



# PE Curriculum Map 2021-2022

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>We enjoy learning through physical activity.</p> <p>The intent of the curriculum is to allow students to develop into positive contributors to society. Through physical activity the curriculum will provide students with the opportunities to develop skills to be successful. We believe that our <b>Physical Literacy</b> approach is inclusive and develops all children through movement and interacting with their environment. This will be delivered through four strands of our curriculum rope.</p> <p>Through a range of activities including invasion games, net games, striking and fielding games, gymnastics, dance and fitness students will learn:</p> <p><b>Motivation &amp; Confidence (my feelings/mentality)</b></p> <ul style="list-style-type: none"> <li>Confidence – I am able to challenge myself</li> <li>Empathy - I show patience and support others</li> </ul> <p><b>Physical Competence (my movement)</b></p> <ul style="list-style-type: none"> <li>Skills - I can learn and apply skills and techniques</li> <li>Actively Participate - I always take part in lessons</li> </ul> <p><b>Cognition (my knowledge)</b></p> <ul style="list-style-type: none"> <li>Communication – I cooperate well and give thoughtful and effective feedback</li> <li>Working with others – I am an effective team member</li> </ul> <p><b>Engagement in Physical Activity (my actions)</b></p> <ul style="list-style-type: none"> <li>Respect – I am tolerant of other peoples' differences and abilities</li> <li>Resilience - I keep going when it gets hard</li> </ul>	<p><b>Motivation &amp; Confidence (my feelings/mentality)</b></p> <ul style="list-style-type: none"> <li>To foster an individual's enthusiasm for and enjoyment of physical activity for life.</li> </ul> <p><b>Physical Competence (my movement)</b></p> <ul style="list-style-type: none"> <li>To enable an individual to participate &amp; achieve in a wide range of physical activities and settings.</li> </ul> <p><b>Cognition (my knowledge)</b></p> <ul style="list-style-type: none"> <li>To be able to participate successfully in a wide range of physical activities</li> </ul> <p><b>Engagement in Physical Activity (my actions)</b></p> <ul style="list-style-type: none"> <li>To develop engagement in physical activities for life.</li> <li>The health benefits associated with participating in long term physical activity</li> </ul> <p>These knowledge and skills underpin the whole secondary curriculum and prepare students to progress from Year 7 to 11 and into examined PE courses.</p>	<p><b>Anatomy and physiology specific words to include name and location of muscles</b></p> <p>Triceps Biceps Deltoids Hamstring Pectorals Quadriceps Gluteus Maximus Gastrocnemius Abdominals Latissimus Dorsi</p> <p><b>Benefits of exercise</b></p> <p>How to prepare for physical activity.</p> <p>Effects of exercise on the body.</p>	<p>Warm up Cool down Location of muscles</p>	<p><b>Writing</b></p> <p>Students may occasionally have opportunities to write, for examples when plotting and annotating graphs in a HRE lesson.</p> <p><b>Oracy</b></p> <p>Students will have opportunities to and will be encouraged to develop leadership skills, being able to talk, to give and respond to feedback, all developing oracy skills.</p>	<p><b>Term 3 DOYA</b></p> <p>Teacher assessed on lesson performance</p> <p><b>Term 6 DOYA</b></p> <p>Teacher assessed on lesson performance</p>

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8	<p>Continuing the range of activities learnt in Year 7, students will further develop and deepen their abilities in performing, knowledge and understanding.</p> <p><b>Motivation &amp; Confidence (my feelings/mentality)</b></p> <ul style="list-style-type: none"> <li>Assessing Myself – I can recognise my strengths, weaknesses and how to improve</li> <li>Motivated – I have a desire to take part and be at my best</li> </ul> <p><b>Physical Competence (my movement)</b></p> <ul style="list-style-type: none"> <li>Tactics – I can understand and apply simple tactics such as attacking and defending</li> <li>Rules – I can apply and abide by the rules of the activities we participate in</li> </ul> <p><b>Cognition (my knowledge)</b></p> <ul style="list-style-type: none"> <li>Officiating – I am willing and able to take on the role of an officials</li> <li>Assessing Others - I cooperate well and give thoughtful and effective feedback</li> </ul> <p><b>Engagement in Physical Activity (my actions)</b></p> <ul style="list-style-type: none"> <li>Perseverance - I keep going when it gets hard</li> <li>Resilience – I can cope with a react positively to failure</li> </ul>	<p><b>Motivation &amp; Confidence (my feelings/mentality)</b></p> <ul style="list-style-type: none"> <li>To foster an individual’s enthusiasm for and enjoyment of physical activity for life.</li> </ul> <p><b>Physical Competence (my movement)</b></p> <ul style="list-style-type: none"> <li>To enable an individual to participate &amp; achieve in a wide range of physical activities and settings.</li> </ul> <p><b>Cognition (my knowledge)</b></p> <ul style="list-style-type: none"> <li>To be able to participate successfully in a wide range of physical activities</li> </ul> <p><b>Engagement in Physical Activity (my actions)</b></p> <ul style="list-style-type: none"> <li>To develop engagement in physical activities for life.</li> </ul> <p>To help students see the importance of an active lifestyle for health and wellbeing now and in the future. Further developing the knowledge and skills from Year 7 by re-visiting areas in more depth.</p>	<p><b>Anatomy and physiology specific words to include name and location of muscles</b></p> <p>Triceps Biceps Deltoids Hamstring Pectorals Quadriceps Gluteus Maximus Gastrocnemius Abdominals Latissimus Dorsi</p> <p><b>Benefits of exercise</b></p> <p>How to prepare for physical activity.</p> <p>Effects of exercise on the body.</p> <p><b>Components of Fitness</b></p> <p>Speed Cardiovascular Endurance Flexibility Reaction Time Power / Explosive Strength Agility Body Composition Strength Muscular Endurance Balance Co-ordination</p>	<p>Warm up Cool down Location of muscles</p> <p>Teamwork Perseverance Resilience Confidence Leadership Analysis &amp; evaluation of performance Communication</p>	<p><b>Reading and Writing</b></p> <p>Students may occasionally have opportunities to write, for examples when plotting and annotating graphs in a HRE lesson or when planning, recording and reading rules and events during a Sport Education block of work.</p> <p><b>Oracy</b></p> <p>Students will have opportunities to and will be encouraged to develop leadership skills, being able to talk, to give and respond to feedback, all developing oracy skills.</p>	<p><b>Term 3 DOYA</b></p> <p>Teacher assessed on lesson performance</p> <p><b>Term 6 DOYA</b></p> <p>Teacher assessed on lesson performance</p>

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9	<p>Continuing the range of activities learnt in Years 7 &amp; 8, students will further develop and deepen their abilities in performing and demonstrating a depth of knowledge and understanding. Students will be given opportunities that encourage the development of leadership skills that deepen their levels of knowledge and understanding.</p> <p><b>Motivation &amp; Confidence (my feelings/mentality)</b></p> <ul style="list-style-type: none"> <li>Setting Goals – I can set appropriate targets to improve myself and others</li> <li>Role Model – I am positive role model to others</li> </ul> <p><b>Physical Competence (my movement)</b></p> <ul style="list-style-type: none"> <li>Transferable Skills - I can adapt my skills and performance across a range of activities</li> </ul> <p><b>Cognition (my knowledge)</b></p> <ul style="list-style-type: none"> <li>Leading Others – I can lead small teams and groups, and question others appropriately</li> <li>Benefits of Physical Activity – I know why it's important to be physically active</li> </ul> <p><b>Engagement in Physical Activity (my actions)</b></p> <ul style="list-style-type: none"> <li>Patience – I remain calm and positive when I find things challenging</li> </ul>	<p><b>Motivation &amp; Confidence (my feelings/mentality)</b></p> <ul style="list-style-type: none"> <li>To foster an individual's enthusiasm for and enjoyment of physical activity for life.</li> <li>Students to develop and ability and willingness to adopt various different leadership roles.</li> </ul> <p><b>Physical Competence (my movement)</b></p> <ul style="list-style-type: none"> <li>To enable an individual to participate &amp; be successful in a wide range of physical activities and settings.</li> </ul> <p><b>Cognition (my knowledge)</b></p> <ul style="list-style-type: none"> <li>Students to demonstrate their depth of knowledge and understanding. Students will be able to: <ul style="list-style-type: none"> <li>critically analyse performance</li> <li>Prioritise areas to improve and give feedback (skills, tactics and decision making).</li> </ul> </li> </ul> <p><b>Engagement in Physical Activity (my actions)</b></p> <ul style="list-style-type: none"> <li>Students can willingly work with others, taking on a variety of roles.</li> <li>To develop engagement in physical activities for life.</li> </ul> <p>Students see the importance of an active lifestyle for health and wellbeing now and in the future.</p>	<p><b>Tactical skills and understanding:</b>  Attacking tactics  Defending tactics  Formations</p> <p><b>Components of fitness:</b>  Aerobic Endurance  Muscular Endurance  Muscular Strength  Flexibility  Speed  Body Composition  Balance  Co-ordination  Reaction Time  Power  Agility</p> <p><b>Benefits of exercise</b>  How to prepare for physical activity.</p> <p><b>Short- and long-term effects of exercise.</b></p>	<p>How to be an effective leader.</p> <p>Effective analysis of performance</p> <p>How to respond to feedback.</p>	<p><b>Reading and Writing</b>  Students may occasionally have opportunities to write, for examples when plotting and annotating graphs in a HRE lesson or when planning, recording and reading rules and events during a Sport Education block of work.</p> <p><b>Oracy</b>  Students will have opportunities to and will be encouraged to develop leadership skills, being able to talk, to give and respond to feedback, all developing oracy skills.</p>	<p><b>Term 3 DOYA</b>  Teacher assessed on lesson performance</p> <p><b>Term 6 DOYA</b>  Teacher assessed on lesson performance</p>

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10	<p>Students will enjoy participating in a range of traditional and ‘alternative’ activities. The teacher will have the autonomy to choose activities that serve to provide a broad and balanced curriculum, focusing on the development of the learning needs of the students within the group.</p> <p>Activities will focus on developing positive lifestyle habits and refining key skills and attributes that complement and enhance learning across the academy and help to prepare students for later life.</p> <p>Further development of the sports studied in Key Stage 3. Students learn:</p> <ul style="list-style-type: none"> <li>• To critically analyse and evaluate practical performances</li> <li>• How to give and receive sensitive feedback to improve depth of knowledge, understanding and performance</li> <li>• To take on different roles to develop communication, teamwork and oracy skills</li> <li>• How to lead a healthy, active lifestyle</li> <li>• Different ways to maintain and improve levels of fitness</li> </ul> <p>To continue to increase their knowledge of rules, tactics and conventions of a variety of sports.</p> <p>Students who study have chosen to study GCSE Physical Education or BTEC Sport will use Core PE lessons to develop, deepen and refine levels of knowledge, understanding and performance in sporting activities. Additionally, theoretical content will be embedded during Core PE lessons.</p> <p>Resilience, perseverance, determination, cognitive thinking and communication skills will be developed throughout the year.</p>	<p>In KS4 Core PE students will further develop their Physical Literacy by experiencing a range of recreational activities with a view to engraining positive behaviours that promote the benefits of physical activity and prepare them for activity across their life course. There is no formal assessment of KS4 core PE.</p> <p>We encourage our students to be advocates for the benefits of a healthy active lifestyle, demonstrating confidence, empathy and respect. They will have an appreciation of the benefits to physical, mental and social wellbeing.</p> <p>Our curriculum is deliberately not focussed on specific activities and the performance of the skills within them, but is focussed on the underlying principles of physical literacy.</p> <p>Examination PE has a student-centred approach where courses are matched to specific student cohorts within their context that provide the best chance for success. Across the trust we offer GCSE, BTEC and Cambridge National courses. Where appropriate courses and units are aligned across the trust to support standardisation and moderation.</p>	<p>As for previous years, plus:</p> <p>Motivation Determination Perseverance Resilience Respect Empathy Teamwork Communication</p>	<p>To understand and be able to demonstrate their ability to actively participate in physical activity.</p> <p>Students understand the benefits and activity seek opportunities to participate.</p> <p>Students are able to develop and demonstrate key skills and attributes that will help them to be successful in their education and beyond.</p> <p>Motivation Determination Perseverance Resilience Respect Empathy Teamwork Communication</p>	<p><b>Reading and Writing</b> Students may occasionally have opportunities to write, for examples when plotting and annotating graphs in a HRE lesson or when planning, recording and reading rules and events during a Sport Education block of work.</p> <p><b>Oracy</b> Students will have opportunities to and will be encouraged to develop leadership skills, being able to talk, to give and respond to feedback, all developing oracy skills.</p>	<p>Students assessed on attitudes to learning.</p>

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11	<p>Students in Year 11 have the opportunity to take ownership of the activities they participate in. We adopt an options-based approach. Physical Education in Year 11 is used to promote healthy active lifestyles beyond students' life at school. We aim to develop positive lifestyle habits and use Core PE lessons as a vehicle to develop students' confidence in being able to participate in a range of different activities independently and with their peers. We offer a combination of traditional sports and less mainstream activities, largely on-site activities with some off-site activities periodically.</p> <p>Students are given a range of activities to choose from and follow these for a number of weeks (normally 4). Students choose two different activities each block. Students are encouraged to choose activities based on their interests and skills and are to consider the benefits of their choices.</p> <p>Resilience, perseverance, determination, cognitive thinking and communication skills will be developed throughout the year.</p> <p>Further development of the sports studied in Year 10. Students learn:</p> <ul style="list-style-type: none"> <li>• To take ownership of their learning</li> <li>• To safely and appropriately prepare themselves for physical activity</li> <li>• To lead their own activities; setting up equipment, organising games, planning training sessions</li> <li>• Apply and embed previously learned skills to improve the performance of themselves and others.</li> <li>• To critically analyse and evaluate practical performances</li> <li>• To be self-motivated, confident and resilient in the activities chosen</li> <li>• To take on different roles to develop communication, teamwork and oracy skills</li> <li>• To apply rules and tactics individually and as a team</li> <li>• To be a positive role model to others</li> <li>• How to lead a healthy, active lifestyle</li> <li>• Different ways to maintain and improve levels of fitness</li> </ul>	<p>In KS4 Core PE students will further develop their Physical Literacy by experiencing a range of recreational activities with a view to engraining positive behaviours that promote the benefits of physical activity and prepare them for activity across their life course. There is no formal assessment of KS4 core PE.</p> <p>We encourage our students to be advocates for the benefits of a healthy active lifestyle, demonstrating confidence, empathy and respect. They will have an appreciation of the benefits to physical, mental and social wellbeing.</p> <p>Our curriculum is deliberately not focussed on specific activities and the performance of the skills within them, but is focussed on the underlying principles of physical literacy.</p> <p>Examination PE has a student-centred approach where courses are matched to specific student cohorts within their context that provide the best chance for success. Across the trust we offer GCSE, BTEC and Cambridge National courses. Where appropriate courses and units are aligned across the trust to support standardisation and moderation.</p>	<p>As above previous years but from a recreational perspective.</p> <p>Motivation Determination Perseverance Resilience Respect Empathy Teamwork Communication</p>	<p>To understand and be able to demonstrate their ability to actively participate in physical activity.</p> <p>Students understand the benefits and activity seek opportunities to participate.</p> <p>Students are able to develop and demonstrate key skills and attributes that will help them to be successful in their education and beyond.</p> <p>Motivation Determination Perseverance Resilience Respect Empathy Teamwork Communication</p>	<p><b>Reading and Writing</b> Students may occasionally have opportunities to write, for examples when plotting and annotating graphs in a HRE lesson or when planning, recording and reading rules and events during a Sport Education block of work.</p> <p><b>Oracy</b> Students will have opportunities to and will be encouraged to develop leadership skills, being able to talk, to give and respond to feedback, all developing oracy skills.</p>	<p>Students assessed on attitudes to learning.</p>

## **Protected Characteristics** - How might we integrate these into our curriculum?

- Creating displays celebrating characteristics in sport
- Use alternative examples of athletes within lessons in order to embed the protected characteristics in PE, enabling it to become everyday conversation in lessons
- Consider the terminology we use to address students – could we use year groups e.g. ‘Year 7’ rather than girls or boys.
- Posters for individual athletes – ‘I am known for’ ‘This is not my only trait’.

**Religion / belief** – GCSE PE looks at the impact of religion and beliefs on participation in sport, focussing on its effect as a potential barrier to participation in physical activity.  
KS3?

Acknowledging students taking part in religious practices, e.g. Ramadan. Consider offering alternative or reduced activities for those fasting. Discussions with all students about the importance of religious practices and festivals. How might this effect participation in sport?

**Race/ethnicity** – discussions around the origin of certain sports. Where sports originate from and their popularity in particular areas of the world. E.g. Cricket in South Asia, Table Tennis in China. Looking at the success of particular teams across the world in international competitions and representation of different ethnic groups across sport. During lessons we often draw on/make reference to successful athletes from many protected characteristics, depending on the topic or activity being learned.

**Age** – different activities available in different age groups. Age appropriate activities, adapted to meet the needs of the students.  
GCSE: looking at activities available to different age groups. Is age a barrier to participation?

**Sexual Orientation** – classroom displays celebrating the LGBTQ community across sport. Looking at famous athletes such as Kelly Holmes, Gareth Thomas.  
Discussions about competitions - Countries hosting competitions where gay marriage / being gay is illegal. Partners won’t be allowed to attend competition with them.

**Sex** – promotion of sports that have a lower uptake by a specific gender, e.g. girl’s rugby. Discussions around gender specific sports in the curriculum, e.g. girls’ rounders, boys’ cricket.  
Looking at the difference between males and females in health and fitness, comparing fitness test normative data.  
GCSE PE, focus on participation by women, stereotypes and gender as a barrier to participation.  
Gender pay gap in sport – discussions around why this may occur in specific sports.

**Disability** – inclusion of all students in activities, providing opportunities for all to participate. This may be through altered rules or equipment within games. Looking at alternative activities and how these may be played, e.g. blind football, sitting volleyball.  
Classroom displays, looking at disabled role models in sport / Paralympic activities or other major events.

**Gender reassignment** – classroom displays looking at athletes who have undergone gender reassignment and their participation in sport.  
GCSE PE discussions around participation in elite sport and competing as a transgender athlete.

**Pregnancy / maternity** – discussions about athletes returning to sport following pregnancy e.g. Jessica Ennis. How do athletes get back to fitness? Does having a baby effect ability or participation in physical activity?

**Marriage / civil partnership** –