

PE Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	Through a range of activities including	Motivation & Confidence	Anatomy and	Warm up	Writing	Term 3 DOYA
•	invasion games, net games, striking and	To foster an individual's enthusiasm for and	physiology specific	Cool down	Students may	Teacher assessed on
	fielding games, gymnastics, dance and	enjoyment of physical activity for life.	words to include	Team work	occasionally have	lesson performance
	fitness students will learn:		name and location	Perseverance	opportunities to write,	
		Physical Competence	of muscles	Pain vs tiredness	for examples when	Term 6 DOYA
	 To demonstrate a range of simple 	To enable an individual to participate & achieve	Triceps		plotting and annotating	Teacher assessed on
	motor skills and techniques and apply	in a wide range of physical activities and	Biceps		graphs in a HRE lesson.	lesson performance
	them consistently	settings.	Deltoids			
	 The rules, tactics and conventions of 		Hamstring		Oracy	
	varying activities	Cognition	Pectorals		Students will have	
	Basic anatomy and physiology	To be able to participate successfully in a wide	Quadriceps		opportunities to and will	
	 The short and long term effects of 	range of physical activities	Gluteus Maximus		be encouraged to	
	exercise	The health benefits associated with	Gastrocnemius Abdominals		develop leadership skills,	
	 To understand and apply motivation, 	participating in long term physical activity	Latissimus Dorsi		being able to talk, to give and respond to	
	confidence and resilience to different		Latissiffus Dorsi		feedback, all developing	
	situations	Engagement in Physical Activity (Behaviours)	Benefits of exercise		oracy skills.	
	 Components of fitness 	To develop engagement in physical activities for	Heart rate		Oracy Skills.	
	 Movement analysis and feedback 	life.	Resting heart rate			
			Breathing rate			
	Motivation & Confidence	These knowledge and skills underpin the whole	Lactic acid			
	 Confidence 	secondary curriculum and prepare students to	Serotonin			
	 Ownership 	progress from Year 7 to 11 and into examined PE	Diabetes			
	 Challenge 	courses.	Heart disease			
	 Engagement 					
	 To be able to recognise the 		Movement Analysis			
	importance of motivation and		Flexion			
	confidence in a chosen activity		Extension			
			Abduction			
	Physical Competence		Adduction			
	 Generic fundamental movement skills 		Plantar Flexion			
	 Sport Specific techniques, skills and 		Dorsi-Flexion			
	tactics		Rotation			
	Select and					
	apply appropriate skills with		Methods of Analysis			
	consistency to participate		and Feedback			
	effectively in a chosen activity		Tally chart			
			Verbal feedback			
	Cognition		Peer observation			

	To select and apply physical		Components of			
	competence		Fitness			
	Effective Communication		Speed			
	Peer and Self-Assessment		Cardiovascular			
	Why Physical Activity is important		Endurance			
			Flexibility			
	Why they select and apply PC		Reaction Time			
	 How to peer and self-analyse (oracy) 		Power / Explosive			
	 Recognise importance of the 		Strength			
	following:		Agility			
	 Effects of Physical Activity 		Body Composition			
	 Anatomy and Physiology 		Strength			
	 Components of fitness 		Muscular Endurance			
	 Leadership Skills 		Balance			
	·					
	Engagement in Physical Activity		Co-ordination			
	(Behaviours)					
	Resilience/Perseverance					
	Self-Agency					
	• Sportsmanship					
	·					
	Importance of taking responsibility for					
	improving their own physical literacy					
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
		y -	The Conception as		2.10.00	7.00000
	Continuing the range of activities learnt in	Motivation & Confidence	Anatomy and	Anatomical	Reading and Writing	Term 3 DOVA
8	Continuing the range of activities learnt in	Motivation & Confidence	Anatomy and	Anatomical	Reading and Writing	Term 3 DOYA
8	Year 7, students will further develop and	To foster an individual's enthusiasm for and	physiology specific	movements and the	Students may	Teacher assessed on
8	Year 7, students will further develop and deepen their abilities in performing,		physiology specific words to include	movements and the role muscles play in	Students may occasionally have	
8	Year 7, students will further develop and deepen their abilities in performing, knowledge and understanding. Specifically,	To foster an individual's enthusiasm for and enjoyment of physical activity for life.	physiology specific words to include name and location	movements and the role muscles play in making the	Students may occasionally have opportunities to write,	Teacher assessed on
8	Year 7, students will further develop and deepen their abilities in performing, knowledge and understanding. Specifically, they will:	To foster an individual's enthusiasm for and enjoyment of physical activity for life. Physical Competence	physiology specific words to include name and location of muscles	movements and the role muscles play in	Students may occasionally have opportunities to write, for examples when	Teacher assessed on lesson performance
8	Year 7, students will further develop and deepen their abilities in performing, knowledge and understanding. Specifically, they will: Be able to demonstrate a range of	 To foster an individual's enthusiasm for and enjoyment of physical activity for life. Physical Competence To enable an individual to participate & achieve 	physiology specific words to include name and location of muscles Triceps	movements and the role muscles play in making the movement happen.	Students may occasionally have opportunities to write, for examples when plotting and annotating	Teacher assessed on lesson performance Term 6 DOYA
8	Year 7, students will further develop and deepen their abilities in performing, knowledge and understanding. Specifically, they will: Be able to demonstrate a range of simple and advanced motor skills and	 To foster an individual's enthusiasm for and enjoyment of physical activity for life. Physical Competence To enable an individual to participate & achieve in a wide range of physical activities and 	physiology specific words to include name and location of muscles Triceps Biceps	movements and the role muscles play in making the movement happen. Being able to	Students may occasionally have opportunities to write, for examples when plotting and annotating graphs in a HRE lesson or	Teacher assessed on lesson performance Term 6 DOYA Teacher assessed on
8	Year 7, students will further develop and deepen their abilities in performing, knowledge and understanding. Specifically, they will: Be able to demonstrate a range of simple and advanced motor skills and techniques	 To foster an individual's enthusiasm for and enjoyment of physical activity for life. Physical Competence To enable an individual to participate & achieve 	physiology specific words to include name and location of muscles Triceps Biceps Deltoids	movements and the role muscles play in making the movement happen. Being able to analyse and evaluate	Students may occasionally have opportunities to write, for examples when plotting and annotating graphs in a HRE lesson or when planning,	Teacher assessed on lesson performance Term 6 DOYA
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 Select and apply appropriate advanced skills with consistency to participate effectively in a chosen activity with some success Cognition To select and apply physical competence Communication Peer and Self-Assessment Why Physical Activity is important Why they select and apply PC To peer and self-analyse (oracy) to have impact Apply the following to chosen activities: Effects of Physical Activity Anatomy and Physiology Components of fitness Leadership Skills Engagement in Physical Activity (Behaviours) Resilience/Perseverance Self-Agency Sportsmanship The importance of taking responsibility for improving their own physical literacy 	Pla Do Roi Me ann Tal Vel Pee Con Fitt Spe Car End Fle Rea Poo Str Agi Boo Str Mu Bal	lantar Flexion orsi-Flexion orsi-Flexion otation lethods of Analysis and Feedback ally chart erbal feedback eer observation omponents of tness oeed ardiovascular andurance exibility eaction Time ower / Explosive trength gility ody Composition trength luscular Endurance alance o-ordination let 3 keywords Threshold concepts	
effectively in a chosen activity with some success Cognition To select and apply physical competence Communication Peer and Self-Assessment Why Physical Activity is important Why they select and apply PC	Mic Fle Ext Abb Add Pla Do Roi Me and Tal Ver Per Col Fiti	lovement Analysis exion ktension bduction dduction lantar Flexion orsi-Flexion otation lethods of Analysis nd Feedback ally chart erbal feedback eer observation omponents of tness	
 Ownership Challenge Engagement How to develop motivation, confidence to improve own and others' 	Ser Dia He: Me	actic acid erotonin iabetes eart disease lental effects ocial effects	

9	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. 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. Resilience, perseverance, determination, cognitive thinking and communication skills will be developed throughout the year. Further development of the sports studied in Year 7 and 8. Students learn: To critically analyse and evaluate practical performances How to give and receive sensitive feedback to improve depth of knowledge, understanding and performance To take on different roles to develop communication, teamwork and oracy skills How to lead a healthy, active lifestyle Different ways to maintain fitness and knowledge of training zones To continue to increase their knowledge of rules, tactics and conventions of a variety of sports.	Curriculum Intent Students will benefit from the provision of a broad and balanced curriculum offer that enhances student engagement in physical activity for life. This is achieved through the delivery/participation in activities that are student-centred that help to motivate students and promote engagement and cognitive thinking. The engagement in regular physical activity allows students to be healthier, physically, mentally and socially. Collectively these will significantly improve well-being and academic success. Learning in Core PE lessons supports students following examination BTEC Sport and GCSE Physical Education courses. Whilst at the same time, fostering an enjoyment of being active and promoting the benefits of adopting a healthy, active lifestyle.	As above, plus: Motivation Determination Perseverance Resilience Respect Empathy Teamwork Communication	To understand and be able to demonstrate their ability to actively participate in physical activity. Students understand the benefits and activity seek opportunities to participate. Students are able to develop and demonstrate key skills and attributes that will help them to be successful in their education and beyond. Motivation Determination Perseverance Resilience Respect Empathy Teamwork Communication	Reading and Writing 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. Oracy 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.	Students assessed on attitudes to learning.
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
10	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. Activities will focus on developing positive lifestyle habits and refining key skills and attributes that complement and enhance	To support the students taking examination PE courses and to prepare them to lead an active lifestyle after school.	As above, plus: Motivation Determination Perseverance Resilience Respect Empathy Teamwork Communication	To understand and be able to demonstrate their ability to actively participate in physical activity. Students understand the benefits and activity seek opportunities to participate.	Reading and Writing 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.	Students assessed on attitudes to learning.

	learning across the academy and help to					
	prepare students for later life.			Students are able to	Oracy	
				develop and	Students will have	
	Further development of the sports studied			demonstrate key	opportunities to and will	
	in Key Stage 3. Students learn:			skills and attributes	be encouraged to	
	To critically analyse and evaluate			that will help them	develop leadership skills,	
	practical performances			to be successful in	being able to talk, to give	
	How to give and receive sensitive			their education and	and respond to	
	feedback to improve depth of			beyond.	feedback, all developing	
	I			beyond.	oracy skills.	
	knowledge, understanding and			Motivation	Oracy skins.	
	performance			Determination		
	To take on different roles to develop					
	communication, teamwork and oracy			Perseverance		
	skills			Resilience		
	How to lead a healthy, active lifestyle			Respect		
	 Different ways to maintain and 			Empathy		
	improve levels of fitness			Teamwork		
				Communication		
	To continue to increase their knowledge of					
	rules, tactics and conventions of a variety of					
	sports.					
	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.					
	Resilience, perseverance, determination,					
	cognitive thinking and communication skills					
	will be developed throughout the year.					
	, ,					
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
11	Students in Year 11 have the opportunity to	To prepare students to lead a safe, active and	As above, plus:		Reading and Writing	Students assessed on
1 11	take ownership of the activities they	healthy lifestyle after school. To develop leadership,			Students may	attitudes to learning.
	participate in. We adopt an options-based	self-motivation and resilience through sport.	Motivation		occasionally have	
	approach. Physical Education in Year 11 is		Determination		opportunities to write,	
	used to promote healthy active lifestyles		Perseverance		for examples when	
	beyond students' life at school. We aim to		Resilience		plotting and annotating	
	develop positive lifestyle habits and use		Respect		graphs in a HRE lesson or	
	Core PE lessons as a vehicle to develop		Empathy		when planning,	
	students' confidence in being able to		Teamwork		recording and reading	
	participate in a range of different activities		Communication		rules and events during a	
	independently and with their peers. We				Sport Education block of	
	offer a combination of traditional sports				work.	
	and less mainstream activities, largely on-					
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site activities with some off-site activities	Oracy
periodically.	Students will have
	opportunities to and will
Students are given a range of activities to	be encouraged to
choose from and follow these for a number	develop leadership skills,
of weeks (normally 4). Students choose two	being able to talk, to give
different activities each block. Students are	and respond to
encouraged to choose activities based on	feedback, all developing
their interests and skills and are to consider	oracy skills.
the benefits of their choices.	
Resilience, perseverance, determination,	
cognitive thinking and communication skills	
will be developed throughout the year.	
Further development of the sports studied	
in Year 10. Students learn:	
To take ownership of their learning	
To safely and appropriately prepare	
themselves for physical activity	
To lead their own activities; setting up	
equipment, organising games,	
planning training sessions	
Apply and embed previously learned	
skills to improve the performance of	
themselves and others. To critically	
analyse and evaluate practical performances	
To be self-motivated, confident and	
resilient in the activities chosen	
To take on different roles to develop	
communication, teamwork and oracy	
skills	
To apply rules and tactics individually	
and as a team	
To be a positive role model to others	
How to lead a healthy, active lifestyle	
Different ways to maintain and	
improve levels of fitness	