

KS3 Curriculum Map, rotation 1 - activities covered in line with the National Curriculum:

<u>Boys activities</u>	<u>National Curriculum</u>	<u>Girls activities</u>	<u>National Curriculum</u>
Cross country	Strand 4/5	Cross country	Strand 4/5
Football	Strand 1	HRF	Strand 4/5
Badminton	Strand 1	Netball	Strand 1
Table tennis (Y8/9)	Strand 1	Handball	Strand 1
Dance (Y7)	Strand 3	Football	Strand 1
Orienteering (OAA)	Strand 4	Hockey	Strand 1
Handball	Strand 1	Dance (Y7&8)	Strand 3
Volleyball (Y8)	Strand 1	Trampolining (Y9)	Strand 2
Basketball (Y7/9)	Strand 1	Touch Rugby	Strand 1
HRF	Strand 4/5	Badminton	Strand 1
Rugby Union	Strand 1	OAA	Strand 4
Athletics	Strand 2	Athletics	Strand 2
Cricket 1	Strand 1	Cricket	Strand 1
Softball 1	Strand 1	Rounders	Strand 1
		Trampolining (Y7&8)	Strand 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<i>Mock exams = lose SH</i>				
Girls Inside	(Y7) Baseline 4 lesson rotation Cross Country Fitness (gym)	Handball (sports hall) Football (all weather) and Hockey	Y 7 and 8 Dance (Gym) Y9 Trampolining (Gym)	Badminton (sports hall)	Athletics (track/field)	Y 7 and 8 Trampolining (Gym) Y 9 Rounders (grass)
Girls Outside	(Y7) Baseline 4 lesson rotation Cross Country Netball (yard)	Football and hockey (all weather) Handball (yard)	Tag Rugby (all weather)	OAA (grounds outside)	Athletics (track/field)	Y 7 and 8 Rounders and cricket (grass) Y9 Cricket (grass)
Boys Inside	(Y7) Baseline 4 lesson rotation Cross Country Badminton (sports hall)	Y7 Dance Y8/9 Table tennis (gym)	Y7 Basketball (sports hall) Y8 Volleyball Y9 Basketball and Volleyball	HRF (gym)	Athletics (track/field)	Cricket (grass)
Boys Outside	(Y7) Baseline 4 lesson rotation Cross Country Football (grass)	OAA (outside grounds)	Handball (yard)	Rugby (outside)	Athletics (track/field)	Softball (grass)

KS3 Curriculum Map - rotation 2 (girls teach in the sports hall in the first term)

Activities covered:

<u>Boys activities</u>	<u>Girls activities</u>
Cross country	Cross country
Football	Handball
HRF	Netball
Basketball (Y7/9)	Fitness

Volleyball (Y8)	Football
Orienteering (OAA)	Hockey
Handball	Touch Rugby
Badminton	Trampolining (Y9)
Table tennis (Y8/9)	Dance (Y7&8)
Dance	Badminton
Rugby Union	OAA
Athletics	Athletics
Cricket	Trampolining (Y7&8)
Softball	Rounders
	Cricket

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<i>Mock exams = lose SH</i>				
Girls Inside	(Y7) Baseline 4 lesson rotation Cross Country Handball (sports hall)	HRF (gym)	Y 7 and 8 Dance (Gym) Y9 Trampolining (Gym)	Badminton (Sports Hall)	Athletics (track/field)	Y 7 and 8 Trampolining (Gym) Y 9 Rounders (grass)
Girls Outside	(Y7) Baseline 4 lesson rotation Cross Country Netball (yard)	Football And hockey (all weather)	Rugby (all weather)	OAA Orienteering (outside)	Athletics (track/field)	Y 7 and 8 Rounders and Cricket (grass) Y9 Cricket (grass)
Boys Inside	(Y7) Baseline 4 lesson rotation Cross Country HRF (gym)	Y7/9 Basketball (sports hall) Y8 Volleyball Football (all weather)	Badminton (sports hall)	Y7 Dance Y8/9 Table Tennis (gym)	Athletics (track/field)	Cricket (grass)
Boys Outside	(Y7) Baseline 4 lesson rotation Cross Country Football (grass)	OAA Orienteering (outside)	Handball (yard)	Rugby (grass)	Athletics (track/field)	Softball (grass)

KS4 Curriculum Map (core) - rotation 1

	Term 1	Term 2	Term 3	Term 4	Term 5
		<i>Mock exams = lose SH</i>			
Girls Inside	Handball (sports hall)	Handball (sports hall)	HRF (gym)	HRF (gym)	Athletics (track/field)
Girls Outside	Netball (yard)	Netball (yard)	Football (all weather)	Football (all weather)	Athletics (track/field)
Boys Inside	Table tennis (gym)	Table tennis (gym)	Basketball (sports hall)	Basketball (sports hall)	Athletics (track/field)
Boys Outside	Football (grass)	Football (grass)	Handball (yard)	Handball (yard)	Athletics (track/field)

GCSE Physical Education Curriculum Map

	<u>Topic</u>	<u>Why is this delivered now?</u>	<u>Key skills / techniques practiced?</u>
Year 10 GCSE	<p><u>Component 1</u> <u>Anatomy and Physiology</u></p> <ul style="list-style-type: none"> -Structure and function of the skeletal system -Structure and function of the muscular system -Movement analysis -Cardio-respiratory systems -The effects of exercise on the body systems 	<p>Theoretical concepts in this topic follow on from the key terms developed KS3. Students then learn about fundamental body systems such as the cardiovascular system. They explore how the body functions during physical activity and adapts as a result of training. The sequence of topics allows a fluent transition from KS3 and gives them basic knowledge of anatomy and physiology which they need at the first instance of the course.</p>	<ul style="list-style-type: none"> -Factual content such as names of bones or muscles. -Recall skills developed.
	<p><u>Component 1</u> <u>Physical training</u></p> <ul style="list-style-type: none"> -Components of fitness and fitness testing -Applying the principles of training -Preventing injury in physical activity and training 	<p>Students then learn about the different components of fitness and also develop skills in data analysis (linked with fitness testing), and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results. This, coupled with the first topic, provides them with the knowledge to start their controlled assessment task.</p>	
	<p><u>Internal examinations</u></p> <p><u>Controlled Assessment Task</u></p> <p>AEP</p>	<p>Students sit an internal examination which covers the topics of ‘anatomy and physiology’ and ‘physical training’</p> <p>Students then have the fundamental knowledge to begin their AEP.</p>	

<p>Year 11 GCSE</p>	<p><u>Component 2 Sports Psychology</u></p> <ul style="list-style-type: none"> -Characteristics and classifications of skills -Goal setting -Mental preparation -Guidance and feedback <p><u>Controlled Assessment Task</u></p> <ul style="list-style-type: none"> -AEP <p><u>Mock examinations (December)</u></p>	<p>Students begin with Sports Psychology in Year 11; they have studied the course for a year and can apply their practical experiences to these topics. We feel this is the right time for students to study these new topics.</p> <p>Students also need to acquire and apply knowledge from some of these topics (such as goal setting for example) to complete their controlled assessment.</p> <p>Students sit an internal mock examination which is usually a GCSE past paper.</p>	
	<p><u>Health, Fitness and Well-being</u></p> <ul style="list-style-type: none"> -The relationship between health fitness and well-being -The consequences of a sedentary lifestyles -Diet and nutrition <p><u>GCSE PE Practical moderation preparation</u></p>	<p>Students learn the difference between the terms 'health' 'fitness' and 'well-being' and look at the impact that exercise has on them. This links well with introducing the subtopic of 'sedentary lifestyle' as it allows pupils to see the positive and negative consequences of exercise on our overall health. Students then learn about the concept of a balanced diet; the different food groups that make up a balanced diet and the impact that diet has on sporting performance.</p> <p>Staff and students make preparations for the practical moderation which usually takes place just before or after the Easter holidays.</p>	

	<p style="text-align: center;"><u>Component 2</u> <u>Socio-cultural influences</u></p> <p>-Engagement patters/influences across different social groups</p> <p>-Commercialisation of sport and physical activity</p> <p>-Ethical and socio-cultural issues in sport and physical activity</p>	<p>Students develop their knowledge of the social-cultural influences on levels of participation in sport, and also how sport impacts on society more broadly.</p> <p>The specific sub topics of engagement patterns also allows teachers to revisit data analysis shortly before their formal examinations.</p>	
	<p style="text-align: center;"><u>GCSE Physical Education examinations</u></p> <p>Component 1: Physical factors affecting performance</p> <p>Component 2: Socio-cultural issues and sports psychology</p> <p style="text-align: center;">May</p>		

GCSE PE also contains practical lessons. These usually take place once out of the five timetabled lessons across the two week school timetable. The delivery of this element of the course requires flexibility and can change year on year depending on the size and strengths and weaknesses of the cohort. The guide to delivering the NEA can be found:

<https://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment-gcse.pdf>