



## Physical Education (PE) Curriculum Map

YEAR 7	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Key content</b>	<b>Rugby</b>	<b>Table Tennis/HRF</b>	<b>Football</b>	<b>Basketball</b>	<b>Athletics</b>	<b>Cricket/Softball</b>
<b>Key concepts &amp; skills</b>  <b>BASIC SKILLS</b>	<ul style="list-style-type: none"> <li>➤ Ball handling</li> <li>➤ Passing</li> <li>➤ Tackling</li> </ul>	<ul style="list-style-type: none"> <li>➤ Service</li> <li>➤ Forehand drive/push</li> <li>➤ Backhand drive/push</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dribbling</li> <li>➤ Passing</li> <li>➤ Tackling</li> <li>➤ Shooting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dribbling</li> <li>➤ Passing</li> <li>➤ Shooting/layups</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sprint starts (100m)</li> <li>➤ Relay change over</li> <li>➤ Throws (javelin/shot putt)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Throwing</li> <li>➤ Catching</li> <li>➤ Striking</li> <li>➤ Bowling/pitching</li> </ul>
<b>Summative Assessment</b>	<p><i>Theory content to cover a number of analysis opportunities in each unit plus standalone theory content which equates for 40% of students' final grade.</i></p> <p><i>Theory content in Year 7: Effects of exercise, role of blood, aerobic and anaerobic respiration, principles of a warm up and cool down.</i></p>					
<b>Builds from</b>	<ul style="list-style-type: none"> <li>• Passing</li> <li>• Receiving (In isolation)</li> </ul>	<ul style="list-style-type: none"> <li>• Stance/grip</li> <li>• Perform shots on preferred side</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Passing</li> <li>• Shooting (In isolation)</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Passing</li> <li>• Shooting (In isolation)</li> </ul>	<ul style="list-style-type: none"> <li>• Starting running position</li> <li>• Standing position when throwing</li> </ul>	<ul style="list-style-type: none"> <li>• Stance/grip</li> <li>• Throwing</li> <li>• Catching</li> <li>• Underarm bowling</li> </ul>
<b>Builds towards</b>	<ul style="list-style-type: none"> <li>• Passing and receiving whilst moving</li> <li>• Tackle on both sides</li> </ul>	<ul style="list-style-type: none"> <li>• Return shots and sustain a rally grip/stance</li> <li>• Range of shots</li> <li>• Serving</li> </ul>	<ul style="list-style-type: none"> <li>• Passing and receiving whilst moving</li> <li>• Tackle on both sides</li> </ul>	<ul style="list-style-type: none"> <li>• Passing when under pressure</li> <li>• Triple Threat</li> <li>• Intercepting</li> </ul>	<ul style="list-style-type: none"> <li>• Pacing based on distance</li> <li>• Throwing a javelin and shotput</li> </ul>	<ul style="list-style-type: none"> <li>• Striking a moving ball</li> <li>• Overarm bowling</li> <li>• Throwing over longer distances</li> </ul>



## Physical Education (PE) Curriculum Map

YEAR 8	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Key content</b>	<b>Rugby</b>	<b>Table Tennis/HRF</b>	<b>Football</b>	<b>Basketball</b>	<b>Athletics</b>	<b>Cricket/Softball</b>
<b>Key concepts &amp; skills</b> <b>REFINEMENT</b>	<ul style="list-style-type: none"> <li>➤ Refinement of basic skills</li> <li>➤ Attacking and defending principles</li> <li>➤ Ruck and maul development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Refinement of basic skills</li> <li>➤ Consideration of types of spin on forehand/backhand</li> </ul>	<ul style="list-style-type: none"> <li>➤ Refinement of basic skills</li> <li>➤ Attacking and defending principles</li> <li>➤ Positioning</li> <li>➤ Range of passes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Refinement of basic skills</li> <li>➤ Attacking and defending principles</li> </ul>	<ul style="list-style-type: none"> <li>➤ Refinement of basic skills</li> <li>➤ Sprint technique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Refinement of basic skills</li> <li>➤ Spatial awareness</li> <li>➤ Shot selection and field placement</li> </ul>
<b>Summative Assessment</b>	<i>Theory content to cover a number of analysis opportunities in each unit plus standalone theory content which equates for 40% of students' final grade.</i> <i>Theory content in Year 8: Short term effects of exercise, components of fitness, identifying muscles and bones</i>					
<b>Builds from</b>	<ul style="list-style-type: none"> <li>• Receive the ball in isolation using a number of different passes</li> <li>• Tackling a moving opponent</li> </ul>	<ul style="list-style-type: none"> <li>• Return shots and sustain a rally grip/stance</li> <li>• Range of shots</li> <li>• Serving</li> </ul>	<ul style="list-style-type: none"> <li>• Passing and receiving whilst moving</li> <li>• Tackle on both sides</li> </ul>	<ul style="list-style-type: none"> <li>• Passing when under pressure</li> <li>• Triple Threat</li> <li>• Intercepting</li> </ul>	<ul style="list-style-type: none"> <li>• Pacing based on distance</li> <li>• Throwing a javelin and shotput</li> </ul>	<ul style="list-style-type: none"> <li>• Striking a moving ball</li> <li>• Overarm bowling</li> <li>• Throwing over longer distances</li> </ul>
<b>Builds towards</b>	<ul style="list-style-type: none"> <li>• Rucking in order to keep possession</li> <li>• Spin pass for greater distance</li> <li>• Regularly tackle a moving player with some success</li> </ul>	<ul style="list-style-type: none"> <li>• Use of backspin and topspin</li> <li>• Focus on backhand drive/push</li> </ul>	<ul style="list-style-type: none"> <li>• Passing over a longer distance</li> <li>• Sliding tackle</li> <li>• Understanding your position</li> </ul>	<ul style="list-style-type: none"> <li>• Lay-up refinement</li> <li>• Full court understanding</li> <li>• Positions on the court and their roles</li> </ul>	<ul style="list-style-type: none"> <li>• Leg action and drive</li> <li>• In throwing, linking the approach and arm/leg action to achieve greater power and distance.</li> </ul>	<ul style="list-style-type: none"> <li>• Footwork/correct shot selection</li> <li>• Catching with both strong hand/weak hand</li> <li>• Height/speed varied when bowling/pitching</li> </ul>



## Physical Education (PE) Curriculum Map

YEAR 9	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Key content</b>	<b>Rugby</b>	<b>Table Tennis/HRF</b>	<b>Football</b>	<b>Basketball</b>	<b>Athletics</b>	<b>Cricket/Softball</b>
<b>Key concepts &amp; skills</b> <b>DEVELOPMENT OF ADVANCED SKILLS</b>	<ul style="list-style-type: none"> <li>➤ Developing advanced skills</li> <li>➤ Ruck and maul development</li> <li>➤ Creative deployment of tactical thinking</li> </ul>	<ul style="list-style-type: none"> <li>➤ Developing advanced skills</li> <li>➤ Varied spins on the serve</li> <li>➤ Tactical development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Developing advanced skills</li> <li>➤ Further dribbling and heading</li> </ul>	<ul style="list-style-type: none"> <li>➤ Developing advanced skills</li> <li>➤ Development of tactical plays to outwit opponents such as screening</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Developing advanced skills</li> <li>➤ Full movements into throws and jumps</li> </ul>	<ul style="list-style-type: none"> <li>➤ Developing advanced skills</li> <li>➤ Different pitches in softball</li> <li>➤ Spin bowling in cricket</li> <li>➤ Development of batting approaches</li> </ul>
<b>Summative Assessment</b>	<p><i>Theory content to cover a number of analysis opportunities in each unit plus standalone theory content which equates for 40% of students' final grade.</i>  <i>Theory content in Year 9: Components of fitness, training methods, personal protective equipment, responding to medical conditions (preparing students should they choose to take PE as an option in Year 10)</i></p>					
<b>Builds from</b>	<ul style="list-style-type: none"> <li>• Rucking in order to keep possession</li> <li>• Spin pass for greater distance</li> <li>• Regularly tackle a moving player with some success</li> </ul>	<ul style="list-style-type: none"> <li>• Use of backspin and topspin</li> <li>• Focus on backhand drive/push</li> </ul>	<ul style="list-style-type: none"> <li>• Passing over a longer distance</li> <li>• Sliding tackle</li> <li>• Understanding your position</li> </ul>	<ul style="list-style-type: none"> <li>• Lay-up refinement</li> <li>• Full court understanding</li> <li>• Positions on the court and their roles</li> </ul>	<ul style="list-style-type: none"> <li>• Leg action and drive</li> <li>• In throwing, arm/leg action to achieve power/distance.</li> </ul>	<ul style="list-style-type: none"> <li>• Footwork/correct shot selection</li> <li>• Catching with both strong hand/weak hand</li> <li>• Height/speed when bowling/pitching</li> </ul>
<b>Builds towards</b>	<ul style="list-style-type: none"> <li>• Implementing Lineouts</li> <li>• Running lines</li> <li>• Kicking for territory</li> </ul>	<ul style="list-style-type: none"> <li>• Serving with varied spins</li> <li>• Manoeuvring opponent with effective shot selection</li> </ul>	<ul style="list-style-type: none"> <li>• Receiving whilst under pressure/being marked.</li> <li>• Making decisions in a game situation</li> </ul>	<ul style="list-style-type: none"> <li>• Screening</li> <li>• Effective overloading</li> <li>• Full understanding of full-court rules</li> </ul>	<ul style="list-style-type: none"> <li>• Link the phases of a throw showing balance/power through the movement</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of shots</li> <li>• Advanced fielding skills</li> <li>• Bowling with varied spin to outwit opponent</li> </ul>



## Physical Education (PE) Curriculum Map

YEAR 10/11 GAMES	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Key content</b>	<b>Football skills and tactics</b>	<b>Basketball skills and tactics</b>	<b>Table Tennis skills and tactics</b>	<b>Introduction to the fitness suite</b>	<b>Softball skills and tactics</b>	<b>Cricket skills and tactics</b>
<b>Key concepts &amp; skills</b>	<ul style="list-style-type: none"> <li>➤ Passing</li> <li>➤ Shooting</li> <li>➤ Dribbling</li> <li>➤ Tackling</li> <li>➤ Defensive principles</li> <li>➤ Attacking principles</li> </ul>	<ul style="list-style-type: none"> <li>➤ Passing</li> <li>➤ Shooting</li> <li>➤ Dribbling</li> <li>➤ Intercepting</li> <li>➤ Blocking</li> <li>➤ Screening</li> <li>➤ Defensive strategies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Forehand drive</li> <li>➤ Backhand drive</li> <li>➤ Push shot</li> <li>➤ Slam</li> <li>➤ Service</li> <li>➤ Topspin</li> <li>➤ Blocking</li> <li>➤ Tactical play</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cardiovascular training</li> <li>➤ Weight training</li> <li>➤ Circuit Training</li> <li>➤ Developing a fitness programme</li> </ul>	<ul style="list-style-type: none"> <li>➤ Striking</li> <li>➤ Catching</li> <li>➤ Throwing</li> <li>➤ Bunting</li> <li>➤ Fielding</li> <li>➤ Pitching</li> <li>➤ Field placement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Catching</li> <li>➤ Throwing</li> <li>➤ Fielding</li> <li>➤ Cut/Pull</li> <li>➤ Front foot drive</li> <li>➤ Forward Defensive</li> <li>➤ Field Placement</li> </ul>
<b>Summative Assessment</b>	<i>No Assessment at KS4</i>					
<b>Builds on</b>	Previous knowledge acquired during KS3 to perform skills and use appropriate tactics.	Previous knowledge acquired during KS3 to perform skills and use appropriate tactics.	Previous knowledge acquired during KS3 to perform skills and use appropriate tactics.	Fitness training Knowledge which would have been developed in KS3.	Previous knowledge of skills, tactics and rules acquired during KS3	Previous knowledge of skills, tactics and rules acquired during KS3
<b>Builds towards</b>	Competent performers who enjoy sport and wish to continue this outside of the classroom.	Competent performers who enjoy sport and wish to continue this outside of the classroom.	Competent performers who enjoy sport and wish to continue this outside of the classroom.	Learners who can competently keep fit and healthy by following simple training programmes.	Competent performers who enjoy sport and wish to continue this outside of the classroom.	Competent performers who enjoy sport and wish to continue this outside of the classroom.



## Physical Education (PE) Curriculum Map

YEAR 10 OCR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key content</b>	<b>R042: Applying the Principles of Training</b> Develop knowledge and understanding of the principles and method of training Apply the principles of training to the design of a training programme along with practical skills in fitness testing			<b>R043: The Body's Response to Physical Activity</b> Develop an understanding of the key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems Investigate some of the changes which occur to them in response to short and long-term physical activity		
<b>Key concepts &amp; skills</b>	<ul style="list-style-type: none"> <li>➤ Use of Word and PowerPoint</li> <li>➤ Components of fitness</li> <li>➤ Training Methods</li> <li>➤ Research and implementation of fitness tests</li> <li>➤ Collecting and interpreting data</li> <li>➤ Designing and implementing a training programme</li> </ul>			<ul style="list-style-type: none"> <li>➤ Use of Word and PowerPoint</li> <li>➤ Musculo-skeletal system</li> <li>➤ Cardio-respiratory system</li> <li>➤ Research and implementation of fitness tests</li> <li>➤ Collecting and interpreting data</li> <li>➤ Designing and implementing a training programme</li> </ul>		
<b>Summative Assessment</b>	<i>No Assessment for these units as these are coursework units. Cross-moderation to occur regularly based on work submitted for each learning outcome</i>					
<b>Builds on</b>	<ul style="list-style-type: none"> <li>• Prior knowledge of the components of fitness and training methods introduced at KS3 in booklets</li> <li>• Carrying out fitness tests</li> </ul>			<ul style="list-style-type: none"> <li>• Prior knowledge of the muscles, bones and joints introduced at KS3 in booklets</li> <li>• Implementing fitness tests and collecting reliable/valid data</li> </ul>		
<b>Builds towards</b>	<ul style="list-style-type: none"> <li>• Identifying appropriate exercises in order to improve components of fitness</li> <li>• Effective design of a training programme which is also needed in the R043 Unit</li> </ul>			<ul style="list-style-type: none"> <li>• The role and components of the Musculo-skeletal system</li> <li>• The role and components of the Cardio-respiratory system</li> </ul>		



## Physical Education (PE) Curriculum Map

YEAR 11 OCR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key content</b>	<b>R041: Reducing the risk of sports injuries</b> Prepare participants to take part in physical activity in a way which minimises the risk of injury Reacting to common injuries in sport <b>Recognising the symptoms of some medical conditions (first attempt of two for exam)</b>			<b>R042/R043: Recap ensuring both units are completed</b>	<b>R041 Revision</b>	<b>R041 Second and final attempt for exam</b>
<b>Key concepts &amp; skills</b>	<ul style="list-style-type: none"> <li>➤ Intrinsic Factors</li> <li>➤ Extrinsic Factors</li> <li>➤ Warm-ups and cool-downs</li> <li>➤ Types/causes of injury</li> <li>➤ First Aid/Medical Issues</li> <li>➤ Long-answer question structure</li> </ul>			<ul style="list-style-type: none"> <li>➤ Organisation</li> <li>➤ Use of checklists and feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision strategies</li> <li>➤ Long-answer question structure</li> </ul>	
<b>Summative Assessment</b>	<i>Test after each Learning Outcome (there are four learning outcomes)</i>			<i>Cross moderation in readiness to be sent off to OCR</i>	<i>Mock exam alongside other subjects</i>	
<b>Builds on</b>	<ul style="list-style-type: none"> <li>• Warm ups and cool downs which make up every KS3 lesson and the link to injury prevention</li> <li>• Basic first aid such as the recovery position</li> </ul>			<ul style="list-style-type: none"> <li>• Coursework completed in Year 10</li> <li>• Revisiting the training programmes which are important across both units</li> </ul>	<ul style="list-style-type: none"> <li>• Learning of the exam unit at the start of the year</li> <li>• General feedback based on the responses in the first exam attempt</li> </ul>	
<b>Builds towards</b>	<ul style="list-style-type: none"> <li>• Understanding the difference between intrinsic and extrinsic factors</li> <li>• Explanation through the use of examples from a variety of sports</li> <li>• Long-answer question structure</li> </ul>			<ul style="list-style-type: none"> <li>• Completion of all coursework units</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforcing exam approaches</li> <li>• Recapping question terminology</li> </ul>	