

## KS5 Physical Education Curriculum Mapping

Year 12 & 13 BTEC						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	Anatomy and Physiology, fitness training and programming for health, sport and well-being			Applications of fitness testing.		
<b>Knowledge and skills (Content)</b>	<p>Anatomy and Physiology- demonstrate the body system, structures, functions of body system. Demonstrate understanding of each body system, short/long term effects. Analysis exercise and sports movement short/long term effects. Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movement. Cardiovascular/muscular/respiratory systems and energy systems.</p> <p>Knowledge of effects of lifestyle, nutritional requirements and training methods. Screening information, lifestyle questionnaires, health monitoring tests . Evaluate qualitative and quantitative data, develop fitness training programme with appropriate justification. Professional development in sports industry , understanding the career and job opportunity in sport, explore own skills using a skills audit to inform career development action plan. Undertake a recruitment activity to demonstrate the process that can lead to a successful job offer in selected career pathway. Reflect on the recruitment and selection process and your individual performance.</p>			<p>Applications of fitness testing: understand the principle of fitness training, explore fitness for different components of fitness, explore fitness testing for different components of fitness and undertake evaluation and feedback of fitness test results.</p> <p>Sports leadership: Understanding the roles, qualities and characteristics of an effective sports leader. Examine the importance of psychology factors and their link with effective leadership. Explore an effective leadership style when leading a team during sport and exercise activities.</p> <p>Coaching for performance: investigate the skills, knowledge, qualities and best practice of performance coaches. Explore practices used to develop skills, techniques and tactics for performance. Demonstrate effective planning of coaching for performance. Explore the impact of coaching for performance.</p> <p>Undertake the planning, promotion and delivery of a sports event review the planning, promotion and delivery of a sports performance.</p> <p>Investigate how different sports events are planned, Develop a proposal of a sports event.</p>		
<b>Assessment</b>	<p><u>Formative assessment</u> Verbal, written and peer feedback provided throughout each lesson and skills learnt. Seen exam and written exam.</p> <p><u>Summative assessment</u> Exam and coursework assessment. .</p>			<p><u>Formative assessment</u> Verbal, written and peer feedback provided throughout each lesson and skills learnt. Seen exam and written exam.</p> <p><u>Summative assessment</u> Exam and coursework assessment. .</p>		
<b>Cross Curricular Links</b>	Science – importance of healthy and active lifestyle on the body, how the body works . English- extended reading for energy systems. Further research for sports industry .			Science – importance of healthy and active lifestyle on the body, how the body works . English- extended reading for energy systems. Further research for sports industry .		
<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. Understanding of opportunities within in sport.			Working effectively as part of a team. Developing positive values such as sportsmanship, gamesmanship, respect and fair play whilst leading coaching sessions.		
<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 sixth from enrichment programs, sports leaders, netball and football league games.			Offering sixth from enrichment programs, sports leaders, netball and football league games.		
<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 12 & 13 A Level						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)

<b>Topic(s)/ Subjects(s)</b>	Theory: joints & movement, muscle contractions, cardiovascular & respiratory functions. Energy for Exercise and environmental effects on the body, Injury and biomechanics, training methods. -Understanding of Adenosine Triphosphate (ATP) Practical : This will depend on each individual performer to compete outside of school	Theory: skill acquisition, sports psychology, Ethics and deviance in sport, commercialisation and media, routes into sporting excellence and the impact of technology. Practical: moderation day
<b>Knowledge and skills (Content)</b>	<u>Team/Individual sports</u> Each student will be required to play their chosen sport in a competitive situation, showing core and advance skills, knowledge of the rules and regulations of their sport. Theory: Knowledge on their body, how sport impacts the body and fitness, functions of the body. Looking at how the body moves, training methods.	<u>Team/Individual sports</u> Each student will be required to play their chosen sport in a competitive situation, showing core and advance skills, knowledge of the rules and regulations of their sport. Theory: skills required for sport performers, what impact the media has on sport today with the use of technology in competition. Students need to understand different routes within a career within sport.
<b>Assessment</b>	<u>Formative</u> Verbal, written and peer feedback provided throughout each lesson, mini unit tests to check knowledge and understanding  <u>Summative</u> Unit test, Mock exams, coursework feedback.	<u>Formative</u> Verbal, written and peer feedback provided throughout each lesson and skills learnt. Practice moderation days to grade performance.  <u>Summative</u> End of study exam, practical moderation day.
<b>Cross Curricular Links</b>	. Literacy skills – peer and self-assessment using whiteboards/feedback sheets, unit tests. Extended reading tasks. Research tasks. Science – health related fitness, muscle groups, effects of exercise, levers cardio and respiratory system, energy systems. Psychology- looking at sporting behaviour IT- Technology in sport, media	. Literacy skills – peer and self-assessment using whiteboards/feedback sheets, unit tests. Extended reading tasks. Research tasks. Science – health related fitness, muscle groups, effects of exercise, levers cardio and respiratory system, energy systems. Psychology- looking at sporting behaviour IT- Technology in sport , media
<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.	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. Technology in sport, what impact this has on players and the game.
<b>CEIAG</b>	Teamwork during game situations Working in small groups for research tasks and presentations. 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. Analysing performance Develop characteristics which support high achieving students in the curriculum and in careers such as: social skills, communication, resourcefulness, innovation and resilience. Understanding discrimination in sport.	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, need to be playing competitively for moderations Involvement in school enrichment such as netball, football or the sports leadership program. 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, need to be playing competitively for moderations Involvement in school enrichment such as netball, football or the sports leadership program. 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 Trampolining coach College netball and football Primary events	Communication with Congleton tennis club. Trampolining Primary events (eg town sport)