

Curriculum Content Map			Subject: PE Year 11		
			Term 1	Term 2	Term 3
	Units of Work		Football Rugby Netball Fitness OAA	Handball Fitness Dance Table Tennis Hockey	Athletics Rounders Cricket Softball Tennis
Cultural Transmission	Specification	National Curriculum Keystage 3 Links	<ul style="list-style-type: none"> 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 or other physical activities. Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. <ul style="list-style-type: none"> Encourage students to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. 	<ul style="list-style-type: none"> 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 or other physical activities. Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. <ul style="list-style-type: none"> Encourage students to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. 	<ul style="list-style-type: none"> 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 or other physical activities. Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. <ul style="list-style-type: none"> Encourage students to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.
	Substantive Knowledge	<i>The What!</i>	<p>Within Year 11 the focus is on independence in PE, school sport and physical activity, application of techniques and skills and the implementation of advanced tactical understanding within competitive situations. Students will also develop leadership and coaching skills as they start to think about leading sessions. Students will cover the following activities in Years 11: Rugby, Football, Netball, Hockey, Dance, Tennis, Fitness, OAA, Cricket, Athletics, Rounders and Softball. These sports are used to build substantive knowledge around rules and regulations and the aim of the sport. All students will have the opportunity to participate in each sport over the course of Years 11. Students are taught the fundamentals of Physical Education, with each activity being broken down into the key fitness and skill components that will be required to compete in each individual activity in future years. Specifically, students will execute different tactical approaches within their specific sport. In year 11 students will develop leadership and coaching styles through the use of Sport Education and Games for Understanding.</p>		
	Disciplinary Knowledge	<i>The How!</i>	<p>Students will learn the disciplinary skills for each activity as follows;</p> <p>Invasion and Striking and Fielding;</p> <ul style="list-style-type: none"> Develop ability to vary tactics, actions and ideas and link these in ways that suit the games activity. <ul style="list-style-type: none"> Students will develop positioning on the court/pitch and placement of the different shots. <ul style="list-style-type: none"> Execute effective communicate with others during game situations. Practices are completed that encourage the use of skills with co-ordination and control. <ul style="list-style-type: none"> Understand and execute how to compete in a controlled manner. Students will independently carry out different skills and tactical conversations with their team. <p>Sport Education;</p> <p>-Pupils will work in teams. Take on roles and responsibilities to enable their team to be independent. For example, teams will have managers, coaches, warm up coaches. There is opportunity for creativity with roles. Students will need to consider health and safety of all those involved and the equipment required. Students will then progress to using the knowledge they have learnt over the years 7-11 to focus on specific aspects of their activity.</p>		
	Sequencing (Flow)	<i>Retrieval & Extension</i>	<p><u>Retrieval</u> Students will build upon their knowledge from KS3. This will include a number of different skills and different rules and executing them effectively in a game situation.</p> <p><u>Extension</u> 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 become ready and organised for GCSE PE courses by using key terminology.</p>	<p><u>Retrieval</u> Students will build upon their knowledge from KS3. This will include a number of different skills and different rules and executing them effectively in a game situation.</p> <p><u>Extension</u> 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 become ready and organised for GCSE PE courses by using key terminology.</p>	<p><u>Retrieval</u> Students will build upon their knowledge from KS3. This will include a number of different skills and different rules and executing them effectively in a game situation. .</p> <p><u>Extension</u> 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 become ready and organised for GCSE PE courses by using key terminology.</p>
	Summative Assessment		RAGed skills based on Edexcel GCSE specification, as this is the course that is used for GCSE PE alongside the qualification that is offered.		
Personal Empowerment	Virtue	The opportunity to reflect, think deeply and critically about an issue.	Friendliness and Civility (September) Justice and Truthfulness (October) Courage (November) Generosity (December)	Gratitude (January) Good Speech (February) Good Temper (March)	Self-Mastery (April and May) Compassion (June) Good Sense (July)
	Link to Virtue		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. Problem Solving – Understanding how the to tactically play different sports. Generosity – Looking at tge .	Gratitude - Being grateful for the broad traditions in sport around the world. Good Speech – Thinking about how we speak to one another when giving critical feedback through peer assessment. Good Temper & Good Humour - Keeping calm when using specialist equipment and understanding that it takes time to perfect this.	Self-Mastery – Understanding how the use of three-dimensional materials can be used. Compassion – Considering the traditions of others and how they better our world. Good Sense – Working with others of different beliefs with care and consideration.
Preparation for Work	Skill	Transferable skills	Listening(September) Leadership(October) Problem Solving(November) Creativity(December)	Staying Positive (January) Speaking(February) Staying Positive (March)	Aiming High (April and May) Speaking(Bune) Teamwork (July)
	Link to Skill		Listening - To listen to each other through peer assessments and class discussions. Leadership - Lead on presentation of their work, then leading on their own design. Courage - Being honest about their skills and confidence levels within lessons whilst trying to apply new skills within game situations. Creativity - be able to apply creativity to the process of coming up with and demonstrating basic fundamental skills and tactics.	Staying Positive – Staying positive when learning a new and difficult skill. Speaking - Learning to speak about your own performance and the performance of others. Staying Positive – Using feedback in a positive way relating to the development and learning of new skills and techniques.	Aiming High – looking to develop skills to the highest level possible and apply them within a contested situation. Speaking – using communication as a tool within each sport to provide effective and efficient information to help peers. Teamwork – Reviewing and evaluating each other’s work. Developing ideas for outcomes and pieces.
Preparation for Citizenship	SMSC & British Values	Developing opinions on current issues	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England. Enable students to develop their self-knowledge, self-esteem and self-confidence.	Encourage respect for other people. Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Enable students to develop their self-knowledge, self-esteem, and self-confidence;
	Link to SMSC & British Values		Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	Looking at the work of a range of artists from different cultural backgrounds and appreciating the personal and cultural beliefs which leads to the work produced