Our subject vision:
We want every child to be inspired to move more in life, to be active and develop a love of sport – at whatever level. We will provide for them the opportunity to grow their competitive spirit and to try a range of sports and activities that broadens their experience. We want to help students understand their physicality – to know what they are good at and to know that they can develop in their weaker areas through perseverance and by ‘doing’ - adopting a growth mindset. On this we will teach students to be energised, to use their ‘hands’, the doing side of PE and their ‘heads’, learning about their progress and potential. We want them to have the ‘heart’ to maintain activity beyond their structured school life, where they experience the joy of participation and apply a healthy and active habit voluntarily. We will show them that outstanding manners, consideration for others and taking of personal responsibility are qualities that are noticed and that they are of paramount importance within the big picture. We will help students to recognise the emotional and mental gains of improving with their general physical dexterity, health and fitness. We hope that in the end all students can look back on their Fitz PE experience and feel warm inside.

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.
Net Games
Students will be at the stage where they can select and apply backhand, forehand and overhead shots in a game in order to achieve particular outcomes. 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. They will understand how badminton can contribute to their healthy active lifestyle.

Strike and Field
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.

Athletic Activities
Students will be able to use subject specific terminology to make accurate delivery and fielding will involve partnering. They will perform with increasing accuracy and confidence and apply a sound range of specific techniques in various competitive Invasion games including Netball, Football and Rugby. The small sided game philosophy will feature where students will work in appropriate size groups to enjoy healthy and vigorous activity within different scenario situations. Focus is on personal enjoyment, organisation, satisfaction and learning to make their actions more fluent and accurate. Simple tactics will be tried and evaluated in a simple way and students will experience different rules within a team.

Invasion Games
Students will continue to explore a range of skills and techniques in various competitive invasion games including Netball, Football and Rugby. The small sided game philosophy will feature where students will work in appropriate size groups to enjoy healthy and vigorous activity within different scenario situations. Focus is on personal enjoyment, organisation, satisfaction and learning to make their actions more fluent and accurate. Simple tactics will be tried and evaluated in a simple way and students will experience different rules within a team.

Athletic Activities
Students will be introduced to a range of athletic activities based on running, throwing and jumping. 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 apply their understanding on how to measure their exercise rate and pace their effort to meet their targets they have set themselves. They will begin to understand their own and other’s strengths and stability will be a focus. Using music as a common stimulus students will sequence their work, linking together routines so that they flow, both individually and with a partner. They will learn about how their body is changing and the implications of these changes in regard to warm up, cool down and when undertaking their own training programmes. This work will coincide with Sports Day when students will have the opportunity to shine in a competitive environment.

Invasion Games
Students will play the games, selecting and applying a sound 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.

Athletic Activities
Students will explore a range of skills and techniques in games including Rounders and Cricket. The small sided game philosophy will feature where students will work in appropriate size groups to enjoy healthy and vigorous activity within different scenario situations. Focus is on personal enjoyment, organisation, satisfaction and learning with the PE overriding ‘hands’, ‘head’ and ‘hearts’ concept forming the basis of lesson outcomes.

Net Games
Students will play the games, selecting and applying a sound 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.

Gymnastic Activity
In Gymnastics students will select and apply actions, skills and agility both on the floor and using low apparatus. Developing core strength and stability will be a focus. Using music as a common stimulus students will sequence their work, linking together routines so that they flow, both individually and with a partner. They will perform with increasing technical correctness and use a range of specific terminology to make accurate observations.

Strike and Field
Students will develop a range of skills and techniques in various competitive invasion games including Netball, Football and Rugby. The small sided game philosophy will feature where students will work in appropriate size groups to enjoy healthy and vigorous activity within different scenario situations. When batting student will select their shot and stance, gun, hitting with control and accuracy, standing will be more accurate and appropriate hand eye coordination skills surrounding the game will be practised and students will have time to understand the implications of their shot placement and respond appropriately to errors by the opponent. They will begin to understand their own and other’s strengths and areas for development and make adjustments.

Net Games
Students will be given time to develop their skills and techniques in badminton. Hand eye coordination skills surrounding the game will be practiced and students will have time to develop accurate skills and techniques with the purpose of becoming more confident and inspired participants.

Athletic Activities
Students will be introduced to a range of athletic activities based on running, throwing and jumping. 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 apply their understanding on how to measure their exercise rate and pace their effort to meet their targets they have set themselves. They will begin to understand their own and other’s strengths and stability will be a focus. Using music as a common stimulus students will sequence their work, linking together routines so that they flow, both individually and with a partner. They will learn about how their body is changing and the implications of these changes in regard to warm up, cool down and when undertaking their own training programmes. This work will coincide with Sports Day when students will have the opportunity to shine in a competitive environment.

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
**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

**Practical Activities**

In practical lessons, students work is developed from learning at Key Stage 3 and is dependent upon the strengths of the group.

- **Badminton**
- **Table Tennis**
- **Football**
- **Netball**
- **Rugby**
- **Athletics**
- **Cross Country**
- **Basketball**

Students are able to be assessed and credited for activity undertaken outside of school hours and we encourage this commitment. For example, we have a student in current Year 10 who will be assessed in Equestrian next spring.

**Theory of PE**

In Year 10, we teach the following content:

- **Socio Cultural Influences (Unit 5a)**
- **Commercialisation of physical activity and sport (Unit 5b)**
- **Ethical Issues (Unit 5c)**
- **Anatomy and Physiology (Unit 1)**
- **Movement analysis (Unit 2)**

Students take a summer exam in June of Year 10, and this is based on their learning taught up until then (Units 3, 4 and 6).

**Assessment**

According to laid down AQA Practical assessment criteria:

a. Performance of skills in isolation (10)

b. Performance in regulation game context (15)

**Selection of Practical Activities**

Students opt for 3 activities for robust assessment for ‘Practical Exam Day’ in early March.

**Practical Assessments**

Early March  
Performance in 3 different practical activities, individual and team based.

**Theory Examinations**

Paper 2: Sport Psychology and Socio-Cultural Influences.

**Mock Exam November**

A 90 minute theory examination challenging students understanding and application of the course to date.

**Trips and visits**

Opportunities for all and the gifted and talented  
Annual tour to Holland (Football and Netball)  
Annual competitive fixtures calendar  
Annual calendar of Vale Schools Competitions

**Analysis and Evaluation**

- **Trips and visits**
- **Opportunities for all and the gifted and talented**
- **Summer exams**

**Subject Curriculum Map: KS4**

**Semi Professional sport  
Professional sport**
**Year 7**

1. **Invasion Games**
   - Why this?
     - Football, Rugby and Netball form the basis of our successful game offering this year. Students are accepted as entries for inter school competitions.
   - Why now?
     - A great proportion of Year 7 students have some familiarly with these activities and teaching them will help a new student feel in secondary school.

2. **Athletic Activity**
   - Why this?
     - Athletes help kids develop and form the basis for long term sport participation. Understanding and applying whole body use both in an athletic and intersport ways gives PM its uniqueness.
   - Why now?
     - Students are ready to go to Year 7, they are still with the adaptation of appropriate, recognised athletic vents. They will have the body and mental development to start playing the game.

3. **Net Games**
   - Why this?
     - Net games create movement opportunities in an appropriately competitive way and some students have the basis of these in competitive to domestic. These can help with balance, coordination, and coordination.
   - Why now?
     - Students are ready to use the skills they have in some competitive events and they apply important safety principles in an athletic way. They are encouraged by competition and opportunities to display and apply.

**Year 8**

1. **Invasion Games**
   - Why this?
     - Invasion games of football, Rugby and football are now very relevant and traditional part of a secondary school PM syllabus at our school. They provide opportunities for students to move, improve and part of a team. They enjoy being together in appropriate spaces, developing their skills and understanding of the specific game routines.
   - Why now?
     - Students can build on their previous learning as their bodies change and grow. They will experience progression in Year 8 through techniques and skills to the secondary setting.

2. **Athletic Activity**
   - Why this?
     - British athletes have a strong cultural identity and we want to support and promote the development of students. Students are growing and finding their strengths in athletics, whether it’s running, throwing, jumping and/or shooting. Some students will thrive on a build up, a less efficient and high pressure.
   - Why now?
     - Our athletics season ties in with our annual sports day and (inter) team and we propose all students to have the confidence to able to contribute towards this. Athletics is a seasonal activity where stop classes allow for the learners wider and more varied activities are used in a more appropriate way.

3. **Net Games**
   - Why this?
     - The game continues to provide a different type of challenge for the students. Students will find that they can use their balance and competitive skills whilst exploring new techniques coming to improve their levels of success.
   - Why now?
     - Students will be getting ready for sports day, club events, Future SIGC events and so on to improve on their specific personal limit time, and distance. Keenly active athletes need to now train and maturely understand and apply the skills in a more appropriate way.

**Year 9**

1. **Invasion Games**
   - Why this?
     - Invasion Games includes Invaders and fulfilled with basic ideas of how a game is played. Confidence in the setting function and provide an opportunity for students to move and improve.
   - Why now?
     - In the later half of the year, students are often unprepared for the sport and will find themselves feeling tense and unable to perform.

2. **Athletic Activity**
   - Why this?
     - We want to support and promote the development of students. Students are growing and finding their strengths in athletics, whether it’s running, throwing, jumping and/or shooting. Some students will thrive on a build up, a less efficient and high pressure.
   - Why now?
     - Our athletics season ties in with our annual sports day and (inter) team and we propose all students to have the confidence to able to contribute towards this. Athletics is a seasonal activity where stop classes allow for the learners wider and more varied activities are used in a more appropriate way.

3. **Net Games**
   - Why this?
     - Students enjoy developing their passing skills in badminton and the planning can get their enjoy mant 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?
     - Students who find movement uninspiring in other areas may have an interest in Net Games, especially due to the physical pressure and to control their arousal.
## The Theory of PE

**Why this?**
The final two examinations account for 60% of the overall grade. Students must demonstrate their ability to develop and explore ideas across the subject content, responding to and showing an understanding of different contextual scenarios. Students need to show their knowledge across a wide range of activities and across areas of complex exercise science.

**Why now?**
The written exam preparation began in Year 10, giving students up to March of Year 11 to work on new content and retrieval of stored knowledge, embedding their learning in a gradual, bite size chunk, way. The two examinations, one ‘physical’ and one ‘psycho-social’ are taken in mid May of Year 11 and provide a stiff challenge for all students to achieve their potential.

## Practical Options

**Why this?**
In Year 11 students can use all of their PE lessons as an opportunity to fine tune their practical performance options. Students are of course always encouraged to maintain their commitment to their activities in the community despite the time considerations.

**Why now?**
In Year 11 it is important that students maintain a good level of activity for all of the health reasons that we teach them about. We consistently connect their own life experiences and exam topic learning and retrieval can be firmly embedded with reference to their own healthy and active lifestyle.

## The Theory Of PE

**Why this?**
Students choosing GCSE PE will have experienced working in a range of physical activities across KS3. Here they are taught to develop their knowledge of physical activity and sport in the context of the GCSE course. Students are introduced to key fitness and health concepts, drawing on their whole experience of activity from primary age to now.

**Why now?**
KS3 PE gives students a good grounding of the physical skills across GCSE PE and some understanding of key terms and concepts tested at GCSE. The theory lessons, in classrooms, with particular establishing of folder tidiness, work completion and good order, takes the challenge appropriately to the next level.

## Practical activities

**Why this?**
Students choose to take PE further at the end of Year 9 because they enjoy activity or they have a sport, or sports, they play in a structured way both in and/or out of school. GCSE PE provides the opportunity for students to be credited with having a love of the game, of committed participation and credited for being part of something in a ‘non device ‘ way.

**Why now?**
Students are taught activities from an AQA accredited list and at the end of the two years they are assessed in three, of which one must be an individual or team based. Standards and assessments are of a high standard and are skill specific and game specific.

## Analysis and Evaluation

**Why this?**
Appropriately students are required to focus on their ‘main’ area of strength, an activity they will be assessed on. This piece of work helps embed the students previous learning and gives realistic context to this in their real world experience. They have to analyse their strengths, weaknesses and evaluate how to improve on them by devising a personal training programme.

**Why now?**
Students will have been taught the theoretical elements that will help them devise the ‘project’ and so be able to use key terminology accurately. The visiting moderator will assess our judgements of the A and E in the March of their visit.