

PE Department Curriculum Mapping – Pillars, Skills, Knowledge & Understanding

Maximising Performance

Year 7			
Pillars	Techniques & Skills	Knowledge & Understanding	Version/Size
<ul style="list-style-type: none"> ● Components of Fitness; ➤ Balance ➤ Speed ➤ Coordination ➤ Reaction time ➤ Agility ➤ Power ➤ Muscular strength ➤ Muscular endurance ➤ Flexibility ➤ CV endurance 	<p><u>Indoor Athletics</u></p> <ul style="list-style-type: none"> ● Running - sprints 1,2 laps middle distances 4-6 laps relay ● Throws – medicine ball/ shot put from standing Javelin from standing ● Jumps – broad/speed bounce ● <p>Recording skills, measuring (tape measure – Maths cross-curricular link), starting (effective and accurate use of stopwatch) Emphasis on ‘MyPB’ qualities of resilience, integrity & self-management</p>	<p>Effective pacing tactics/strategies taught for middle distance track events. Efficient sprinting technique and strategy taught (starting positions etc.), often as part of warm-up activities Relay changeovers (upsweep/downsweep) Application of which ‘type’ of athlete should run each stage of the event?</p>	<p>Individual & team</p> <p>Indoor shot & foam javelin</p>
	<ul style="list-style-type: none"> ● Analysis of Performance ● Resilience ● Determination 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> ● Track – sprints 100m, 200m, (girls 300m/boys 400m) middle distances 800m, 1500m relay (4x100m) ● Throws – shot put from standing discus from standing javelin with step/shuffle ● Jumps – high jump, long jump (boys triple jump) 	<p>Effective pacing tactics/strategies taught for middle distance track events. Efficient sprinting technique and strategy taught (starting positions etc.), often as part of warm-up activities. Relay changeovers (upsweep/downsweep), tactics for ensuring transitions take place within changeover zones. Application of which ‘type’ of athlete should run each stage of the event?</p>

<ul style="list-style-type: none"> Self-Management – developing own technique/performance 	<p>Recording skills, measuring (tape measure – Maths cross-curricular link), starting (effective and accurate use of stopwatch) Emphasis on ‘MyPB’ qualities of resilience, integrity & self-management</p>	<p>Throwing events broken down into stages, to scaffold starting position, movement, weight transfer, follow through Use of Gold/Silver/Bronze recording sheet</p>	<p>500g(B)</p>
	<p><u>Swimming</u> Effective front crawl over min 25m max distance swim 800m with tumble turns for higher ab group Effective back crawl action over min 25m max distance swim 800m with tumble turns for higher ab group Effective breast/fly action for higher ab group</p> <p>Complete Aqua awards 1-3 with lower ab group Life-saving skills with higher ab group</p>	<p>Demonstrate effective transition; leg, arm & breathing for each stroke</p> <p>Demonstrate effective control for water skills/awards</p> <p>Pupils have ability to use a range of water skills confidently and with increased control and fluency</p>	<p>Teaching pool for non-swimmers Shallow end for non-swimmers/lower ab group</p> <p>25m pool in lanes where appropriate</p>

Year 8

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<ul style="list-style-type: none"> ● Components of Fitness; ➤ Balance ➤ Speed ➤ Coordination ➤ Reaction time ➤ Agility ➤ Power ➤ Muscular strength ➤ Muscular endurance ➤ Flexibility ➤ CV endurance 	<p><u>Indoor Athletics</u></p> <ul style="list-style-type: none"> ● Running - sprints 1,2 laps middle distances 4-6 laps relay ● Throws – medicine ball/ shot put from standing Javelin from standing ● Jumps – broad/speed bounce ● <p>Recording skills, measuring (tape measure – Maths cross-curricular link), starting (effective and accurate use of stopwatch) Emphasis on ‘MyPB’ qualities of resilience, integrity & self-management</p>	<p>Effective pacing tactics/strategies taught for middle distance track events. Efficient sprinting technique and strategy taught (starting positions etc.), often as part of warm-up activities Relay changeovers (upsweep/downsweep) Application of which ‘type’ of athlete should run each stage of the event?</p>	<p>Individual & team</p> <p>Indoor shot & foam javelin</p>
<ul style="list-style-type: none"> ● Analysis of Performance ● Resilience ● Determination ● Self-Management – developing own technique/performance 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> ● Track – sprints 100m, 200m, (girls 300m/boys 400m) middle distances 800m, 1500m relay (4x100m) ● Throws – shot put from standing/shuffle discus from standing/shuffle javelin with step/shuffle ● Jumps – high jump, long jump (boys triple jump) <p>Recording skills, measuring (tape measure – Maths cross-curricular link), starting (effective and accurate use of stopwatch)</p>	<p>Effective pacing tactics/strategies taught for middle distance track events. Efficient sprinting technique and strategy taught (starting positions etc.), often as part of warm-up activities. Relay changeovers (upsweep/downsweep), tactics for ensuring transitions take place within changeover zones. Application of which ‘type’ of athlete should run each stage of the event?</p> <p>Throwing events broken down into stages, to scaffold starting position, movement, weight transfer, follow through Use of Gold/Silver/Bronze recording sheet</p>	<p>Track distances for boys and girls specified in ‘Techniques & Skills’ section.</p> <p>Shot – 3.25kg(G) 4.00kg(B)</p> <p>Discus – 1.00kg(G) 1.25kg(B)</p> <p>Javelin – 600g(G) 600g(B)</p>

	Emphasis on 'MyPB' qualities of resilience, integrity & self-management		
<ul style="list-style-type: none"> ● Components of Fitness; <ul style="list-style-type: none"> ➤ Balance ➤ Speed ➤ Coordination ➤ Reaction time ➤ Agility ➤ Power ➤ Muscular strength ➤ Muscular endurance ➤ Flexibility ➤ CV endurance ● Analysis of Performance ● Resilience ● Determination ● Self-Management – developing own technique/performance 	<u>Fitness</u> Taking pulse; Resting HR Working HR Recovery Rate Able to work within aerobic/anaerobic thresholds with high level of technique	Basic safety principles when preparing for exercise Impact of how regular exercise affects your body, and why regular, safe activity is good for your health and wellbeing Explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle K&U of the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing	Combination of; circuit continuous interval weight/resistance
	<u>Endurance Running</u> <ul style="list-style-type: none"> ● Track/Field running – for distance or time ● Emphasis on 'MyPB' qualities of resilience (determination to work hard and improve time/distance), integrity (honesty with number of laps completed) & self-management (pacing oneself) 	Effective pacing strategy taught for distance running Use of recording sheet for improvement, resilience & effort – not attainment	Individual & team events

Year 9

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<ul style="list-style-type: none"> ● Components of Fitness; <ul style="list-style-type: none"> ➤ Balance ➤ Speed ➤ Coordination ➤ Reaction time ➤ Agility ➤ Power ➤ Muscular strength ➤ Muscular endurance ➤ Flexibility ➤ CV endurance ➤ ● Analysis of Performance 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> ● Track – sprints 100m, 200m, (girls 300m/boys 400m) middle distances 800m, 1500m relay (4x100m) ● Throws – shot put from standing/shuffle discus from standing/shuffle javelin with step/shuffle ● Jumps – high jump, long jump (boys triple jump) <p>Recording skills, measuring (tape measure – Maths cross-curricular link), starting (effective and accurate use of stopwatch)</p> <p>Emphasis on ‘MyPB’ qualities of resilience, integrity & self-management</p>	<p>Effective pacing tactics/strategies taught for middle distance track events. Efficient sprinting technique and strategy taught (starting positions etc.), often as part of warm-up activities. Relay changeovers (upsweep/downsweep), tactics for ensuring transitions take place within changeover zones. Application of which ‘type’ of athlete should run each stage of the event?</p> <p>Throwing events broken down into stages, to scaffold starting position, movement, weight transfer, follow through Use of Gold/Silver/Bronze recording sheet</p>	<p>Track distances for boys and girls specified in ‘Techniques & Skills’ section.</p> <p>Shot – 3.25kg(G) 4.00kg(B)</p> <p>Discus – 1.00kg(G) 1.25kg(B)</p> <p>Javelin – 600g(G) 600g(B)</p>
<ul style="list-style-type: none"> ● Resilience ● Determination 	<p><u>Fitness</u></p> <p>Taking pulse; Resting HR Working HR Recovery Rate</p> <p>Able to work within aerobic/anaerobic thresholds with high level of technique on more specific skill & health related components of fitness</p>	<p>Basic safety principles when preparing for exercise</p> <p>Impact of how regular exercise affects your body, and why regular, safe activity is good for your health and wellbeing</p> <p>Explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle</p>	<p>Combination of; circuit continuous interval weight/resistance</p>

<ul style="list-style-type: none"> • Self-Management – developing own technique/performance 	<p>Methods of training FITT Principles of training</p>	<p>K&U of the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing</p> <p>Carry out your own physical activity programmes based on your choices and preferences of activities and roles within activities.</p> <p>Use your knowledge of health, fitness and social wellbeing to plan and evaluate your own and others' exercise and physical activity programmes.</p>	
	<p><u>Endurance Running</u></p> <ul style="list-style-type: none"> • Track/Field running – for distance or time • Emphasis on 'MyPB' qualities of resilience (determination to work hard and improve time/distance), integrity (honesty with number of laps completed) & self-management (pacing oneself) 	<p>Effective pacing strategy taught for distance running</p> <p>Use of recording sheet for improvement, resilience & effort – not attainment</p>	<p>Individual & team events</p>

Year 10

Pillars	Techniques & Skills	Knowledge & Understanding	Version/Size
<ul style="list-style-type: none"> ● Components of Fitness; <ul style="list-style-type: none"> ➤ Balance ➤ Speed ➤ Coordination ➤ Reaction time ➤ Agility ➤ Power ➤ Muscular strength ➤ Muscular endurance ➤ Flexibility ➤ CV endurance ● Analysis of Performance ● Resilience ● Determination ● Self-Management – developing own technique/performance 	<p><u>Athletics</u> GCSE PE students take part in all events, also given opportunity to take part in competitive pentathlon.</p> <ul style="list-style-type: none"> ● Track – sprints 100m, 200m, (girls 300m/boys 400m) middle distances 800m, 1500m relay (4x100m) ● Throws – shot put from standing/shuffle discus from standing/shuffle javelin with step/shuffle ● Jumps – high jump, long jump, triple jump <p>Lower ability students take part in fewer activities but have choice over some events to complete throughout each lesson, in some form of time challenge / engaging score sheet activity etc.</p> <p>Coaching and officiating, as well as observation and analysis skills taught explicitly, via peer-assessment opportunities, team challenges and responsibility for starting/timing/measuring/recording events.</p>	<p>Effective pacing tactics/strategies taught for middle distance track events.</p> <p>Efficient sprinting technique and strategy taught (starting positions etc.), often as part of warm-up activities.</p> <p>Relay changeovers (upsweep/downsweep), tactics for ensuring transitions take place within changeover zones.</p> <p>Application of which ‘type’ of athlete should run each stage of the event?</p> <p>Throwing events broken down into stages, to scaffold starting position, movement, weight transfer, follow through</p> <p>Use of GCSE specific athletics criteria and Gold/Silver/Bronze recording sheet</p>	<p>Track distances for boys and girls specified in ‘Techniques & Skills’ section.</p> <p>Shot – 4kg(G) 5kg(B)</p> <p>Discus – 1.25kg(G) 1.5kg(B)</p> <p>Javelin – 600g(G) 700g(B)</p>
	<p><u>Fitness</u> Design and carry out activity and training</p>	<p>Basic safety principles when preparing for</p>	<p>Combination of;</p>

	<p>programmes that have specific purposes (PEP)</p> <p>Monitor and develop own training, exercise and activity programmes in and out of school.</p> <p>Off Site Activities – Cycling/Gym</p>	<p>exercise</p> <p>Impact of how regular exercise affects your body, and why regular, safe activity is good for your health and wellbeing</p> <p>Explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle</p> <p>K&U of the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing</p> <p>Carry out your own physical activity programmes based on your choices and preferences of activities and roles within activities.</p> <p>Use your knowledge of health, fitness and social wellbeing to plan and evaluate your own and others' exercise and physical activity programmes.</p>	<p>circuit</p> <p>continuous</p> <p>interval</p> <p>weight/resistance</p>
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Year 11

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<ul style="list-style-type: none"> ● Components of Fitness; <ul style="list-style-type: none"> ➤ Balance ➤ Speed ➤ Coordination ➤ Reaction time ➤ Agility ➤ Power ➤ Muscular strength ➤ Muscular endurance ➤ Flexibility ➤ CV endurance ● Analysis of Performance ● Resilience ● Determination 	<p><u>Athletics</u> GCSE PE students take part in all events, also given opportunity to take part in competitive pentathlon.</p> <ul style="list-style-type: none"> ● Track – sprints 100m, 200m, (girls 300m/boys 400m) middle distances 800m, 1500m relay (4x100m) ● Throws – shot put from standing/shuffle discus from standing/shuffle javelin with step/shuffle ● Jumps – high jump, long jump, triple jump <p>Lower ability students take part in fewer activities but have choice over some events to complete throughout each lesson, in some form of time challenge / engaging score sheet activity etc.</p> <p>Coaching and officiating, as well as observation and analysis skills taught explicitly, via peer-assessment opportunities, team challenges and responsibility for starting/timing/measuring/recording events.</p>	<p>Effective pacing tactics/strategies taught for middle distance track events.</p> <p>Efficient sprinting technique and strategy taught (starting positions etc.), often as part of warm-up activities.</p> <p>Relay changeovers (upsweep/downsweep), tactics for ensuring transitions take place within changeover zones.</p> <p>Application of which ‘type’ of athlete should run each stage of the event?</p> <p>Throwing events broken down into stages, to scaffold starting position, movement, weight transfer, follow through</p> <p>Use of GCSE specific athletics criteria and Gold/Silver/Bronze recording sheet</p>	<p>Track distances for boys and girls specified in ‘Techniques & Skills’ section.</p> <p>Shot – 4kg(G) 5kg(B)</p> <p>Discus – 1.25kg(G) 1.5kg(B)</p> <p>Javelin – 600g(G) 700g(B)</p>
<ul style="list-style-type: none"> ● Self-Management – developing own technique/performance 	<p><u>Fitness</u></p> <p>Design and carry out activity and training programmes that have specific purposes (PEP)</p>	<p>Basic safety principles when preparing for exercise</p>	<p>Combination of; circuit continuous</p>

	<p>Monitor and develop own training, exercise and activity programmes in and out of school.</p> <p>Off Site Activities – Cycling/Gym</p>	<p>Impact of how regular exercise affects your body, and why regular, safe activity is good for your health and wellbeing</p> <p>Explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle</p> <p>K&U of the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing</p> <p>Carry out your own physical activity programmes based on your choices and preferences of activities and roles within activities.</p> <p>Use your knowledge of health, fitness and social wellbeing to plan and evaluate your own and others' exercise and physical activity programmes.</p>	<p>interval weight/resistance</p>
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