

Curriculum Content Map			Subject:					
Units of Work	Month	Term 1		Term 2		Term 3		
		Half Term 1 Basketball Netball Football	Half Term 2 Football Fitness Tchouckball	Half Term 3 Rugby Badminton Fitness	Half Term 4 Fitness Tchouckball Basketball	Half Term 5 Athletics Athletics Rounders	Half Term 6 Softball Rounders Athletics	
Cultural Transmission	National Curriculum area – USA	use and develop a variety of tactics and strategies to overcome opponents in team and individual games. develop their technique and improve their performance in other competitive sports 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	use and develop a variety of tactics and strategies to overcome opponents in team and individual games develop their technique and improve their performance in other competitive sports 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	use and develop a variety of tactics and strategies to overcome opponents in team and individual games develop their technique and improve their performance in other competitive sports 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	use and develop a variety of tactics and strategies to overcome opponents in team and individual games develop their technique and improve their performance in other competitive sports 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	use and develop a variety of tactics and strategies to overcome opponents in team and individual games develop their technique and improve their performance in other competitive sports 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	use and develop a variety of tactics and strategies to overcome opponents in team and individual games develop their technique and improve their performance in other competitive sports 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	
	Substantive Knowledge	The What!	In Year 11 students further develop their substantive knowledge through learning key tactics and techniques for team sports such as basketball, netball, football, tchouckball, rugby, rounders and softball. This builds on their existing knowledge from KS3 and helps our pupils to understand the rules and regulations of team sports, working together cohesively and supporting each other. They will learn the tactics used within individual competitive sports such as badminton and athletics, whilst developing key skills pupils will develop their perseverance and help them to set high expectations for themselves. Pupils will develop knowledge of fitness through using the fitness equipment in our gym and through lessons designed to test fitness and understand how to check their own fitness. They will have the opportunity to work to a higher level of competitiveness and explore new skills.					
	Disciplinary Knowledge	The How!	Students will further develop their capacity to understand and develop disciplinary knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics in during lessons exploring different sports. Students are expected to develop and demonstrate their knowledge of leadership skills. Students develop their knowledge of tactics and strategies in both, individual and team sporting activities in order to demonstrate a deeper understanding of the chosen sports.					
	Sequencing (Flow)	Retrieval & Extension	Students will build on their tactical knowledge gained from year 10, making sure they are able to apply this to their own performance. Students will build upon different tactical knowledge from previous lessons and apply the best tactical approach to each sport that they see fit. Students will develop their tactical knowledge further, ensuring they are applying an effective tactic within their gameplay. Students will build upon their knowledge of a healthy lifestyle as we will continue to promote this within our lessons. Students will then analyse their performance reflecting on how they can improve and if they can implement any tactical changes to improve in the future.	Students will continue to build upon different tactical knowledge from previous lessons and apply the best tactical approach to each sport whilst they look to apply sports specific techniques to outwit their opposition. Students will develop their tactical knowledge further, ensuring they are applying an effective tactic within their gameplay. Students will build upon their knowledge of a healthy lifestyle as we will continue to promote this within our lessons. Students will then evaluate their performance to highlight improvements and anything they can implement to improve further.	Students will build upon the tactical knowledge developed throughout their previous lessons and apply the best tactical approach to help outwit opposition teams and players. Students will develop their tactical knowledge further, ensuring they are applying an effective tactic within controlled situations. Students will build upon their knowledge of a healthy lifestyle as we will continue to promote this within our lessons. Students will then evaluate their performance, compared to previous performances and think of ways to improve in future performances.	Students will continue to build upon their tactical knowledge in a range of sports, applying the best tactical approach to successfully outwit opposition in competitive situations. Students will develop their tactical knowledge further, ensuring they are applying an effective tactic within game situations. Students will build upon their knowledge of a healthy lifestyle, this is promoted within our lessons. Students will then evaluate their performance compared to previous performance to highlight improvement.	Students will look to develop their knowledge of tactics, sports specific skills and rules of the sport. Towards the end of our pupils time at All Saints Academy students will be expected to draw on all previous knowledge and apply it to competitive situations. Students will develop their tactical knowledge further, ensuring they are applying an effective tactic within competitive situations. Students will build upon their knowledge of a healthy lifestyle as we will continue to promote this within our lessons. Students will then evaluate their performance compared to previous performance to show improvement.	Students will look to develop their knowledge of tactics, sports specific skills and rules of the sport. Towards the end of our pupils time at All Saints Academy students will be expected to draw on all previous knowledge and apply it to competitive situations. Students will develop their tactical knowledge further, ensuring they are applying an effective tactic within their gameplay. Students will build upon their knowledge of a healthy lifestyle as we will continue to promote this within our lessons. Students will then evaluate their performance compared to previous performance to show improvement.
Summative Assessment		Students will be completing an end of sport assessment based on their practical performance and an average of their grades from this term across the sports used. Additional summative information will be drawn from their Independent Learning Booklet.	Students will be completing an end of sport assessment based on their practical performance and an average of their grades from this term across the sports used. Additional summative information will be drawn from their Independent Learning Booklet.	Students will be completing an end of sport assessment based on their practical performance and an average of their grades from this term across the sports used. Additional summative information will be drawn from their Independent Learning Booklet.	Students will be completing an end of sport assessment based on their practical performance and an average of their grades from this term across the sports used. Additional summative information will be drawn from their Independent Learning Booklet.	Students will be completing an end of sport assessment based on their practical performance and an average of their grades from this term across the sports used. Additional summative information will be drawn from their Independent Learning Booklet.	Students will be completing an end of sport assessment based on their practical performance and an average of their grades from this term across the sports used. Additional summative information will be drawn from their Independent Learning Booklet.	
Personal Empowerment	Virtue	Friendliness and Civility (Sept) Justice and Truthfulness (Oct)	Courage (Nov) Generosity (Dec)	Gratitude (January) Good Speech (February)	6. Good Speech (Feb) 7. Good Temper and Good Humour (Mar)	8. Self-Mastery (April and May)	Compassion (June) Good Sense (July)	
	Link to Virtue	<i>The opportunity to reflect, think deeply and critically about an issue.</i> Friendliness and Civility – Peer support within lessons, allowing for constructive feedback resulting in peer and group development. Justice and Truthfulness – When working within groups and within competitive situations pupils will be expected to be truthful and display sportsmanship.	Courage – Being honest about their skills and confidence levels within lessons whilst trying to apply new skills within game situations. Generosity – Students will be sharing equipment, ideas and knowledge within each sport.	Gratitude – Students will demonstrate gratitude in lessons by showing their appreciation for the equipment they are using as well showing their thanks to learning new skills. Good Speech – Students will demonstrate good speech when communicating with their team mates throughout skill based activities as well as game situations.	Good Speech – Delivering effective feedback for peers whilst being able to ask clear questions within lessons. Good Temper/Humour – be able to stay calm in testing situations within PE.	Self-Mastery – Students will be able to effectively demonstrate ones skills within a competitive situation. Students will continue to apply themselves in each lesson in order to carry out every activity with concentration and energy.	Compassion – Help with peer-feedback and evaluation in a caring and constructive way Good Sense – Students will understand how our behaviours and efforts effect our performance and that of those around us.	
Preparation for Work	Skill	1. Listening (Sept) 2. Leadership (Oct)	Problem Solving (Nov) Creativity (Dec)	Staying Positive (January) Speaking (February)	6. Speaking (Feb) 7. Staying Positive (Mar)	8. Aiming High (April and May)	10. Speaking (June) 11. Teamwork (July)	
	Link to Skill	Listening – Instructions regarding the introduction to new skills, along with constructive peer to peer feedback. Leadership – Be able to successfully lead a warm up, display leadership skills within lessons including: communication skills and organisation.	Problem-Solving – Identifying potential problems in game situations and identifying tactics, skills and ways to implement them to solve the problem. Creativity – be able to apply creativity to the process of coming up with and demonstrating basic fundamental skills and tactics.	Staying Positive – Students will show how to stay positive when they are not being successful within game situations, but students will take on feedback and remain positive and resilient. Speaking – Students will speak with one another throughout practices and skill technique. Students will use the correct terminology when discussing with one	Speaking – using communication as a tool within each sport to provide effective and efficient information to help peers. Staying Positive – Using feedback in a positive way relating to the development and learning of new skills and techniques.	Aiming High – Students will develop skills to the highest level possible and apply them within a contested situation. Students will continue to set high expectations of themselves in each sport they are performing.	Speaking – using communication as a tool within each sport to provide effective and efficient information to help peers. Teamwork – Support each other to help make decisions on tactics and the development of new	
Preparation for Citizenship	SMSC & British Values	Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;		Students to develop their self-knowledge, self-esteem and self-confidence;		courage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;		
	Link to SMSC & British Values	Students will use their leadership skills to become responsible for how they conduct themselves in the community.		Students will develop and grow their self esteem when participating in PE.		Students will show initiative and accept responsibility for their actions with PE.		