

KS3 Physical Education Curriculum Mapping

Year 7						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Netball, football, fitness, gymnastics, fitness, rugby, trampolining, basketball			Athletics, Rounders, Tennis, Cricket, Gymnastics, Trampolining, Football, Hockey,		
Knowledge and skills (Content)	<p><u>Team sports/activities</u> To build on fundamental skills required to perform at maximum levels. To develop the use of basic principles relating to attack and defence.to develop physical literacy and body movement competence.</p> <p><u>Individual sports/activities</u> To introduce health and safety of individual sports. Introduce core skills with sequences. To gain an understanding of the importance of warm up and cool down, health benefits of being physically active.</p>			<p>To build on fundamental skills required to perform at maximum levels. (Team) To develop the use of basic principles relating to attack and defence.to develop physical literacy and body movement competence. To introduce health and safety of individual sports. Introduce core skills with sequences. To gain an understanding of the importance of warm up and cool down, health benefits of being physically active. To replicate and improve core skills in batting, bowling and fielding. To accurately replicate running, jumping and throwing skills for athletic events, showing an improvement in performance. To develop the replication of core skills needed to outwit opponents.</p>		
Assessment	<p><u>Formative assessment</u> Verbal, written and peer feedback provided throughout each lesson and skills learnt</p> <p><u>Summative assessment</u> carried out in final two lessons of sporting block. Focus of assessment is skill in non-competitive situations and the level of consistency. Higher ability students will begin to demonstrate skills in a conditioned game.</p>			<p>Formative assessment throughout a four-week sporting block. Summative assessment carried out in final two lessons of sporting block. Focus of assessment is skill in non-competitive situations and the level of consistency. Higher ability students will begin to demonstrate skills in a conditioned game. Athletics – records of improved performance.</p>		
Cross Curricular Links	<p>Science – importance of healthy and active lifestyle on the body. Location and names of bones and muscles. Basic exploration of cardio vascular and respiratory system before, during and after exercise. Peer and self-assessment using whiteboards and self-assessment tools.</p>			<p>Science – importance of healthy and active lifestyle on the body. Location and names of bones and muscles. Basic exploration of cardio vascular and respiratory system before, during and after exercise. Peer and self-assessment using whiteboards and self-assessment tools.</p>		
SMSC, British Values, Cultural Capital	<p>Working effectively as part of a team. Developing positive values such as sportsmanship, gamesmanship, respect and fair play. Communication, team work, respect and belief.</p>			<p>Working effectively as part of a team. Developing positive values such as sportsmanship, gamesmanship, respect and fair play. Communication, team work, respect and belief.</p>		
CEIAG	<p>Understanding of effective verbal communication, working as part of a team, leadership skills and problem solving.</p>			<p>Understanding of effective verbal communication, working as part of a team, leadership skills and problem solving.</p>		
Learning outside the classroom	<p>Offering extra-curricular clubs to further develop skills. Offering opportunity to play fixtures and competitions against other schools.</p>			<p>Offering extra-curricular clubs to further develop skills. Offering opportunity to play fixtures and competitions against other schools.</p>		
Community Links	<p>Stockport Volleyball Club coach running weekly session to pupils. Congleton Bears rugby coach to teach some lessons and run extra-curricular sessions. Trampoline coach running a weekly session.</p>			<p>Congleton tennis club Sports trips e.g. watersports, football and netball tour. Trips to Manchester united etc. Athletics events – south Cheshire events, Macc league.</p>		

Year 8						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Netball, Trampolining, Rugby, Football, Gymnastics, Fitness, Basketball, Table tennis and Hockey.			Tennis, Cricket, Rounders, Athletics, Hockey, Table tennis, Trampolining and Gymnastics.		
Knowledge and skills (Content)	<p><u>Individual sports/activities</u> Exploring core skills previously learnt and creating combinations linking movements together. Developing control and refining performance outcomes. Demonstrating creativity and characteristics of skills through fluency and efficiency. To further develop the ability to warm up efficiently and understanding of the importance of being physically active.</p> <p><u>Team sports/activities</u> To develop strategies to outwit opponents in game situations through attacking and defending. To ensure students select the appropriate core skills to outwit an opponent dependent on the situation. To gain a further understanding of rules, regulations and positions that underpin the game.</p>			<p><u>Individual sports/activities</u> To develop confidence with movements and demonstrate the ability to score and officiate games. To further develop core skills, adapting these in various racquet and striking and fielding sports – understanding of how some skills cross over. Improve personal bests in relation to speed, height, distance and accuracy.</p> <p><u>Team sports/activities</u> To improve confidence in movement and test mental capacity through scoring and officiating games. To gain a further understanding of rules, regulations and positions that underpin the game.</p>		
Assessment	<p><u>Formative</u> Verbal, written and peer feedback provided throughout each lesson and skills learnt.</p> <p><u>Summative</u> Carried out over last two lessons of each sport through looking at outwitting opponents during attacking and defending phases.</p>			<p><u>Formative</u> Verbal, written and peer feedback provided throughout each lesson and skills learnt.</p> <p><u>Summative</u> Carried out over last two lessons of each sport through looking at outwitting opponents during attacking and defending phases.</p>		
Cross Curricular Links	<p>Numeracy skills – score keeping, timing etc.</p> <p>Literacy skills – peer and self-assessment using whiteboards/feedback sheets.</p> <p>Science – health related fitness, muscle groups, effects of exercise etc.</p>			<p>Numeracy skills – score keeping, timing etc.</p> <p>Literacy skills – peer and self-assessment using whiteboards/feedback sheets.</p> <p>Science – health related fitness, muscle groups, effects of exercise etc.</p>		
SMSC, British Values, Cultural Capital	<p>Understanding the importance of fair play and sportsmanship.</p> <p>Shaking hands at the end of small sided games.</p> <p>Working effectively as part of a team – taking on a leadership role.</p> <p>Showing resilience through small sided games e.g. persevering while losing.</p>			<p>Understanding the importance of fair play and sportsmanship.</p> <p>Shaking hands at the end of small sided games.</p> <p>Working effectively as part of a team – taking on a leadership role.</p> <p>Showing resilience through small sided games e.g. persevering while losing.</p>		
CEIAG	<p>Teamwork</p> <p>Leadership through being a team captain or leading a warm up. Discussions on what makes a good leader and how this would help in future careers.</p> <p>Develop characteristics which support high achieving students in the curriculum and in careers such as: social skills, communication, resourcefulness, innovation and resilience</p>			<p>Teamwork</p> <p>Leadership through being a team captain or leading a warm up. Discussions on what makes a good leader and how this would help in future careers.</p> <p>Develop characteristics which support high achieving students in the curriculum and in careers such as: social skills, communication, resourcefulness, innovation and resilience</p>		
Learning outside the classroom	<p>Encouraging students to participate in extracurricular activities and sports clubs outside of school.</p> <p>Involvement in sports fixtures</p> <p>Sports trips e.g. watersports, football and netball tour. Trips to Manchester united etc.</p>			<p>Encouraging students to participate in extracurricular activities and sports clubs outside of school.</p> <p>Involvement in sports fixtures</p> <p>Sports trips e.g. watersports, football and netball tour. Trips to Manchester united etc.</p> <p>Athletics events - south Cheshire events, Macc league etc.</p>		
Community links	<p>Volleyball coach through Stockport volleyball club</p> <p>Rugby coach through Congleton rugby club</p> <p>Trampolining coach</p>			<p>Communication with Congleton tennis club.</p>		

Year 9						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Netball, Trampolining, Rugby, Football, Gymnastics, Fitness, Basketball, Table tennis, hockey, badminton and handball.			Tennis, Cricket, Rounders, Athletics, Hockey, Table tennis, Trampolining, Gymnastics and badminton.		
Knowledge and skills (Content)	<p><u>Individual sports/activities</u> To develop the use of core skills and techniques individually and in combination with other link movements focusing on the control and aesthetics. To develop an ability to evaluate and assess movements and sequences to produce refined outcomes. Confidently demonstrate the essential elements of attack and defence in competitive situations.</p> <p><u>Team sports/activities</u> To focus on developing, implementing and refining team game plans to outwit opponents. Students will be expected to use core skills, replicate them in different competitive situations to achieve an outcome. To show full understanding of games rules and analysis of performance and take a leadership role.</p>			<p><u>Individual sports/activities</u> To develop the use of core skills and techniques individually and in combination with other link movements focusing on the control and aesthetics. To develop an ability to evaluate and assess movements and sequences to produce refined outcomes. Confidently demonstrate the essential elements of attack and defence in competitive situations.</p> <p><u>Team sports/activities</u> To focus on developing, implementing and refining team game plans to outwit opponents. Students will be expected to use core skills, replicate them in different competitive situations to achieve an outcome. To show full understanding of games rules and analysis of performance and take a leadership role.</p>		
Assessment	<p><u>Formative</u> Verbal, written and peer feedback provided throughout each lesson and skills learnt.</p> <p><u>Summative</u> Carried out over last two lessons of each sport through looking at outwitting opponents during attacking and defending phases.</p>			<p><u>Formative</u> Verbal, written and peer feedback provided throughout each lesson and skills learnt.</p> <p><u>Summative</u> Carried out over last two lessons of each sport through looking at outwitting opponents during attacking and defending phases.</p>		
Cross Curricular Links	Numeracy skills – score keeping, timing etc. Literacy skills – peer and self-assessment using whiteboards/feedback sheets. Science – health related fitness, muscle groups, effects of exercise etc. ICT – use of technology to analyse performance			Numeracy skills – score keeping, timing etc. Literacy skills – peer and self-assessment using whiteboards/feedback sheets. Science – health related fitness, muscle groups, effects of exercise etc. ICT – use of technology to analyse performance		
SMSC, British Values, Cultural Capital	Reflection on own performance outlining strengths and areas for improvement. Leadership – effectively lead warm up, team tactics etc. Evaluation of others performances			Reflection on own performance outlining strengths and areas for improvement. Leadership - effectively lead warm up, team tactics etc Evaluation of others performances		
CEIAG	Teamwork Leadership through being a team captain or leading a warm up. Discussions on what makes a good leader and how this would help in future careers. Develop characteristics which support high achieving students in the curriculum and in careers such as: social skills, communication, resourcefulness, innovation and resilience			Teamwork Leadership through being a team captain or leading a warm up. Discussions on what makes a good leader and how this would help in future careers. Develop characteristics which support high achieving students in the curriculum and in careers such as: social skills, communication, resourcefulness, innovation and resilience		
Learning outside the classroom	Encouraging students to participate in extracurricular activities and sports clubs outside of school. Involvement in sports fixtures Sports trips e.g. watersports, football and netball tour. Trips to Manchester united etc.			Encouraging students to participate in extracurricular activities and sports clubs outside of school. Involvement in sports fixtures Sports trips e.g. watersports, football and netball tour. Trips to Manchester united etc. Athletics events – south Cheshire events, Macc league etc.		
Community links	Volleyball coach through Stockport volleyball club Rugby coach through Congleton rugby club Trampolining coach			Communication with Congleton tennis club.		