



## Curriculum Map 2024-25 – P.E. – All Activities subject to NGB Guidance



Our Curriculum is adapted to meet the needs of each group, allowing maximum participation and progression for all students.

TERM	CONTENT AND SKILLS						
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
AUTUMN	<p><b>Content:</b> Rugby Netball Basketball HRF Gymnastics</p> <p><b>Skills:</b> Introducing rules of games and developing technique to improve performance.</p> <p>Develop understanding of how the body works during exercise.</p> <p>Understand and apply the long-term health benefits of physical activity.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community</p>	<p><b>Content:</b> HRF Rugby Netball Basketball Gymnastics</p> <p><b>Skills:</b> Use a range of tactics and strategies to overcome opponents in competitive situations.</p> <p>Develop understanding of how fitness testing can help us plan for exercise in the future. Analyse how the results of testing can be used to individualise training programmes.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p><b>Content:</b> Rugby, Netball Health Related Fitness. Basketball Gymnastics</p> <p><b>Skills:</b> How different methods of training can help improve fitness levels and performance in competitive situations.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p><b>Content:</b> Core Range of activities in which overcoming opponents is the focus, including football, netball, rugby, hockey, basketball and badminton.</p> <p><b>Skills:</b> Use and develop a range of tactics and strategies to overcome opponents in team and individual activities</p> <p>Students will be encouraged to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p>	<p><b>Content:</b> Core Range of activities in which overcoming opponents is the focus, including football, netball, rugby, hockey, basketball and badminton.</p> <p><b>Skills:</b> Use and develop a range of tactics and strategies to overcome opponents in team and individual activities</p> <p>Students will be encouraged to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p>	<p><b>Content:</b> Applied anatomy and physiology Sport and society Evaluation and Analysis of Performance for Improvement (EAPI)</p> <p><b>Skills:</b> Identifying and analysing strengths and weaknesses of Skills</p>	<p><b>Content:</b> Biomechanics Contemporary issues in physical activity and sport Evaluation and Analysis of Performance for Improvement (EAPI)</p> <p><b>Skills:</b> Identifying and analysing strengths and weaknesses of Skills, Tactics and components of fitness. Identify a major weakness and develop an action plan to help improve this (weeks 1-6)</p>

	<p>links or sports clubs.</p> <p><b>Personal Development Strands:</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p>	<p><b>Personal Development Strands:</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p>	<p><b>Personal Development Strands:</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p> <p>Students will be able to name and locate the major bones and muscles of the body as a build up towards GCSE knowledge.</p>	<p><b>Personal Development Strands:</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p> <p><b>GCSE Content:</b></p> <p>1.2.a Comp of fitness</p> <p>1.2.a Comp of fitness (Comp Rm)</p> <p>1.2.b Training principles</p> <p>1.2.b Optimising training</p> <p>1.2.b Optimising training</p> <p>1.2.b Warm up &amp; Cool down</p> <p>1.2.c Prevention of injury</p> <p><b>Skills:</b></p> <p>Students will develop their knowledge and understanding of the components of fitness, applying these to practical scenarios and investigating how they are used by a variety of athletes.</p>	<p><b>Personal Development Strands:</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p> <p><b>GCSE Content:</b></p> <p>AEP task (Comp Rm)</p>		
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2.1.a Physical activity  
2.1.a Participation Rates  
2.1.b Commercialisation  
2.1.c Ethics in sport  
2.1.c Drugs in sport  
2.1.c Violence in sport

**Skills:**

Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness.  
Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle.

Learners will develop their knowledge and understanding of the structure and function of the cardiovascular system, using this to formulate key aspects of training regimes for athletes and recognising the impact the heart has on exercise.

<p>SPRING</p>	<p><b>Content:</b> Handball</p> <p>Football</p> <p>Hockey</p> <p>Dance</p> <p><b>Skills:</b></p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p> <p><b>Personal Development Strands:</b></p> <p>Physical Health and Fitness</p>	<p><b>Content:</b> Gymnastics</p> <p>Handball</p> <p>Football</p> <p>Hockey</p> <p>Dance</p> <p><b>Skills:</b></p> <p>Develop teamwork within competitive situations in order to outwit opponents.</p> <p>GCSE Trial (Theory and Practical), allowing students to gain an understanding of the GCSE course requirements.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p> <p><b>Personal Development Strands:</b></p>	<p><b>Content:</b> Core Handball, Hockey, Cross Country, Volleyball Dance</p> <p>Develop a range of tactics and strategies to overcome opponents in competitive situations.</p> <p><b>Skills:</b> Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p> <p><b>Personal Development Strands:</b></p>	<p><b>Content:</b> Core Health Related Fitness activities in which a healthy active lifestyle is promoted. These will include circuit training, aerobics, dance, HIIT training and skipping. Students will also compete in activities in which overcoming opponents is key, including handball and dodgeball, while still improving on personal fitness.</p> <p><b>Skills:</b> Key focus this term is on performance, promoting a healthy lifestyle and developing personal fitness.</p> <p>Students will be encouraged to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p> <p><b>Personal Development Strands:</b></p>	<p><b>Content:</b> Core Health Related Fitness activities in which a healthy active lifestyle is promoted. These will include circuit training, aerobics, dance, HIIT training and skipping. Students will also compete in activities in which overcoming opponents is key, including handball and dodgeball, while still improving on personal fitness.</p> <p><b>Skills:</b> Key focus this term is on performance, promoting a healthy lifestyle and developing personal fitness.</p> <p>Students will be encouraged to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p> <p><b>Personal Development Strands:</b></p>	<p><b>Content:</b> Sports psychology</p> <p>Sport and society</p> <p>Evaluation and Analysis of Performance for Improvement (EAPI)</p> <p><b>Skills:</b> Identifying and analysing strengths and weaknesses of Skills and Tactics</p>	<p><b>Content:</b> Contemporary issues in physical activity and sport</p> <p>Evaluation and Analysis of Performance for Improvement (EAPI)</p> <p><b>Skills:</b> Identifying and analysing strengths and weaknesses of Skills, Tactics and components of fitness. Identify a major weakness and develop an action plan to help improve this (weeks 7-12)</p>
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	<p><b>Mental Wellbeing</b> <b>Healthy Eating</b> <b>Health and Prevention</b> <b>Changing Adolescent Bodies</b></p>	<p><b>Physical Health and Fitness</b> <b>Mental Wellbeing</b> <b>Healthy Eating</b> <b>Health and Prevention</b> <b>Changing Adolescent Bodies</b></p>	<p><b>Physical Health and Fitness</b> <b>Mental Wellbeing</b> <b>Healthy Eating</b> <b>Health and Prevention</b> <b>Changing Adolescent Bodies</b></p> <p><b>Skills:</b> They will investigate commercialisation of physical activity and sport including sponsorship, along with the influences of the media. Finally they will investigate ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be examined along with reasons for player violence with practical examples in physical activities and sports.</p>	<p><b>Physical Health and Fitness</b> <b>Mental Wellbeing</b> <b>Healthy Eating</b> <b>Health and Prevention</b> <b>Changing Adolescent Bodies</b></p> <p><b>GCSE Content:</b> 1.1.a Location of major bones 1.1.a Functions/synovial joint 1.1.a Types of movement 1.1.a Other components of joints 1.1.b Location of major muscle groups 1.1.b The roles of muscle in movement  2.2 Characteristics of skilful movement 2.2 Classification of skill 2.2 Goal setting 2.2 Mental preparation 2.2 Types of guidance 2.2 Characteristics of skilful movement <b>Skills:</b> Students will examine and</p>	<p><b>Physical Health and Fitness</b> <b>Mental Wellbeing</b> <b>Healthy Eating</b> <b>Health and Prevention</b> <b>Changing Adolescent Bodies</b></p> <p><b>GCSE Content:</b> 2.3 Health, fitness and well-being 2.3 Diet and nutrition  1.1.d Aerobic and anaerobic exercise 1.1.e Short-term effects of exercise 1.1.e Short-term effects of exercise 1.1.e Long-term effects of exercise <b>Skills:</b> Students will develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system. They will be able to apply understanding of these effects to examples from a range of physical</p>		
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				analyse the impact the psychology of an athlete can have on performance. They will also investigate how the classification of skills impacts on the way the skill is learnt and developed.	activities and sports. Learners will be able to collect and use data in this section related to both short-term and long-term effects of exercise		
SUMMER	<p><b>Content:</b> Cricket</p> <p>Athletics</p> <p>Rounders</p> <p>Softball</p> <p>Tennis</p> <p>Analysis of performance – compare your performances with previous ones to achieve personal bests.</p> <p><b>Skills:</b> Appraise the performances of others, recognising strengths and discussing them with them.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community</p>	<p><b>Content:</b> Cricket</p> <p>Athletics</p> <p>Rounders</p> <p>Softball</p> <p>Tennis</p> <p>Analysis of performance – compare performances of yourself and peers with previous ones to achieve personal bests</p> <p><b>Skills:</b> Appraise the performances of others, recognising strengths and weaknesses and discussing them with them.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p><b>Content:</b> Core</p> <p>Range of activities in which students are encouraged to build upon previous performances and to achieve personal bests. The activities will include: athletics, rounders, softball, cricket and tennis.</p> <p><b>Skills:</b> Students will also be encouraged to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community</p>	<p><b>Content:</b> Core</p> <p>Range of activities in which students are encouraged to build upon previous performances and to achieve personal bests. The activities will include: athletics, rounders, softball, cricket and tennis.</p> <p><b>Skills:</b> Students will also be encouraged to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</p> <p>Students will be encouraged to continue to take part regularly in competitive sports and activities</p>	<p><b>Content:</b> GCSE Exam Preparation</p>	<p><b>Content:</b> Exercise physiology</p> <p>Sport and society</p> <p>Evaluation and Analysis of Performance for Improvement (EAPI)</p> <p><b>Skills:</b> Identifying and analysing strengths and weaknesses of Skills, Tactics and components of fitness</p>	

	<p>links or sports clubs.</p> <p><b>Personal Development Strands:</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Healthy Eating</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p>		<p>links or sports clubs.</p> <p><b>Personal Development Strands:</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Healthy Eating</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p>	<p>outside school through community links or sports clubs.</p> <p><b>Personal Development Strands:</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Healthy Eating</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p> <p><b>GCSE Content:</b></p> <p>1.1.c Lever systems &amp; Planes and axes</p> <p>1.1.b Movement Analysis</p> <p>1.1.d Cardiovascular system</p> <p>1.1.d Respiratory system</p> <p>1.1.d Aerobic and anaerobic exercise</p> <p><b>Skills:</b></p> <p>Students will use practical examples to develop their knowledge of the three classes of</p>			
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				<p>lever and will be able to use physical activities and sport to show where these levers might operate to produce movement. Learners will become aware of the mechanical advantage provided by levers in movement</p>			
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ASSESSMENT CALENDAR 2024-25							
TERM	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
<b>AUTUMN</b>	<p><b>Assessment 1: HRF – How The Body Works</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p> <p>Trial of Head, Heart, Hands assessment, focussing on students mental, personal and physical approach to P.E.</p>	<p><b>Assessment 1: HRF – Components of Fitness</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p>	<p><b>Assessment 1: HRF – Fitness Testing</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p>	<p><b>GCSE Assessment weighting: 60% Theory 40% Practical</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p> <p>Topic tests: Half term 1: Components of fitness Participation Rates Half Term 2: Ethics in sport The Muscular System</p>	<p><b>GCSE Assessment weighting: 60% Theory 40% Practical</b></p> <p>Students will be assessed in practical activities which they have chosen to use for their final exam, creating a summative assessment grade throughout the term.</p>	<p><b>Evaluation and Analysis of Performance for Improvement (EAPI)</b></p> <p>Students will complete a short answer (1-3 marks, middle length (4-8 marks) and work towards a 20 mark answer on a fortnightly basis, this will be based on progress through topic and topic length.</p> <p>End of term test.</p>	<p><b>Evaluation and Analysis of Performance for Improvement (EAPI)</b></p> <p>Students will complete a short answer (1-3 marks, middle length (4-8 marks) and a 20 mark answer on a fortnightly basis, this will be based on progress through topic and topic length.</p> <p>End of term test.</p>
<b>SPRING</b>	<p><b>Assessment 2: Rules and Gameplay</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p> <p>Trial of Head, Heart, Hands assessment, focussing on students mental,</p>	<p><b>Assessment 2: Rules and Gameplay</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p>	<p><b>Assessment 2: Rules and Gameplay</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p>	<p><b>GCSE Assessment weighting: 60% Theory 40% Practical</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p> <p>Topic tests: Half term 1: Sports Psychology 1 Half Term 2:</p>	<p><b>GCSE Assessment weighting: 60% Theory 40% Practical</b></p> <p>Students will be assessed in practical activities which they have chosen to use for their final exam, creating a summative assessment grade throughout the term.</p> <p>Topic tests: Half term 1:</p>	<p><b>Evaluation and Analysis of Performance for Improvement (EAPI)</b></p> <p>Students will complete a short answer (1-3 marks, middle length (4-8 marks) and work towards a 20 mark answer on a fortnightly basis, this will be based on progress through topic and topic length.</p>	<p><b>Evaluation and Analysis of Performance for Improvement (EAPI)</b></p> <p>Students will complete a short answer (1-3 marks, middle length (4-8 marks) and a 20 mark answer on a fortnightly basis, this will be based on progress through topic and topic length.</p>

	personal and physical approach to P.E.			Sports Psychology 2	Short Term Exercise Half Term 2: Long Term Exercise	End of term test.	End of term test.
<b>SUMMER</b>	<p><b>Assessment 3: Athletics – Performance Analysis of Another Performer</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p> <p>Trial of Head, Heart, Hands assessment, focussing on students mental, personal and physical approach to P.E.</p>	<p><b>Assessment 3: Performance Analysis of Another Performer</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p>	<p><b>Assessment 3: Performance Analysis of Another Performer</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p>	<p><b>GCSE Assessment weighting: 60% Theory 40% Practical</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p> <p>Topic tests: Half term 1: Cardiovascular and respiratory system</p> <p>Movement Analysis Half Term 2: Mock Exams</p>		<p><b>Evaluation and Analysis of Performance for Improvement (EAPI)</b></p> <p>Students will complete a short answer (1-3 marks, middle length (4-8 marks) and work towards a 20 mark answer on a fortnightly basis, this will be based on progress through topic and topic length.</p> <p>Mock Exam</p>	
				<p>Progression of Assessment:</p> <p>Topic tests will be marked /25 for the topic that has been covered that term.</p> <p>Scaffolding will be removed, with guidance on AO1,2 and 3 as a reminder to</p>	<p>Progression of Assessment:</p> <p>Topic tests will be marked /25 for the topic that has been covered that term.</p> <p>Time limits will be placed on tests, descending in time to represent need for 1 mark/ 1</p>		

				<p><b>students in the paper.</b></p> <p><b>Tests will also have elements of previous topics to allow reminders of past content and links.</b></p>	<p><b>minute in exam conditions.</b></p> <p><b>Tests will also have elements of previous topics to allow reminders of past content and links.</b></p>		
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