactical application</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Know advanced skills and tactical application</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>	<p>Know advanced skills and tactical application</p> <p>Develop skills/physical literacy in a range of sports/physical activity to become more competent, confident and expert in their techniques</p> <p>Know what makes a performance effective</p>
Resources Topic/ e.g txts, experiments, material area, sport etc	<p>Students will develop a range of tactics and strategies to overcome opponents in direct competition through individual and team games (Football/Netball/Rugby/Basketball/Rounders/Cricket etc.).</p> <p>Students will develop their technique and improve their performance in other competitive sports E.g. gymnastics and athletics, dance, outdoor and adventurous activities (OAA) and Health Related Fitness (HRF).</p> <p>Students begin to pursue the activities they are more likely to continue with throughout life. They select activities that motivate them to participate in PE and physical activity. Throughout KS4 our emphasis shifts away from the development of physical competence and over to ensuring sustained physical activity. Engagement, motivation and</p>					

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	<p>enjoyment of physical activity are objectives as we aim to produce students who will remain physically active throughout life.</p> <p>The pupils will complete 1 activity each half term. A continuous programme of extra-curricular activities runs throughout the year in a range of sports/physical activity. The programme changes to suit the seasons and is available to all students</p>					
Assessment	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity	Pupils are assessed against Bronze, Silver, Gold, Platinum and Olympian criteria at the end of each unit/sport or physical activity

Year 12 - Unit 1 ATH	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge	-Structure of skeletal system - Function of the skeletal system	-Characteristics and functions of different types of muscles. - Major skeletal muscles of the	- Structure of the respiratory system - Function of the respiratory system	- Structure of the cardiovascular system - Functions of the cardiovascular system	- The role of ATP in exercise - The ATP-PC (alactic) system in exercise and	External exam

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	<ul style="list-style-type: none"> - Joints - Responses of the skeletal system to a single sports or exercise session - Adaptations of the skeletal system to exercise. - Additional factors affecting the skeletal system 	<p>muscular system</p> <ul style="list-style-type: none"> - Antagonistic muscle pairs - Types of skeletal muscle contraction <p>B5 - Muscle fibres</p> <ul style="list-style-type: none"> - Responses of the muscular system to a single sports or exercise session - Adaptations of the muscular system to exercise. - Additional factors affecting the muscular system 	<ul style="list-style-type: none"> - Lung Volumes - Control Breathing - Responses of the respiratory system to a single sports or exercise session - Adaptations of the respiratory system to exercise - Additional factors affecting the respiratory system.. 	<ul style="list-style-type: none"> - Nervous control of the cardiac cycle - Responses of the cardiovascular system to a single sport or exercise session - Adaptations of the cardiovascular system to exercise - Additional factors affecting the cardiovascular system. 	<p>sports performance.</p> <ul style="list-style-type: none"> - The lactate system in exercise and sports performance - The aerobic system in exercise and sports performance - Adaptations of the energy systems to exercise - Additional factors affecting the energy systems 	
Topic/ Resources e.g txts, experiments, material area, sport etc	Learning Aim A - The effects of exercise and sports performance	Learning Aim B - The effects of exercise and sports performance on	Learning Aim C - The effects of exercise and sports performance on	Learning Aim D - The effects of exercise and sports performance on the	Learning Aim E - The effects of exercise and sports performance on the	

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	on the skeletal system	the muscular system	the respiratory system	cardiovascular system	the energy systems.	
Assessment	End of unit exam.	End of unit exam	End of unit exam	End of unit exam and past papers	External written exam is the overall assessment.	External written exam is the overall assessment.

Year 12 - Unit 5 JSO	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge	Validity, reliability, practicality and ethical considerations when undertaking fitness testing.	Fitness tests for all components of fitness. Fitness test procedures, administration and reviewing.			Evaluation and feedback methods for reporting fitness test results and fitness profiles.	

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Topic/ Resources e.g txts, experiments, material area, sport etc	Learning Aim A - Understand the principles of fitness testing	Learning Aim B - Explore fitness tests for different components of fitness			Learning aim C -Undertake evaluation and feedback of fitness tests results.	
Assessment	A written report on the principles of fitness testing P/M/D	A presentation justifying the selection of six fitness tests for your client P/M/D	Practical delivery of a fitness testing session supported by observatio n and video evidence. Accurately record results from each of the six tests. P/M/D	A written report that interprets the results and evaluates the test administration P/M/D	A written report including an evaluation and feedback from fitness test results. P/M/D	

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Year 13 Unit 2 - DRI	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge	Positive and negative lifestyle factors and their effects on health and well-being Exercise, diet, Government recommendation s, stress	Lifestyle modification techniques Time, cost, transport, location Strategies to improve lifestyle	Screening processes for training programming Lifestyle questionnaires, physical activity readiness questionnaires (PAR-Q). Blood pressure, resting heart rate, body mass index (BMI), waist to hip ratio. Programme-related nutritional needs	Components of fitness Training methods Fitness training programme design including principles of training and FITT Periodisation: macrocycle, mesocycle, microcycle.	Revision for external exam	
Topic/ Resources e.g txts, experiments, material area, sport etc	AO1 - Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's	AO2 - Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional	AO3 - Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests	AO5 Be able to develop a fitness training programme with appropriate justification		

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	health and well-being.	requirements and training methods to an individual's needs and goals	AO4 - Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved			
Assessment	Create an argument about the causes of rising obesity in children and young people	Case study - Sport Scientist lifestyle modification Presentation - positive/negative lifestyle factors and lifestyle modification techniques	Scenario - Sport Club testing Mock exam	Scenario - Training plan for beginner/intermediate/advanced	External Exam	

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Year 13 Unit 3 - KRS	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge	Scope and provision of the sports industry. Careers and jobs in the sports industry. Professional training routes, legislation and skills in the sports industry. Sources of continuing professional development (CPD)	Personal skills audit for potential careers. Planning personal development towards a career in the sports industry. Maintaining a personal portfolio/record of achievement and experience.	Job applications. Interviews and selected career pathway specific skills.	Review and evaluation of interview process. Updated SWOT and action plan.		
Topic/ Resources e.g txts, experiments, material area, sport etc	A - Understand the career and job opportunities in the sports industry.	B - Explore own skills using a skills audit to inform a career development action plan.	C - Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway.	D - Reflect on the recruitment and selection process and your individual performance.		
Assessment	A.P1 - Explain the different career	B.P3 - Explain how selected sports industry	C.P5 - Prepare appropriate documentation for	D.D2 - Demonstrate individual		

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	<p>pathways, the associated job opportunities and their requirements in the sports industry.</p> <p>A.P2 - Explain the development pathway into a selected career in the sports industry.</p> <p>A.M1 - Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the sports industry.</p> <p>A.D1 - Justify how own skills audit outcomes, and development</p>	<p>career matches own personal skills audit outcomes.</p> <p>B.P4 - Develop a career development action plan to meet the requirements of the intended sports career using skills audit outcomes.</p> <p>B.M2 - Analyse own personal skills audit outcomes against a selected career in the sports industry.</p> <p>B.M3 - Develop a career development action plan that has specific relevance to the requirements of intended sports career and skills audit outcomes.</p> <p>B.D1 - Justify how own skills</p>	<p>use in selection and recruitment activities.</p> <p>C.P6 - Participate in the selection interviews and activities, as an interviewee.</p> <p>C.M4 - In interviews and activities demonstrate analytical responses and questioning and activities to allow assessment of skills and knowledge.</p> <p>C.D2 - Demonstrate individual responsibility and effective self management during the recruitment activity.</p> <p>C.D3 - Evaluate how well the documents prepared, and own performance in the interview activities</p>	<p>responsibility and effective self management during the recruitment activity.</p> <p>D.D3 - Evaluate how well the documents prepared, and own performance in the interview activities supported, the process for accessing the selected career pathway.</p>		
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	action plan aligns to chosen career pathway based on a comprehensive knowledge and understanding of the career.	audit outcomes, and development action plan aligns to chosen career pathway based on a comprehensive knowledge and understanding of the career.	supported, the process for accessing the selected career pathway.			
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