



Physical Education Curriculum Mapping

| Physical Education Curriculum Mapping | | | | | | | | | | | | | |
|---------------------------------------|--------------------------|---|---|---|---|--|--|--|---|---|---|---|---|
| | | Winter | | | | | | | | Summer | | | |
| | | All sports are covered on a carousel throughout the first two terms | | | | | | | | All sports are covered on a carousel throughout the final term | | | |
| Theme | | Netball | Badminton | Football | Hockey | Rugby | Fitness | Gymnastics | X Country | Tennis | Athletics | Rounders | Cricket |
| 7 | Skills Knowledge Concept | Positions and basic rules around footwork and contact. Copy and repeat a range of passes, footwork, shooting and dodging. Which pass is best? | How do we use the equipment? Introduce basic rules. Copy and repeat basic shots and serves. Can you keep score? | Copy and repeat basic skills such as dribbling and passing. Link together key skills. Compete in small sided games. What are the rules? | Copy and repeat basic skills – passing, dribbling and tackling. Introduce basic rules. How do you beat your opponent? | Copy and repeat basic skills – pocket pass, channel running, tackling. Compete in small sided games. What are the rules? | How to be safe in the gym. Components of fitness definitions. Which component is being used when? | How do we warm up? Copy and repeat basic rolls, jumps, balances and sequencing. | Why is pacing important? Link to fitness components. | What are the court markings? Copy and repeat basic shots and serve. How do we win points? Play a modified game | Copy and repeat basic techniques associated with throwing, jumping and running. Understand the technique | What are the basic rules and responsibilities of each position? Copy and repeat basic skills such as catching, throwing, fielding, batting. | Copy and repeat basic techniques such as batting, throwing and catching. Play a modified game to score runs |
| 8 | Skills Knowledge Concept | Teaching points of key skills. How are the rules enforced? Tactics. Linking together skills such as jump stops | Teaching points of key skills. Introduce singles and doubles rules. Link skills to choose the correct shot from a return. | Teaching points of key skills. Understand tactical play. Linking together skills and tactics | Teaching points of key skills. How are the rules enforced? What tactics can be used e.g. using the width. Link together skills such as passing on the move. | Teaching points of key skills. How are the rules enforced? What tactics can be used e.g. looping around. Link together skills such as running onto the ball. | How do we perform key fitness tests? What is normative data? How do the tests link to the components? | How should an effective sequence be performed? What is aesthetic appreciation? Link skills such as handstand into forward roll. Complete skills on apparatus | Key differences between running on/off road. Ways to control breathing. Link pacing and footwork. | Teaching points of key skills. Introduce rules for singles and doubles play. Choosing the correct shot | What constitutes a foul? Can different techniques be used? Where do tactics come in? link skills such as run up, take off, flight and land. | Teaching points of key skills. How are the rules enforced? Link skills such as picking up the ball and throwing in one movement. Play by rules. | Teaching points of key skills. What tactics can be employed in the field and when batting? Responsibilities of each position. |
| 9 | Skills Knowledge Concept | How can a rule be used to your advantage? Combining advanced skills such as split jumps and space holding. | Introduce tactics – use a shot to your advantage and move your opponent. Combine advanced skills | Combine advanced skills e.g. control, dribble, pass. Explore tactics such as pressing the ball. | Which rules can be used to your advantage? Develop advanced skills such as slap and sweep | How can a rule be used to your advantage? Combine advanced skills e.g. drawing an opponent. Tactical awareness | Describe and take part in each method of training. What are the advantages and disadvantages? Plan a session / activity. | How can fitness improve performance? Combine advanced skills to perform tumbling and vaulting sequences | Pacing strategies for a variety of routes. Tactical running | Combine advanced skills such as winning volleys, smash. How can you use the rules to your advantage and move your opposition? | Combine advanced skills – perform at speed. Use the rules to your advantage. How can fitness be utilised to improve performance? | Combine advanced skills such as bowling variety. Use the rules to your advantage e.g. get multiple players out. Officiate. | Combine advanced skills such as spin bowling. How do you use the rules to your advantage. |

| | | | |
|------------------|--------------------------------|--|---|
| 10 BTEC | Theme | Unit 6 – Leading sports activities | Unit 2 – Practical performance in sport |
| | Skills Knowledge Concept | <ul style="list-style-type: none"> • Know the attributes associated with successful sports leadership – outline, describe, explain, evaluate, compare and contrast • Undertake the planning and leading of sports activities – plan, justify choice of activities and lead. • Review the planning and leading of sports activities – review, describe strengths and areas for improvement, explain and justify targets for future development. | <ul style="list-style-type: none"> • Understand the rules, regulations and scoring systems for selected sports – describe, explain, apply, compare, contrast and suggest recommendations for improvement. • Practically demonstrate skills, techniques and tactics in selected sports – describe and demonstrate in a practice, conditioned game and competitive game • Be able to review sports performance – produce an observation checklist, describe and analyse strengths and areas of improvement, recommend activities to improve performance and justify them. |
| 11 BTEC | Theme | Unit 1 – Fitness for sport and exercise (Exam) | Unit 3 – Applying the principles of personal training |
| | Skills Knowledge Concept | <ul style="list-style-type: none"> • Know about the components of fitness and the principles of training – define, why is it important? how can exercise intensity be determined? • Explore different fitness training methods – describe, which method is best? • Investigate fitness testing to determine fitness levels – match the test to the relevant component, requirements for administration and interpret results | <ul style="list-style-type: none"> • Design a personal fitness training programme – meet the requirements of the individual and justify design • Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training – outline, describe, summarise and explain • Implement a self-designed personal fitness training programme to achieve own goals and objectives – implement, maintain a diary and evaluate performance. • Review a personal fitness training programme – identify, describe and explain results, identify strengths and areas for improvement, proved and justify recommendations for future performance |
| Wider Curriculum | | <ul style="list-style-type: none"> • Full LUDUS programme running throughout the year • Duke of Edinburgh Bronze Award – Year 9 • Sports Day – Year 7-9 • Performance Academy | |