

Levenshulme High School – Curriculum Map – Physical Education

		Leadership & Coaching	Performance	Knowledge	Decision Making	Mind Set	Health & Wellbeing
Year 7	KS3 National Curriculum Links	Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	<p>Develop competence to excel in a broad range of physical activities.</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p> <p>Develop their technique and improve their performance in other competitive sports.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms</p>	NA	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms</p> <p>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group – – (OAA)</p>	<p>Lead healthy active lives</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs.</p> <p>Engage in competitive sports and activities</p> <p>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group – (OAA)</p>	<p>Lead healthy active lives</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs.</p> <p>Are physically active for sustained periods of time</p>
	Pupils should know... (Core knowledge/concepts to be learned)	<p>Know the 3 parts to a warm up</p> <p>Know some qualities of a good leader</p> <p>Know how to give positive feedback</p>	<p>Know the core skills in a variety of sports</p> <p>Know the technique of some core skills</p> <p>Know the following key terms: - accuracy, fluency and control</p>	<p>Know the importance of a warm up</p> <p>Know the short-term effects of exercise</p> <p>Know how to stretch major muscles accurately.</p>	<p>Know how to make simple decisions with support.</p> <p>Know how be creative within different activities.</p> <p>Know how to make simple decisions and show confidence in these.</p> <p>Know how to select and use appropriate skills in the relevant activity.</p>	<p>Know how to work well cooperatively without supervision.</p> <p>Know how to keep themselves organised with equipment & kit.</p> <p>Know how to demonstrate manners, respect and fair play.</p>	<p>Know where I can go in school to remain physically active</p> <p>Know what activity helps me to keep calm</p> <p>Know basic knowledge of how to improve my health and well-being</p> <p>Know the importance of personal hygiene</p>

	<p>Pupils should be able to do...</p> <p>(Skills being developed)</p>	<p>Should be able to lead part of a warm up</p> <p>Should be able to officiate basic rules in a small sided game</p> <p>Should be able to make comments based on outcome (Good or Bad)</p> <p>Should be able to help peers with problem solving.</p>	<p>Should be able to demonstrate some core skill in isolation</p> <p>Should be able to take part in a range of activities with positivity</p> <p>Should be able to apply some core skills under pressure</p>	<p>Should be able to warm up independently</p> <p>Should be able to demonstrate how to stretch some major muscle groups</p> <p>Should be able to identify the short term effects of exercise on the body.</p>	<p>Should be able to make simple decisions with support from peers and teachers.</p> <p>Should be able to be creative with support from peers and teachers.</p> <p>Should be able to make simple decisions with some confidence.</p> <p>Should be able to select and use appropriate skills on some occasions.</p>	<p>Should be able to with others when asked.</p> <p>Should be able to bring their full PE kit to every lesson.</p> <p>Should be able to follow basic rules & show respect to others in my group.</p>	<p>Should be able to actively participate in all PE lessons</p> <p>Should be able to understand the terms health and well-being and provide some examples</p> <p>Should be able to remain physically active within school</p> <p>Should be able to maintain personal hygiene and understand the importance of this.</p>
	<p>Why are we doing this now?</p> <p>How does it build on prior learning and prepare for knowledge and learning still to come?</p>	<p>Building on skills developed in primary school. Preparing pupils confidently lead peers through a small activity.</p>	<p>Building on skills in a variety of sports developed in primary. Pupils should know categories of some sports.</p> <p>Not all pupils may have experienced sport/gymnastics/dance at primary school. Pupils may have never experienced sports/activities offered in high school.</p>	<p>Pupils need to understand how to prepare for exercise before taking part and the impact of exercise to enable them to describe the benefits.</p>	<p>Not all pupils may have experienced sport/gymnastics/dance at primary school. Pupils may have never experienced sports/activities offered in high school.</p>	<p>High school PE is very different to primary school. Pupils are expected to bring more equipment into school and be more independent. Pupils are using changing rooms for the first time. Enables pupils to progress in PE through being independent.</p>	<p>It is important for pupils to understand at an early age the positive benefits of exercise so that they access activities to continue to develop fitness and remain physically active. Pupils must acknowledge the importance of personal hygiene and practice this, especially as they are entering adolescence.</p>
Year 8	<p>KS3 National Curriculum Links</p>	<p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop competence to excel in a broad range of physical activities.</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p> <p>Develop their technique and improve their performance in other competitive sports.</p> <p>Perform dances using advanced dance techniques within a</p>	<p>NA</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms</p> <p>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a</p>	<p>Lead healthy active lives</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs.</p> <p>Engage in competitive sports and activities</p> <p>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust</p>	<p>Lead healthy active lives</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs.</p> <p>Are physically active for sustained periods of time</p>

			range of dance styles and forms		team, building on trust and developing skills to solve problems, either individually or as a group -- (OAA)	and developing skills to solve problems, either individually or as a group – (OAA)	
Pupils should know... (Core knowledge/concepts to be learned)	Know 6 qualities of a leader and give examples. Know how to plan & lead a warm up The key role as a coach or official	Know some advanced skills in a variety of sports. Know some techniques for some advanced skills.	Know the reasons people take part in sport and categorise them. Know the barriers to participation in physical activity. Know the difference between sportsmanship and gamesmanship	Know how to link decisions and ideas to solve problems in a few sports. Know how to make decisions with confidence in a few sports. Know how to be creative to solve problems in a few sports.	Know how to follow and instruct others using basic rules. Know how to work independently and work with unfamiliar people.	Know the 7 components of a balanced diet Know how to access activities in school and local community to improve my own health and well-being. Know which sports/activities have a positive impact on my own well-being and be able to describe why	
Pupils should be able to do... (Skills being developed)	Be able to coach others with some confidence. Be able to describe strengths using some key terminology. Be able to officiate an activity using basic rules and assist others.	Be able to demonstrate some advanced skills in isolation. Be able to demonstrate core skills with greater accuracy, fluency and control.	Be able to describe positive benefits of participation in all 3 categories. Know potential barriers to physical activity. Know the difference between sportsmanship and gamesmanship	Should be able to be creative to solve problems in a few sports. Should be able to link decisions and ideas to solve simple problems in a few sports. Should be able to make decisions with confidence in a few sports.	Be able to work independently. Be able to work well in a team with unfamiliar people. Be able to follow and instruct others using basic rules.	Be able to identify the components of a balanced diet. Be able to identify where in their local community they can go to be physically active. Be able to describe why exercise has a positive impact on their own well-being	
Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?	Pupils will be leading others by applying knowledge from year 7. They should have remembered 3 parts to a warm up, qualities of a good leader and how to give basic peer feedback.	Pupils are continuing to develop and refine skills to enable them to perform skills more efficiently and effectively. Pupils should know the core skills in a variety of sports and the technique of some core skills.	Understanding the benefits and barriers to participation and how to overcome them can mitigate misunderstanding around physical activity. Pupils should be able to prepare correctly for exercise, how the body responds to exercise and categorise the 3 parts to their wellbeing.	To enable pupils to make decisions much more confidently in a variety of situations and link these decisions together. Pupils should know which core skills to use in a variety of activities, know how to solve simple problems and make simple decisions to develop their performances.	To enable pupils to give developed answers. They should be able to actively listen to staff and peers and be able to demonstrate manners, respect and fair play.	To give pupils a basic knowledge of how to improve their own health and fitness by knowing what activity helps to keep them calm. Knowing the components of a balanced diet will allow them to understand the role of them to remain healthy. Understanding why a balanced diet is important will enable them to make better lifestyle choices.	
Year 9	KS3 National Curriculum Links	Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	Develop competence to excel in a broad range of physical activities. Use a range of tactics and strategies to	NA	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	Lead healthy active lives Take part in competitive sports and activities outside school through	Lead healthy active lives Take part in competitive sports and activities outside school through

			<p>overcome opponents in direct competition through team and individual games</p> <p>Develop their technique and improve their performance in other competitive sports.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms</p>		<p>Perform dances using advanced dance techniques within a range of dance styles and forms</p> <p>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group -- (OAA)</p>	<p>community links or sports clubs.</p> <p>Engage in competitive sports and activities</p> <p>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group -- (OAA)</p>	<p>community links or sports clubs.</p> <p>Are physically active for sustained periods of time</p>
<p>Pupils should know...</p> <p>(Core knowledge/concepts to be learned)</p>	<p>How to effectively communicate with others when leading and coaching others. Know key teaching points of core skills when leading/coaching others and compare performances to the perfect model.</p>	<p>Which skills are transferable between sports and activities. Coaching points of performing skills with good technique and attempt to use them within their own performance.</p>	<p>How to remove barriers to participation. Know the difference between aerobic and anaerobic exercise. Know the components of fitness and relate them to everyday life.</p>	<p>Know how to make quick decisions in similar activities. Know how to solve problems effectively using tactics. Know how to combine core skills and ideas to impact performance.</p>	<p>Know who & when to seek advice from to improve. Know how to work outside their comfort zone. Know how to work without supervision and through distractions.</p>	<p>Know the 7 components of a balanced diet</p> <p>Know the difference between formal exercise, physical activity and sport.</p> <p>Know how to set realistic lifestyle goal.</p> <p>Know the difference between health and fitness.</p>	
<p>Pupils should be able to do...</p> <p>(Skills being developed)</p>	<p>Plan an activity/sport specific warm up. Communicate effectively to a small group. Make simple decisions. Identify factors affecting leadership Show some confidence and organisation in a leadership role. Recognise factors affecting leadership. Refer to key teaching points when giving feedback</p>	<p>Apply core and advanced skills within competitive situations. Begin to transfer some core skills into similar sports.</p>	<p>Be able to explain the effects of a sedentary lifestyle. Be able to explain the difference between anaerobic & aerobic exercise and give an example. Be able to identify components of fitness, give examples and relate to everyday life.</p>	<p>Should be able to make quick decisions in similar activities. Should be able to solve problems effectively using tactics. Should be able to combine core skills and ideas to impact performance.</p>	<p>Demonstrate resilience within activities and sports. Select appropriate support to aid progress. To work without supervision and through distractions.</p>	<p>Explain the function of each component of a balanced diet.</p> <p>Should be able to identify the difference between formal exercise, physical activity and sport and provide some examples.</p> <p>Should be able to set a realistic lifestyle using the SMART framework.</p> <p>Should be able to discuss the difference between health and fitness and provide examples.</p>	
<p>Why are we doing this now?</p> <p>How does it build on prior learning and prepare for</p>	<p>Pupils will apply all 6 qualities of a leader and give specific examples where they have demonstrated these.</p>	<p>Developing advanced skills to enable pupils to perform at a high level. Knowing some advanced skills in a variety of sports</p>	<p>Understanding the effects of a sedentary lifestyle will give better knowledge and motivate pupils to change sedentary habits to improve their own</p>	<p>To enable pupils, evaluate their decision making with support to enable progress. They will know which skills to use in a variety of</p>	<p>To enable pupils, develop resilience within tricky situations. Pupils will be confident in being independent to aid their own progress.</p>	<p>Understanding the functions of balanced diet will enable them to make better nutritional choices.</p>	

	knowledge and learning still to come?	Pupils are developing their understanding of how to plan for more challenging activities by building on communications skills.	will enable pupils to transfer across sports.	health and wellbeing. Understanding the components of fitness & anaerobic and aerobic system will allow them to plan training/exercise programmes in year 10.	situations in a game or physical activity.		Pupil will be confident in accessing activities to improve their own health and well-being. Pupils will be able to set themselves a realistic lifestyle goal which will improve their lifestyle. Pupils should understand the difference between health and fitness.
Year 10	KS4 National Curriculum Links	Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best	Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]		Use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Take part in further outdoor and adventurous 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.	Lead healthy active lives Take part in competitive sports and activities outside school through community links or sports clubs. Engage in competitive sports and activities Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group – (OAA)	Lead healthy active lives Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. Are physically active for sustained periods of time
	Pupils should know... (Core knowledge/concepts to be learned)	How to compare performances and give specific actions to improve. How to perform in a variety of roles How to respond to variable factors/changing situations	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 basic function of the cardiovascular, muscular, skeletal and respiratory systems. Know the long-term effects of a sedentary lifestyle on the different body functions.	Know how to make informed decisions in most activities. Know how to combine core and advanced skills and ideas to solve problems in some activities. Know how to respond positively in challenging situations.	That success can be achieved through daring to fail & resilience. How to actively listen and be open-minded to others' responses	Know how to use the Borg scale works to monitor work rate intensity. Know how to treat basic sporting injuries Know how exercise can have a positive effect on body image, self-esteem and confidence. Explain how resilience can impact performance and fitness levels.
	Pupils should be able to do...	Plan and lead a skills-based activity	Perform with good technique, accuracy,	Describe the basic function of the cardiovascular, muscular,	Should be able to make informed decisions in most activities.	Work proactively in all aspects of learning.	Work at different intensities when

	(Skills being developed)	Demonstrate all qualities of a leader. Communicate effectively in a variety of situations. Be able to review and provide detailed feedback to improve performance. They will start to compare performances using key teaching points/terminology.	fluency and control with some consistency Transfer core skills across a range of sports/activities	skeletal and respiratory systems.	Should be able to combine core and advanced skills and ideas to solve problems. Should be able to respond positively in challenging situations.	Work outside their comfort zone with positive results. Show curiosity and interest within their learning.	exercising and monitor using Borg scale Should be able to treat basic sporting injuries using the RICE method Be able to discuss the difference between body image, self-esteem and confidence. Be able to example how resilience can impact performance and fitness levels.
	Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?	To enable pupils to communicate with others effectively in a variety of situations. Pupils will be able to provide detailed and constructive feedback to peers by relating back to key teaching points of core skills when leading/coaching others.	Pupils will learn to perform advanced skills and apply them with greater control, accuracy and fluency. Pupils will become better at responding to similar situations across different sports to get a positive outcome. They will perform skills with good technique and attempt to use them within own performance.	To develop pupils understanding of their body and how important the cardiovascular/respiratory system is. Understanding the long-term effects of a sedentary lifestyle on these two systems will allow pupils to make better lifestyle choices in the future and they will know how to look after these two systems.	To enable pupils to create complex routines and skills but also enable them to respond to challenging situations in the correct manner and with resilience. Pupils will be better at making instinctive decisions based on their environment. This will allow pupils to switch tactics within different situations to have a positive outcome in the game.	To enable pupils to work with unfamiliar people effectively by being able to listen and be open minded to others. This will prepare them for work experience and real world. To allow pupils to want to try and risk failing in a safe environment. To help pupils to learn that mistakes can aid progress and understand that resilience plays a huge part of being successful.	To change perceptions of the effects of exercise on body image, improve self-esteem and confidence. To help pupils understand the power of physical activity on our mental wellbeing and how they feel about themselves to enable them to make positive life choices to improve their wellbeing. To enable students to have some understanding of basic first aid. To help pupils understand that resilience plays a huge part of being successful.
Year 11	KS3 National Curriculum Links	Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best	Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]		Use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Take part in further outdoor and adventurous 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.	Lead healthy active lives Take part in competitive sports and activities outside school through community links or sports clubs. Engage in competitive sports and activities Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either	Lead healthy active lives Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. Are physically active for sustained periods of time

						individually or as a group – (OAA)	
Pupils should know... (Core knowledge/concepts to be learned)	Know how to organise and lead a 30-minute session. Know how to adapt the session for different or changing situations. Know how to effectively evaluate and plan for improvement.	Know how to apply core and advanced skills effectively in a variety of situations and sports. Know how to respond and adapt skills accurately in response to my opposition.	Know the principles of training and how to apply them to improve fitness levels. Know the long-term effects of exercise on the body.	Know how to combine core and advanced skills to solve problems. Know which decisions to make in a variety of competitive situations. Know how to evaluate and adjust approaches to be successful in different situations.	Know how to positively influence my peers in PE. Know how to overcome a challenge in PE. Know how to motivate themselves in challenging situations.	Know how to perform basic CPR. Know how exercise can positively impact body image, self-esteem and confidence, Know how to access sports/exercise/physical activity post year 11. Know how exercise/physical activity links to wider lifestyle choices.	
Pupils should be able to do... (Skills being developed)	Be able to plan and lead a 30-minute session to larger groups (14+) Be able to give constructive feedback with specific actions (technical/tactical) to improve performance. Modify a drill/conditioned game. Be able to review leadership skills and qualities and suggest targets for improvement.	Be able to perform exceptionally well in a variety of sports and activities. Be able to perform with excellent technique, fluency and control consistently.	Plan and carry out a training programme to either improve their sporting performance or fitness levels. Calculate maximum heart rate and training zones.	Should be able to make autonomous decisions in a variety of situations. Should be able to combine core and advanced skills to solve problems. Should be able to consistently make the correct decision in a variety of situations. Should be able to adjust approaches when solving problems.	Be able to use my initiative in a variety of situations. Be able to show respect, equality and self-responsibility consistently.	Be able to correctly respond in a first aid emergency. Be able to perform basic CPR in the event of an emergency. Be able to describe how exercise has a positive impact on their own body image, self-esteem and confidence. Promote health and wellbeing to others within school, home and community.	
Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?	To enable pupils to lead and coach a larger group of people and draw on skills already developed. Pupils will learn how to adapt and respond to changing situations in the moment preparing them for the real world and work.	Pupils will perform core and advanced skills with excellent technique, control accuracy and fluently in a variety of situations and sports. They will replicate these skills in competitive situations to a high level and they will respond and adapt skills with consistency	To enable pupils to know to create an exercise training programme to develop and improve their own fitness levels/performance. Understating the aerobic and anaerobic system will allow them to select appropriate training methods. Pupils will have a better understanding of the long-term effects of training and how this positively impacts their health.	To enable pupils to respond and adjust their approach to suit the situation. Pupils will be confident in selecting more complex skills to solve problems.	Understanding how to overcome a challenge will enable pupils to be successful beyond school. Pupils will be able to positively influence their family, peers and community.	To give pupils some understanding of emergency first aid and CPR. To give pupils an understanding of what is in their community to remain active beyond school. To develop knowledge and understanding of how exercise/physical activity links to all lifestyle choices.	