

## Curriculum maps with Christian and school ethos links

Subject: Physical Education

	Autumn Term		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics and links Yr 7</b>	<p>Safety in PE; why we do PE and how to warm up</p> <p>Foundation skills Rugby/Hockey Welcome to PE; Baseline assessment to determine fitness levels and basic skills in games. Girls Hockey and Boys Rugby. Swap after half term. For both sports pupils will learn the basics of possession, attacking techniques and defending. Key words such as tackling, ruck, backward pass and mauls and 'tower of power'. In hockey pupils will focus on the push pass, stop, dribble and hit. They will focus on 7 a side game play within competitive play. by the end of the unit all students will be able to play a small sided game and link key skills together. They will be able to apply basic rules into game play. Students will be pushed into attending extra curricular clubs.</p> <p style="text-align: center;">1,2,3,4,5,6,7</p>		<p>Girls netball; possession, passing and moving. Applying the 'footwork' rule and understanding how to utilise space by driving forward to receive a pass. Positions on the court will form a major part of the knowledge of this sport. Small sided games of attack and defence leading up to a full sided game.</p> <p>In football students will work on basic skills and applying them to small sided games leading up to 9 a side. Passing, dribbling and shooting to keep possession. To gain possession students will focus on tackling and man to man marking.</p> <p>After feb half term both groups will start complete a unit of work on 'Believing in myself and ensuring social belonging'.</p> <p>This will be taught through a variety of activities such as; dance, fitness, cross country, problem solving.</p> <p>1,2,3,4,5,6,7</p>		<p>Both groups will 6 weeks of swimming; this will focus on stroke development through the four major strokes. It will also develop students confidence in the water, understanding of competition and how to train to be fitter for swimming.</p> <p>Both groups will study striking and fielding through Cricket and Rounders. Students will look at the skills for each game and how to apply them into a competitive situation. This will start in small sided games and then progress to larger game play. Students will understand how to catch and throw the ball and fielding techniques to get players out.</p> <p>They will then study Athletics through track and field. Pupils will perform at maximum levels and learn how technique affects performance. Students will have opportunities to coach one another and to compete in local competitions.</p> <p>1,2,3,4,5,6,7</p>	
<b>Year 8</b>	<p>Single sex mixed ability groups; students will study Rugby and Hockey in Term 1. They will build on existing knowledge and apply skills into game play. Students will be practicing more advanced skills and levels of fitness; they will learn how to sue the reverse stick appropriately in game play for Hockey and how to utilise the wings in defence. In Rugby they will apply more tactical knowledge to their game pay and have a better understanding of positions and their roles within the game In rugby students will apply tackling into small sided competitive game play-this was not allowed last year due to the RFU guidelines.</p> <p>1,2,3,4,5,6,7</p>		<p>Netball and Football; students will extend their knowledge of the game from Year 7 and build on existing skills. They will practice more advanced skills and how these can be applied in competitive games. In netball some students may start to specialise in a particular position. In football students will progress to 11 a side.</p> <p>After half term students will work 'developing a growth mind-set'. This is taught through a variety of activities and follows the Sport England programme.</p> <p>1,2,3,4,5,6,7</p>		<p>Athletics and striking and fielding; students will build on their tactical knowledge and techniques from Year 7. They will look at more advanced techniques within throwing-they may throw heavier shots/javelins and be able to apply more advanced techniques for jumping. In striking and fielding students will work towards playing full sided game play and tactics and strategies to outwit their opponents.</p> <p>1,2,3,4,5,6,7</p>	

<p><b>Year 9</b></p>	<p>Mixed ability single sex groups. Hockey and Rugby split. Students will build to play full sided games in both sports. This will be a gradual introduction. Students will learn about positions on the pitches and self-umpiring/refereeing. Students will be encouraged to apply more advanced skills into game play, even if they may not be successful. Students will be expected to understand how to self correct and how to give constructive feedback through coaching and officiating tasks. Due to the missed aspects of competition in the last 18 months students will have more opportunities to apply skills into game play. Formations and positions will be favoured by some students. 1,2,3,4,5,6,7</p>	<p>Netball/ football to half term. Building on existing knowledge in netball and football and specialist tactics for specific positions. After half term, both groups will study Health; Female physiology and how their cycle can affect sports performance. All students will learn about the different types of training and how they can train the components of fitness 1,2,3,4,5,6,7</p>	<p>Personal survival; basic lifesaving skills (tows, treading water, sculling, surface dives). Students learn the skills for survival in the water and then apply them to scenarios based around the pool, open water and the sea.</p> <p>Athletics and striking and fielding. Students will apply advanced tactics for s&amp;f and full sided games. They will be challenged through competitive play and advanced strategies and techniques. 1,2,3,4,5,6,7</p>
<p><b>KS4</b></p>	<p>Students follow two pathways; competitive and recreations. Groups are taught in single sex classes.</p> <p>Hockey and Rugby for competitive pathways; full sided games and advanced skills are taught in isolation, conditioned games and competitive situations. GCSE PE students will be assessed in these lessons and expected to reach criteria that will challenge them</p> <p>Recreational sports include badminton and ultimate Frisbee. These sports focus on the basic skills involved in playing and incorporating team work, communication and resilience</p> <p>Rec groups are studying a range of activities; Girls Rugby and Ultimate Frisbee in term 1 and Girls Fitness-CrossFit and 'making active lifestyle and career choices'. This is linked to the Sport England initiative. 1,2,3,4,5,6,7</p>	<p>Competitive sports Netball and Football; advanced skills in full sided games play. Fitness for the sport and incorporating tactics and strategies. GCSE PE students will be assessed in these lessons and expected to reach criteria that will challenge them. Students have missed opportunities for competition outside of school. Tactics, fitness and positional awareness will be key</p> <p>This is an 'option term' where students pick from a variety of activities; dance, fitness, crossfit, basketball</p> <p>.</p> <p>1,2,3,4,5,6,7</p>	<p>Year 10; Rounders, Cricket and Athletics; students will all have an opportunity to take part in all of these sports. They are encouraged to perform at maximum levels in athletics and to represent the school in competitions and get ready for Sports Day. Within the games aspects students are building on their existing knowledge and tactics and applying more advanced skills into competitive games. Students are encouraged to enjoy sport for a release and to continue to join extra curricular activities.</p> <p>Year 11; exam season. The focus is on well being and allowing students off time from the exams. Staff will give student options of sports and activities such as rounders, softball, cricket and athletics 2,3,4,5,6,7.</p>
<p><b>GCSE PE</b></p>	<p><b>Year 10 2021</b> BTEC Sport; Unit 1 Fitness for sport and exercise Unit 6 Leading sports activities Unit 1 examination end of Jan</p> <p><b>Year 11 2021</b> <b>Unit 7; anatomy and physiology exam unit</b> <b>Unit 2 – completing practical sports performance</b></p> <p>.</p> <p>1,2,3,4,5,6,7</p>	<p>Assessment of Unit 1 Unit 5 training for personal fitness- links with Unit 1 Unit 11 running a sports event 1,2,3,4,5,6,7</p> <p>Exam for Unit 7 Unit 10- injury an the sports performer Unit 9 lifestyle and well being</p>	<p>Completion of Unit 5 Application of running a sports event Unit 2 practical sports performance</p> <p>Completing unit 10 and 9 Sign off of all coursework</p> <p>1,2,3,4,5,6,7</p>

<p><b>Links with Values and Christian ethos and spiritual development opportunities</b></p>	<p>Links with Values and Christian ethos</p> <ol style="list-style-type: none"> <li>1. <b>Courage:</b>          Becoming confident in a new practical environment and trying new skills and activities that challenge and evoke thinking skills. Performing in front of peers and possibly competing against other schools and teams.          In GCSE PE students will have courage in accepting new challenges and being able to study new aspects of the PE curriculum</li> <li>2. <b>Forgiveness:</b>          Working in teams and accepting mistakes of team members. Forgiving oneself for mistakes and moving forward.</li> <li>3. <b>Honesty:</b>          Reporting accidents, being confident to ask for help, keeping score and playing to the rules. Evaluating their own and other students work honestly and with integrity.          GCSE PE; peer assessment and marking. Pupils will critically evaluate each other's written work and offer points of progress to help each other.</li> <li>4. <b>Kindness:</b>          Working with peers, helping them when they struggle. Helping with equipment and ensuring that everything is put away properly          GCSE PE/BTEC; working with partners and small groups to explore theories and practices and in doing so being kind and considerate to other pupils thoughts and views</li> <li>5. <b>Respect:</b>          Learning how to behave appropriately in different practical spaces, respecting others ideas and the equipment that we are using. Respecting officials and their decisions.          GCSE PE; showing respect of the work of others and through sharing ideas and practices</li> <li>6. <b>Empathy:</b>          Understanding that pupils have different areas of strength and weakness in different sports and activities. Showing empathy though movement in Dance; understanding a story/theme of movement</li> <li>7. <b>Resilience:</b>          Completing practical tasks even though they might seem hard in terms of skill or push your fitness levels. Performing in front of others-mistakes may be made but you have to keep going!!          GCSE PE; working towards target grade and beyond, being resilient after tests and assessments or when answering questions in class-not giving up because you got it wrong the first time</li> </ol>
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