

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
<p>Topics and links Yr 7 Single sex lessons.</p>	<p>Sport England; Developing empathy and teamwork through...</p> <p>Foundation skills Rugby/Hockey Welcome to PE; 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 encouraged to attend extra curricular clubs. 1,2,3,4,5,6,7</p>		<p>Sport England; Developing knowledge and understanding through...</p> <p>T3 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. T3 – 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. T4 After half term Girls will study Football for 3 weeks (see above) The boys will study swimming; they will look at the three basic strokes; front crawl, breaststroke and backstroke. Students are aiming to be water safe by the time they reach Year 9 (girls switch to swimming after football) Boys Basketball; possession, passing, dribbling and shooting. Applying the basic rules and understanding how to utilise space by driving forward to receive a pass. 1,2,3,4,5,6,7</p>		<p>Sport England; Developing self-motivation through...</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. 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. 1,2,3,4,5,6,7</p>	

<p>Year 8 Single sex lessons.</p>	<p>Sport England; Developing decision making through... Same sex sex groups; They will build on existing knowledge of Hockey and Rugby and apply these 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 1,2,3,4,5,6,7</p>	<p>Sport England; Developing communication through... 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. Basketball (boys) Building on existing application and knowledge of possession, passing, dribbling and shooting. Appling the basic rules and understanding how to apply basic tactics into game play. 1,2,3,4,5,6,7</p>	<p>Sport England; developing motivation and influencing others through... 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. 1,2,3,4,5,6,7</p>
<p>Year 9 Single sex lessons.</p>	<p>Sport England; Developing collaboration and teamwork through... Hockey and Rugby; 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. They <i>may</i> start to look at the GCSE specification for practical performance ready for options 1,2,3,4,5,6,7</p>	<p>Sport England; Developing knowledge and understanding through... Netball/football/basketball; Building on existing knowledge in invasion games and specialist tactics for specific positons. Students are encouraged to lead within the group and develop coaching and officiating skills. They will explore tactics and develop specific ideas for set plays. Health; students will all lean about the physiology of menstruation and how hormones affect the body during this time. They will explore exercise ideas which are suited to different stages of menstruation. Students will take part in fitness testing and different types of training. They will explore the health benefits of exercise and how this links to physical and mental wellbeing. 1,2,3,4,5,6,7</p>	<p>Sport England; Developing evaluation, goal setting and improvement skills through... Athletics and striking and fielding. Students will apply advanced tactics for s&f and full sided games. They will be challenged through competitive play and advanced strategies and techniques. In Swimming, students will study personal survival techniques; this will be scenario based for open water, pool and sea safety. We link this to how students may spend their leisure time in the school holidays and how being water safe is a lifelong skill. 1,2,3,4,5,6,7</p>

<p>KS4</p>	<p>Students follow two pathways; competitive and recreations. Groups are taught in single sex classes.</p> <p>Year 10 and 11 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>Year 10 and 11 Recreational sports include fitness and ultimate Frisbee. These sports focus on the basic skills involved in taking part and incorporating team work, communication and resilience. Girls Rugby (as above) Boys Fitness – performing at maximum levels and understanding the importance of using physical activity to maintain physical and mental wellbeing. Students will explore a variety of training types.</p> <p>Year 10 T1 One mixed class will study Team building and OAA; they will develop team building skills through communication games, problem solving and outwitting opponents through tactics and strategies. T2 Boxercise – developing resilience and fitness training. Working on coordination and an understanding for the health benefits for physical and mental wellbeing.</p> <p>1,2,3,4,5,6,7</p>	<p>Year 10 and 11 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.</p> <p>Year 10 and 11 T3 Rec groups are studying basketball and team building. Students in basketball may be learning new physical skills and adapting skills previously taught in other sports (positive transfer from other invasion sports) They are also working on teamwork and adapting to new rules. Team building and incorporates self motivation, collaboration and integrity when sticking to the rules of challenges. Groups are challenged to persevere with their tasks which will be both physical and mental.</p> <p>Year 10 Invasion sports; positive transfer of previously taught game play. Applying rules and exploring different games. <i>Netball, rugby, hockey and football</i></p> <p>Year 10 Rec Term 4; option term (see below)</p> <p>Year 11; Term 4 is an optional term. This gives students to revisit a previous topic or explore a new activity. The choices are, dance, netball, football, UF, Rugby 7s, basketball, functional fitness.</p> <p>1,2,3,4,5,6,7</p>	<p>Year 10; T5&6 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</p> <p>2,3,4,5,6,7.</p>
<p>GCSE PE & BTEC Level 2</p>	<p>Year 10 GCSE PE; introduction to the course. Pupil profiles. Paper one; Anatomy (bones and muscles, cardiovascular system, respiratory system, movement analysis</p> <p>Year 11; BTEC Level 2 Sport Award Internal unit completion</p> <p>1,2,3,4,5,6,7</p>	<p>Paper 1; Physical training and performance. Components of fitness, physical training. Training types. Data and altitude training.</p> <p>Year 11; BTEC Completing internal units – those who have finished will work towards coaching qualifications</p> <p>1,2,3,4,5,6,7</p>	<p>Paper 1 complete at May half term; MOCK of 2019 paper. Start coursework after May half term for pupils to work on over the summer. Ready for moderation in Year 11</p> <p>Study skills for exam season and completion of coaching courses</p> <p>1,2,3,4,5,6,7</p>

<p>A Level PE Btec Sport and Exercise Science KS5</p>	<p>Year 12 A Level PE; Students complete an induction programme to introduce them to expectations, policies and procedures and set expectations. Year 1 of A Level Paper 1; anatomy and physiology, movement analysis Paper 2; Skill acquisition, sport psychology and sport and society</p> <p>All students will be assessed on their practical performance in Sixth form Games (they must be playing competitively in at least one sport) In term 5 students will start their NEA coursework and submit video evidence for their practical performance.</p> <p>Year 13 BTEC Sport and Exercise Science Students study; Physiology – external examination in January Coaching for performance and fitness – internal assessment Field and Lab based fitness testing – internal assessment Sociocultural issues in sport and exercise- internal assessment Students have a solid foundation through studying functional anatomy and now study the body in detail. They sit this examination in January. The coaching unit develops leadership within a sporting environment, an understanding of the qualities and skills needed to be a successful coach as well as best practice for safety and safeguarding themselves and students. Students finish the unit by leading a session to pupils in the lower school. They must then evaluate their lesson and suggest ways to improve. Field and lab based testing examines the preparation required prior to taking tests. Students explore the need for testing and take their own whilst sticking to protocols. Sociocultural issues unit enables students to understand the social theories, to investigate the historical and cultural changes in sport and exercise development in the UK and investigate the commercialisation of sport and exercise.</p> <p>All units once again encourage students to be independent thinkers, use wider research, effective communicators, team leaders and use a range of assessment methods. Students are tested on their ability to describe, identify, discuss, explain, assess, analyse and assess. This is achieved by the external examination tests, internal assessments-presentations, written reports and practical demonstrations. Core values 1,2,3,4,5,6,7</p>
<p>Links with Values, Christian ethos and opportunities for spiritual development</p>	<p>1. Courage: 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 BTEC; students show courage in trying new topic areas and completing challenging tasks-dissections for anatomy and taking physical fitness tests</p> <p>2. Forgiveness: Working in teams and accepting mistakes of team members. Forgiving oneself for mistakes and moving forward.</p> <p>3. Honesty: 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. BTEC; handing in work that is your own and understanding plagiarism and the consequences that follow</p> <p>4. Kindness: Working with peers, helping them when they struggle. Helping with equipment and ensuring that everything is put away properly</p>

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

5. Respect:

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

Btec; respecting others, yourself and staff during lessons and when sticking to deadlines and adhering to expectations set

6. Empathy:

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

BTEC; having empathy for those who may not have met the grading criteria for an assignment or unit.

7. Resilience:

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

BTEC; keep on going! Using the second submission to make your grades better, listen to feedback and apply. Improve topic tests and external examination grades if they are not what you were hoping for