

PE Curriculum Map - detailed

The National Curriculum states that: A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Key stage 3 specific

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounder's, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

Key stage 4 specific

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounder's, rugby and tennis]
- develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

	Autumn 1/2-Spring 3/4	Summer 5-Summer 6
Yr. 7 4-week blocks dictated by spaces available	Dance/badminton/netball/Rugby/swimming/climbing	Athletics/rounder's/cricket/stoolball
NC link	<ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives • use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounder's, rugby and tennis] • develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] 	<ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives • develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

	<ul style="list-style-type: none"> perform dances using advanced dance techniques within a range of dance styles and forms 	
	Autumn 1/2-Spring 3/4	Summer 5-Summer 6
<p>Yr. 8</p> <p>4-week blocks dictated by spaces available. 4 groups on at a time</p>	Swimming/Handball/Dance/basketball/ football/ climbing	Athletics/rounder's/cricket/Volleyball
<p>NC link</p>	<ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounder's, rugby and tennis] develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] perform dances using advanced dance techniques within a range of dance styles and forms 	<ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives develop their technique and improve their performance in other competitive sports [for example, athletics] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

	Autumn 1/2-Spring 3/4	Summer 5-Summer 6
<p>Yr. 9</p> <p>4-week blocks dictated by spaces available</p>	<p>Swimming/volleyball/Fitness/basketball/ football/ climbing</p>	<p>Athletics/rounder's/cricket/Table Tennis</p>
	<ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives • use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounder's, rugby and tennis] • develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] 	<ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives • develop their technique and improve their performance in other competitive sports [for example, athletics] <p>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p>

	Autumn 1/2-Spring 3/4	Summer 5-Summer 6
<p>Yr. 10</p> <p>4-week blocks dictated by spaces available</p>	<p>Selected pathway based on personal preference.</p> <p>Team: football, handball, basketball, netball, Volleyball, Rugby, Water polo</p> <p>Leadership: develop leadership skills & deliver sessions to KS3 & feeder school primary students.</p> <p>Creative: dance, cheer leading, fitness, yoga, gymnastics</p> <p>Life style: badminton, table tennis, fitness, swimming, alternative sports, climbing,</p>	<p>Selected pathway based on personal preference.</p> <p>Team: Athletics, softball, tennis, cricket</p> <p>Leadership: develop leadership skills & deliver sessions to KS3 & feeder school primary students.</p> <p>Creative: Preparation for sports day opening ceremony.</p> <p>Life style: rounder's, Athletics, tennis, volleyball.</p>

<p>NC link</p>	<p>Creative: perform dances using advanced dance techniques within a range of dance styles and forms. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Lifestyle: are physically active for sustained periods. Lead healthy, active lives.</p> <p>Leadership: understand what makes a performance effective and how to apply these principles to their own and others' work. understand and apply the long-term health benefits of physical activity.</p> <p>Team: use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounder's, rugby and tennis] -Develop their technique and improve their performance in other competitive sports.</p>	<p>Creative: perform dances using advanced dance techniques within a range of dance styles and forms. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Lifestyle: are physically active for sustained periods of time. Lead healthy, active lives.</p> <p>Leadership: understand what makes a performance effective and how to apply these principles to their own and others' work. understand and apply the long-term health benefits of physical activity.</p> <p>Team: use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. -Develop their technique and improve their performance in other competitive sports.</p>
----------------	--	---

<p>KS4 Link</p>	<p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <p>GCSE PE: What's assessed</p> <ul style="list-style-type: none"> • Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity. <p>GCSE Dance: What's assessed Performance</p> <ul style="list-style-type: none"> • Set phrases through a solo performance (approximately one minute in duration) • Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration) <p>Choreography</p> <ul style="list-style-type: none"> • Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes) 	<p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <p>GCSE PE: What's assessed</p> <ul style="list-style-type: none"> • Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity. <p>GCSE Dance: What's assessed Performance</p> <ul style="list-style-type: none"> • Set phrases through a solo performance (approximately one minute in duration) • Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration) <p>Choreography</p> <ul style="list-style-type: none"> • Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)
	<p>Autumn 1/2-Spring 3/4</p>	<p>Summer 5-Summer 6</p>
<p>GCSE link</p>		

	Autumn 1-Spring 2	Summer 1-Summer 2
Yr11 4-week blocks dictated by spaces available	Options provided to students every lesson that cover a range of physical activities: Games/Dance/Fitness/Recreational (table tennis).	Options provided to students every lesson that cover a range of physical activities: Striking & fielding/tennis
NC link	All options: Remain physically active for sustained periods. Lead healthy, active lives. Team: use a range of tactics and strategies to overcome opponents in direct competition through team and individual -Develop their technique and improve their performance in other competitive sports	All options: Remain physically active for sustained periods. Lead healthy, active lives. Team: use a range of tactics and strategies to overcome opponents in direct competition through team and individual -Develop their technique and improve their performance in other competitive sports
GCSE link		