

Physical Education KS3 Curriculum Map

Year	Autumn Term		Spring Term		Summer Term	
7: <i>Components of fitness and healthy living. Developing sports specific techniques.</i>	Content: Base Line testing Target Setting Games Healthy Living	Content: Netball Football	Content: Badminton Trampolineing Gymnastics	Content: Leadership Health and Fitness (circuit training, teacher and peer led) Components of fitness/Physical and skill related	Content: Athletics Healthy Eating	Content: Games Rounders Tennis Cricket Club links/Local provision
	Skills: Target setting Personal hygiene Self analysis Influences on your healthy active lifestyle	Skills: Officiating Applying rules Leadership Developing sports specifics techniques	Skills: Observation and analysis Refining and adapting skills, techniques, strategies Developing compositional ideas into routines	Skills: Peer observation Teacher and peer led Creativity, exploring and developing	Skills: Identifying strengths Dietary needs for specific activities	Skills: Making informed choices about healthy active lifestyle Exercising safely and effectively
8: <i>Balanced diet for individuals and methods of training and fitness testing</i>	Content: Gymnastics Trampolineing Conditioning Components of fitness	Content: Leadership (Level 1 JSLA) Host a sports activity lead a small peer group) event/Inter-forms	Content: Health and fitness Methods of training Fitness testing Ball girls	Content: Games Netball Football Rugby Badminton	Content: Athletics Somatotypes Influences of the media on body size Observational Analysis	Content: Games Tennis Rounders Cricket Socio-cultural factors affecting participation Benefits of exercise
	Skills: Evaluating and improving Act upon feedback	Skills: Applying knowledge Managing Leadership Problem solving and adapting to changing circumstances/ unfamiliar contexts Perform at maximum levels in relation to accuracy	Skills: Identify types of activities they are best suited to Types of roles they are best suited to Perseverance/ Performing to maximum effort Exercise safely and effectively Confidence	Skills: Competitive play Using tactics and strategies Outwitting performance Fair play Perseverance/ Performing to maximum effort	Skills: Use of IT as a tool for improvement and tracking performance Identify types of activities they are best suited to Analysis performance best on strengths and weaknesses Exploring and experimenting with techniques and tactics	Skills: Confidence to have go Desire to achieve success Determination to face up to challenges and keep going

<p>9: Change for life, principles of training. PE outside the classroom</p>	<p>Content: Leadership (Organise a primary school event/class) Option – Games event/Healthy eating session</p> <p>Officiating Role models</p>	<p>Content: Badminton Volleyball</p> <p>Mechanics of movement Skeletal and muscular system (Bones ,joints, movement)</p>	<p>Content: Games Netball Football Rugby</p> <p>Socio-cultural effects of media in sport (Sponsorship, t.v , salaries, gender, race, drugs, role models)</p>	<p>Content: Trampolining Gymnastics</p> <p>Officiating Coaching Learning the rules and regulations of the sport for officiating purposes</p>	<p>Content: Health and fitness Athletics</p> <p>Principles of training Pep (Personal Exercise Programme)</p> <p>Energy Systems (Aerobic and anaerobic system)</p>	<p>Content: Rounders Tennis Cricket</p> <p>Analysis of performance Knowledge of rules, regulations of competition</p>
	<p>Skills: Leadership Role modelling Investigating Exploring/Communicating ideas and concepts Build character</p>	<p>Skills: Knowledge of anatomy and physiology Understanding the effect of exercise on the body Developing and refining skills and techniques to excel</p>	<p>Skills: Selecting using skills, techniques and strategies successful</p> <p>Develop interest in sports/current affairs in sport</p> <p>Understand the nature of success</p> <p>Overcoming potential barriers to participate</p> <p>Developing concepts of fairness and of personal and social responsibilities</p>	<p>Skills: Develop officiating skills through IT, feedback loop, analysis</p> <p>Understand the nature of success in different activities</p> <p>Critically analysing performances and finding ways to improve</p> <p>Perform at maximum levels in relation to accuracy</p> <p>Explore concepts of emotion, feeling and concepts in gymnastic choreography</p>	<p>Skills: Refining techniques in athletics events</p> <p>Develop a training programme to enhance your performance Target setting</p> <p>Reflecting on progress</p> <p>Applying principles of training to improve performance</p> <p>Understand the use of energy system in athletic events</p>	<p>Skills: Plan and implement practice to improve skill and tactics and strategies to improve overall performance</p> <p>Self reflection of performance</p>

Course Text Books/Websites:

www.samlearning.com

www.Englandnetball.co.uk

www.british-gymnastics.org

www.Englandhockey.co.uk

www.sportsleaders.org

www.nhs.uk/Livewell/Goodfood

www.Englandrugby.com

www.badmintonEngland.co.uk

www.nhs.uk/change4life/Pages/change-for-life.aspx

Additional Materials/Equipment required:

RLHS P.E. Kit – purple polo shirt with the school logo, purple hooded sweat shirt with the school logo, black skort or shorts, black tracksuit bottoms and a white pair of socks. All these items are available at the school shop. All pupils are expected to wear full kit. No plimsolls, vans or ankle boots in PE lessons.

Home Support:

Parents are asked to encourage full participation and ensure pupils have the full correct kit for their P.E. lessons, even if they are excused. Pupils should wear suitable footwear, i.e.: football boots and athletics trainers as opposed to casual footwear. If there are any issues with kit or participation a note must be provided.

Head of Department:

Miss Dukes