



















Subject : Girls Physical Education

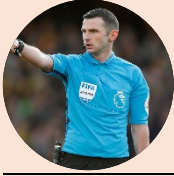
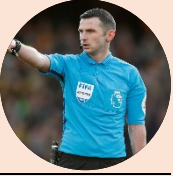




Year 7 Curriculum Map





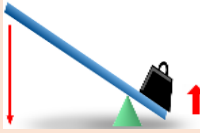

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------|--|---|---|--|--|---|
| What am I learning? | <p>Trampolining</p>  <p>Core scores:</p> <ul style="list-style-type: none"> • Twists • Jumps • Landings • Rotations • Routines | <p>Netball</p>  <p>Core Skills:</p> <ul style="list-style-type: none"> • Passing • Dodging • Marking • Shooting • Footwork & Movement | <p>Football</p>  <p>Core Skills:</p> <ul style="list-style-type: none"> • Passing • Dribbling • Shooting • Attacking & Defending • Match Play | <p>Table Tennis</p>  <p>Core Skills:</p> <ul style="list-style-type: none"> • Batting • Bowling • Catching • Throwing | <p>Rounders</p>  <p>Core Skills:</p> <ul style="list-style-type: none"> • Batting • Bowling • Catching • Throwing | <p>Athletics</p>  <p>Core Skills:</p> <ul style="list-style-type: none"> • Running • Throwing • Jumping |
| Why am I learning this? | <p>Students begin to develop their fundamental skills required to perform at maximum levels in trampoline routines. These fundamental skills include twists, jumps, landings and rotations.</p> | <p>Students begin to develop their fundamental skills required to perform at maximum levels in competitive netball games. These fundamental skills include, passing, dodging, marking, footwork and shooting. Students are also encouraged to</p> | <p>Students begin to develop their fundamental skills required to perform at maximum levels in competitive football games. These fundamental skills include, passing, dribbling and shooting. Students are also encouraged to think about how to</p> | <p>Students begin to develop their fundamental skills required to perform at maximum levels in competitive table tennis rallies. These fundamental skills include serves, pushes, smashes and loops necessary to outwit opponents in competitive games.</p> | <p>Students begin to develop their fundamental skills required to perform at maximum levels in rounders. These fundamental skills include batting, bowling, catching and throwing</p> | <p>Students begin to develop their fundamental skills required to perform at maximum levels in athletics events. These fundamental skills include running, throwing and jumping</p> |

Subject : Girls Physical Education Year 8 Curriculum Map

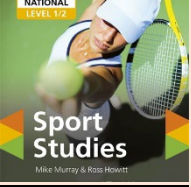
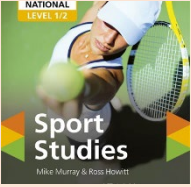
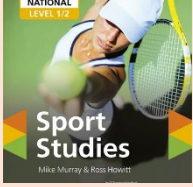
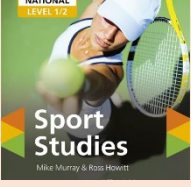
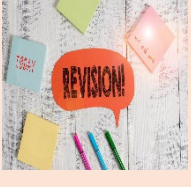

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------|--|---|---|--|--|---|
| What am I learning? | <p>Trampolining</p>  <p>Core scores:</p> <ul style="list-style-type: none"> • Twists • Jumps • Landings • Rotations • Routines | <p>Netball</p>  <p>Core Skills:</p> <ul style="list-style-type: none"> • Passing • Dodging • Marking • Shooting • Footwork & Movement | <p>Football</p>  <p>Core Skills:</p> <ul style="list-style-type: none"> • Passing • Dribbling • Shooting • Attacking & Defending • Match Play | <p>Table Tennis</p>  <p>Core Skills:</p> <ul style="list-style-type: none"> • Batting • Bowling • Catching • Throwing | <p>Rounders</p>  <p>Core Skills:</p> <ul style="list-style-type: none"> • Batting • Bowling • Catching • Throwing | <p>Athletics</p>  <p>Core Skills:</p> <ul style="list-style-type: none"> • Running • Throwing • Jumping |
| Why am I learning this? | <p>Students continue to develop their fundamental skills required to perform at maximum levels in trampoline routines. These fundamental skills include twists, jumps, landings and rotations.</p> | <p>Students continue to develop their fundamental skills required to perform at maximum levels in competitive netball games. These fundamental skills include, passing, dodging, marking, footwork and shooting. Students are also encouraged to</p> | <p>Students continue to develop their fundamental skills required to perform at maximum levels in competitive football games. These fundamental skills include, passing, dribbling and shooting. Students are also encouraged to think about how to</p> | <p>Students continue to develop their fundamental skills required to perform at maximum levels in competitive table tennis rallies. These fundamental skills include serves, pushes, smashes and loops necessary to outwit opponents in competitive games.</p> | <p>Students continue to develop their fundamental skills required to perform at maximum levels in rounders. These fundamental skills include batting, bowling, catching and throwing</p> | <p>Students continue to develop their fundamental skills required to perform at maximum levels in athletics events. These fundamental skills include running, throwing and jumping</p> |

| Subject : Girls Physical Education | | | | | | |
|------------------------------------|--|---|---|--|--|---|
| Year 9 Curriculum Map | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| What am I learning? | <p style="text-align: center;">Trampolining</p>  <p style="text-align: center;">Core scores:</p> <ul style="list-style-type: none"> • Twists • Jumps • Landings • Rotations • Routines | <p style="text-align: center;">Netball</p>  <p style="text-align: center;">Core Skills:</p> <ul style="list-style-type: none"> • Passing • Dodging • Marking • Shooting • Footwork & Movement | <p style="text-align: center;">Football</p>  <p style="text-align: center;">Core Skills:</p> <ul style="list-style-type: none"> • Passing • Dribbling • Shooting • Attacking & Defending • Match Play | <p style="text-align: center;">Table Tennis</p>  <p style="text-align: center;">Core Skills:</p> <ul style="list-style-type: none"> • Batting • Bowling • Catching • Throwing | <p style="text-align: center;">Rounders</p>  <p style="text-align: center;">Core Skills:</p> <ul style="list-style-type: none"> • Batting • Bowling • Catching • Throwing | <p style="text-align: center;">Athletics</p>  <p style="text-align: center;">Core Skills:</p> <ul style="list-style-type: none"> • Running • Throwing • Jumping |
| Why am I learning this? | <p>Students continue to develop their fundamental skills required to perform at maximum levels in trampoline routines. These fundamental skills include twists, jumps, landings and rotations.</p> | <p>Students continue to develop their fundamental skills required to perform at maximum levels in competitive netball games. These fundamental skills include, passing, dodging, marking, footwork and shooting. Students are also encouraged to</p> | <p>Students continue to develop their fundamental skills required to perform at maximum levels in competitive football games. These fundamental skills include, passing, dribbling and shooting. Students are also encouraged to think about how to</p> | <p>Students continue to develop their fundamental skills required to perform at maximum levels in competitive table tennis rallies. These fundamental skills include serves, pushes, smashes and loops necessary to outwit opponents in competitive games.</p> | <p>Students continue to develop their fundamental skills required to perform at maximum levels in rounders. These fundamental skills include batting, bowling, catching and throwing</p> | <p>Students continue to develop their fundamental skills required to perform at maximum levels in athletics events. These fundamental skills include running, throwing and jumping</p> |

| Subject : Sports Studies | | Year 10 Curriculum Map | | | | |
|--------------------------------|---|---|--|--|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| What am I learning? | <p style="text-align: center;"><u>Developing Sports Skills</u></p>  | <p style="text-align: center;"><u>Developing Sports Skills</u></p>  | <p style="text-align: center;"><u>Sports Leadership</u></p>  | <p style="text-align: center;"><u>Sports Leadership</u></p>  | <p style="text-align: center;"><u>Outdoor Activities</u></p>  | <p style="text-align: center;"><u>Outdoor Activities</u></p>  |
| Why am I learning this? | <p>Students develop their knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society.</p> | <p>Students develop their knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society.</p> | <p>Students in this unit will learn about the important role that sports leaders have in influencing those around them.</p> | <p>Students in this unit will learn about the important role that sports leaders have in influencing those around them.</p> | <p>Students in this unit will learn about individual and group activities that take place in a natural, outdoor environment, giving people the opportunity to participate in and test themselves against the natural environment. They include a vast</p> | <p>Students in this unit will learn about individual and group activities that take place in a natural, outdoor environment, giving people the opportunity to participate in and test themselves against the natural environment. They include a vast</p> |


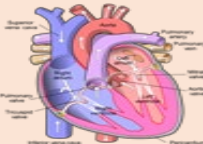



| Subject : Physical Education | | Year 10 GCSE PE Curriculum Map | | | | |
|--------------------------------|---|---|---|--|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| What am I learning? | <u>Socio-Cultural Influences</u>  | <u>Sports Psychology</u>  | <u>Health & Fitness</u>  | <u>Anatomy</u>  | <u>Movement Analysis</u>  | <u>NEA</u>  |
| Why am I learning this? | <p>Students develop their knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society.</p> | <p>Students develop their knowledge and understanding of the psychological factors that can affect performers in sport.</p> | <p>Students their develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing.</p> | <p>Students develop their knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.</p> | <p>Students develop their knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport.</p> | <p>Students create a piece of coursework which demonstrates their ability to analyse and evaluate their own performance. Students are required to create a piece of coursework which demonstrates their ability to analyse and evaluate their own performance.</p> |

| | | | | | | |
|----------------------------------|---|---|---|---|---|---|
| How will I be supported? | Sentence starters Scaffolding Modelling of tasks Interactive tasks | Sentence starters Scaffolding Modelling of tasks Interactive tasks | Sentence starters Scaffolding Modelling of tasks Interactive tasks | Sentence starters Scaffolding Modelling of tasks Interactive tasks | Sentence starters Scaffolding Modelling of tasks Interactive tasks | Sentence starters Scaffolding Modelling of tasks Interactive tasks |
| How will I be challenged? | Higher order questioning Recall Tasks AO3 Exam Tasks | Higher order questioning Recall Tasks AO3 Exam Tasks | Higher order questioning Recall Tasks AO3 Exam Tasks | Higher order questioning Recall Tasks AO3 Exam Tasks | Higher order questioning Recall Tasks AO3 Exam Tasks | Higher order questioning Recall Tasks AO3 Exam Tasks |

| Subject : Sports Studies | | Year 11 Curriculum Map | | | | |
|---------------------------------|--|--|--|--|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| What am I learning? | <u>Contemporary Issues In Sport</u>  | <u>Contemporary Issues In Sport</u>  | <u>Contemporary Issues In Sport</u>  | <u>Contemporary Issues In Sport</u>  | <u>Revision and Summer exams</u>  | <u>Revision and Summer exams</u>  |
| Why am I learning this? | Students develop their understanding of the issues which affect participation in sport. | Students develop their understanding of the role sport plays in promoting values. | Students develop their understanding of the importance of hosting major sporting events | Students develop their understanding of the role of National Governing Bodies in sport. | Exam prep | Exam prep |
| How will I be supported? | Higher order questioning Recall Tasks Extended questioning | Higher order questioning Recall Tasks Extended questioning | Higher order questioning Recall Tasks Extended questioning | Higher order questioning Recall Tasks Extended questioning | Intervention classes | Intervention classes |

Subject : Physical Education

Year 11 GCSE PE Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|---|--|---|---|---|---------------------|
| What am I learning? | <p><u>NEA</u></p>  | <p><u>Physiology</u></p>  | <p><u>Physical Training</u></p>  | <p><u>Exam Prep</u></p>  | <p><u>Practical Assessments</u></p>  | <p><u>Exams</u></p> |

| | | | | | | |
|---|--|--|--|--|--|---|
| <p>Why am I learning this?</p> | <p>Students continue working on their coursework which demonstrates their ability to analyse and evaluate their own performance.</p> | <p>Students develop their knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.</p> | <p>Students should develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor, and evaluate personal exercise and training programs</p> | <p>Students prepare for one hour external exam assessing their knowledge, understanding and application of contemporary issues in sport.</p> | <p>Students' practical performance is assessed in three different sporting activities.</p> | |
| <p>How will I be supported?</p> | <p>Sentence starters Scaffolding Modelling of tasks</p> | <p>Sentence starters Scaffolding Modelling of tasks</p> | <p>Sentence starters Scaffolding Modelling of tasks</p> | <p>Sentence starters Scaffolding Modelling of tasks</p> | <p>Sentence starters Scaffolding Modelling of tasks</p> | <p>Sentence starters Scaffolding Modelling of tasks</p> |
| <p>How will I be challenged?</p> | <p>Higher order questioning Recall Tasks AO3 Exam Tasks</p> | <p>Higher order questioning Recall Tasks AO3 Exam Tasks</p> | <p>Higher order questioning Recall Tasks AO3 Exam Tasks</p> | <p>Higher order questioning Recall Tasks AO3 Exam Tasks</p> | <p>Higher order questioning Recall Tasks AO3 Exam Tasks</p> | |