

Curriculum Map

Subject: PE 2021/2022

Overview

KS1 – Predominant focus on *introducing*; agility, balance and coordination; enjoyment of physical activity; recognising changes in the body during exercise. *Introduction* to rules & regulations and teamwork.

KS2 - *Development* of agility, balance and coordination; enjoyment of physical activity; recognising changes in the body during exercise; understanding of rules & regulations; and teamwork. *Introduction* to recognising tactics and also evaluating own and peer performances.

KS3 - Continued *development* of agility, balance and coordination; enjoyment of physical activity; recognising changes in the body during exercise; understanding of rules & regulations; and teamwork. *Developing* recognising tactics and also evaluating own and peer performances.

KS4 - *Mastery* of agility, balance and coordination; enjoyment of physical activity; recognising changes in the body during exercise; understanding of rules & regulations; teamwork; recognising tactics and also evaluating own and peer performances.

Relevance

KS1-4 - The curriculum from KS1-4 is designed to allow our students to access a wide variety of sport and physical activity experiences that could be reasonably accessed outside of school as well. For example, there are a number of local public facilities that support the involvement in a variety of sporting topic areas that we teach eg. Leisure center swimming pools, badminton courts etc.

GCSE PE – The OCR specification is weighted 60% exam based assessment, 40% non-exam based assessment, allowing for students to demonstrate their understanding and knowledge of PE through different approaches, meeting the needs of a variety of students.

Year	Activity 1 5 Weeks	Activity 2 5 Weeks	Activity 3 6 Weeks	Activity 4 6 Weeks	Activity 5 5 Weeks	Activity 6 5 Weeks	Activity 7 5 Weeks
EYFS	Development of motor skills, the importance of physical development and their all-round health, social and emotional well-being. Gross motor skills such as negotiating space and obstacles safely, demonstrating strength, balance and coordination when playing, and moving energetically (such as running, jumping, dancing and skipping) are prioritised.						
1	Games – Multi-Skills Movement – Dance and Gymnastics (Floor) and Gymnastics (apparatus)						Games – Multi-Skills Movement – Athletics
2	Games – Multi-Skills						Games – Multi-Skills

	Movement – Dance and Gymnastics (Floor) and Gymnastics (apparatus)			Movement – Athletics
3	Games – Multi-Skills Movement – Swimming and Dance	Games – Netball and Football Movement – Swimming and Gymnastics	Games – Racket Skills and Striking and Fielding and Tag Rugby Movement – Swimming and Athletics	
4	Games – Football and Basketball and Netball Movement – Swimming and Dance	Games – Tag Rugby and Racket Skills and Badminton Movement – Swimming and Gymnastics and Athletics	Games – Striking and Fielding Movement – OAA	
5	Games – Football and Netball and Basketball Movement – Swimming and Dance and Gymnastics	Games – Tag Rugby and Badminton Movement – Swimming and gymnastics and athletics	Games – Racket Skills and Striking and Fielding Movement – Swimming and Athletics and OAA	
6	Games – Football and Netball and Basketball Movement – Swimming and Dance and Gymnastics	Games – Tag Rugby and Badminton Movement – Swimming and gymnastics and athletics	Games – Racket Skills and Striking and Fielding Movement – Swimming and Athletics and OAA	
7	Games – Netball and Basketball Movement – Swimming and Dance	Games – Net/Wall and Football Movement – Swimming and Gymnastics	Games – Rounders and Rounders and Cricket Movement – Swimming and OAA and Athletics	
8	Games – Netball and Basketball Movement – Swimming and Dance	Games – Net/Wall and Football Movement – Swimming and Gymnastics	Games – Rounders and Tag Rugby and Cricket Movement – Swimming and OAA and Athletics	
9	Games – Netball and Basketball Movement – Swimming and Dance	Games – Net/Wall and Football Movement – Swimming and Gymnastics	Games – Rounders and Cricket and Tag Rugby Movement – Swimming and OAA and Athletics	
10	Each activity block, groups will rotate between the following - Swimming, Movement (gym, dance and fitness), Invasion Games (netball, football, tag rugby, hockey), Net/Wall (badminton, table tennis, volleyball, dodgeball), Fitness, Striking and Fielding, Athletics. GCSE PE - Applied Anatomy and Physiology, Physical Training. Practical lessons in Netball, Football, Swimming, Dance, Badminton, Athletics.			
11	Each activity block, groups will rotate between the following - Swimming, Movement (gym, dance and fitness), Invasion Games (netball, football, tag rugby, hockey), Net/Wall (badminton, table tennis, volleyball, dodgeball), Fitness, Striking and Fielding. GCSE PE - Socio Cultural Influences, Sports Psychology, Health, Fitness and Wellbeing. Analysing and Evaluating Performance Coursework. Practical lessons in Netball, Football, Swimming, Dance, Badminton, Athletics.			N/A

Diversity

KS1 – Lessons are co-educational and students are expected to take part in mixed gendered teams/ groups in all activities. Games lessons in KS1 are taught by external coaches, both of which are male, providing a sporting role model of a different gender for students in this key stage. We make a conscious effort to challenge misconceptions and stereotypes in sport and physical activity through discussions.

KS2 – Lessons are co-educational and students are expected to take part in mixed gendered teams/ groups in all activities. We make a conscious effort to challenge misconceptions and stereotypes in sport and physical activity through discussions.

KS3 & 4 - We have a number of displays in senior school celebrating females in sport; Careers in sport display depicting a number of successful women in a wide variety of sports-based careers; equality, diversity and inclusion in sport display; Women's football display in B3; Female cyclist display in B3. We make a conscious effort to challenge misconceptions and stereotypes in sport and physical activity through discussions.

GCSE PE - We ensure that a wide variety of names are used in example exam questions; We use a wide variety of sporting examples within topics that represent the diverse community in which we teach (eg. Both male and female sportspeople from a variety of races, backgrounds, religions, sexuality, disability etc), not only to allow our students to relate to those people used in examples, but also to develop an awareness of the breadth of people involved in sport; We make a conscious effort to challenge misconceptions and stereotypes in sport and physical activity through discussions.

Cultural Capital

KS1-4 – We have developed a number of theory-based lessons around sporting role models that are shared with students during winter months when physical PE lessons become disrupted by poor weather conditions, providing students with a wider appreciation for sport and physical activity in the news, current affairs, and in history. We encourage students to attend extra-curricular club to broaden their experiences in sport and physical activities and have a number of links established with external sports clubs and facilities to encourage participation outside of school.

GCSE PE – We make a conscious effort to involve students in discussions about current affairs in sport, linking recent events to relevant GCSE topics in discussions, and to encourage a deeper interest in sport and physical activity outside of their GCSE study. Lessons include recommendations for further learning opportunities (eg. Links to extended knowledge videos, recommendations for activities that can be completed outside of school).

Linguistic Development

KS1-4 - This is embedded in the day-to-day teaching across the primary phase in the following ways; Highlighting key words and phrases both verbally throughout lessons, and in display on whiteboards, wall display materials and resources. Use of subject specific terminology is modelled correctly eg. Stating badminton is played with a racket not a bat. Students are encouraged to share and discuss their personal lesson targets (from KPI displays) with peers and teacher in lessons.

GCSE PE - The meaning of Key words is discussed within questions and throughout topics; Emphasis on spelling correctly and use of subject specific terminology is modelled correctly; Students read out aloud text and questions regularly within lessons.