

Key Stage 3: PE Curriculum Map 2023-2024

Prior Learning:

At KS1 and 2 the aim was for students to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play modified competitive games- apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Curriculum Intent:

At Chantry Academy we want to inspire a lifelong positive attitude to exercise, fitness and wellbeing, alongside enhancing the social mobility of our students, through the enjoyment and participation of an inclusive and broad PE curriculum.

Our curriculum is designed to give pupils a broad experience of a range of physically demanding activities to promote physical confidence and fitness. Our students are offered competitive opportunities to develop character and embed values such as fairness and respect.

Year 7

The following is an example map for a particular teacher. Variations are presented as groups may use different invasion/net activities, due to the groups' capabilities, and a different pattern, due to facilities.

The intention is to build on and imbed the physical development and skills learned from KS2, develop confidence and interest to get involved in exercise and sports out of school and in later life.

The plan is for students to acquire and developing basics skills across the subject, replicating sequences and creating personal response.

	Autumn Term 1 5 weeks	Autumn Term 2 5 weeks	Autumn Term 3 5 Weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	Invasion Games 1	Fitness	OAA/ Trampolining	Net Games 1	Invasion Games 2	Athletics	Striking and Fielding

Learning Focus	Building skills and developing Spatial awareness, timing, and accuracy of action in isolated practise and small sided/modified games activities.	Warm up and cool down, short term changes to muscular, CV and respiratory system Induction and safe use of the fitness suite. Short- and long-term effects of exercise. Basic Anatomy and Physiology Fitness tests introduced. Aerobic Endurance Muscular Strength	Develop skills to solve problems both intellectually and physically, as individuals and as group Replicating skills and creating sequences. Working through the Trampolining levels of performance culminating in an 8 to 10 bounce routine at the student's personal level.	Basic skills and movements in isolation and basic games Basic knowledge and application of rules.	Spatial awareness, timing and accuracy of action in isolated practise and small sided/modified games activity-starting to develop Tactical aspects of the game.	Experience and develop skills in the variety of athletics events Sprint, middle distance, Throws, jumps, hurdles (where appropriate) and relay. Peer assess and evaluate/coach each other. Measure and understand some regulations.	Basic skills and movements in isolation and small sided. show knowledge of basic rules and umpiring
Careers Focus	Careers in the Fitness/Leisure industry- Personal trainers, gym instructors, lifeguards.			Careers in coaching/teaching sport.		Careers in officiating sport	
Assessment	1			2		3	
	Formative and summative throughout unit of work. I am able to show spatial awareness in small sided games. I am building my skills in throwing and catching. I know how and why we warm up and cool down. I have completed a fitness suite induction. I know some components of fitness.			Formative and summative throughout unit of work. I am able to offer basic tactical suggestions to my team. I can apply principles of attack and defence in invasion and net games. I can work together as part of team to solve problems in OAA.		Formative and summative throughout unit of work. I can measure and record times and distances. I can attempt a range of throwing, jumping and running events I have knowledge of the rules of a striking and fielding game and can use this when playing.	

			<p>I can identify differences between my own and perfect model.</p> <p>I am starting to coach my partner to improve their performance.</p>
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Year 8

In year 8 the expectation is that students will continue to acquire and developing skills- becoming more competent in the techniques. Developing confidence and Interest to get involved in Exercise and sports out of school and in later life remain an aim.

The following is an example map for a particular teacher. Variations are is use that may use different invasion/net activities, due to group capabilities, and a different pattern, due to facilities.

	Autumn Term 1 5 weeks	Autumn Term 2 5 weeks	Autumn Term 3 5 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	Fitness	Net Games	OAA/Trampolining	Invasion Games 1	Invasion Games 2	Athletics	Striking and Fielding
Learning Focus	<p>Monitor and analyse effects of exercise on the body</p> <p>FITT principle</p> <p>Fitness Tests continued</p> <p>Types of Training-</p>	<p>Apply skills and movements in isolation and in competitive situations.</p> <p>Deepen knowledge and application of rules and</p>	<p>Develop skills to solve problems both intellectually and physically, as individuals and as a group.</p> <p>Developing teamwork skills building on trust.</p> <p>Replicating skills and creating sequences.</p>	<p>Spatial awareness, timing and accuracy of action in isolated practise and small sided/modified games activity.</p> <p>Showing greater competence throughout.</p>	<p>Spatial awareness, timing, and accuracy of action in isolated practise and small sided/modified games activity starting to develop Tactical aspects of the game and implement them.</p>	<p>Experience and develop skills in the variety of athletics events Sprint, middle distance, Throws, jumps, hurdles (where appropriate) and relay. Peer assess and evaluate/coach each other, use this to demonstrate</p>	<p>Embed skills and movements in isolation and small sided. show knowledge of basic rules and umpiring. Use tactics strategies to overcome opponents in competitive environments.</p>

	circuit/interval/ continuous	umpiring, showing greater competence.	Working through the Trampolining levels of performance culminating in an 8 to 10 bounce routine at the student's personal level. Use analysis to improve their own and others' performance.			improvement. Measure and understand regulations. Show greater competence within sport.	
Careers Focus	Career links to armed forces			Career links to sports development		Career links to sport analysis	
Assessment	1			2		3	
	<p>Formative and summative throughout unit of work. I am becoming more competent with how I use space in invasion games.</p> <p>I am showing greater confidence with my throwing and catching skills- I am now more accurate and precise.</p> <p>I can now lead a warm up with a small group of students.</p> <p>I can identify and explain what the FITT principle is.</p>			<p>Formative and summative throughout unit of work. I am now able to combine skills with accuracy a precision.</p> <p>I can offer tactical suggestions for team and individual games.</p> <p>I make suggestions to help solve problems in OAA.</p>		<p>Formative and summative throughout unit of work.2 I can perform at maximum in a range of jumping, throwing and running events.</p> <p>I can confidently apply my knowledge of the rules of a number of games and use this information to outwit opponents.</p> <p>I can identify strengths and weaknesses in my own and others' performance.</p>	

Year 9

The expectation throughout year 9 is for students to continue to acquire and develop skills and become more competent and expert in their techniques, developing performance and tactical knowledge and application across a range of different sports and physical activities. It remain a focus for all students, regardless of their starting point to develop confidence and Interest to get involved in Exercise and sports out of school and in later life.

The following is an example map for a particular teacher. Variations are is use that may use different invasion/net activities, due to group capabilities, and a different pattern, due to facilities.

	Autumn Term 1 5 weeks	Autumn Term 2 5 weeks	Autumn Term 3 5 Weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	Trampolining/Net wall 1	Fitness	Invasion Games 1	Net wall 2	Invasion Games 2	Athletics	Striking and Fielding
Learning Focus	Continue working through the Trampolining levels of performance culminating in an 8 to 10 bounce routine at the student's personal level. Use analysis to improve their own and others' performance. Apply skills and movements in isolation and in competitive situations. Deepen knowledge and application of rules and umpiring, showing greater competence. Develop and use tactics to outwit opponents. Demonstrate higher	Develop understanding of different types of Training (e.g. Fartlek, eight training) Make links to FITT and SPORT.	Spatial awareness, timing and accuracy of action in isolated practise and small sided/modified games activity. Showing greater competence and expertise in performance. Plan and use tactics to outwit opponents.	Apply skills and movements in isolation and in competitive situations. Deepen knowledge and application of rules and umpiring, showing greater competence. Develop and use tactics to outwit opponents. Perform skills well in competitive environments.	Spatial awareness, timing and accuracy of action in isolated practise and small sided/modified games activity. Showing greater competence and expertise in performance. Plan tactical aspects of the game and implement them.	Experience and develop skills in the variety of athletics events Sprint, middle distance, Throws, jumps, hurdles (where appropriate) and relay. Peer assess and evaluate/coach each other, use this to demonstrate improvement. Measure and understand regulations. Showing competence and expertise in a range of events	Show competence and expertise in skills and movements in isolation and small sided. Perform and influence the game. Show good knowledge of rules and umpiring. Plan and use tactics strategies to overcome opponents in competitive environments.

	levels of performance-influence game.						
Careers Focus	Career links to sports massage/physiotherapy			Career links to sports journalism and marketing		Career links to sports psychology.	
Assessment	1			2		3	
	<p>Formative and summative throughout unit of work. I can measure and record times and distances.</p> <p>I can attempt a range of throwing, jumping and running events</p> <p>I have knowledge of the rules of a striking and fielding game and can use this when playing.</p> <p>I can identify differences between my own and perfect model.</p> <p>I am starting to coach my partner to improve their performance.</p>			<p>Formative and summative throughout unit of work. I can perform at maximum in a range of jumping, throwing and running events.</p> <p>I can confidently apply my knowledge of the rules of a number of games and use this information to outwit opponents.</p> <p>I can identify strengths and weaknesses in my own and others' performance.</p>		<p>Formative and summative throughout unit of work. I can demonstrate competence in a range of jumping, throwing and running events.</p> <p>I can perform and influence the game.</p> <p>I can show good knowledge of rules and may attempt officiating/umpiring of small sided games.</p>	