

# Curriculum Map

## CURRICULUM PATHWAY FOR Key Stage 3 Physical Education

Students will participate in a wide range of sports and physical activities throughout the academic year. Revisiting these sports yearly will deepen their knowledge, understanding and improve their performance and competence.

Assessment Framework	Year 7	Year 8	Year 9
	<p>Students will explore a variety of sports: football, netball, basketball, dodgeball, rugby, handball, hockey, OAA, athletics, gymnastics, dance, tennis, rounders, athletics and fitness.</p> <p>As a minimum expectation student's will:</p>	<p>Students will explore a variety of sports: football, netball, basketball, dodgeball, rugby, handball, hockey, OAA, athletics, gymnastics, dance, tennis, rounders, athletics and fitness.</p> <p>As a minimum expectation student's will:</p>	<p>Students will explore a variety of sports: football, netball, basketball, dodgeball, rugby, handball, hockey, OAA, athletics, gymnastics, dance, tennis, rounders, athletics and fitness.</p> <p>As a minimum expectation student's will:</p>

<p>Lead healthy, active lifestyles</p>	<ul style="list-style-type: none"> <li>• Understand how to exercise safely</li> <li>• Describe how their body feels during an activity</li> <li>• Give reasons why warming up is important</li> <li>• Give reasons why physical activity is good for health.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and apply basic safety principles in preparing for exercise</li> <li>• Describe what effects exercise has on their bodies and why it is important to health.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a board number of choices which help lead towards a balanced, active, and lifestyle.</li> <li>• Students are likely to participate in PE lessons along with a good amount of extra-curricular clubs as part of their weekly exercise</li> </ul>
<p>Develop competence to excel in a broad range of physical activities</p>	<ul style="list-style-type: none"> <li>• Copy, remember and repeat simple skills and actions with control and coordination</li> <li>• Link actions that suit activities</li> <li>• Select and use basic skills, actions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Link and apply basic skills, techniques and ideas accurately and appropriately</li> <li>• Attempt some complex skills and use them successfully on occasion</li> <li>• Show some precision, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Perform consistently well in a variety of activities</li> <li>• Demonstrate and applying a wide range of skills with precision, fluency and control Can adapt these to suit differing situations.</li> </ul>

<p>Use a range of tactics and strategies to overcome opponents in direct competition</p>	<ul style="list-style-type: none"><li>• Identify the difference between attack and defence in different activities</li><li>• Begin to show some understanding of simple tactics and basic compositional ideas.</li></ul>	<ul style="list-style-type: none"><li>• Understand tactics and composition</li><li>• Vary their response in defence and attack</li></ul>	<ul style="list-style-type: none"><li>• Able to plan and put into place strategies and tactics to improve performance and to review how well they worked.</li><li>• Respond effectively and imaginatively to changing circumstances as they come up during a performance.</li></ul>
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<p>Analyse and evaluate own performance and demonstrate improvement across a range of physical activities to achieve personal best</p>	<ul style="list-style-type: none"> <li>• Describe and comment on their own and other actions</li> <li>• Use this understanding to improve theirs and others performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and comment on skills, techniques and ideas used in their own and others work</li> <li>• Understand how to improve their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the full range of strengths and weaknesses in a performance.</li> <li>• Can rank performers with high level of accuracy and give highly detailed justification for their placement.</li> <li>• Can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements.</li> </ul>
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**CURRICULUM PATHWAY FOR Key Stage 4 Physical Education**

All students will participate in weekly core PE lessons in years 10 and 11 and be provided with an effort grade during the 3 assessment windows. Those students opting for an exam subject within Physical Education will be assessed through the criteria outlined below. BTEC Level 2 First Award in Sport.

<b>Qualification</b>	<b>Content to be covered</b>	<b>Assessment method</b>
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**BTEC Level 2  
First Award in  
Sport**

Unit 1: Fitness for Sport and Exercise.  
This unit is externally assessed and will focus on how sports performers achieve their best sporting performances.

Unit 2: Practical Performance in Sport.  
This unit focuses on developing and improving your own practical sports performance.

Unit 3: Applying the Principles of Personal Training.  
This unit is designed to improve your personal fitness and enhance your knowledge and understanding to be able to design a personal fitness training programme.

Unit 6: Leading Sports Activities.  
This unit introduces you to sports leadership, enabling you to start on the ladder of leadership and coaching, through delivering

Internally assessed assignments = 50% of the total course:

- Throughout this component students will be assessed through a variety of methods. This could include a written report containing an opportunity for extended writing, a blog, leaflet or a PowerPoint presentation.

External assessment = 25% of the total course:

- This component is assessed through a written assessment set and marked by Pearson. The external assessment will be 1 hour in length. The number of marks for the assessment is 50. The paper will contain several short and extended-answer questions that will assess learners' understanding of the training, nutrition and psychological factors that contribute to participant engagement in sport and activity.

Internally assessed (synoptic) assignment = 25% of the total course:

- Students will use their knowledge and understanding to apply their learning of FITT principles and principles of training, and considerations for safety to a designed and implemented fitness training programme.
- This component is designed to be synoptic (drawing together knowledge from the previous components) and taken near the end of the course.

components of  
sports sessions  
and whole activity  
sessions.

### **CURRICULUM PATHWAY FOR Key Stage 5 Physical Education**

Those students opting for an exam subject within Physical Education will be assessed through the criteria outlined below. BTEC Level 3 National Level 3 Extended Certificate in Sport.

<b>Qualification</b>	<b>Content to be covered</b>	<b>Assessment method</b>
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**BTEC  
National Level  
3 Certificate  
in Sport**

Unit 1: Anatomy and Physiology.  
This unit will focus on how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

Unit 2: Fitness Training and Programming for Health, Sport and Well-being.  
This unit will explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

Unit 3: Professional Development in the Sports Industry.  
This unit will explore the knowledge and skills required for different career pathways in the sports industry. You will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

Unit 4: Sports Leadership.  
This unit will focus on what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.

Internally assessed assignments = 50% of the total course:  
Throughout this component students will be assessed through a variety of methods. This could include a written report containing an opportunity for extended writing, a blog, leaflet or a PowerPoint presentation.

Two external assessments = 50% of the total course:  
Unit 1 is assessed through a written assessment set and marked by Pearson. The external assessment will be 1 hour 30 minutes in length. The number of marks for the assessment is 80. The paper will contain several short and extended-answer questions that will assess learners'

Unit 2 will be assessed through a written task worth 60 marks. The task is set and marked by Pearson. The task will assess learners' ability to interpret lifestyle factors and health screening data from a scenario and stimulus information in order to develop and justify a fitness training programme and nutritional advice based on these interpretations.