



Curriculum Map

Subject: PE (Core lessons)

End Game:

- To develop and maintain a healthy active lifestyle.
- To create a sporting mindset to develop physical skills, teamwork, sportsmanship, social skills, etiquette, confidence and competitiveness.
- To choose to pursue a physical activity outside of the school environment and throughout later life.

Challenge: A differentiated curriculum is taught throughout all PE lessons to enable progress and challenge for all abilities. This level of challenge is then further advanced through extra-curricular clubs, intra and inter school competitions and the vast club/school links that have been set up within the local community.

Skills Developed: As per each year.

PE Vision Statement:

- All students have the opportunity to fulfil their (sporting) potential and develop a lifelong healthy lifestyle.
- To develop the whole person in the values, skills and personal qualities Physical Education provides.

A key focus is placed on the teaching of transferable skills in sporting activities, school life and personal life. These include: Sporting skills and tactics, teamwork, commitment, self-esteem and health education for future life.



	AP1	AP2	AP3
	<i>Fertile Question: Are the fundamental skills of sport transferable across all activities?</i>		
Seven	Topic(s): Boys: Football Girls: Netball Mixed: Basketball, Fitness, Gymnastics, Hockey, Handball, Dance, Multi-Skills	Topic(s): Boys: Rugby Girls: Football Mixed: Basketball, Fitness, Gymnastics, Hockey, Handball, Dance, Multi-Skills	Topic(s): Boys/Girls: Athletics Mixed: Tennis, Rounders, Cricket
	Assessment: HGSS PE Award completed during assessment lessons, and low stakes ongoing assessment in all lessons		
	Skills Developed <i>Team/Individual - Passing, Throwing, Receiving, Catching, Shooting, Movement, Turning, Interception, Tackling, Footwork, Marking, Dodging.</i> <i>Fitness - Cardiovascular/Muscular Endurance.</i> <i>Gymnastics/Dance - Choreography, Technique.</i>		



	AP1	AP2	AP3
Eight	<i>Fertile Question: What does it mean to be healthy?</i>		
	Topic(s): Boys: Football Girls: Netball Mixed: Basketball, Fitness, Gymnastics, Hockey, Handball, Dance, Multi-Skills, Lacrosse	Topic(s): Boys: Rugby Girls: Football Mixed: Basketball, Fitness, Gymnastics, Hockey, Handball, Dance, Multi-Skills, Lacrosse	Topic(s): Boys/Girls: Athletics Mixed: Tennis, Rounders, Cricket, Softball
	Assessment: HGSS PE Award completed during assessment lessons, and low stakes ongoing assessment in all lessons.		
	Skills Developed <i>Team/Individual - Passing, Throwing, Receiving, Catching, Shooting, Movement, Turning, Interception, Tackling, Footwork, Marking, Dodging.</i> <i>Fitness - Cardiovascular/Muscular Endurance.</i> <i>Gymnastics/Dance - Choreography, Technique.</i>		



	AP1	AP2	AP3
Nine	<i>Fertile Question: For a sportsperson what is more beneficial, endurance or strength?</i>		
	Topic(s): Boys: Football Girls: Netball Mixed: Basketball, Fitness, Gymnastics, Hockey, Handball, Dance, Multi-Skills, Lacrosse	Topic(s): Boys: Rugby Girls: Football Mixed: Basketball, Fitness, Gymnastics, Hockey, Handball, Dance, Multi-Skills, Lacrosse	Topic(s): Boys/Girls: Athletics Mixed: Tennis, Rounders, Cricket, Softball
	Assessment: Effort grade provide through continuous assessment. GCSE practical sporting grades assessed during core lessons, using low stakes ongoing assessment.		
	Skills Developed <i>Team/Individual - Passing, Throwing, Receiving, Catching, Shooting, Movement, Turning, Interception, Tackling, Footwork, Marking, Dodging, Tactics, Analysis of performance.</i> <i>Fitness/Multi-gym – Cardiovascular Endurance, Muscular Endurance/Strength</i>		



	AP1	AP2	AP3
	<i>Fertile Question: Fitness deteriorates with age, why?</i>		
Ten	Topic(s): Boys: Football Girls: Netball Mixed: Basketball, Fitness, Hockey, Handball, Multi- Skills, Lacrosse	Topic(s): Boys: Rugby Girls: Football Mixed: Basketball, Fitness, Hockey, Handball, Multi- Skills, Lacrosse	Topic(s): Boys/Girls: Athletics Mixed: Tennis, Rounders, Cricket, Softball
	Assessment: Effort grade provide through continuous assessment. GCSE practical sporting grades assessed during core lessons, using low stakes ongoing assessment		
	Skills Developed <i>Team/Individual - Passing, Throwing, Receiving, Catching, Shooting, Movement, Turning, Interception, Tackling, Footwork, Marking, Dodging, Tactics, Analysis of performance.</i> <i>Fitness/Multi-gym - Cardiovascular Endurance, Muscular Endurance/Strength</i>		



	AP1	AP2	AP3
Eleven	<i>Fertile Question: What is a lifelong activity?</i>		
	Topic(s): Boys: Football Girls: Netball Mixed: Basketball, Fitness, Hockey, Handball, Lacrosse	Topic(s): Boys: Rugby Girls: Football Mixed: Basketball, Fitness, Hockey, Handball, Lacrosse	Topic(s): Boys/Girls: Athletics Mixed: Tennis, Rounders, Cricket, Softball
	Assessment: Effort grade provide through continuous assessment. GCSE practical sporting grades assessed during core lessons, using low stakes ongoing assessment		
	Skills Developed <i>Team/Individual - Passing, Throwing, Receiving, Catching, Shooting, Movement, Turning, Interception, Tackling, Footwork, Marking, Dodging, Tactics, Analysis of performance.</i> <i>Fitness/Multi-gym - Cardiovascular Endurance, Muscular Endurance/Strength</i>		



Curriculum Map

Subject: **GCSE PE/BTEC SPORT**

End Game:

- To understand, develop and maintain a healthy active lifestyle.
- To create a sporting mindset to develop physical skills, teamwork, sportsmanship, social skills, etiquette, leadership, confidence and competitiveness and the ability to evaluate and analyse.
- To choose to pursue and specialise a physical activity outside of the school environment and throughout later life.

Challenge: A differentiated curriculum is taught throughout all PE lessons to enable progress and challenge for all abilities. This level of challenge is then further advanced through extra-curricular clubs, intra and inter school competitions and the vast club/school links that have been set up within the local community.

Skills Developed: As indicated.

PE Vision Statement:

- All students have the opportunity to fulfil their (sporting) potential and develop a lifelong healthy lifestyle.
- To develop the whole person in the values, skills and personal qualities Physical Education provides.

A key focus is placed on the teaching of transferable skills in sporting activities, school life and personal life. These include: Sporting skills and tactics, teamwork, commitment, self-esteem and health education for future life.

	AP1	AP2	AP3
Nine	<i>Fertile Question: Aggression in sports is always negative?</i>		
	Topic(s): Theory – Sports Psychology, Social, Cultural Influences and Health, Fitness and Well-being Practical - options depending on student choice. Must include an Individual sport, a Team sport and one other.	Topic(s): Theory – Sports Psychology, Social, Cultural Influences and Health, Fitness and Well-being Practical - options depending on student choice. Must include an Individual sport, a Team sport and one other.	Topic(s): Theory – Sports Psychology, Social, Cultural Influences and Health, Fitness and Well-being Practical - options depending on student choice. Must include an Individual sport, a Team sport and one other.
	Assessment: End of Unit Test, extended writing tasks. Low stakes assessment used in all lessons (AQA example exam questions) Practical assessment ongoing throughout all selected sports. Paper 2 AQA PE Mock exam		



	AP1	AP2	AP3
Ten	<i>Fertile Question: What is the ideal somatotype for sporting success</i>		
	Topic(s): Theory – Applied Anatomy and Physiology, Movement Analysis, Methods of Training Practical - options depending on student choice. Must include an Individual sport, a Team sport and one other.	Topic(s): Theory – Applied Anatomy and Physiology, Movement Analysis, Methods of Training Practical - options depending on student choice. Must include an Individual sport, a Team sport and one other.	Topic(s): Theory – Applied Anatomy and Physiology, Movement Analysis, Methods of Training Practical - options depending on student choice. Must include an Individual sport, a Team sport and one other.
	Assessment: End of Unit Test, extended writing tasks. Low stakes assessment used in all lessons (AQA example exam questions) Practical assessment ongoing throughout all selected sports. Paper 1 AQA PE mock		

	AP1	AP2	AP3
Eleven	<i>Fertile Question: Are all weaknesses in sport physical?</i>		
	Topic(s): Introduction to Coursework through coursework guidelines criteria	Topic(s): Coursework/Start of revision programme Examination preparation	Topic(s): Full revision programme Examination preparation Examination papers 1 and 2
	Assessment: Extended writing Coursework Practical Assessment	Assessment: Extended writing Coursework Mock exam Practical moderation	Assessment: Extended writing Coursework Low stakes assessment as means of preparation for exam



**Sixth Form
BTEC SPORT Level 3**

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12	<p>Topic(s): Unit 1: Anatomy and physiology Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p> <p>Fertile Question: Does training always improve performance?</p> <p>Assessment: Unit 1: June 2019 – written exam (externally assessed) 80mks 1.30hrs Unit 2: June 2019 – case study 60mks written assignment (externally assessed) Ongoing low stakes assessment in all lessons</p>	<p>Topic(s): Unit 1: Anatomy and physiology Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p> <p>Fertile Question: Does training always improve performance?</p> <p>Assessment: Unit 1: June 2019 – written exam (externally assessed) 80mks 1.30hrs Unit 2: June 2019 – case study 60mks written assignment (externally assessed) Ongoing low stakes assessment in all lessons</p>	<p>Topic(s): Unit 1: Anatomy and physiology Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p> <p>Fertile Question: Does training always improve performance?</p> <p>Assessment: Unit 1: June 2019 – written exam (externally assessed) 80mks 1.30hrs Unit 2: June 2019 – case study 60mks written assignment (externally assessed) Ongoing low stakes assessment in all lessons</p>	<p>Topic(s): Unit 1: Anatomy and physiology Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p> <p>Fertile Question: Does training always improve performance?</p> <p>Assessment: Unit 1: June 2019 – written exam (externally assessed) 80mks 1.30hrs Unit 2: June 2019 – case study 60mks written assignment (externally assessed) Ongoing low stakes assessment in all lessons</p>	<p>Topic(s): Unit 1: Anatomy and physiology Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p> <p>Fertile Question: Does training always improve performance?</p> <p>Assessment: Unit 1: June 2019 – written exam (externally assessed) 80mks 1.30hrs Unit 2: June 2019 – case study 60mks written assignment (externally assessed) Ongoing low stakes assessment in all lessons</p>	<p>Topic(s): Unit 1: Anatomy and physiology Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p> <p>Fertile Question: Does training always improve performance?</p> <p>Assessment: Unit 1: June 2019 – written exam (externally assessed) 80mks 1.30hrs Unit 2: June 2019 – case study 60mks written assignment (externally assessed) Ongoing low stakes assessment in all lessons</p>



Year 13	<p>Topic(s): Unit 3: Professional development in the sports industry Unit 5: Application of fitness testing</p> <p>Fertile Question: Unit 5: Good scores in fitness testing = good sports performer? Unit 3: What skills are required to be successful in the sports industry?</p> <p>Assessment: Unit 3: Tasks A-B Unit 5: Task A-B</p>	<p>Topic(s): Unit 3: Professional development in the sports industry Unit 5: Application of fitness testing</p> <p>Fertile Question: Unit 5: Good scores in fitness testing = good sports performer? Unit 3: What skills are required to be successful in the sports industry?</p> <p>Assessment: Unit 3: Tasks A-B Unit 5: Tasks A-B</p>	<p>Topic(s): Unit 3: Professional development in the sports industry Unit 5: Application of fitness testing</p> <p>Fertile Question: Unit 5: Good scores in fitness testing = good sports performer? Unit 3: What skills are required to be successful in the sports industry?</p> <p>Assessment: Unit 3: Task A-B Unit 5: Tasks A-B</p>	<p>Topic(s): Unit 3: Professional development in the sports industry Unit 5: Application of fitness testing</p> <p>Fertile Question: Unit 5: Good scores in fitness testing = good sports performer? Unit 3: What skills are required to be successful in the sports industry?</p> <p>Assessment: Unit 3: Tasks C-D Unit 5: Tasks C</p>	<p>Topic(s): Unit 3: Professional development in the sports industry Unit 5: Application of fitness testing</p> <p>Fertile Question: Unit 5: Good scores in fitness testing = good sports performer? Unit 3: What skills are required to be successful in the sports industry?</p> <p>Assessment: Unit 3: Task C-D Unit 5: Task C</p>	n/a
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