



Physical Education CORE PE Curriculum: Start to End Point Mapping 2020-21 – Curriculum Sequence Grids



Year 7		KS3 - Curriculum is mapped in six week rotation blocks where the following key areas are developed over the year forming our curriculum end points																		
Unit(s) – As outlined in 39 week plans	Boys Curriculum	Girls Curriculum																		
	GROUP 1									GROUP 1										
	I	L		Half term 1	Half term 2	2	Half term 3	Half term 4	Half term 5	Half Term 6	I	L		Half term 1	Half term 2	2	Half term 3	Half term 4	Half term 5	Half Term 6
	Mon 1 IEV	Wed 5 ROL	IN	BADMINTON (SH)	HEALTH + FITNESS (BG)	O P T I O N	GYMNASTICS (TG)	GAELIC FOOTBALL (ASTRO)	LEADERSHIP (BG+OUT)	STRIKING AND FIELDING	Mon 1 KDU	Wed 5 MSA	OUT	NETBALL (COURTS)	RUGBY	O P T I O N	LEADERSHIP	FOOTBALL / HOCKEY	ATHLETICS	ATHLETICS
	Mon 2 IEV	Wed 6 ROL	OUT	FOOTBALL			RUGBY	HANDBALL (COURTS)	ATHLETICS	TENNIS	Mon 2 KDU	Wed 6 MSA	IN	BADMINTON (SH)	HEALTH + FITNESS (BG)			GYMNASTICS (TG)	DANCE (BG)	STRIKING AND FIELDING
	GROUP 2									GROUP 2										
	I	L		Half term 1	Half term 2	2	Half term 3	Half term 4	Half term 5	Half Term 6	I	L		Half term 1	Half term 2	2	Half term 3	Half term 4	Half term 5	Half Term 6
	Mon 1 SWE	Wed 5 MTA	IN	HEALTH + FITNESS (BG)	GYMNASTICS (TG)	O P T I O N	BADMINTON (SH)	DODGEBALL (TG)	LEADERSHIP (TG+OUT)	SHORT TENNIS (SH)	Mon 1 LTH	Wed 5 KHO	OUT	NETBALL (COURTS)	RUGBY	O P T I O N	LEADERSHIP	FOOTBALL / HOCKEY	ATHLETICS	ATHLETICS
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Across Term 1/2+3 (at different points depending on the group due to facilities and space) students are taught the following key knowledge and skills through the activities below

Key Retainable Knowledge and skills	Invasion Games (Rugby / Football / Netball)	Creative (Gymnastics and Dance)	Leadership
	<p>Demonstrates a basic level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> - Football - Dribble, control, pass (short and medium), tackle (side foot), keep possession and shooting (side foot). - Rugby - Pass (including on the move), run with the ball (sidestep, draw and scissors), side tackle, present ball and 1 man clear of rucks. - Netball – Pass (chest), catching linked to footwork, keeping possession, basic attacking and defensive positions - Handball – Passing (shoulder and bounce pass), Catching (one and two hands), dribbling (no double dribble) shooting (set shot and drive shot), possession play, basic defending, goal keeping - Dodgeball – Rules / avoiding being hit / accurate attacking throws / team strategy - Gaelic Football – Kick pass / hand pass / high + low catch / shooting 	<p>Demonstrates basic skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> - Gymnastics - Travel / rolls / jumps / balances, combined into sequences - Dance – Charleston - Travel / Balance / Rotation / basic jumps / gestures and motifs - Design sequences in small groups that are interesting and include the key content above - Analyse performance to identify a strength and weakness in performance <p>Net / Wall Games</p> <p>Demonstrates basic skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> - Badminton - Serve (underarm and backhand flick), underarm and Overhead clear, Smash, drop shot, tactics to find space on court. - Tennis (including short tennis) – Forehand, volley, serve (possibly adapted to underarm), finding space, backhand more able groups. 	<p>Demonstrate basic leadership skills and techniques consistently when leading others in small numbers in physical activity. Leadership skills developed include</p> <ul style="list-style-type: none"> - Lead warm-ups and basic skill sessions with relatively small group sizes - Plan for equipment needed and set up activities - Develop character by improving communication, confidence and resilience to deliver in small groups <p>OAA / Problem Solving (added to 2020/21 curriculum due to COVID restrictions on some activities limiting what we can do this year)</p> <p>Demonstrate problem solving skills when faced with various challenges that require teamwork, clear communication and planning.</p> <ul style="list-style-type: none"> - Learn resilience and how to look for solutions to problems, not excuses and how to work with different people to get the best out of each other <p>Athletics</p> <p>Demonstrates basic skills, techniques and decision making, with some control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> - Sprints 100m + 200m (sprint technique) - Long distance 800m (pacing)
HEALTHY LIFESTYLE			
CREATIVE THINKERS			
CHARACTER			
PERFORMANCE			



Physical Education CORE PE Curriculum: Start to End Point Mapping 2020-21 – Curriculum Sequence Grids



<ul style="list-style-type: none"> - Demonstrate the ability to find space and pass to team mates in space - Analyse and identify a strength and weakness in performance <p>Health and Fitness</p> <p>Demonstrates a basic level of fitness that enables students to maintain good intensity over a lesson. Develop knowledge in</p> <ul style="list-style-type: none"> - Components of fitness needed to perform successfully in sport and demonstrate examples - Physical (FAB MM'S). Flexibility, Aerobic Endurance, Balance, Muscular strength, muscular endurance, speed) - Skill (BP CAR). Balance, Power, co-ordination, agility and reaction time. - Knowledge of how to complete some basic fitness tests on these components of fitness and how to interpret the results to understand your own fitness. 	<ul style="list-style-type: none"> - Demonstrate basic tactics around finding space and moving opponent around the court - Analyse performance to identify a strength and weakness in performance <p>IMPORTANT ELEMENTS OF A HEALTHY LIFESTYLE ARE APPLIED THROUGHOUT THE YEAR, NOT JUST IN HEALTH AND FITNESS LESSONS</p> <ul style="list-style-type: none"> - Taking warm-ups - Activities linked to components of fitness - Muscles involved with movements <p>Options</p> <p>A 2 week block before Christmas where we collapse the curriculum and complete alternative activities that students get very little opportunity to experience normally. These vary each year. Last year we did</p> <ul style="list-style-type: none"> - Pound (fitness involving drumming) - Goal ball - Martial Arts experience (external coach) - Dodgeball - Kayaking (season dependant) - Golf (manvers) 	<ul style="list-style-type: none"> - Relay 4 x 25m (baton exchange) - Throws - Javelin / Discus / Shot (basic transferrable throwing technique) - Jumps – High jump and long jump (basic jumping principals) - Maintain high intensity throughout activity - Analyse others performance to identify a strength and weakness <p>Striking and Fielding</p> <p>Demonstrates basic skills, techniques and decision making, with some control and fluency, during a conditioned/formal/competitive situation, to include the following. In year 7 this applied through Rounders</p> <ul style="list-style-type: none"> - Catching (high and low) / Overarm throwing / long barrier / bowling / batting / batting tactics - Analyse others performance to identify a strength and weakness 	
<p>Our Year 7 Curriculum is</p> <ul style="list-style-type: none"> - Broad and balanced curriculum - Introduces a range of sports (11) over the year to give students an opportunity to find their 'best fit' physical activity - Develops our key areas of sporting performance, character, healthy lifestyle and developing creativity - We do offer a slightly games heavy curriculum to suit our extra-curricular offer and develop the games playing ability of our students, which is not developed well after Primary school (hap hazard). - All our lessons develop key physical skills needed to develop as sports players. These are reinforced across activities over the year. - By the end of year 7 all students have a solid grounding in game based sports, understand the basics around healthy lifestyles, have led other students and have clear paths into extra-curricular sport. <p>Justification of groups</p> <ul style="list-style-type: none"> - We group students into 3 ability based groups. - This enables all students to succeed in their groups, with no one left behind. - Creates pathways to KS4 groups (e.g. GCSE / BTEC PE) - Activities are differentiated to suit these groups, with slightly different activities for different groups 			
<p>Opportunities for reading</p>	<p>Progress Passports visited twice a term require reading of key end points and self-assessment if working at greater depth, at expected standard, working towards expected standard.</p>		
<p>Key Technical Vocabulary</p>	<p align="center"> Creative Thinker Performer Character Healthy Lifestyles Skills Qualities Leadership Performance Teamwork Resilience Evaluate Develop Tactics Control Accuracy Precision </p>		



Physical Education CORE PE Curriculum: Start to End Point Mapping 2020-21 – Curriculum Sequence Grids



Developing Cultural Capital	Extensive Fixtures after school (including prestigious fixtures at Private Schools to experience amazing facilities Queen Ethalburga's / Quegs Wakefiled) Sports Tours (Marbella 2019 Netball / Football tour 2020 / Ski Trip 2020) Wimbledon Trip Options (2 week opportunity to try something out completely different) E.g. Kayaking / goal ball / external coaches leading Martial arts / ultimate frisbee
Cross Curricular Links (Authentic Connections)	Links with science around fitness and learning about how our body reacts to exercise Leadership opportunities with links to whole curriculum Numeracy in lessons (E.g. Timing in athletics linked to pacing / weights, reps and sets in fitness) Verbal literacy around students using sentence stems to answer questions
Key Assessment	At the end of each LC At the start and end of each activity

Year 8 KS3 - Curriculum is mapped in six week rotation blocks where the following key areas are developed over the year forming our curriculum end points

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<p>Key Retainable Knowledge and skills</p> <p>HEALTHY LIFESTYLE</p> <p>Invasion Games (Rugby / Football / Netball / Handball / Dodgeball) Demonstrates a competent level of skills, techniques and decision making, with increasing precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. - Football - Dribble, control (chest), pass (short to long), tackle (front, side, tracking back), keep possession (more pressure),</p>	<p>Creative (Gymnastics and Dance) Demonstrates a competent level of skills, techniques and decision making, with increasing precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. - Gymnastics - Flight to include progressive vaulting. Different heights of vault, different spring boards. Moves include straight, star, half urn, full turn, straddle, pike, front somersault, headspring, handspring.</p>	<p>Leadership – Sport Education Demonstrate basic leadership skills and techniques consistently when leading others in small numbers in physical activity. Leadership skills developed include - Lead warm-ups and basic skill sessions with relatively small group sizes - Plan for equipment needed and set up activities - Develop character by improving communication, confidence and resilience to deliver in small groups</p>
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Physical Education CORE PE Curriculum: Start to End Point Mapping 2020-21 – Curriculum Sequence Grids



<p>CREATIVE THINKERS</p> <p>CHARACTER</p> <p>PERFORMANCE</p>	<p>shooting (both feet) and basic attacking and defensive tactics</p> <ul style="list-style-type: none"> - Rugby - Pass (3v2's), ruck confidently to clear man, Jackal to turn over ball, specific positions in rugby to find best fit. Apply attacking tactics (moves) to small sided games. - Netball – Pass (all), catching linked to footwork under pressure, positional play, play from centre, finding space when little available (overloading defence) - Handball – Passing (shoulder and bounce pass), Catching (one and two hands on the move), dribbling (under pressure) shooting (set, drive and wing shot), zonal defence and man marking, positions in handball, goal keeping skills under pressure - Dodgeball – Full Rules / avoiding being hit (ball block, jump) / accurate attacking throws (overarm, underarm) / team strategy in various situations, being an official - Demonstrate the ability to find space and pass to team mates in space when under pressure and evenly matched in numbers - Analyse and describe strengths and weaknesses in performance - Start to play with positions and apply basic tactics in performance <p>Health and Fitness</p> <p>Demonstrates a high level of fitness that enables students to maintain high intensity over a lesson. Recap and develop knowledge in</p> <ul style="list-style-type: none"> - Recap of Physical (FAB MM'S) and Skill (BP CAR) Components of fitness - Training methods to improve these components of fitness - Aerobic methods (continuous, interval, fartlek) - Muscular Strength + endurance (weight training / circuit training) - Power (Plyometrics) - Speed (interval) 	<ul style="list-style-type: none"> - Dance – Jazz - Travel / Balance / Rotation / basic jumps / gestures and motifs - Design complex sequences in medium sized groups that are interesting and include the key content above - Analyse performance to describe strengths and weaknesses in performance <p>Net / Wall Games</p> <p>Demonstrates a competent level of skills, techniques and decision making, with increasing precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> - Badminton - Serve (including tactics), Key shots (overhead clear, smash, drop shot performed under more pressure, net play, attacking and defensive tactics - Tennis (including short tennis) – Forehand, volley, serve (possibly adapted to underarm), finding space, backhand more able groups. - Differentiate bottom group Short tennis (indoors, sponge balls) - Demonstrate attacking and defensive strategies to outwit opponent - Analyse performance to describe strengths and weaknesses in performance <p>IMPORTANT ELEMENTS OF A HEALTHY LIFESTYLE ARE APPLIED THROUGHOUT THE YEAR, NOT JUST IN HEALTH AND FITNESS LESSONS</p> <ul style="list-style-type: none"> - Taking warm-ups and maintaining high intensity throughout - Links to training methods to improve performance in certain activities (e.g. rugby scrum, body weight exercises to help) - Which muscles are used when in the sessions <p>Options (delivered across Yr7-9)</p> <p>A 2 week block before Christmas where we collapse the curriculum and complete alternative activities that students get very little opportunity to experience normally. These vary each year. Last year we did</p> <ul style="list-style-type: none"> - Pound (fitness involving drumming) - Goal ball - Martial Arts experience (external coach) - Dodgeball - Kayaking (season dependant) - Golf (Manvers) 	<p>OAA / Orienteering (Replaces problem solving which we moved to year 7 due to covid restrictions in activities we can do)</p> <p>Demonstrate problem solving skills when faced with orienteering based challenges</p> <ul style="list-style-type: none"> - Orientation of the map / understanding map symbols and key - Star course understanding way points and using features to navigate a map / pacing / interpreting clues - 3 full courses completed over 3 lessons applying the skills learnt under time pressure <p>Athletics (6 week block in Year 8)</p> <p>Demonstrates basic skills, techniques and decision making, with some control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> - Sprints 100m (sprint technique, sprint start) - Long distance 800m (pacing, aim for targeted times) - Relay 4 x100m (baton exchange, at speed) - Throws – Javelin / shot - Jumps – High jump / long jump - Maintain high intensity throughout activity. Links made to training methods to get better. - Analyse others performance describing strengths and weaknesses <p>Striking and Fielding</p> <p>Demonstrates a competent level of skills, techniques and decision making, with increasing precision, control and fluency, during a conditioned/formal/competitive situation, to include the following</p> <ul style="list-style-type: none"> - Boys Cricket – Fielding (underarm throw, catching, throw, long barrier, side on retrieve), bowling (basic grip, inswing and outswing), batting (straight drive, cover drive). Tactics to find space when batting and bowl to harder to hit areas when bowling - Girls Rounders / Cricket – Rounders – Fielding (catch / long barrier), Bowling (spin, donkey drop, fast). Batting (placement + reverse hit). Applying rounders tactics to games. Cricket – Introduction. Bowling at wickets, batting grip and sideways shot. Game rules - Analyse others performance to describe strengths and weaknesses
<p>Our Year 8 Curriculum</p> <ul style="list-style-type: none"> - Aims to build on the skills and knowledge learned in year 7 and develop it further 			



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	<ul style="list-style-type: none"> - Only OAA problem solving / Orienteering and Cheer Dance are new activities - Problem solving / Orienteering and working well in a team seen as vital for developing student character and ability to plan, work with others and create innovative solutions to problems - Develops our key areas of sporting performance, character, healthy lifestyles and being creative. - All our lessons develop key physical skills needed to develop as sports players. These are reinforced across activities over the year. - By the end of year 8 all students have a solid grounding in game based sports, understand the basics around health and fitness, have led other students and have clear paths into extra-curricular sport and possibly local clubs (helping to break down local barriers)
Opportunities for reading	Progress Passports visited twice a term require reading of key end points and self-assessment if working at greater depth, at expected standard, working towards expected standard. (passports introduced for year 8's and 9's in HT2 2020)
Key Technical Vocabulary	<p align="center"> Creative Thinker Performer Character Healthy Lifestyles Skills Qualities Leadership Performance Teamwork Resilience Create Evaluate Develop Excellence Extra-curricular Strengths Weaknesses </p>
Developing Cultural Capital	Fixtures after school (including prestigious fixtures at Private Schools to experience amazing facilities Queen Ethalburga's / Quegs Wakefiled) Sports Tours (Marbella 2019 Netball / Football tour 2020 / Ski Trip 2020) Wimbledon Trip Options (2 week opportunity to try something out completely different)
Cross Curricular Links (Authentic Connections)	Links with science around fitness and learning about how our body reacts to exercise Leadership opportunities with links to whole curriculum Numeracy in lessons (E.g. Timing in athletics linked to pacing / weights, reps and sets in fitness) Verbal literacy around students using sentence stems to answer questions
Key Assessment	At the end of each LC At the end of each activity



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Year 9	KS3 - Curriculum is mapped in six week rotation blocks where the following key areas are developed over the year forming our curriculum end points																																																																																																																																																																				
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Across Term 1/2+3 (at different points depending on the group due to facilities and space) students are taught the following key knowledge and skills through the activities below																																																																																																																																																																					
Key Retainable Knowledge and skills HEALTHY LIFESTYLE CREATIVE THINKERS CHARACTER PERFORMANCE	Invasion Games (Rugby / Football / Netball / Handball / Dodgeball / Gaelic Football) Demonstrates a good level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. <ul style="list-style-type: none"> - Football - Control linked to passing / shooting under increasing pressure, tactics of switching play - Rugby - Breaking down a defence (4V2 / 4V3 / 4V4). Ruck and Mauls under pressure, specific positions focussed to students strengths. Analysis of small sided games to suggest ways to improve. - Netball – Pass (all under pressure), recap footwork, positional play focussed on 7 a side games, attacking and defensive tactics - Handball – Passing (all), Catching (one and two hands on the move), dribbling (under pressure). Selecting correct time to pass, shoot or dribble shooting (set, drive and wing shot), 			Creative (Trampolining and Dance) Demonstrates a competent level of skills, techniques and decision making, with increasing precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. <ul style="list-style-type: none"> - Trampolining - Trampolining safety. Basic jumps progressed through to front somersault. Linking moves together from 3 bounce sequences up to 10 bounce for most able. Analysis of performance to improve. - Dance – Jazz - Travel / Balance / Rotation / basic jumps / gestures and motifs - Design complex sequences in larger groups that are in full control and show precision - Analyse performance to describe strengths and weaknesses in performance and suggest realistic ways to improve 			Leadership – Leading in primary schools Demonstrate good leadership skills and techniques consistently when leading others in medium numbers in physical activity. Leadership skills developed include <ul style="list-style-type: none"> - Planning, organisation, knowledge of activity, leadership style - Deliver to local primary schools within lessons - Plans and video evidence kept as part of BTEC Unit 6 completed in Year 10. OAA / Climbing (Due to COVID and installation problems focus on top groups in boys and girls in 2020-21, all groups covered next year) Demonstrate advanced problem solving skills when faced with climbing based challenges that require resilience and determination <ul style="list-style-type: none"> - Putting on a harness, bouldering, knots (double figure of 8), belay device and tying on, belaying - Safety (spotting when belaying / teams of 3 / smiler) - Climbing techniques (feet, holds, body weight) - Problem solving and team work Athletics (6 week block in Year 9)																																																																																																																																																														
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	<p>zonal defence and man marking and selecting correct for your team, positions in handball to suit certain body shapes and strengths</p> <ul style="list-style-type: none"> - Dodgeball – Recap throwing and avoiding contact techniques. Tactical play, analysing performance to suggest realistic ways for players / teams to improve - Gaelic Football – Passing (fist and foot) / soloing and bounce (toe tap), Punt kick, Hook kick for goals and passing, high catch (+body catch) - Focus on getting a specific position and tactically completing a job for your team - Analyse performance to describe strengths and weaknesses in performance and suggest realistic ways to improve - Start to play with positions and apply basic tactics in performance <p>Health and Fitness Demonstrates a high level of fitness that enables students to maintain high intensity over a lesson. Recap and develop knowledge in</p> <ul style="list-style-type: none"> - Recap of Physical (FAB MM'S) and Skill (BP CAR) Components of fitness - Test aerobic endurance to benchmark - Recap aerobic endurance training methods - 3 week TP applying principals of training and heart rate zones 	<p>Demonstrates a competent level of skills, techniques and decision making, with increasing precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> - Badminton - Recap of previously learnt shots (serve, overhead clear, smash, drop shot). Application of tactics to singles and doubles. Positional play for attack and defence - Demonstrate attacking and defensive strategies to outwit opponent - Analyse performance to describe strengths and weaknesses in performance and suggest realistic ways to improve <p>IMPORTANT ELEMENTS OF A HEALTHY LIFESTYLE ARE APPLIED THROUGHOUT THE YEAR, NOT JUST IN HEALTH AND FITNESS LESSONS</p> <ul style="list-style-type: none"> - Taking warm-ups and maintaining high intensity throughout - Links to training methods to improve performance in certain activities (e.g. rugby scrum, body weight exercises to help) - Which muscles are used when in the sessions <p>Options (delivered across Yr7-9) A 2 week block before Christmas where we collapse the curriculum and complete alternative activities that students get very little opportunity to experience normally. These vary each year. Last year we did</p> <ul style="list-style-type: none"> - Pound (fitness involving drumming) - Goal ball - Martial Arts experience (external coach) - Dodgeball - Kayaking (season dependant) - Golf (Manvers) 	<p>Demonstrates basic skills, techniques and decision making, with some control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> - Sprints 100m (sprint technique, sprint start) - Long distance 1500m (pacing, aim for targeted times) - Relay 4 x100m (baton exchange, at speed) - Throws – Javelin (including full run up) / discuss (including spin) - Jumps – High jump (full Fosbury flop) / triple jump - Maintain high intensity throughout activity. Links made to training methods to get better. - Analyse performance to describe strengths and weaknesses in performance and suggest realistic ways to improve <p>Striking and Fielding Demonstrates a competent level of skills, techniques and decision making, with increasing precision, control and fluency, during a conditioned/formal/competitive situation, to include the following</p> <ul style="list-style-type: none"> - Boys Cricket – Fielding (underarm throw, catching, throw, long barrier, side on retrieve), bowling (basic grip, inswing and outswing), batting (straight drive, cover drive). Tactics to find space when batting and bowl to harder to hit areas when bowling - Girls Rounders / Cricket – Rounders – Fielding (high catch / long barrier to throw), Bowling (spin, donkey drop, fast). Batting (placement + reverse hit). Applying rounders tactics to games to focus on specific situations. - Cricket – Fielding, overarm bowl, specific batting shots (attacking and defence). Tactics when batting and bowling - Analyse performance to describe strengths and weaknesses in performance and suggest realistic ways to improve
	<p>Our Year 9 Curriculum</p> <ul style="list-style-type: none"> - Aims to build on the skills and knowledge learned in year 7+8 and develop it further - Only OAA climbing is a new activity - Problem solving and working well in a team seen as vital for developing student character and ability to plan, work with others and create innovative solutions to problems. Climbing is the activity that promotes this most. - Develops our key areas of sporting performance, character, healthy lifestyles and being creative. - All our lessons develop key physical skills needed to develop as sports players. These are reinforced across activities over the year. - By the end of year 9 all students have a solid grounding that enables them to start examination courses in year 10/11 in BTEC Sport or GCSE PE. - Leadership or PEP in summer term allows us to streamline GCSE PE and BTEC Sport students so they are extra prepared for examination study in year 10/11. 		
<p>Opportunities for Reading</p>	<p>Progress Passports visited twice a term require reading of key end points and self-assessment if working at greater depth, at expected standard, working towards expected standard. (passports introduced for year 8's and 9's in HT2 2020)</p>		



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Year 10															
KS4 Core Curriculum offers a pathway choice for students to select an appropriate pathway to suit their activity preferences built up in KS3 (this runs alongside BTEC Sport and GCSE PE)															
Unit(s) – As outlined in 39 week plans	Example of Core PE Pathways (1 lesson)														
	Tues 6 GAMES	Benchball	Basketball	Football	Hockey	Alternative Activity (outside provider)	GCSE PE Girls Climbing Rugby	GCSE PE Girls Climbing Lacrosse	Athletics	GCSE PE Girls Kayaking Rounders					
	Tues 6 HEALTH AND WELLBEING	Bench ball	Aerobics / Fitness Class	Fitness Suite		Alternative Activity (outside provider)	Couch to 5K		Aerobics / Fitness Class	Athletics	Rounders				
	Fri 2 AESTHETIC	Bench ball	Trampolining	Couch to 5K		Alternative Activity (outside provider)	Dance		Gymnastics	Athletics	Rounders				
		Games Pathway				Health and Well Being Pathway				Aesthetic Pathway					
Key Retainable Knowledge and skills	Focus on applying the skills and techniques learnt in KS3 in games and competitive situations . A range of game activities are used to develop the skills below. GCSE PE pathway students combine to gain a climbing and kayaking grade in core PE lessons by the end of the year. A healthy lifestyle is still maintained by students working at a very high intensity for the full lesson					A mixture of H+F and some games across a pathway. Ideal for students who want to maintain a healthy lifestyle, but still want to experience some game activities. Focus on improving your own fitness levels and making links to external providers so can be life long active when leave Wath Academy					A bigger focus on aesthetic based activities like Dance, gymnastics and trampolining. Also including a portion of games and fitness based activities to give a rounded curriculum.				
HEALTHY LIFESTYLE						Healthy Lifestyle <ul style="list-style-type: none"> Maintain high intensity when completing challenging fitness activities for a full lesson Create your own fitness based sessions in aerobic / fitness suite / couch to 5k Able to apply heart rate zones, principals of training and training methods to the fitness activities completed Make links to theoretical study of GCSE PE / BTEC Sport completed in theoretical lessons running alongside this pathway 					Aesthetic Creative Performance <p>Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> Routine includes performance of skills from the advanced elements. Demonstrates wholly accurate execution of all aspects of actions, dynamics and spatial content, showing consistent and inspirational timing and musicality. Projects self with excellent confidence and is focused throughout. Able to communicate emotion character and attitude to produce a highly engaging and committed performance. A close link is evident between the student's own physical ability and the art of successful expression, including creativity, imagination and originality, adding interest to the routine. Group relationships are sophisticated, demonstrating a confident and effective visible connection to partner or other performers in the group throughout the routine. 				
CREATIVE THINKERS	Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.					Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.									
CHARACTER															
PERFORMANCE	<ul style="list-style-type: none"> Very good position-specific skills and techniques. Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. Consistently able to effectively influence the performance and motivation of self and others. Consistent communication during the full sided game with effective impact, with few, if any, misjudgements. Responds effectively to environmental conditions. Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. 					<ul style="list-style-type: none"> Very good position-specific skills and techniques. Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. Consistently able to effectively influence the performance and motivation of self and others. Consistent communication during the full sided game with effective impact, with few, if any, misjudgements. 									



Physical Education CORE PE Curriculum: Start to End Point Mapping 2020-21 – Curriculum Sequence Grids



	<p>Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</p>	<p>Responds effectively to environmental conditions. Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</p>	<p>Healthy Lifestyle</p> <ul style="list-style-type: none"> - Maintain high intensity when completing challenging fitness activities for a full lesson - Create your own fitness based sessions in aerobic / fitness suite / couch to 5k - Able to apply heart rate zones, principals of training and training methods to the fitness activities completed - Make links to theoretical study of GCSE PE / BTEC Sport completed in theoretical lessons running alongside this pathway <p>Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> - Very good position-specific skills and techniques. - Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. - Consistently able to effectively influence the performance and motivation of self and others. - Consistent communication during the full sided game with effective impact, with few, if any, misjudgements. - Responds effectively to environmental conditions. - Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. <p>Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</p>
<p>Our Year 10 Core Curriculum</p> <ul style="list-style-type: none"> - Students at Year 10 ready to select a route after experiencing a range of activities through KS3 - Students pick their own 'best fit sports' - Pathways Selected Games / Aesthetic / Health and Well-being enable our curriculum end points still to be achieved - Gone for shorter blocks of approximately 4 lessons in many places to encourage a range of activities - Activities like Couch to 5K brought in to encourage healthy lifestyles - Alternative providers brought in to break down local barriers to activity when finish school 			
<p>Key Technical Vocabulary</p>	<p align="center"> Creative Thinker Performer Character Healthy Lifestyles Consistent Advanced Skills Under pressure Leadership Choreograph Evaluate Outside Club Links with clubs Justify Route Life long learning </p>		
<p>Developing Cultural Capital</p>	<p>External Fitness Instructors lead sessions, opening up opportunities after leave school to stay fit and healthy Visit Local Fitness based activities clubs. E.g. Boxing / Muscle mania in Wath. Boogie Bounce / Manvers boat lake for Kayaking in Manvers Volunteers from years 9-11 help at all the primary school sports days / some competitions as year progresses. Fixtures after school Sports Tours (Marbella 2019 Netball / Football tour 2020 / Ski Trip 2020) Wimbledon Trip</p>		



Physical Education CORE PE Curriculum: Start to End Point Mapping 2020-21 – Curriculum Sequence Grids



	RAYLS Sports leaders selected based on last terms performance. Trained up with RAYLS leaders from other schools and lead School Sports Games Competitions. Opportunities to use leadership skills with primary competitions
Cross Curricular Links (Authentic Connections)	Leadership – All subjects, the skills learnt can be applied across every subject in school Health and fitness links to science and Biology
Key Assessment	LC Dates Start and end of lesson blocks



Physical Education CORE PE Curriculum: Start to End Point Mapping 2020-21 – Curriculum Sequence Grids



Year 11											
KS4 Core Curriculum offers a pathway choice for students to select an appropriate pathway to suit their activity preferences built up in KS3 (this runs alongside BTEC Sport and GCSE PE)											
Unit(s) – As outlined in 39 week plans	Example of Core PE Pathways (1 lesson)										
	Tues 6 GAMES	Benchball	Basketball	Football	Hockey	Alternative Activity (outside provider)	GCSE PE Girls Climbing Rugby	GCSE PE Girls Climbing Lacrosse	Athletics	GCSE PE Girls Kayaking Rounders	
	Tues 6 HEALTH AND WELLBEING	Bench ball	Aerobics / Fitness Class	Fitness Suite		Alternative Activity (outside provider)	Couch to 5K		Aerobics / Fitness Class	Athletics	Rounders
	Fri 2 AESTHETIC	Bench ball	Trampolining	Couch to 5K		Alternative Activity (outside provider)	Dance		Gymnastics	Athletics	Rounders
	Games Pathway				Health and Well Being Pathway				Aesthetic Pathway		
Key Retainable Knowledge and skills	Focus on applying the skills and techniques learnt in KS3 in games and competitive situations . A range of game activities are used to develop the skills below. GCSE PE pathway students combine to gain a climbing and kayaking grade in core PE lessons by the end of the year. A healthy lifestyle is still maintained by students working at a very high intensity for the full lesson				A mixture of H+F and some games across a pathway. Ideal for students who want to maintain a healthy lifestyle, but still want to experience some game activities. Focus on improving your own fitness levels and making links to external providers so can be life long active when leave Wath Academy				A bigger focus on aesthetic based activities like Dance, gymnastics and trampolining. Also including a portion of games and fitness based activities to give a rounded curriculum.		
HEALTHY LIFESTYLE					Healthy Lifestyle <ul style="list-style-type: none"> - Maintain high intensity when completing challenging fitness activities for a full lesson - Create your own fitness based sessions in aerobic / fitness suite / couch to 5k - Able to apply heart rate zones, principals of training and training methods to the fitness activities completed - Make links to theoretical study of GCSE PE / BTEC Sport completed in theoretical lessons running alongside this pathway 				Aesthetic Creative Performance Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.		
CREATIVE THINKERS	Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.								Routine includes performance of skills from the advanced elements. Demonstrates wholly accurate execution of all aspects of actions, dynamics and spatial content, showing consistent and inspirational timing and musicality.		
CHARACTER									Projects self with excellent confidence and is focused throughout. Able to communicate emotion character and attitude to produce a highly engaging and committed performance.		
PERFORMANCE	<ul style="list-style-type: none"> - Very good position-specific skills and techniques. - Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. - Consistently able to effectively influence the performance and motivation of self and others. - Consistent communication during the full sided game with effective impact, with few, if any, misjudgements. - Responds effectively to environmental conditions. - Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. 				Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following. <ul style="list-style-type: none"> - Very good position-specific skills and techniques. - Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. - Consistently able to effectively influence the performance and motivation of self and others. - Consistent communication during the full sided game with effective impact, with few, if any, misjudgements. 				A close link is evident between the student's own physical ability and the art of successful expression, including creativity, imagination and originality, adding interest to the routine. Group relationships are sophisticated, demonstrating a confident and effective visible connection to partner or other performers in the group throughout the routine.		



Physical Education CORE PE Curriculum: Start to End Point Mapping 2020-21 – Curriculum Sequence Grids



	<p>Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</p>	<p>Responds effectively to environmental conditions.</p> <p>Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements.</p> <p>Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</p>	<p>Healthy Lifestyle</p> <ul style="list-style-type: none"> - Maintain high intensity when completing challenging fitness activities for a full lesson - Create your own fitness based sessions in aerobic / fitness suite / couch to 5k - Able to apply heart rate zones, principals of training and training methods to the fitness activities completed - Make links to theoretical study of GCSE PE / BTEC Sport completed in theoretical lessons running alongside this pathway <p>Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> - Very good position-specific skills and techniques. - Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements. - Consistently able to effectively influence the performance and motivation of self and others. - Consistent communication during the full sided game with effective impact, with few, if any, misjudgements. - Responds effectively to environmental conditions. - Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements. - Adapts effectively and consistently to changes in a competitive situation to dominate opponents.
<p>Our Year 11 Core Curriculum</p> <ul style="list-style-type: none"> - Students at Year 11 ready to select a route after experiencing a range of activities through KS3 - Students pick their own 'best fit sports' - Pathways Selected Games / Aesthetic / Health and Well-being enable our curriculum end points still to be achieved - Gone for shorter blocks of approximately 4 lessons in many places to encourage a range of activities - Activities like Couch to 5K brought in to encourage healthy lifestyles - Alternative providers brought in to break down local barriers to activity when finish school - Want students to either enter 6th form or leave with a knowledge of local providers where they can stay fit and healthy once they leave school 			
<p>Key Technical Vocabulary</p>	<p align="center"> Creative Thinker Performer Character Healthy Lifestyles Choice Role Model Consistent Advanced Skills Under pressure Leadership Choreograph Evaluate Outside Club Links with clubs Justify Route Life long learning </p>		
<p>Developing Cultural Capital</p>	<p>External Fitness Instructors lead sessions, opening up opportunities after leave school to stay fit and healthy</p> <p>Visit Local Fitness based activities clubs. E.g. Boxing / Muscle mania in Wath. Boogie Bounce / Manvers boat lake for Kayaking in Manvers</p> <p>Volunteers from years 9-11 help at all the primary school sports days / some competitions as year progresses.</p> <p>Fixtures after school</p> <p>Sports Tours (Marbella 2019 Netball / Football tour 2020 / Ski Trip 2020)</p> <p>Wimbledon Trip</p> <p>RAYLS Sports leaders selected based on last terms performance. Trained up with RAYLS leaders from other schools and lead School Sports Games Competitions. Opportunities to use leadership skills with primary competitions</p>		



Physical Education CORE PE Curriculum: Start to End Point Mapping 2020-21 – Curriculum Sequence Grids



Cross Curricular Links (Authentic Connections)	Leadership – All subjects, the skills learnt can be applied across every subject in school Health and fitness links to science and Biology
Key Assessment	LC Dates Start and end of lesson blocks