Subject: "CORE" PHYSICAL EDUCATION (the following is an example map for a particular teacher. Variations are is use that may use different invasion/net activities, due to group capabilities, and a different pattern, due to facilities.) Year Group: 9-11

This part of the Core PE curriculum I sunder construction as we look to work collaboratively to restructure the Key stage 4 programme. On the next 2 page are the current curriculum maps that show the activities we cover.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What	1.				1.	1.
previous learning can be linked? Why this						
order/sequence?						
Skills- What will be developed?						
Key 'How'/'Why' Questions- What						
powerful knowledge will be gained? What areas/themes/concepts will be explored?						
SEND- how will support be seen? Seating plans? Simplified questions?	Modified equipment activities and games scenarios. Grouping with selected students. Open ended, personal success tasks.	Modified equipment activities and games scenarios. Grouping with selected students. Open ended, personal success tasks.	Modified equipment activities and games scenarios. Grouping with selected students. Open ended, personal success tasks.	Modified equipment activities and games scenarios. Grouping with selected students. Open ended, personal success tasks.	Modified equipment activities and games scenarios. Grouping with selected students. Open ended, personal success tasks.	Modified equipment activities and games scenarios. Grouping with selected students. Open ended, personal success tasks.
Assessment- What? Why?	Assessment Focus: Spatial awareness Passing into space	Assessment: Fitness development Resilience	Assessment: Attacking the Basket Spatial awareness	Assessment Focus: Positioning Consistency of shot	Assessment: Basic techniques Distance and time related	Assessment: Fielding actions Tactical awareness
What memory for learning skills will be	Modelling of the practical skills					
required- modelling? Concrete answers? Retrieval?	required. Repeated actions of passing and receiving. Highlighting positions, space and movement off the ball.	required. Repeated actions of passing and receiving. Highlighting positions, space and movement off the ball.	required. Repeated actions of passing and receiving. Highlighting positions, space and movement off the ball.	required. Repeated actions of passing and receiving. Highlighting positions, space and movement off the ball.	required. Repeated actions of passing and receiving. Highlighting positions, space and movement off the ball.	required. Repeated actions of passing and receiving. Highlighting positions, space and movement off the ball.
Literacy- reading, extended accurate	Super curriculum activities.					
writing and oracy opportunities						
Numeracy/computing skills						
Character development			Resilience whilst working to	obtain and perfect new skills		
				ing in a team and against others.		
		_	ational to endeavour to achieve nex			
			Compassionate regarding others in efulness, applying the skills within			
Equality/Diversity opportunities				<u> </u>		
		•	ints were relevant about elite at th male and female Role models		•	
Homework/Independent learning			Encouragement to attend ex	tra-curricular sports activities		
CIAG coverage/links		Refere	ncing to careers related to the a	activities being covered as appro eers during fitness programmes	•	
			Highlight sc	hool display.		

YEAR 9 CORE PE ACTIVITY MAP

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YEAR 10 CORE PE ACTIVITY MAP

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YEAR 11 CORE PE ACTIVTIY MAP

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			Mon 5 Sept	Wed 14 Sept	Mon 19 Sept	Wed 28 Sept	Mon 3 Oct	Wed 12 Oct	Mon 17 Oct	Wed 2 Nov	Mon 7 Nov	Wed 16 Nov	Mon 21 Nov	Wed 30 Nov	Mon 5 Dec	Wed 14 Dec	Wed 11 Jan	Mon 16 Jan	Wed 25 Jan	Mon 30 Jan	Wed 8 Feb	Mon 20 Feb	Wed 1 March	Mon 6 March	Wed 15 March	Mon 20 March	Wed 29 March	Mon 17 April	Wed 26 April	Mon 1 May	Wed 10 May	Mon 15 May	Wed 24 May
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11X7	RS	RS																															

Subject: "GCSE" PHYSICAL EDUCATION Year Group: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	SKELETAL SYSTEM 1. Structure 2. Bone classification 3. Functions 4. Application to sports 5. Classification of joints 6. Movement possibilities 7. Application to sports 8. ligaments and tendons 9. Short-term & long term effects of exercise Health and fitness and the role that exercise plays 1. Components of Fitness 2. Application to sports 3. Relative importance	MUSCULAR SYSTEM 1. Types of muscle 2. Skeletal Muscles 3. Antagonistic pairs 4. Movement analysis 5. Application to sports 6. Muscle fibre types 7. Application to sports 8. Planes and Axes of movement 9. Application to sports 10. Short-term effects of exercise 11. The long-term effects of exercise Health and fitness and the role that exercise plays 1. Components of Fitness 2. Application to sports 3. Relative importance 4. Fitness tests 5. Fitness tests	PEP PREPARATION 1. Use of data 2. PARQ 3. Different training methods for specific components of fitness 4. Principles of training. 5. SMART Targets Essay Structure and exam skill practise Essays on topic covered so far using scaffolding techniques.	PEP PREPARATION 1. Principles of training. 2. Fitness Classes Essay Structure and exam skill practise Essays on topic covered so far using scaffolding techniques	CARDIORESPIRATORY SYSTEM 1. Heart 2. Circulatory System 3. Blood vessels 4. Blood 5. 6. Anaerobic and aerobic exercise 7. The short term effects of exercise 8. The long-term effects of exercise PEP PLANNING 1. Fitness testing 2. Performance testing	PEP PLANNING 3. Fitness testing 4. Performance testing
Skills- What will be developed? Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills Topic 1: Applied anatomy and physiology	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills Topic 2: Movement analysis	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills Topic 3: Physical Training	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills Topic 3: Physical Training	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills Topic 1: Applied anatomy and physiology	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills Topic 1: Applied anatomy and physiology Topic 2: Movement analysis
SEND- how will support be seen? Seating plans? Simplified questions? Assessment- What? Why?	Seating plans Layered answers AO1. AO2. AO3. Scaffolding Assessment: • End of unit Test • 1 long answer assessment	Seating plans Layered answers AO1. AO2. AO3. Scaffolding Assessment: • End of unit Test • 1 long answer assessment	Seating plans Layered answers AO1. AO2. AO3. Scaffolding Assessment: • End of unit Test • 1 long answer assessment	Seating plans Layered answers AO1. AO2. AO3. Scaffolding Assessment: • End of unit Test • 1 long answer assessment	Seating plans Layered answers AO1. AO2. AO3. Scaffolding Assessment: • End of unit Test • 1 long answer assessment	Topic 3: Physical Training Seating plans Layered answers AO1. AO2. AO3. Scaffolding Assessment: • End of unit Test • 1 long answer assessment
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes
Literacy- reading, extended accurate writing and oracy opportunities	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams
Numeracy/computing skills			Data recording and Interpreting of fitness tests.	Data recording and Interpreting of Hear rates		

Character development	Resilience whilst working to obtain and perfect new skills Respectful to other when working in a team and against others. Aspirational to endeavour to achieve next level and be competitive in all activities Compassionate regarding others in the group and developing empathy. Resourcefulness, applying the skills within the activities to achieve personal success	
Equality/Diversity opportunities	Discussion points were relevant about elite athletes, historical context of the sport covered. Both male and female Role models and the diversity of disability sport	
Homework/Independent learning	 Homework: Compulsory attendance at least 1 extra curricular club. Exam question work sheets and revision activities. 	
CIAG coverage/links	Referencing to careers related to the activities being covered as appropriate. Discussion regarding sports careers during fitness programmes Highlight school display.	

PRACTICAL MAP

YEAR 9	GCSE PE																																																									
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Subject: "GCSE" PHYSICAL EDUCATION Year Group: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	RESPIRATORY SYSTEM 1. Structure and components 2. Composition of inhaled and exhaled air 3. Vital capacity and tidal volume 4. Structure of alveoli to enable gas exchange 5. Application to Sport 6. The short- and long- term effects of exercise 7. The short- and long- term effects of exercise	WARM UP 1. Effective use of warm up and cool down 2. Physical changes in Warm Up 3. How to optimise training and prevent injury 4. How to optimise training and prevent injury 5. Performance Enhancing Drugs 6. Performance Enhancing Drugs	PEP PREPARATION 1. PEP Evaluation 2. Coursework 3. Lever Systems 4. Lever Systems 5. Application to sport	HEALTHY LIFESTYLE 1. Physical, Emotional and social health, fitness and well-being 2. Physical, Emotional and social health, fitness and well-being 3. Impact of fitness on well-being: positive and negative health effects 4. The consequences of a sedentary lifestyle 5. Lifestyle Choices 6. Lifestyle Choices 7. Energy use, diet, Nutrition and hydration 8. Energy use, diet, Nutrition and hydration 9. Timing of nutritional Intake	REVISON AND RETRIEVAL SKILL ACQUISITON 1. Classification of skills (basic/complex, open/closed) 2. Classification of skills (Practical) 3. Practise 4. Practise (Practical)	SKILL ACQUISITON 1. Guidance 2. Guidance (Practical) 3. Feedback on performance 4. Feedback on performance (Practical)
Skills- What will be developed? Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills Topic 1: Applied anatomy and physiology	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills Topic 3: Physical Training	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills Topic 3: Physical Training	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills Topic 2.1: Health, fitness and well-being	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills Topic 1: Applied anatomy and physiology Topic 2: Movement analysis Topic 3: Physical Training Topic 2.2: Sport Psychology	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills Topic 2.2: Sport Psychology
SEND - how will support be seen? Seating plans? Simplified questions?	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding
Assessment- What? Why?	Assessment: • End of unit Test • 1 long answer assessment	Assessment: • End of unit Test • 1 long answer assessment	Assessment: • End of unit Test • 1 long answer assessment	Assessment: • End of unit Test • 1 long answer assessment	Assessment: • End of unit Test • 1 long answer assessment	Assessment: • End of unit Test • 1 long answer assessment
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes
Literacy - reading, extended accurate writing and oracy opportunities	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams
Numeracy/computing skills	Charita	Courts	Data recording and Interpreting of fitness tests.	Data recording and Interpreting of Hear rates	CAGITIS	CAGITIS

Character development	Resilience whilst working to obtain and perfect new skills Respectful to other when working in a team and against others. Aspirational to endeavour to achieve next level and be competitive in all activities Compassionate regarding others in the group and developing empathy. Resourcefulness, applying the skills within the activities to achieve personal success
Equality/Diversity opportunities	Discussion points were relevant about elite athletes, historical context of the sport covered. Both male and female Role models and the diversity of disability sport
Homework/Independent learning	Homework: • Compulsory attendance at least 1 extra curricular club. • Exam question work sheets and revision activities.
CIAG coverage/links	Referencing to careers related to the activities being covered as appropriate. Discussion regarding sports careers during fitness programmes Highlight school display.

PRACTICAL MAP

PRACII	CAL M	AP																 																			 						
			Tues 6 Sept	Thurs 15 Sept	Tues 20 Sept	Thurs 29 Sept	Tues 4 Oct	Thurs 13 Oct	Tues 18 Oct		Thurs 3 Nov	Tues 8 Nov	Thurs 17 Nov	Tues 22 Nov	Thurs 1 Dec	Tues 6 Dec	Thurs 15 Dec	Thurs 12 Jan	Tues 17 Jan	Thurs 26 Jan	Tues 31 Jan	Thurs 9 Feb		Tues 21 Feb	Thurs 2 March	Tues 7 March	Thurs 16 March	Tues 21 March	Thurs 30 March		Tues 18 April	Thurs 27 April	Tues 2 May	Thurs 11 May	Tues 16 May	Thurs 25 May	Tues 6 June	Thurs 15 June	Tues 20 June	Thurs 29 June	Tues 4 July	Thurs 13 July	T. 00 40 Luly
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Subject: "GCSE" PHYSICAL EDUCATION Year Group: 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	1. Engagement patterns of different social groups in physical activity and sport 2. Engagement patterns of different social groups in physical activity and sport 3. Commercialisation of physical activity and sport 4. Commercialisation of physical activity and sport 5. Ethical and socio-cultural issues in physical activity and sport 6. Ethical and socio-cultural issues in physical activity and sport	REVISON AND RETRIEVAL Topic 3: Socio-Cultural influences Preparation for paper 2 mock exam recapping: SKILL ACQUISITION HEALTHY LIFESTYLE ENGAGEMENT	PEP COMPLETION Redrafting of "Personal Exercise Programme" REVISION Preparation for paper 1 SKELETAL SYSYEM MUSCULAR SYSTEM	REVISON AND RETRIEVAL Essay Structure and exam skill practice Essays on topic covered so far using scaffolding techniques	REVISON AND RETRIEVAL Walk through Past papers	
Skills- What will be developed?	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills	Retrieval and metacognition knowledge based learning Application to sports skills. Analysis and Evaluation skills	
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Topic 2.3: Socio-Cultural influences	Topic 2.1: Health, fitness and well-being Topic 2.2: Sport Psychology Topic 2.3: Socio-Cultural influences	Topic 1: Applied anatomy and physiology Topic 2: Movement analysis Topic 3: Physical Training Topic 2.2: Sport Psychology	Topic 1: Applied anatomy and physiology Topic 2: Movement analysis Topic 3: Physical Training Topic 2.2: Sport Psychology	Topic 1: Applied anatomy and physiology Topic 2: Movement analysis Topic 3: Physical Training Topic 2.2: Sport Psychology	
SEND - how will support be seen? Seating plans? Simplified questions?	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	
Assessment- What? Why?	Assessment: • End of unit Test • 1 long answer assessment	Assessment: • End of unit Test • 1 long answer assessment	Assessment: • End of unit Test • 1 long answer assessment	Assessment: • End of unit Test • 1 long answer assessment	Assessment: • End of unit Test • 1 long answer assessment	
What memory for learning skills will be required-modelling? Concrete answers? Retrieval?	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	
Literacy - reading, extended accurate writing and oracy opportunities	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	
Numeracy/computing skills			Data recording and Interpreting of fitness tests.	Data recording and Interpreting of Hear rates		

Character development	Resilience whilst working to obtain and perfect new skills Respectful to other when working in a team and against others. Aspirational to endeavour to achieve next level and be competitive in all activities Compassionate regarding others in the group and developing empathy. Resourcefulness, applying the skills within the activities to achieve personal success
Equality/Diversity opportunities	Discussion points were relevant about elite athletes, historical context of the sport covered. Both male and female Role models and the diversity of disability sport
Homework/Independent learning	Homework: • Compulsory attendance at least 1 extra curricular club. • Exam question work sheets and revision activities.
CIAG coverage/links	Referencing to careers related to the activities being covered as appropriate. Discussion regarding sports careers during fitness programmes Highlight school display.

YEAR 11 GCSE PRACTICAL

				Tues 6 Sept	Wed 7 Sept		Tues 20 Sept	Wed 21 Sept	Thurs 29 Sept	Tues 4 Oct	Wed 5 Oct		Tues 18 Oct	Wed 19 Oct		inurs 3 Nov	Tues 8 Nov	Wed 9 Nov		i des 22 nov	Wed 23 Nov	Thurs 1 Dec	Tues 6 Dec	Wed 7 Dec	Thurs 15 Dec	1 C	Tues 3 Jan Wed 4 Jan	wed 4 Jan Thurs 12 Jan	Tues 17 Jan	W/24 40 loss	Wed 16 Jan Thurs 26 Jan	Tiles 31 Jan		Wed 1 Feb	Thurs 9 Feb	Tues 21 Feb		Wed 22 Feb Thurs 2 March	Tues 7 March		Wed 8 March Thurs 16 March	T	i ues z i march	Wed 22 March	Thurs 30 March		Tues 18 April	Wed 19 April	Thurs 27 April	Tues 2 May	Wed 3 May	Thurs 11 May	Tues 16 May	Wed 17 May	Thurs 25 May
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