

## KS4 Physical Education Curriculum Mapping

Year 10 & 11 Core PE						
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Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	Netball, football, fitness, Badminton, trampolining, basketball, Table tennis			Athletics, Rounders, Tennis, Cricket, Trampolining, Football, Hockey,		
<b>Knowledge and skills (Content)</b>	<p><u>Team sports/activities</u> To use skills learnt in KS3 to play in more competitive situations, using knowledge learnt to lead own warm ups to their group and have the knowledge to umpire/ referee games.</p> <p><u>Individual sports/activities</u> To use the time in core PE to ensure they are staying fit and healthy and developing life passion for a healthy lifestyle both physically and mentally.</p>			<p>To use skills learnt in KS3 to play in game situation in a competitive manner, using knowledge learnt to perform and understand the importance of warm up's and cool downs. Students will umpire or referee their own matches/games to develop knowledge of the game further.</p> <p>Students to enjoy core a PE with individual sports on offer including fitness to further their enjoyment and understanding of lifelong participation and keeping healthy. Develop the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an individually appropriate throughout life</p>		
<b>Assessment</b>	<p><u>Formative assessment</u> Verbal, written and peer feedback provided throughout each lesson and skills learnt</p> <p><u>Summative assessment</u> Termly assessment of ATL.</p>			Formative assessment throughout a four-week sporting block. Summative assessment carried out end of each term for data points. Focus of assessment of ATL on students' attitude in each lesson and involvement in both practical participation, leading and umpiring/refereeing.		
<b>Cross Curricular Links</b>	Science – importance of healthy and active lifestyle on the body. English- reading rules & Regulations of the game. Leadership- organising teams and warm ups & cool downs during lesson.			Science – importance of healthy and active lifestyle on the body. English- reading rules & Regulations of the game. Leadership- organising teams and warm ups & cool downs during lesson.		
<b>SMSC, British Values, Cultural Capital</b>	Working effectively as part of a team. Developing positive values such as sportsmanship, gamesmanship, respect and fair play. Communication, team work, respect and belief.			Working effectively as part of a team. Developing positive values such as sportsmanship, gamesmanship, respect and fair play. Communication, team work, respect and belief.		
<b>CEIAG</b>	Understanding of effective verbal communication, working as part of a team, leadership skills and problem solving. Importance of healthy lifestyle			Understanding of effective verbal communication, working as part of a team, leadership skills and problem solving. Importance of healthy lifestyle.		
<b>Learning outside the classroom</b>	Offering extra-curricular clubs to further develop skills. Offering opportunity to play fixtures and competitions against other schools. Understanding how to use sport to help with stress management in other subjects.			Offering extra-curricular clubs to further develop skills. Offering opportunity to play fixtures and competitions against other schools. Understanding how to use sport to help with stress management in other subjects.		
<b>Community Links</b>	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.			Congleton tennis club Sports trips e.g. watersports, football and netball tour. Trips to Manchester united etc. Athletics events – south Cheshire events, Macc league.		

Year 10 & 11 GCSE OCR						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	Theory: Health fitness and well-being, sport psychology, socio-cultural Practical: Netball, Trampolineing, Rugby, Football, Gymnastics, Fitness, Basketball, Table tennis and Hockey. These will differ depending on which sports the current cohort are taking part in.			Theory: Physical training, Anatomy and physiology. AEP coursework. Practical: Tennis, athletics, cricket. These will differ depending on which sports the current cohort are taking part in.		
<b>Knowledge and skills (Content)</b>	<u>Team/Individual sports</u> Practical: Exploring core skills and advance skills for chosen sport for in house activities working in skills required for chosen activities. Including fitness to meet the physical demands for each sport. Gather video evidence throughout the year to help support grades given and for those activities that are off site. <u>Theory</u> Explore participation levels and the trends with them. Understand the importance of components of fitness and how these help sports performers. Knowledge of healthy lifestyle, fitness, health, well-being & diet. Look at behavior in sport and why some performance may use gamesmanship or deviance in sport.			<u>Team/Individual sports</u> Practical: Exploring core skills and advance skills for chosen sport for in house activities working in skills required for chosen activities. Including fitness to meet the physical demands for each sport. Gather video evidence throughout the year to help support grades given and for those activities that are off site. <u>Theory</u> knowledge and understanding of how the body works, muscles, bones, movement, cardio and respiratory systems. AEP: using knowledge learnt in theory lessons to develop a piece of coursework about a chosen sport and developing a performing in this sport.		
<b>Assessment</b>	<u>Formative</u> Verbal, written and peer feedback provided throughout each lesson and skills learnt. Practice moderation days to grade performance.  <u>Summative</u> Carried out through year 10 & 11, using both skills shown in lesson, in competitive situation and video evidence provided by the student.			<u>Formative</u> Verbal, written and peer feedback provided throughout each lesson and skills learnt. Practice moderation days to grade performance.  <u>Summative</u> Carried out through year 10 & 11, using both skills shown in lesson, in competitive situation and video evidence provided by the student. Final grade given on interchange before moderation day.		
<b>Cross Curricular Links</b>	Numeracy skills – score keeping, timing etc. looking at data on graphs to analysis. Literacy skills – peer and self-assessment using whiteboards/feedback sheets, unit tests. Science – health related fitness, muscle groups, effects of exercise, levers cardio and respiratory system. Psychology- looking at sporting behaviour			Numeracy skills – score keeping, timing etc. looking at data on graphs to analysis. Literacy skills – peer and self-assessment using whiteboards/feedback sheets, unit tests. Science – health related fitness, muscle groups, effects of exercise, levers cardio and respiratory system. Psychology- looking at sporting behaviour.		
<b>SMSC, British Values, Cultural Capital</b>	Understanding the importance of fair play and sportsmanship. Shaking hands at the end matches respecting the referee or umpire's decisions. Working effectively as part of a team – taking on a leadership role. Showing resilience through competitive matches e.g. persevering while losing. Looking at discrimination in sport and the impact that has on participation. The importance of fair play in sport			Understanding the importance of fair play and sportsmanship. Shaking hands at the end matches respecting the referee or umpire's decisions. Working effectively as part of a team – taking on a leadership role. Showing resilience through competitive matches e.g. persevering while losing. Looking at discrimination in sport and the impact that has on participation. The importance of fair play in sport		
<b>CETIAG</b>	Teamwork during game situations 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. Understanding what job opportunities there are within taking GCSE PE.			Teamwork during game situations 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. Understanding what job opportunities there are within taking GCSE PE.		
<b>Learning outside the classroom</b>	Encouraging students to participate in extracurricular activities and sports clubs outside of school Involvement in sports fixtures students that are taking sports for assessment that are off site to gather as much video evidence of core, advance skills in isolation and showing them in a competitive situation. Sports trips e.g. watersports, football and netball tour. Trips to Manchester united etc. visiting other schools & athletics track to gather video evidence to help support grades.			Encouraging students to participate in extracurricular activities and sports clubs outside of school Involvement in sports fixtures students that are taking sports for assessment that are off site to gather as much video evidence of core, advance skills in isolation and showing them in a competitive situation. Sports trips e.g. watersports, football and netball tour. Trips to Manchester united etc. visiting other schools & athletics track to gather video evidence to help support grades.		
<b>Community links</b>	Rugby coach through Congleton rugby club Trampolineing coach			Communication with Congleton tennis club. Communication with south Cheshire to arrange athletics events. Links with other schools involved with OCR for moderation days.		

Sports Studies year 10 & 11						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	Theory: R052: Developing sports skills Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities R051: Contemporary issues in sport Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment. Practical: Netball, Trampolining, Rugby, Football, Gymnastics, Fitness, Basketball, Table tennis, hockey, badminton and handball. Sports will depend on what they are taking for their assessment.			Theory: R054: Sport and the media Students explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. They look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport. R053: Sports leadership Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance Practical: Tennis, Cricket, Rounders, Athletics, Hockey, Table tennis, Trampolining, Gymnastics and badminton. Sports will depend on what they are taking for their assessment.		
<b>Knowledge and skills (Content)</b>	<u>Individual sports/activities</u> Exploring core skills and advance skills for chosen sport for in house activities working in skills required for chosen activities. Including fitness to meet the physical demands for each sport. Gather video evidence throughout the year to help support grades given and for those activities that are off site. <u>Theory</u> Understand participation levels, why these differ in different social groups, eg discrimination in sport. Understand the barriers within sport.			<u>Individual sports/activities</u> Exploring core skills and advance skills for chosen sport for in house activities working in skills required for chosen activities. Including fitness to meet the physical demands for each sport. Gather video evidence throughout the year to help support grades given and for those activities that are off site. <u>Theory</u> To understand the impact media has on sport the advantages and disadvantages of media. Understanding how to deliver a session.		
<b>Assessment</b>	<u>Formative</u> Verbal, written and peer feedback provided throughout each lesson and skills learnt.  <u>Summative</u> Exam and coursework. practical teacher assessed			<u>Formative</u> Verbal, written and peer feedback provided throughout each lesson and skills learnt.  <u>Summative</u> Exam and course work. Practical teacher assessed		
<b>Cross Curricular Links</b>	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		
<b>SMSC, British Values, Cultural Capital</b>	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		
<b>CEIAG</b>	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		
<b>Learning outside the classroom</b>	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.		
<b>Community links</b>	Volleyball coach through Stockport volleyball club Rugby coach through Congleton rugby club Trampolining coach			Communication with Congleton tennis club. Trampolining coach		