

# Curriculum Map KS3 – Physical Education

The national curriculum for physical education at KS3 aims to ensure that all pupils:

1. develop competence to excel in a broad range of physical activities
2. are physically active for sustained periods of time
3. engage in competitive sports and activities
4. lead healthy, active lives

Topic Name	YEAR	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<p>Term 1: HOCKEY DANCE NETBALL MINI TENNIS</p> <p>Term 2: GYMNASTICS SWIMMING DANCE HOCKEY</p> <p>Term 3: ATHLETICS ROUNDERS CRICKET FOOTBALL</p>	7	<p>It is assumed pupils will come in with the KS2 basic skills but we frequently have to cover the following:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns and characterisation</li> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres and use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> </ul> <p><b>More KS3 Specific:</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis)</li> <li>• apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)</li> <li>• perform dances using more advanced movement patterns and link these skills to choreographical processes</li> </ul>	<p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2.</p> <p>They should become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>They should understand what makes a performance effective and how to apply these principles to their own and others' work.</p> <p>They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <p>The exact curriculum content that is delivered to each class is based on the overall competence of the group.</p> <p>The Yr 7 baseline unit helps the department to gauge levels of physical competency.</p>	<p>The exact curriculum content that is delivered to each class is based on the overall competencies of the group.</p> <p>The Yr 7 baseline unit helps the department to gauge levels of physical ability and some classes will cover Yr 8 or 9 concepts much sooner in some curriculum areas.</p> <p>The general premise is that Yr 7 will learn basic skills of a range of curriculum areas, Yr 8 will build on these skills and be able to apply them to more challenging and competitive environments and Yr 9 will focus on tactics, strategy and application of advanced skills to competitive situations.</p>

		<ul style="list-style-type: none"> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>		
<p>Term 1: HOCKEY DANCE NETBALL TRAMPOLINING</p> <p>Term 2: MINI TENNIS SWIMMING BADMINTON FOOTBALL</p> <p>Term 3: ATHLETICS ROUNDERS CRICKET FITNESS</p>	8	<ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis)</li> <li>develop their technique and improve their performance in other competitive sports (for example, athletics and gymnastics)</li> <li>perform dances using advanced dance techniques with use of specialised subject terminology to enhance group choreography</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	Content from Yr 7 is usually refreshed in the first lesson of each repeated curriculum area.	
<p>Term 1: HOCKEY DANCE NETBALL BADMINTON</p> <p>Term 2: TRAMPOLINING SWIMMING FITNESS FOOTBALL</p> <p>Term 3: ATHLETICS ROUNDERS TENNIS CRICKET</p>	9	<ul style="list-style-type: none"> <li>use and develop a variety of tactics and strategies to overcome opponents in team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis)</li> <li>develop their technique and improve their performance in other competitive sports, (for example, athletics and gymnastics), or other physical activities (for example, dance)</li> <li>take part in a range of activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> <li>continue to take part regularly in competitive sports and activities outside school through community links or sports clubs</li> </ul>	Content from Yr 8 is usually refreshed in the first lesson of each repeated curriculum area.	<p>General PE KS4 curriculum guidelines expect pupils to:</p> <ul style="list-style-type: none"> <li>tackle complex and demanding physical activities</li> <li>to get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle</li> </ul> <p>These are introduced early where appropriate.</p> <p>Leadership opportunities are woven in throughout the KS3 curriculum and is a key focus at KS4.</p> <p>We also integrate the importance of a healthy and active lifestyle, effective use of a warm up and cool down, the importance of physical activity to maintain mental health and well being and elements of basic first aid. All of</p>

				<p>these concepts are covered in more detail on the GCSE PE course.</p> <p>The choregraphical processes, devices and styles of dance all prepares pupils for the GCSE Dance curriculum content.</p>
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