

PHYSICAL EDUCATION CURRICULUM MAP



Our subject vision:

ASPIRATION

We believe in the intrinsic joy of activity – of moving and the power of physical education. We intend to equip all students with the confidence, knowledge, skills and understanding needed to access a healthy and active lifestyle throughout their lives.

Knowledge

In Physical Education we learn how to move and why movement should be an integral part of our lives, at whatever level, regardless of prior attainment. We commit time to enjoy learning in a variety of activity areas which are relevant to UK society.

Skills

Students will learn how to develop in a variety of sport specific physical skills and at KS4 will have the opportunity to choose a recreational learning pathway or a more competitive alternative approach.

Understanding

At the end of their Fitzharrys experience students will be equipped to make their own activity choices. They will have been taught over the five years the 'hands', 'head' and heart concepts:

- **Hands** – Physical ability, fitness levels, competition, technique, tactics and problem solving.
- **Head** – Knowledge, understanding, analysis, feedback, responsibility and rules.
- **Heart** – Communication, respect, leadership, resilience, effort and confidence.

These concepts form the new focus of physical education nationally. They will be suitable for the young person moving from school into the wider world and we aim that their time with us will enable them to be healthy, active citizens.

OPPORTUNITY

Within and beyond the classroom

In PE lessons, all students will encounter a wide variety of challenges that promote the concept of a healthy active lifestyle. PE staff at Fitzharrys have positive and engaging relationships with our students and as a result we can accurately direct students to opportunities beyond the classroom:

- In school lunchtime clubs – semi competitive
- After school competitive clubs – major games and activities
- Personal health and fitness – use of Fitness Suite
- Community sports club links and directing students to these

PHYSICAL EDUCATION CURRICULUM MAP



INTEGRITY

Knowledge

Learning across the key stages provides a wide experience of concepts, rules and activity expectations. Students learn about different environmental demands in a variety of ways, following a sequential programme that is dictated by the seasons and by a rolling calendar of healthy yet competitive events.

Skills

Students are given the means and opportunity to express themselves and explore more complex skills and techniques. Consideration of emotional needs, empathy and positivity is explicitly taught. Student's engage with each other in a direct way in Physical Education and they are highly challenged in a range of circumstances. Student Voice has a real relevance with us and there are always opportunities for student groups to suggest their preferred extra curricular pathway. Within and beyond the classroom, students are taught to work independently and in groups.

Understanding

Students demonstrate their character development through their increasing ability to apply their gained knowledge and understanding to their mature practical performance and conceptual development. They increasingly apply their skills and effort in an impressive, adult way.

How this document works:

This Curriculum Map will show you everything we do in Physical Education. It shows the learning journey from year 7 to year 11 and beyond.

At each point it will show you what is covered and how it will be assessed. Click on each topic and it will automatically take you to an explanation of why we learn it.

If you have any further questions, contact Matt Haycocks, Head of PE:

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SUBJECT CURRICULUM MAP: KS3



Athletic Activities

Head - Students will be able to use subject specific terminology to explain the different demands of various events. Hands - They will demonstrate good technique in chosen events and be able to plan appropriate warm ups for those events. Head - Students will know how to use their initiative to take corrective action in order to increase chances of success. Heart - This work will coincide with Sports Day when students will have the opportunity to shine in a competitive environment. Head - To reflect the maturity and self regulation of Year 9 students, they will have access to the fitness suite and work on specified, personal programmes. Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

Strike and Field

Head – In small sided games students will learn how to make effective decisions in order to improve their success chances. They will show more consistency in competitive situations with their techniques and be able to discuss simple tactics. They will be able to identify their own and other strengths and areas which require development. Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

K
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4

Net Games

Students will select and apply a variety of shots in a game in order to achieve particular outcomes. Head - They will be able to use feedback gained from external sources in order to make adjustments and improve their own success chances. They will learn how to umpire and carry out basic coaching. Heart - They will understand how badminton can contribute to their healthy active lifestyle. Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

Invasion Games

Hands Head Heart
Students will play games, selecting and applying a range of specific techniques with increasing speed and precision. They will put into operation attacking and defensive principles and learn to recognise how they need to adapt in order to increase their chances of success. They will be given some leadership opportunities in order to develop their sound understanding including in effective warm up and cool down. Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

Year
9

Athletics Activity

Hands - Students will be given opportunities in a range of athletic activities. Heart -The focus will be to inspire students to want to improve their personal best performances and how to do so at all levels of confidence. Head - Students will apply their understanding on how to measure their exercise rate and pace their effort to meet targets they have set themselves. They will learn about how their body is changing and the implications of these changes. Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

Strike and Field

Hands - Students will develop a range of skills and techniques in games including Rounders, cricket and softball. Heart - The small sided game philosophy will feature within different scenario situations. Head - When batting students will select their shot and target space, hitting with control and accuracy. Hands - Bowling will be more accurate and with fluent movement creating accurate delivery and fielding will involve smart decision making in increasingly competitive environments. Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

Outdoor and Adventurous Activity

Year 7 students complete a two night camp and partake in activities over three days. Year 9 students, voluntarily, are able to take part in an established D of E programme.

Year
8

Invasion Games

Hands - Students will continue to develop a range of skills and techniques in various competitive invasion games . Heart - The small sided game approach will feature where students will work in appropriate size groups. Focus is on personal enjoyment, organisation, satisfaction and learning to make their actions more fluent and accurate. Head - Simple tactics will be tried and evaluated in a simple way and students will experience different roles within a team. Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

Gymnastic Activity

Head – In Gym students will select and apply actions both on the floor and using low apparatus. Developing core strength and stability will be a focus. Hands - Using music as a common stimulus students will sequence their work, linking together routines so that they flow. Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

Net Games

Hands - Students will be given time to develop their skills and techniques in badminton. Hand eye coordination skills surrounding the game will be developed. Head - Students will have time to understand the implications of their shot placement and respond appropriately to returns by the opponent. They will begin to understand their own and others strengths and areas for development and make adjustments. Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

Athletic Activities

Hands - Students will be introduced to a range of athletic activities based on running, throwing and jumping. Heart - The focus of learning will be to inspire students to want to improve their personal best performances and how to do so at all levels of confidence. Students will develop their understanding on how to measure their exercise rate with the emphasis on inclusion. This work will coincide with Sports Day when students will have the opportunity to shine in a competitive environment. Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

Assessment in PE

1. In lesson verbal feedback.
2. In lesson visual feedback
3. Summative, end of course assessment of each activity at KS3.

Trips and visits

Annual Calendar of Vale Competitions ;
Rugby, Football, Netball, Athletics, Cross
Country, Rounders, Softball, table Tennis,
Basketball, Sports Leaders.
'Tier Two' Vale provision beginning 2021-22
Annual Sports Tour to Holland

Strike and Field

Hands - Students will explore a range of skills in games including Rounders and Cricket. The small sided game approach will feature with enjoyment, health and vigorous activity within different scenarios. Students will learn about organisation and team play with the PE overriding 'hands', 'head' and 'hearts' concept forming the basis of lesson outcomes. Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

Net Games

Hands - Students will have the opportunity to develop their skills in badminton. Hand eye coordination skills surrounding the game will be practised and students will have time to develop accuracy and use techniques with the purpose of becoming more confident and inspired participants. Head – Students will learn basic rules and game routines. Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

Gymnastic and Dance

Hands – In Gym and Dance students will develop their skills in performing a range of actions with control and accuracy. They will sequence their work, linking together routines so that they flow. Head - They will learn how to warm up and be able to use subject specific language to measure strengths and areas for development. Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

Invasion Games

Students will explore a range of skills and techniques in various competitive invasion games. The small sided game approach will feature where students will work in appropriate size groups to enjoy healthy and vigorous activity within different scenario situations. Focus is on enjoyment, organisation, satisfaction and learning with the PE overriding 'hands', 'head' and 'hearts' concept forming the basis of lesson outcomes . Students are assessed at the end of the course with an assessment of their practical mastery and with an on line understanding quiz.

Year
7

SUBJECT CURRICULUM MAP: KS4



Throughout the course students will be taught and assessed in a range of activities. These are allocated by teachers according to student preferences. Three of these will be carried forward to a final practical score with the requirement of one team and one individual activity. Practical activities are assessed at the end of each term.

Further study

A level Physical Education
BTEC L3 Sport
Degree level Sports Studies
Physical Training qualifications

Career pathways

PE Teaching
Personal Training
Physiotherapy
Sports Journalism
Coaching
Sports Therapy
Occupational Therapy
Semi Professional sport
Professional sport

Theory Examinations

Paper 1
The human body.
Paper 2
Sport Psychology and Socio-Cultural Influences.

Final Version of Analysis and Evaluation

Students final A and E project is available for moderation in early March of Year 11.

Summer exams

Assessment
According to laid down AQA Practical assessment criteria:
a. Performance of skills in isolation (10)
b. Performance in regulation game context (15)

Unit 2 Movement Analysis

Students will learn here about the basic principles of movement and their effect on performance. Students are assessed at the end of the unit with an in class written assessment from AQA.

Year 11

Unit 3 Physical Training

This unit develops students knowledge and understanding on the principles of training and different training methods in order to be able to carry out their own training programmes. Students are assessed at the end of the unit with an in class written assessment from AQA.

Unit 1 Applied Anatomy and physiology

.This unit concentrates on the human body and movement in physical activity and sport. Students are taught about the key body systems in relation to aerobic and anaerobic exercise. Students are assessed at the end of the unit with an in class written assessment from AQA

Analysis and Evaluation

Here, students look into detail in their best practical activity. Whilst linking areas of theory content students are required to identify their strengths and weaknesses in that activity and be specific about them, describing aspects of their experience. Students have to plan a 'programme' to develop their identified areas of need, both in terms of fitness and skill. We internally mark those 'projects' and they are open to scrutiny (moderated) from the visiting practical examiner in the March of Year 11.

Mock exams

Mock exams

Trips and Visits Opportunities for the gifted and talented.

Annual tour to Holland (Football and Netball)
Annual competitive fixtures calendar.
Annual calendar of Vale Schools Competitions

Unit 5 Socio Cultural Influences

This unit focuses on developing students knowledge and understanding on the socio – cultural factors that impact on physical activity and sport, and the impact on society. Students are assessed at the end of the unit with an in class written assessment from AQA.

Unit 4 Sports Psychology

This unit develops students knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Students are assessed at the end of the unit with an in class written assessment from AQA.

Unit 6 Health and Fitness

This unit concentrates on developing students knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well being. Students are assessed at the end of the unit with an in class written assessment from AQA.

Year 10



Year
9

1 Invasion Games	
Why this?	During adolescence students will develop at different rates and yet invasion games provide a good basis for all students to apply their skills with a deeper understanding and competing in a more advanced way. Invasion games involve a ‘continuous’ and vigorous exercise approach in a robust way and so fitness and health aspects can be a focus to help energise all students.
Why now?	Students follow sport in the media and the major games of Football, Rugby, Netball and Basketball are areas where students can aim to perform like their heroes. They can show adaptability and high energy levels within competitive situations, aspects they very much need. Students are made aware of GCSE PE criteria specific to invasion games and this gives an idea of end outcome and the subsequent motivation boost. Games can now be more like the full recognised version if that is appropriate.

2 Net Games	
Why this?	Badminton and tennis provide students with excellent opportunities to perform, lead or officiate and by Year 9 students are aware of their individual needs, receiving positive and constructive feedback. Net games provide this opportunity within a structured programme.
Why now?	Students have taken short courses of Badminton in the early years and we would expect gradual technical and tactical progress over this time and continuing through Year 9. Badminton is often a popular activity choice for GCSE PE assessment and so it is stressed that there is an end outcome for hard work and progress.

3 Athletic Activity	
Why this?	It is important that we retain a good range of activities across the range and we work hard to inspire effort through use of school records, sports day and individual responsibility. Some students will have specialist areas to enjoy but they will all be expected to practice across the range of disciplines.
Why now?	Students will be getting ready for sports day, club events , future GCSE PE assessments or simply to improve on their specific event personal best times and distances. Healthy active lifestyles are now more maturely understood and athletics can play its part to this end. Students can now connect pulse rate, intensity, calories to their own lives in a memorable way and aerobic training supports this.

4 Strike and Field	
Why this?	Fitz students love their summer rounders lessons. Students who find movement uninspiring in other activities make a strong effort as part of a team, whether running ‘round’ or chasing to field.
Why now?	Rounders and Softball activities remind us how it feels to play. Confidence is built through practice and small sided games develop skills more competitively before students are in the game spotlight. Young people need this thrill and experience of being under pressure and to recognise and develop their emotional intelligence.

Year
8

1 Invasion Games	
Why this?	Invasion games of Football, Rugby and Netball are a strong, relevant and traditional part of a secondary schools PE curriculum for solid reasons. They provide opportunities for students to move, improve and be part of a team. They enjoy being together in appropriate grouping, developing their skills and deepening their understanding of the specific game routines.
Why now?	Students can build on their previous learning as their bodies change and grow. They will experience progress in a fitness, technique and cognitive sense, with particular reference to the specifics of the games. They will be inspired by a healthy and competitive approach.

2 Gymnastic Activity	
Why this?	The growing body requires different types of activity and Gym will contribute to the physical development element of PE. Students in Gym can be extended to develop ideas for sequence composition, with rhythm, and to develop leadership and group work.
Why now?	We encourage a focussed effort in Year 8 Gym and encourage students to make connections with their (maybe) more preferred PE activities. Gymnastic discipline in an emotional way is highlighted as to how it can benefit the inner person across all forms of their daily life.

3 Net Games	
Why this?	Students enjoy developing their existing skills in badminton and the growing body can generally do more than before. Students will gain a deeper understanding of the game and how it can contribute to their healthy and active lifestyle.
Why now?	The game continues to provide a different type of challenge for the more introverted student. Students who lack confidence can enjoy purposeful activity at their own level, applying and embedding existing skills whilst exploring new techniques aiming to improve their levels of success.

4 Strike and Field	
Why this?	Students will have had a rounders basis in Year 7 and some can now develop these core skills into the Softball format which is more challenging. Students are motivated by ‘new’ equipment such as larger bat, ball and the use of a ‘catching mit’ which gives the game kudos.
Why now?	Many students in Year 8 need the new challenge and the ‘excitement’ that softball brings over rounders. The game gives good opportunities for leadership and peer coaching. Fitzharrys also contributes to Inter School Rounders and Softball Vale events during Term 6 as well as preparing for our annual inter house competitions

5 Athletic Activity	
Why this?	British athletics has a strong cultural identity and we want to support and promote that. Students will be growing and finding their strengths in athletics, whether it be aerobic, anaerobic, field or track. Some students will thrive on a mixed bag where multi eventing is appropriate and students will be directed to community clubs if that is seen as appropriate.
Why now?	Our athletics season ties in with our annual sports day event (Inter House) and we prepare all students to have the confidence to be able to contribute towards this. Athletics is a seasonal activity where stop start lessons allow for deeper understanding so enabling students to know their limitations and be encouraged and armed to improve them.

Year
7

1 Invasion Games	
Why this?	Football, Rugby and Netball form the basis of our traditional set of British school games and are accepted as activities for inter school competition. They promote movement and support our healthy active lifestyle mantra.
Why now?	A great proportion of Year 7 students have some familiarity with these activities and teaching them will help a new student settle in to secondary education. The sports are also strongly attached to our cultural identity.

2 Gymnastic Activity	
Why this?	Along with Athletics, Gymnastic underpins much of our work in PE. With concerns over sedentary lifestyles Gym offers the development of tension, poise and core stability in a unique way. Some students who have a limited games background will feel more comfortable and inspire in the Gym and the teachers skills will create enjoyment and purpose for all.
Why now?	Students can build on their previous learning as their bodies change and grow. They will experience progress in a fitness, technique and cognitive sense, with particular reference to the specifics of the games. They will be inspired by a healthy and competitive approach.

3 Net Games	
Why this?	Net games create movement opportunities in an appropriately competitive way and some students show a faster grasp of these in comparison to closer contact activities. Students enjoy successful hitting in badminton, releasing energy and aggression in a positive and constructive way.
Why now?	Students are ready for the sports hall, a more mature environment and can apply important safety principles at this stage. They are inspired by competition and opportunities to outplay and opponent.

4 Strike and Field	
Why this?	Most students will have had some experience of strike field games at Primary school where adapted games are usually taught given restraints. We develop the full game, developing key hand eye coordination skills which are transferable across the subject.
Why now?	Year 7 students are ready for the physical and emotional challenge that rounders presents and they will experience the need to stay focussed and calm in more stressful situations.

5 Athletic Activity	
Why this?	Athletic activities help underpin and form the basis of our overall physical education ethos. Understanding and applying whole body use both in an aerobic and anaerobic way gives PE its uniqueness.
Why now?	Students are ready in Year 7 to try out, with adaptations if appropriate, recognised athletic events. They will see them in the media and be inspired to practise them take them further beyond the school curriculum.



Year 10

Year 10

1

Unit 6 Health and Fitness

Why this? *This module links participation in physical activity, exercise and sport to fitness health and well being.*

Why now? *Students new to Year 10 and the GCSE course chose PE based, partly, on an emotional attachment to the subject and this area builds on this early enthusiasm in a way that is real to their lives. Students learn here about the categories linked to the benefits of exercise and the consequences of a sedentary lifestyle.*

2

Unit 4 Sports psychology

Why this? *In general students choose to opt for PE because they enjoy physical interaction and activity. This module offers an in depth look at how the brain affects performance.*

Why now ? *Year 10 students, at this stage, are ready to learn about a cognitive approach when analysing how people can improve performance outcomes in relation to aspects of arousal, anxiety, guidance and motivation. The intention would be that this learning content could be used to affect the students inner drive across the whole of their curriculum experience and their knowledge gained from Term 1 will be continually drawn on in terms of the spectrum of benefits that a sustained, active involvement brings.*

3/4

Unit 5 Socio cultural influences

Why this? *This module has an emphasis on choices and behaviours in a sociological way and brings a natural development from the previous learning on benefits and cognitive thinking.*

Why now? *Students will be able to apply this new content to their lives and be able to attach how the media portray activity choices and actions with various groups of people. This is important for young people at this stage, to be able to reflect on their own examples which will bring the theory to life for them and help them understand trends.*

5/6

Unit 3 Physical Training

Why this? *Historically the content around physical training has a high weighting come the final Paper 1 exam in May of Year 11 and so it is important that appropriate time is allocated to learning about the topics surrounding the theory of training. By the age of 15 some students are following their own personal or club training outside of school and much of this content brings to life concepts that have a reality in a personalised way.*

Why now? *All of the learning undertaken up to this point will come together during this phase which will develop a deep and inspirational understanding on the actual science behind training for events. As a consequence, it is helpful for lessons to capitalise on this maturity so as to embed and develop interest in the global, lifelong sense.*



Year
II

Year
II

1

Unit 1a Applied anatomy and physiology 1b Cardio Respiratory System (Paper 1)

Why this?

By this stage students will have been taught some aspects of anatomy in their Science lessons and so there is an element of revision here. In PE terms they will have a wider knowledge base to connect key concepts between the Units. Learning has to be carefully structured, timed and concepts selected appropriately.

Why now?

At this point in the course the teachers will have a clear picture as to student's abilities and can scaffold learning progressively. PE can work in tandem with Science (Biology) with a collaborative approach, supporting and sometimes matching each others intended outcomes. Specifically, the mature Year 11 student can develop their own knowledge of how the body works as it does and apply this to their own health and well being, so as to link up previous learning from Paper 2 content.

2

Unit 1c Anaerobic and Aerobic Exercise

Why this?

This is a short but vital Unit that will have been taught during other Units but without specifically referring to the various effects of exercise. At this stage students will have a good base knowledge of the two forms of exercise and some will be able to articulate well with good examples.

Why now ?

This content is important to study now in the build up to students carrying out their Analysis and Evaluation written project in Term 3 as they will need to refer to various concepts. It not only builds on previous Paper 1 content but also, as mentioned, links well with many other aspects of the course so allows teaching to connect – a valuable practice at this stage. Student anxiety will be rising now and so the opportunity to build confidence should not be missed.

3

Analysis and Evaluation NEA 10% overall

Why this?

AQA require that students produce an individual piece referring to one of their assessed activities. They are to analyse their strengths and weaknesses (15/25) and evaluate how to improve them (10/25). Students are permitted to have guidance on this and we use WAGOLLS at various levels.

Why now?

They have the knowledge and experience now to make these projects their own. The marking guidance from AQA clearly indicates the need for reference to particular concepts and secondly for students to personalise their programmes in relation to developing performance. It follows that the timing for this is appropriate at this stage for students to confidently approach this with enthusiasm and diligence.

4

Movement Analysis

Why this?

All PE students have to choose three activity areas for assessment of their personal performance. They opt for at least one team and one individual activity. PE should keep accurate and up to date record of practical assessment marks to the moderator two weeks prior to the visit (aim for early March) and the moderator then informs the school of which students and activities are to be moderated.

Why now?

Students need to have practised the skills part of the assessment prior to the visit. This accounts for 10 of the 25 marks and should be dealt with comprehensively during the moderation. The students are then observed in the full context game situation – 15/25. The 'exam day' presents high challenge for all students and this should be noted. It is well known that sporting performance is inconsistent and consequently rehearsal of the activity sessions is vital in order for the students to be familiar with what is required and to be able to perform at their best. Moderators practice can be very robust and objective in their approach which also needs to be something everyone is ready for.

5

Remaining Course Time

Why this?

Revision and recall for exam practice.

Why now?

Paper 1 – Late May

Paper 2 – Mid June