

Levenshulme High School – Curriculum Map – Physical Education

		Leadership & Coaching	Performance	Knowledge	Decision Making	Mind Set	Health & Wellbeing
Year 7	<i>Pupils should know...</i>	<i>Know the 3 parts to a warm up Know some qualities of a good leader Know how to give positive feedback</i>	<i>Know the core skills in a variety of sports Know the technique of some core skills Know the following key terms: - accuracy, fluency and control</i>	<i>Know the importance of a warm up Know the short effects of exercise Know the difference between sportsmanship and gamesmanship</i>	<i>Know how to make simple decisions to develop my performance in a variety of sports Know which core skills to use in a variety of activities Know how to solve simple problems</i>	<i>Know how to actively listen to staff and peers Know how to be organised with equipment Know how to demonstrate manners, respect and fair play</i>	<i>Know why my diet is important Know what activity helps me to keep calm Know basic knowledge of how to improve my health and fitness</i>
	<i>Pupils should be able to do...</i>	<i>Should be able to lead part of a warm up Should be able to officiate basic rules in a small sided game Should be able to say what needs to be done to make improvements</i>	<i>Should be able to demonstrate some core skill in isolation Should be able to take part in a range of activities with positivity Should be able to apply some core skills under pressure</i>	<i>Should be able to warm up independently Should be able to demonstrate how to stretch some major muscle groups Should be able to identify some positive benefits to participation</i>	<i>Should be able to develop some creativity to further my performance, via trial and error Should be able to select appropriate skills in a given situation</i>	<i>Should be able to attempt answering questions when asked Should be able to work cooperatively without supervision Should be able to follow and instruct others using basic rules</i>	<i>Should be able to actively participate in all PE lessons Should be able to exercise for a short period of time without tiring Should be able to describe why exercise has a positive impact on well-being</i>
	<i>Pupils should have remembered...</i>	<i>There is a warm up prior to skills practice and game</i>	<i>Know the categories of some sports; Net/wall, invasion, striking and fielding, gym/dance</i>	<i>What happens to the body when they exercise</i>	<i>A number of activities where they had to develop a game/sequence</i>	<i>How to get changed quickly</i>	<i>What activities support a healthy lifestyle/well-being</i>
Year 8	<i>Pupils should know...</i>	<i>Know 6 qualities of a leader and give specific examples. Know how to plan & lead a warm up or skills practice. Know how to compare performances using key words</i>	<i>Know some advanced skills in a variety of sports. Know some techniques for some advanced skills.</i>	<i>Know how to categorise the reasons people take part in sport. Know the barriers to participation in physical activity.</i>	<i>Know how to evaluate my decision making with support. Know which skills to use in a variety of situations</i>	<i>Know how to answer questions with thought. Know how to give constructive feedback to peers to aid progress.</i>	<i>Know how to access activities to improve my own health and well-being. Know the difference between health and fitness.</i>
	<i>Pupils should be able to do...</i>	<i>Be able to coach others with some confidence. Be able to describe strengths using key terminology. Be able to officiate an activity using basic rules.</i>	<i>Be able to demonstrate some advanced skills in isolation. Be able to demonstrate core skills with greater accuracy, fluency and control.</i>	<i>Be able to describe positive benefits of participation in all 3 categories.. Be able to identify some components of fitness.</i>	<i>Be able to make a decision confidently. Be able to link decisions and ideas to solve problems.</i>	<i>Be able to work independently. Be able to work well in a team with unfamiliar people.</i>	<i>Be able to identify the components of a balanced diet. Be able to show an improved level of fitness when exercising.</i>
	<i>Pupils should have remembered...</i>	<i>3 parts to a warm up. Qualities of a good leaders and how to give peer feedback.</i>	<i>Know the core skills in a variety of sports Know the technique of some core skills Know the following key terms: - accuracy, fluency and control</i>	<i>Know the importance of a warm up Know the short effects of exercise Know the difference between sportsmanship and gamesmanship</i>	<i>Know how to make simple decisions to develop my performance in a variety of sports Know which core skills to use in a variety of activities Know how to solve simple problems</i>	<i>Know how to actively listen to staff and peers Know how to be organised with equipment Know how to demonstrate manners, respect and fair play</i>	<i>Know why my diet is important Know what activity helps me to keep calm Know basic knowledge of how to improve my health and fitness</i>

Year 9	Pupils should know...	How to effectively communicate with others when leading and coaching others. Know key teaching points of core skills when leading/coaching others.	Which skills are transferable between sports and activities. Coaching points of performing skills with good technique and attempt to use them within own performance.	How to remove barriers to participation. Know the difference between aerobic and anaerobic.	Know how to make instinctive decisions based on their environment.	That mistakes can aid progress. Know what resilience looks like	How resilience can impact performance and fitness levels. How to set realistic lifestyle goal
	Pupils should be able to do...	Devise an activity/sport specific warm up. Communicate effectively to a small group.	Apply core and advanced skills within competitive situations. Begin to transfer some core skills into similar sports.	Demonstrate training methods to improve aerobic and anaerobic fitness. Be able to explain the effects of a sedentary lifestyle.	Able to evaluate own and others decision making in a variety of situations. Able to solve problems effectively through the use of tactics.	Demonstrate resilience within activities and sports. Select appropriate resources to aid progress.	Describe the components of a balanced diet. Work at different intensities when exercising and monitor using Borg scale.
	Pupils should have remembered...	Know 6 qualities of a leader and give specific examples. Know how to plan & lead a warm up or skills practice. Know how to compare performances using key words	Know some advanced skills in a variety of sports. Know some techniques for some advanced skills.	Know how to categorise the reasons people take part in sport. Know the barriers to participation in physical activity.	Know how to evaluate my decision making with support. Know which skills to use in a variety of situations	Know how to answer questions with thought. Know how to give constructive feedback to peers to aid progress.	Know how to access activities to improve my own health and well-being. Know the difference between health and fitness.
Year 10	Pupils should know...	How to give specific actions to improve performance	How to apply core and advanced skills in a variety of situations and sports How to respond and adapt skills with some consistency	Know the principles of training and how to apply them to improve fitness levels. Know the long-term effects of exercise on the body.	How to select more complex skills to solve problems. How to respond positively in differing situations	That success can be achieved through daring to fail How to actively listen and be open-minded to others' responses	How exercise can have a positive effect on body image, self esteem and confidence.
	Pupils should be able to do...	Plan and lead a skills-based activity Demonstrate all qualities of a leader. Communicate effectively in a variety of situations.	Perform with good technique, accuracy, fluency and control with some consistency Transfer core skills across a range of sports/activities	Plan and carry out a training programme to either improve their sporting performance or fitness levels. Calculate maximum heart rate and training zones.	Create complex set routines in a range of activities. Make decisions confidently.	Work effectively in a group with unfamiliar peers. Work outside their comfort zone with positive results	Remain active for a sustained period of time. Show evidence of moving towards a healthier lifestyle.
	Pupils should have remembered...	How to effectively communicate with others when leading and coaching others. Know key teaching points of core skills when leading/coaching others	Which skills are transferable between sports and activities. Coaching points of performing skills with good technique and attempt to use them within own performance.	How to remove barriers to participation. Know the difference between aerobic and anaerobic.	Know how to make instinctive decisions based on their environment.	That mistakes can aid progress. Know what resilience looks like	How resilience can impact performance and fitness levels. How to set realistic lifestyle goal
Year 11	Pupils should know...	Know how to organise and lead a 30-minute session. Know how to adapt the session for different or changing situation.	Know how to apply core and advanced skills effectively in a variety of situations and sports. Know how to respond and adapt skills	The basic function of the cardiovascular, muscular, skeletal and respiratory systems. Know the long-term effects of a sedentary	Know how to respond positively in challenging situations. Know the correct decision when officiating or performing.	Know how to positively influence my peers in PE and school life. Know how to overcome a challenge in PE through demonstrating resilience.	How to access sports/exercise/physical activity post year 11. How exercise/physical activity links to wider lifestyle choices.

			<i>accurately in response to my opposition.</i>	<i>lifestyle on the different body functions.</i>			
<i>Pupils should be able to do...</i>	<i>Be able to plan and lead a 30-minute session to larger groups (14+) Be able to provide detailed feedback to improve performance.</i>	<i>Be able to perform exceptionally well in a variety of sports and activities. Be able to perform with excellent technique, fluency and control consistently.</i>	<i>Describe the basic function of the cardiovascular, muscular, skeletal and respiratory systems.</i>	<i>Be able to make autonomous decisions in a variety of situations. Be able to adjust approaches when solving problems.</i>	<i>Be able to use my initiative in a variety of situations. Be able to show respect, equality and self-responsibility consistently.</i>	<i>Remain active for a sustained period of time in a variety of physical activities and sports. Promote health and wellbeing to others within school, home and community.</i>	
<i>Pupils should have remembered...</i>	<i>How to give specific actions to improve performance</i>	<i>How to apply core and advanced skills in a variety of situations and sports How to respond and adapt skills with some consistency</i>	<i>Know the principles of training and how to apply them to improve fitness levels. Know the long-term effects of exercise on the body.</i>	<i>How to select more complex skills to solve problems. How to respond positively in differing situations</i>	<i>That success can be achieved through daring to fail How to actively listen and be open-minded to others' responses</i>	<i>How exercise can have a positive effect on body image, self-esteem and confidence.</i>	