

Nailsea School Curriculum Map – PE

		Topic Title	Key Skills	Content	
Year 7	Term 1	Autumn	<p>Outwitting opponents through selecting and execution of a range of basic skills, techniques, strategies and tactics developed over time.</p> <p>Choreography of sequences and routines demonstrating clear understanding of the concept.</p> <p>Understanding the impact of physical activity- physically, mentally and socially</p> <p>The ability to analyse own and others performance against the lessons success criteria developing the comprehension and application of PE literacy.</p> <p>Beginning to officiate small sided/competitive situations applying knowledge of rules</p> <p>Application and transfer of one activity where it has a positive impact on another are made.</p>	<p>Carousel-range of activities are carried out in the first 4 lessons of the PE timetable to assess and create PE groups. The groups create positive supportive learning environments for all students to experience challenge and success.</p>	
	Term 2			<p>Introduction to a range of activities including team, net/wall and aesthetics. There is a strong link to the area and county extra-curricular program. This ensure students are fully supported in their development if they wish to pursue or are involved in activities beyond their school lessons. All groups will cover all activities on a rotational basis throughout the year. This will provide equality to all for access in activities they may wish to pursue in their lives and beyond school.</p> <p>Across all activities basic skills, techniques, strategies and tactics will be delivered through a range of practice situations progressing to increasingly demand situations. Students will participate in a number of roles to ensure a full understanding-role include performer, coach, official, choreographer.</p> <p>Theoretical physiological content of muscle names, location and use is introduced throughout the year and relevant links made when appropriate for the group and activity.</p> <p>Cross curricular links exists in a number of ways when relevant to the activity</p> <ul style="list-style-type: none"> • Dance round the world-where the countries are in the world, culture, historical links -The theme would normally be James bond or sport with the context of action reaction. This will be reviewed/moved to Year 8 due to Covid restrictions this year • Maths-Timing to music, scores, measurements/distances, time • English-exposure to KS4 content and key words, verbal, non-verbal communication • PHSC-E-Nutrition/health, culture, etiquette, ethics in relation to rule application and fair play • Science/examination PE KS4-muscles <p>Netball, Badminton, Football and Dance-all activities are accessed by all students the completion of these are subject to space and some maybe taught in the spring term</p>	
	Term 3			Spring	<p>Introduction to further activities; making links to themes/concept learnt in Autumn term. Again a strong link to the area and county extra-curricular program. Invasion, Health and fitness, team building/leadership and aesthetics.</p> <p>Hockey, HRF, Gymnastics (travel), Rugby OAA (Team building) all activities are accessed by all students the completion of these are subject to space and some maybe taught in the Autumn term Rugby and Gymnastics for this year have been removed from the program of study due to Covid restrictions</p>
	Term 4				<p>Introduction to further activities; making links to themes/concept learnt in Autumn and spring term. Performing at maximum levels through Athletics and two activities from the striking and fielding-Rounders and Cricket. Students will be introduced to safety aspects of Athletics as well as performing at maximum levels in a range of track and field. Within striking and fielding students will be introduced to key skills and be encouraged to transfer skills between two different disciplines. A strong link to the area and county extra-curricular program is maintained.</p> <p>Athletics, Striking and fielding activities</p>
	Term 5	Summer			
	Term 6				

Nailsea School Curriculum Map – PE

		Topic Title	Key Skills	Content
Year 8	Term 1	Autumn	<p>Outwitting opponents through selecting and execution of a range of more advanced skills, techniques, strategies and tactics developed over time.</p> <p>Choreography of more advanced sequences and routines demonstrating clear understanding of the concept.</p> <p>Continuing to develop the impact of physical activity- physically, mentally and socially</p> <p>Further developing the ability to analyse own and others performance against the lessons success criteria developing the comprehension and application of PE literacy.</p> <p>Officiating small sided/competitive situations applying knowledge of rules</p> <p>Application and transfer of one activity where it has a positive impact on another are made and recalling Year 7 links from PE lessons or knowledge relevant from extra-curricular involvement.</p>	<p>Develop the student's ability to apply and replicate basic and more advanced skills developing their ability in a range of activities including team, net/wall and aesthetics. There remains a strong link to the area and county extra-curricular program. This ensures students are fully supported in their development if they wish to pursue or are involved in activities beyond their school lessons. All groups will cover all activities on a rotational basis throughout the year. Again providing equality of access and development of skills, confidence and interest in physical activity for life beyond school.</p> <p>Across all activities there is a development of the basic skills learnt in Year 7 to more advanced skills, techniques, strategies and tactics will be delivered through a range of practice situations progressing to increasingly demanding situations. The demanding situations will more often than not be the full recognised version of the activity where numbers, ability and facilities allow. Students will continue to develop their ability and confidence in a number of roles to ensure a full understanding-roles include performer, coach, official, choreographer.</p> <p>Theoretical physiological content of bones building on from the muscles topic throughout Year 7 including their names, location and use is introduced throughout the year and relevant links made when appropriate for the group and activity. The link between bones and muscles made clear when relevant- musculoskeletal system</p> <p>Cross curricular links exist in a number of ways when relevant to the activity</p> <ul style="list-style-type: none"> • Dance round the world-where the countries are in the world, culture, historical links • Maths-Timing to music, scores, measurements/distances, time, • English-exposure to KS4 content and key words, verbal, non-verbal communication • PHSC/Nutrition/health, culture, etiquette, ethics in relation to rule application and fair play • Science/examination PE KS4-Bones and muscles <p>Netball, Badminton, Football and Dance-all activities are accessed by all students the completion of these are subject to space and some may be taught in the spring term</p>
	Term 2			
	Term 3	Spring		<p>Development of more advanced skills, techniques, strategies and tactics making links to themes/concept learnt in Autumn term and Year 7. Again a strong link to the area and county extra-curricular program. Invasion, Health and fitness, team building/leadership and aesthetics.</p> <p>Hockey, HRF, Gymnastics (Balance), Rugby OAA (Team building) all activities are accessed by all students the completion of these are subject to space and some may be taught in the Autumn term Rugby and Gymnastics for this year have been removed from the program of study due to Covid restrictions</p>
	Term 4			
	Term 5	Summer		<p>Development of more advanced skills, techniques, strategies and tactics making links to themes/concept learnt in Autumn and Spring term. Performing at maximum levels through Athletics and two activities from the striking and fielding-Rounders and Cricket. Students will recap the safety aspects of Athletics as well as performing at maximum levels in a range of track and field developing their tactical knowledge specific to each event. Within striking and fielding students will develop their key skills techniques, strategies and tactics</p>
	Term 6			

Naifsea School Curriculum Map – PE

				transferring these between two different disciplines. A strong link to the area and county extra-curricular program is maintained. Athletics, Striking and fielding activities		
Year 9		Topic Title	Key Skills	Content		
	Term 1	Autumn	<p>Outwitting opponents through selecting and execution of a range of advanced skills, techniques, strategies and tactics developed over time. Recall and application of these applied where appropriate to new activities introduced</p> <p>Choreography of advanced sequences and routines demonstrating clear understanding and link between aesthetics components previously studied.</p> <p>Continuing to develop the impact of physical activity- physically, mentally and socially</p> <p>Further developing the ability to analyse own and others performance against the lessons success criteria developing the comprehension and application of PE literacy. The use of prior learning and what knowledge transfers can be made to enable success in new activities</p> <p>Develop a border range of understanding of differing activities officiating small sided/competitive situations applying knowledge of rules.</p> <p>Application and transfer of one activity where it has a positive impact on another are made and recalling Year 7 and 8 links from PE lessons or knowledge relevant from extra-curricular involvement.</p>	<p>Develop the student's ability to apply and replicate advance skills developing their ability in a range of activities including team, net/wall and aesthetics. Whilst there remains a strong link to the area and county extra-curricular program to ensure students are fully supported in their development if they wish to pursue or are involved in activities beyond their school lessons. New activities are now introduced to develop students skill set and understanding. All groups will cover all activities on a rotational basis throughout the year. In exposing students to a larger range using the grounded established in Year 7 and 8 the students will have the knowledge, interest, ability and confidence to become involved in a range of physical activities beyond school for life.</p> <p>Across all activities there is a development of the more advanced skills learnt in Year 8 to advanced skills, techniques, strategies and tactics will be delivered through a range of practice situations progressing to increasingly demand situations. The demanding situations will more often than not be the full recognised version of the activity where numbers, ability and facilities allow. Students will continue to develop their ability and confidence in a number of roles to ensure a full understanding-role include performer, coach, official, choreographer. The introducing of new activities will encourage a transfer of skill previously learnt.</p> <p>Theoretical physiological content of the aerobic and anaerobic systems are introduced and is introduced throughout the year and relevant links made when appropriate for the group and activity-specifically in the HRF module.</p> <p>Cross curricular links exists in a number of ways when relevant to the activity</p> <ul style="list-style-type: none"> • Dance round the world-where the countries are in the world, culture, historical links • Maths-Timing to music, scores, measurements/distances, time, • English-exposure to KS4 content and key words, verbal, non-verbal communication • PHSCE-Nutrition/health, culture, etiquette, ethics in relation to rule application and fair play • Science- aerobic and anaerobic systems <p>Netball, Badminton, HRF and Football-all activities are accessed by all students the completion of these are subject to space and some maybe taught in the spring term</p>		
	Term 2					
	Term 3			Spring		<p>Development of advanced skills, techniques, strategies and tactics making links to themes/concept learnt in Year 7/8 and the Autumn term. Again a strong link to the area and county extra-curricular program. Invasion, Health and fitness, team building/leadership and aesthetics.</p> <p>Hockey, Basketball, Gymnastics/Dance, Rugby all activities are accessed by all students the completion of these are subject to space and some maybe taught in the Autumn term</p> <p>Rugby and Gymnastics for this year have been removed from the program of study due to Covid restrictions</p>
	Term 4					
	Term 5	Summer		<p>Development of advanced skills, techniques, strategies and tactics making links to themes/concept learnt in Year 7/8 and the Autumn and Spring term. Performing at maximum levels through Athletics, specialising in activity from the striking and fielding. In</p>		
	Term 6					

Naifsea School Curriculum Map – PE

				addition students select an option activity to develop an interest they may wish to pursue below life at school. Students will recap the safety aspects of Athletics as well as performing at maximum levels in a range of track and field developing their tactical knowledge specific to each event to competition standard. Within striking and fielding students will develop their key skills techniques, strategies and tactics transferring these between multiple disciplines. A strong link to the area and county extra-curricular program is maintained. Athletics, option, Striking and fielding.
		Topic Title	Key Skills	Content
Year 10	Term 1	Autumn	<p>Outwitting opponents through selecting and executing a range of advanced skills, techniques, strategies and tactics developed over time. Recall and application of these applied where appropriate to new activities introduced. In Key stage 4 there is a greater range of activities introduced to build upon foundations skills developed over Key stage 3</p> <p>Continuing to develop the impact of physical activity- physically, mentally and socially to enable students to have the skills and confidence to maintain their involvement in physical activity beyond school.</p> <p>Developing the ability to analyse own and others performance against the lessons success criteria and elite level sport developing the comprehension and application of PE literacy. The use of prior learning and what knowledge transfers can be made to enable success in new activities</p> <p>Develop a border range of understanding of differing activities officiating competitive situations applying knowledge of rules; using prior knowledge and experience transferring skills and understanding.</p> <p>Application and transfer of one activity where it has a positive impact on another are made and recalling Key Stage 3 PE lessons or knowledge relevant from extra-curricular links</p>	<p>Develop the student's ability to apply and replicate advance skills further developing their ability in a range of activities they have covered in key stage 3 and introducing new activities and concepts in key stage 4. A range of activities offered including team, personal fitness, net/wall and aesthetics provide a balance. Whilst there still remains a strong link to the area and county extra-curricular program to ensure students are fully supported in their development if they wish to pursue or are involved in activities beyond their school lessons. All groups will cover all activities on a rotational basis throughout the year. In exposing students to a larger range using the grounding established in key stage 3 the students will have the knowledge, interest, ability and confidence to become involved in a range of physical activities beyond school for life.</p> <p>Across all activities there is a further development of the skills, techniques, strategies and tactics will be delivered through a range of practice situations progressing to increasingly demand situations replicating elite sport. The demanding situations will more often than not be the full recognised version of the activity where numbers, ability and facilities allow. Students will continue to develop their ability and confidence in a number of roles to ensure a full understanding-role include performer, coach, official, choreographer. The introduction of new activities will encourage a transfer of skill previously learnt.</p> <p>Theoretical physiological content is continually applied supporting science and examination PE knowledge where relevant.</p> <p>Cross curricular links exists in a number of ways when relevant to the activity</p> <ul style="list-style-type: none"> • Maths-Timing HRF/personal fitness, scores, measurements/distances, time, • English-exposure to KS4 content and key words, verbal, non-verbal communication • PHSCE-Nutrition/health, culture • Science/Examination PE-key words, terminology linked to physiology <p>Netball, Badminton, Volleyball, Table Tennis, Handball and Football-all activities are accessed by all students the completion of these are subject to space and some maybe taught in the spring term</p>
	Term 2			
	Term 3	Spring		
	Term 4			
	Term 5	Summer		

Naílseá School Curriculum Map – PE

	Term 6			<p>Development of advanced skills, techniques, strategies and tactics making links to themes/concept learnt in key stage 3 and the Autumn and Spring term. Performing at maximum levels through Athletics, specialising in activity from the striking and fielding. In addition, students select an option activity to develop an interest they may wish to pursue below life at school. Students will be performing at maximum levels in a range of field and track developing their tactical knowledge specific to each event to competition standard- This is particularly important for those students who follow an examination course in PE as part of their assessment. Within striking and fielding students will develop their key skills techniques, strategies and tactics transferring these between multiple disciplines. A strong link to the area and county extra-curricular program is maintained.</p> <p>Athletics, option, Striking and fielding,</p>
Year 11		Topic Title	Key Skills	Content
	Term 1	Autumn	<p>Developing the ability for outwitting opponents through selecting and executing a range of advanced skills, techniques, strategies and tactics developed over time. Recall and application of these applied where appropriate to new activities introduced last year. There is building on skill and knowledge level for the additional activities introduced in Year 10.</p> <p>Continuing to develop the impact of physical activity- physically, mentally and socially to enable students to have the skills and confidence to maintain their involvement in physical activity beyond school.</p> <p>Developing the ability to analyse own and others performance against the lessons success criteria and elite level sport developing the comprehension and application of PE literacy. The use of prior learning and what knowledge transfers can be made to enable continued success in new activities introduced in Year 10.</p> <p>Develop a border range of understanding of differing activities officiating competitive situations applying knowledge of rules; using prior knowledge and experience transferring skills and understanding.</p> <p>Application and transfer of one activity where it has a positive impact on another are made and recalling all prior learning in PE lessons or knowledge relevant from extra-curricular links</p>	<p>Develop the student's ability to apply and replicate advance skills further developing their ability in a range of activities they have covered in Year 10. For the new activities and concepts introduced last year, students will develop advanced skills, techniques, strategies and tactics, which will be delivered through a range of practice situations progressing to increasingly demanding competitive situations. Whilst there still remains a strong link to the area and county extra-curricular program to ensure students are fully supported in their development if they wish to pursue or are involved in activities beyond their school lessons. All groups will cover all activities on a rotational basis throughout the year. In exposing students to a larger range using the grounding established in prior years the students will have the knowledge, interest, ability and confidence to become involved in a range of physical activities beyond school for life.</p> <p>Across all activities there is a further development of the skills, techniques, strategies and tactics will be delivered through a range of practice situations progressing to increasingly demand situations replicating elite sport. The demanding situations will more often than not be the full recognised version of the activity where numbers, ability and facilities allow. Students will continue to develop their ability and confidence in a number of roles to ensure a full understanding-role include performer, coach, official, choreographer. The introducing of new activities will encourage a transfer of skill previously learnt.</p> <p>Theoretical physiological content is continually applied supporting science and examination PE knowledge where relevant.</p> <p>Cross curricular links exists in a number of ways when relevant to the activity</p> <ul style="list-style-type: none"> • Maths-Timing HRF/personal fitness, scores, measurements/distances, time, • English-exposure to KS4 content and key words, verbal, non-verbal communication • PHSCE-Nutrition/health, culture • Science/Examination PE-key words, terminology linked to physiology <p>Netball, Badminton, Volleyball, Table Tennis, Handball and Football-all activities are accessed by all students the completion of these are subject to space and some maybe taught in the spring term</p>
	Term 2			
	Term 3	Spring		
	Term 4			
				<p>Development of advanced skills, techniques, strategies and tactics making links to themes/concept learnt in Year 10 and the Autumn term. Again a strong link to the area and county extra-curricular program. Invasion, Health and fitness,</p>

Naifsea School Curriculum Map – PE

				Hockey, Personal fitness, Basketball, HRF, Rugby, Lacrosse, Cricket/Rounders all activities are accessed by all students the completion of these are subject to space and some maybe taught in the Autumn term Rugby for this year has been removed from the program of study due to Covid restrictions handball has replaced this.
	Term 5	Summer		Development of advanced skills, techniques, strategies and tactics making links to themes/concept learnt in Year 10 and the Autumn and Spring term. Within his short block before the students leave us to prepare for their examinations students are given the opportunity with their teacher to select a range of activities they wish to pursue. Option programme-students make a selection based on their interests
	Term 6			
Year 12		Topic Title	Key Skills	Content
	Term 1 Term 2 Term 3 Term 4 Term 5 Term 6	OCR Technicals Extended Certificate	<p>Application of examination techniques learnt in Key stage 4 are transferred to two units studied for the OCR course</p> <p>Ability to work independently meeting deadlines set is a key skill students are required to have and develop in order to be successful</p> <p>The ability to work in teams to research and plan, communicating, extending and supporting each other is a useful skill students develop who achieve a the higher attainment level.</p> <p>The use of ICT to present coursework in various formats</p>	<p>The OCR course is broken down into 3 compulsory units, which are taught in Year 12. They are led by a member of staff who is an expert within that discipline.</p> <p>Unit 1 Body systems and the effects of physical activity-Exam Unit 2 Sports coaching and activity leadership-Coursework Unit 3 Sports organisations and development-Exam</p> <p>The examinations are taken in the summer period when the students are in Year 12. If students are not happy with the grade received, they have second opportunity to take the exam again in the January window when they are in Year 13. The best result from either exam will be carried forward to their overall grade. The coursework element of the course will be completed by the end of Year 12. An external moderator assigned to the school will assess this.</p>
Year 13		Topic Title	Key Skills	Content
	Term 1 Term 2 Term 3 Term 4 Term 5 Term 6	OCR Technicals Extended Certificate	<p>Ability to work independently meeting deadlines set is a key skill students are required to have and develop in order to be successful</p> <p>The ability to work in teams to research and plan, communicating, extending and supporting each other is a useful skill students develop who achieve a the higher attainment level.</p> <p>The use of ICT to present coursework in various formats</p>	<p>A further range of coursework-based units will be studies in Year 13. Again, a member of staff who is an expert in the units will lead these. The units will be assessed by an external moderator. The current modules taken are shown below, these can change due to student future pathways, staffing expertise and other circumstances out of our control such as Covid, which may affect our offer.</p> <p>Unit 11- Exercise for specific groups-Coursework Unit 12- Nutrition and diet for sport and exercise- Coursework Unit 17-Sports injuries and rehabilitation- Coursework</p>