

Curriculum Map 2022 - 2023 – Core PE and Examination Sport Science

TERM	CONTENT AND SKILLS				
	YEAR 7	YEAR 8	YEAR 9 – GCSE/Cambridge Nationals	YEAR 10 – Cambridge Nationals	YEAR 11 – Cambridge Nationals
AUTUMN	Please see attached activity map	Please see attached activity map	Intent 1 – The structure and function of the skeleton 2 – The structure and function of the muscular system	Intent – Complete Nutrition in Sport 2 – Understand the importance of nutrition in sport 3 – Know about the effects of a poor diet on sports performance and participation 4 – Be able to develop diet plans for performers start	Content – Applying Principles of training 1- Know the principles of training in a sporting context 2 – Know how training methods target different fitness components 3 – Be able to conduct fitness tests 4 – Be able to develop fitness training programmes
	Skills These vary depending on what sport the students are covering. Please see the document called: - Skills in PE - Individual sporting skills documents call KS3 core and advanced skills. Then click on the individual sports	Skills These vary depending on what sport the students are covering. Please see the document called: - Skills in PE - Individual sporting skills documents call KS3 core and advanced skills. Then click on the individual sports	Skills - Use of anatomical vocabulary - Application of content knowledge to varies sporting scenarios - The linking and understanding of how the skeleton and the muscles work together in the body. - To apply point, evidence and an explanation to extended writing - Understand how to complete a variety of different tasks	Skills - Identification on how diet links to a healthy, active lifestyle - To use knowledge gained to implement dietary guidance for varied sports performers - To identify areas of improvement in dietary intake - To develop the ability to analyse information to form an opinion for data gathered.	Skills - Identification on how to training effectively and what the barrier are to training - To vocalise what principles and methods of training are, and how it effects sporting success and everyday life situations. - To be able to assess fitness levels and justify areas for improvement - To develop the ability to analyse information to form an opinion for data gathered.

	<p>Capital culture</p> <ul style="list-style-type: none"> - Students will be apply their knowledge of skills to reflect on their own experiences, to develop compassion and patience for individuals who utilise these skills in a sporting and non-sporting situation - Students will understand the importance of these skills within sports, health, wellbeing and how it links to the wider community - Students will understand how sport can be used as a platform to support national campaigns. 	<p>Capital culture</p> <ul style="list-style-type: none"> - Students will be apply their knowledge of skills to reflect on their own experiences and compare that with those who might play for a national team. - Students will understand the importance of fair play and how cheating may take place in elite level sport, and what is in place to stop this - Students to be aware of opportunities to access sports that are less traditional within their local community 	<p>Capital culture</p> <ul style="list-style-type: none"> - Students will be able to apply their knowledge of skills to reflect their own experience and compare with those who might play elite level sport. - Students will discuss and reflect on sporting events that highlight political change and values. 	<p>Capital culture</p> <ul style="list-style-type: none"> - Students will be able to apply their knowledge of health and wellbeing to understand how elite performers fuel differently to the general public. - Students will discuss and reflect on sporting supplement vs sports enhancing drugs. 	<p>Capital culture</p> <ul style="list-style-type: none"> - Students will be able to make links base line test and normative data, with the ability to compare their own experiences to others - Students will discuss and reflect why performer may wish to take performance enhancing drugs to aid recovery - Student to be aware of opportunities and careers with the fitness industry
	<p>Personal development</p> <p>HE - The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p> <p>HE - That happiness is linked to being connected to others</p> <ul style="list-style-type: none"> - Building respectful relationships with OAA <p>Moral – Promotion of fair play</p> <p>Spiritual – Opportunities to assess strengths and weaknesses.</p> <p>Social – Development of belonging through team games. Understanding and</p>	<p>Personal development</p> <p>HE - The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p> <p>HE - That happiness is linked to being connected to others</p> <p>Moral – Promotion of fair play</p> <p>Spiritual – Opportunities to assess strengths and weaknesses.</p> <p>Social – Development of belonging through team games. Understanding and applying rules and regulations fairly. The</p>	<p>Personal development</p> <p>Moral – Promotion of fair play, the difference between right/wrong and gamesmanship</p> <p>Spiritual – Opportunities to assess strengths and weaknesses in theory and practical. Opportunities to develop knowledge on the human body and how it can be manipulated</p> <p>Social – Development of working with others and opportunities to peer assess work</p>	<p>Personal development</p> <p>HE - The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight</p> <p>Spiritual – Opportunities to assess strengths and weaknesses in theory and practical. Opportunities to develop knowledge on the human body and how diet affects it</p> <p>Social – Development of working with others and opportunities to peer assess work. Assessment of a client and the ability to work with them to meet their needs</p>	<p>Personal development</p> <p>HE - The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight</p> <p>Spiritual – Opportunities to assess strengths and weaknesses in theory and practical. Opportunities to develop knowledge on the human body and training and how it can be manipulated</p> <p>Social – Development of working with others and opportunities to peer assess work. Assessment of a client and the ability to</p>

	applying rules and regulations fairly. The understanding of sporting conduct	understanding of sporting conduct		Moral – Looking in to the rights and wrongs of sugar and advertisement campaigns	work with them to meet their needs
SPRING	Please see attached activity map	Please see attached activity map	Content 1 – The cardiovascular and respiratory systems 2 – Effects of exercise on body systems	Content – Reducing the risk of sports injury 1 – Understand different factors which influence the risk of injury 2 – Understand how appropriate warm up and cool down routines can help to prevent injury	Content - Reducing the risk of sports injury, exam preparation - Applying Principles of training course work development
	Skills These vary depending on what sport the students are covering. Please see the document called: - Skills in PE - Individual sporting skills documents call KS3 core and advanced skills. Then click on the individual sports	Skills These vary depending on what sport the students are covering. Please see the document called: - Skills in PE - Individual sporting skills documents call KS3 core and advanced skills. Then click on the individual sports	Skills - Use of anatomical vocabulary - Application of content knowledge to varies sporting scenarios, with the ability to vocalise how it effects our body in the long and short term - To be able to link anatomy and physiology elements to a healthy, active lifestyle - The understanding and evaluating if how the heart and lungs work together in the body. - To apply point, evidence and an explanation to extended writing	Skills - To understand how to treat a variety of sporting injuries - To be able to assess appropriate strategies to deal with sporting injuries - Explain and analyse how there are a variety of factors that can cause a sporting injury - To development grammar, punctuation and spelling within analyse style questions	Skills - To develop grammar, punctuation and spelling within analyse style questions - To explain and analyse how various factors can have an effect on fitness and injury - To be able to use support material to aid written response in extended writing

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	<p>Personal development</p> <p>HE - The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p> <p>HE - That happiness is linked to being connected to others</p> <p>Moral – Promotion of fair play</p> <p>Spiritual – Opportunities to assess strengths and weaknesses.</p> <p>Social – Development of belonging through team games. Understanding and applying rules and regulations fairly. The</p>	<p>Personal development</p> <p>HE - The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p> <p>HE - That happiness is linked to being connected to others</p> <p>Moral – Promotion of fair play</p> <p>Spiritual – Opportunities to assess strengths and weaknesses.</p> <p>Social – Development of belonging through team games. Understanding and applying rules and regulations fairly. The</p>	<p>Personal development</p> <p>HE - About the science relating to blood, organ and stem cell donation</p> <p>Moral – Promotion of fair play, the difference between right/wrong and gamesmanship</p> <p>Spiritual – Opportunities to assess strengths and weaknesses in theory and practical. Opportunities to develop knowledge and the human body and how it can be manipulated</p> <p>Social – Development of working with others and opportunities to peer assess work</p>	<p>Personal development</p> <p>HE - The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</p> <p>HE - Basic treatment for common injuries</p> <p>Spiritual – Opportunities to assess strengths and weaknesses in theory and practical. Opportunities to develop knowledge on the human body with a focus on how we can avoid injury</p> <p>Social – Development of working with others and opportunities to peer assess work. Assessment of injuries</p>	<p>Personal development</p> <p>HE - The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight</p> <p>Spiritual – Opportunities to assess strengths and weaknesses in theory and practical. Opportunities to develop knowledge on the human body and training and how it can be manipulated</p> <p>Social – Development of working with others and opportunities to peer assess work. Assessment of a client and the ability to</p>

	understanding of sporting conduct	understanding of sporting conduct		within a sporting context and the approach treatment. How to liaise with medical professionals. Moral – Exploring the right/wrong ways to deal with an injured individual.	work with them to meet their needs
SUMMER	Please see attached activity map	Please see attached activity map	Content – Sports nutrition 1 – Know about the nutrients needed for a healthy, balanced diet	Content – Reducing the risk of sports injury 3 – Know how to respond to injuries within a sporting context 4 – Know how to respond to common medical conditions	Content – Alterations to coursework, to ensure appropriate grading boundaries have been reached
	<p>Skills</p> <p>These vary depending on what sport the students are covering. Please see the document called:</p> <ul style="list-style-type: none"> - Skills in PE - Individual sporting skills documents call KS3 core and advanced skills. Then click on the individual sports 	<p>Skills</p> <p>These vary depending on what sport the students are covering. Please see the document called:</p> <ul style="list-style-type: none"> - Skills in PE - Individual sporting skills documents call KS3 core and advanced skills. Then click on the individual sports 	<p>Skills</p> <ul style="list-style-type: none"> - Identification on how diet links to a healthy, active lifestyle - To use knowledge gained to implement dietary guidance for varied sports performers - To identify areas of improvement in dietary intake - To develop the ability to analyse information to form an opinion. 	<p>Skills</p> <ul style="list-style-type: none"> - To understand how to treat a variety of sporting injuries - To be able to assess appropriate strategies to deal with sporting injuries - Explain and analyse how there are a variety of factors that can cause a sporting injury - To development grammar, punctuation and spelling within analyse style questions 	<p>Skills</p>

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	understanding of sporting conduct	understanding of sporting conduct	Moral – Looking in to the rights and wrongs of sugar and advertisement campaigns	within a sporting context and the approach treatment. How to liaise with medical professionals. Moral – Exploring the right/wrong ways to deal with an injured individual.	
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Please complete with proposed timings of assessment as well as details of type of assessment and weighting of marks

TERM	ASSESSMENT CALENDAR 2021 -22				
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN	<p>Students will be assessed over the following 4 bands</p> <p>A – Range of skill (20) B– Quality of skill (20) C – Physical attributes (20) D – Decision making (20)</p> <p>At the end of each module. The curriculum map with start and finish dates can be located in the Physical Education department area</p>	<p>Students will be assessed over the following 4 bands</p> <p>1 – Range of skill (20) 2 – Quality of skill (20) 3 – Physical attributes (20) 4 – Decision making (20)</p> <p>At the end of each module The curriculum map with start and finish dates can be located in the Physical Education department area</p>	<p>Skeleton</p> <p>1 – Location and spelling test of the bones in the body 2 – Mini recap quiz 3 – Topic test 1 4 – Topic test 2</p> <p>Muscles</p> <p>1 – Location and spelling test of the muscles of the body 2 – Mini recap quiz 3 – Topic test 1</p> <p>Autumn term recap exam</p>	<p>Formative assessment of coursework</p> <p>Diet Learning objective 1 – (6) Diet Learning objective 2 – (12)</p>	<p>Sports injury</p> <p>Learning objective 3 exam Learning objective 4 exam</p> <p>Official mock exam</p>
SPRING	<p>Assessment plan</p> <p>1 – A and B (40) 2 – A and B (40) Autumn term recap - 30 3 – A and B (40) 4 – A and B (40) Spring term recap - 30 5 – A and B (40) 6 – A and B (40)</p>	<p>Assessment plan</p> <p>1 – A, B and D (60) 2 – A, B and D (60) Autumn term recap - 30 3 – A, B and D (60) 4 – A, B, and D (60) Spring term recap - 40 5 – A, B, and D (60) 6 – A, B, and D (60)</p>	<p>Cardiovascular</p> <p>1 – Mini recap quiz 2 – Topic test</p> <p>Respiratory</p> <p>1 – Mini recap quiz 2 – Topic test 3 – Cardio-respiratory topic test</p>	<p>Formative assessment of coursework</p> <p>Diet Learning objective 3 – (12) Diet Learning objective 4 – (10)</p>	<p>Formative assessment of coursework</p> <p>Training Learning objective 1 – (mark TBC) Training Learning objective 2 – (mark TBC) Training Learning objective 3 – (mark TBC)</p>

	Summer term recap - 40	Summer term recap – 40	Spring term recap		
SUMMER			Diet 1 – Mini recap quiz 2 – Topic test Summer term recap	Sports injury Learning objective 1 exam Learning objective 2 exam Summer term recap	Formative assessment of coursework Training Learning objective 4 – (mark TBC)