Wreake Valley Academy

Physical Education

Curriculum Road Map

GCSE PE and BTEC Sport to have completed any filming that is needed in order to prepare for moderation

GCSE PE and BTEC Sport final exams/coursework handed in.

Develop leadership skills by supporting and delivering at sports events and inter school competitions.

Prepare students for life-long participation in physical activity and sport.

Students will have the opportunity to take control of their own PE through options

GCSE PE and BTEC Sport revision begins is applicatble.

Life-long participation in sport, fitness and physical activity.

YEAR 11

FINISH

Higher/ further education.

Students to understand the benefits of physical activity on mental health.

Focus on engagement and being active.

Start discussing pathways for GCSE PE and BTEC Sport students and look at what they can do at Bradgate 6th form.

Engagement in physical activity and build on content from KS3 curriculum.

Continued participation in competitive sport.

Theory elements:
Theory elements to have a strong link to GCSE and courses with particular focus on training and fitness and embedding previous learning and knowledge. Strong inter levered learning in Core lessons.

Students to develop ability to deliver tournaments and officiate games.

Establish strong links with KS4 students and club/extra-curricular links.

Extra-curricular clubs developed with student voice to encourage continued participation

GCSE PE or BTEC Sport starts.

YEAR 10

Focusing specifically on skills that can be transferred to life after school:
- Respect
- Responsibility
- Resilience
- Reflect

Understand the importance of health and personal fitness for life.

Theory elements:
- Sedentary lifestyle
- Principles of training
- Training programme (PEP)
- Methods of training
- Respiratory system
- Fitness component definitions
- Fitness tests

Strand 2: Aptitude
Students show a good knowledge of how to use training and fitness to develop their own abilities.

Strand 3: Athletic
Students are able to push themselves to develop personal best and to develop their all round athleticism.

Knowledge and skills:
- Advanced skills, techniques strategies and tactics applied to competitive games.
- Rules, regulations and the role of the officials.
- Comment on own and other performances during a game to alter outcome of game/performance.
- Lead groups of students as part of a session, using feedback to make improvements.
- Make the correct decisions in competitive situations.
- Know the benefits of leading a fit and healthy lifestyle – diet focused.
- Officiating using a variety of roles.

Sports Leaders

YEAR 9

Sports Leaders opportunities.

Performance
Students can perform at a consistent level across sports.

Strand 1: Aesthetic
Students can have fluent and smooth skills that they are able to apply in game situations

Mastery
Students can transfer schema's across different sports with positive transfer.

Social and Personal Development
Students start to implement leadership skills and can work with different people

Analysis and Coaching
Students able to create drills that focus on improving their weaknesses

Knowledge and skills:
- More advanced skills, techniques and tactics applied to pressured situations.
- Rules, regulations and the role of the officials..
- Leadership of warm ups, basic activities and cool downs.
- Pressured decision making in competitive situations.
- Understand the benefits of leading a fit and healthy lifestyle.
- Officiating in a greater range of competitive sports.

Strand 3: Athletic
Students have greater understanding of the own fitness strengths and weaknesses.

Performance-
Students show a neagerness to develop their own performance in competitive sports

Strand 2: Aptitude-
Students able to apply some basic theory to different sports

Mastery
Students start to master skill under a range of classifications and can use them in different situations.

YEAR 8

Analysis and Coaching-
Comment on own and other performances, suggesting improvements

Social and Personal Development -
Students to develop confidence and motivation.

Theory elements:
- Fitness components
- Movement types
- Effects of exercise – short/long term
- Diet

Strand 1: Aesthetic
Students start to think about their skill selection in competitive situations and making the right choices.

Strand 2: Aptitude
Students will be able to run their own warmups with some help and guidance.

Students will be able to apply skills into games situations.

Performance-
Students will start to show a good level of performance in PE lesson and extracurricular fixtures

Strand 3: Athletic
Students will be able to develop their fitness and perform to their best ability.

Mastery –
students should be able to master skills like catching and kicking

Analysis and Coaching: -
Students to start some peer assessment using AFL sheets.

YEAR 7

Extra-curricular clubs launched.

Strand 1: Aesthetic-
Students to master basic movement and skills

Theory elements:
- Warmups/cool downs
- Muscles
- Bones
- Importance of a healthy lifestyle

Knowledge and skills:
- Basic skills, techniques and tactics.
- Fundamental rules and regulations.
- Comment on own and other performances.
- Leadership of warm ups and cool downs.
- Decision making in competitive situations.
- Leading a fit and healthy lifestyle.
- Officiating low stake practices and games.

Wider community club links established.
Students will have had an opportunity to take part in fixtures and if possible guided to community clubs.

Social and Personal Development: -
Students to develop ability to work in teams and as individuals. Also learning to build resilience

YEAR 6

Year 7 baseline assessment.

Students should have a basic knowledge of skills like catching and throwing> They should have had experience in several sports like Football, Netball and Rounders