

Class of 2026/2027 Female Curriculum Map

Subject Physical Education

9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 Students will have built a variety of physical skills that will enable them to continue participating in physical activity after secondary education. For accredited post study routes please see the 'Accreditation' curriculum map Football, Basketball & Netball Dodgeball, Volleyball & OAA. Football, Dodgeball & Hockey Rugby, Badminton & Trampolining Football, Table Tennis & Rock Rugby League , Badminton & Climbing Trampolining All activities: Can you implement the skills learned throughout All activities: Can you implement the skills learned throughout All activities: Can you implement the skills learner roughout your entire PE curriculum into enjoyab oughout your entire PE curriculum into enj oughout your entire PE curriculum into throughout your entire PE curriculum into enjo roughout your entire PE curriculum into enjoy throughout your entire PE curriculum into enj tudents will be completing their GCSE Examinations and will not be participating in Core scenarios. Can you maintain high levels of bot scenarios. Can you maintain high levels of bo scenarios. Can you maintain high levels of bo e scenarios. Can you maintain high levels of both me scenarios. Can you maintain high levels of bo ne scenarios. Can you maintain high levels of bot me scenarios. Can you maintain high levels of bot e scenarios. Can you maintain high levels of bot tain high levels of both engagement and enjoyment within tain high levels of both engagement and enjoyment within Physical Education e participating in physical activity po ue participating in physical activity participating in physical activity ue participating in physical activity p nue participating in physical activity po Cornelius Vermuyden. Cornelius Vermuvden. Cornelius Vermuvden Cornelius Vermuyden. Netball (GI) & Hockey (G2) Trampolining (GI) & Cross Trampolining (G1) & Rock Climbing (G2) Netball (GI) & Hockey (G1) & Trampolining (G2) Dance (GI) & Netball (G2) Athletics (GI & G2) Football (GI) & Rounders (GI) & Softball (G2) Softball (G1) & Rounders (G2) Rock Climbing (G2) Country Football (G2) IH) & Hockey: Can you implement all fundamentals/principles into full game Dance: Can you implement unison/canon into a Athletics: Can you implement a variety of techniques in each event in order Softball: Can you implement different tactics int into full game scenarios consistently & efficiently? create a routine from s and perform it efficiently? Rock Climbing: Can you trav estions. Football: Can yo your skills into a game skills into gameplay to outwit your cenarios consistently & efficiently? Trampolining: Can you create a routing neplay to outwit your opponent? Rounders: Ca routine? Netball: Can you implement a variety of to generate the maximum amount of power & speed, in order to increase yo nuickly and efficiently? Can you climb a single colour route ansfer vour skills into a g scenario?Dance:Can v lockey: Can you implement all fundamentals/princip riously learnt skills an ponent? Softball: Can you impleme you implement all of your skills into gameplay to from previously learnt skills and perform it efficiently? attacking/defending principles with outwit your opponent? Pupils must demonstrate their progression of Pupils must demonstrate their progression of practical ability from Year 7 to ogression of practical ability ractical ability from Year 7 to Year 10 throu actical ability from Year 7 to Year 10 throu peression of practical abili ctical ability from Year 7 to Year 10 throu ression of practical a practical ability from Year 7 to Year 10 through Year 10 through modified scenarios (gameplay/activities) modified scenarios (gameplay/activities). modified scenarios modified scenarios modified scenarios modified scenarios modified scenario modified scer modified scenarios modified scenarios Netball (GI) & Hockey (G2) Netball (GI) & Hockey (GI) & Trampolining (G2) Athletics (GI & G2) Football (G1) & Rounders (G1) & Softball (G2) npolining (GI) & Cr Rock Climbing (G2) Football (G2) Dance (G2) Netball: Can you implement a variety of Trampolining: Can you Netball: See previous Li Can you Hockey: Can you effectively take set plays? Can you implement a variety of Dance: Can you implement levels/spacing into a Athletics: Are you able to adapt your technique within your throw & jump to Rounders: Can you play in every fielding Softball: Can you pitch & field tactically to impro skills and perform it efficiently? Rock Climbing: Are you able t stions. Football: C attacking/defending principles with perform a variety of attacking/defending strategies? Trampolining: Can you create a routine from routine? Netball: Can you implement all generate more power? (Run up/Spin) Can you implement an effective pacing your performance? Rounders: Can you play in Dance: Can you impleme ou outwit an opponent i bat? Softball: Can you pitch & field rency/efficiency? Hockey: Can you effective landing variations previously learnt skills and perform it efficiently? fundamentals/principles into full game scenarios strategy for longer distance races (800m & 1500m)? every fielding position? Can you disguise your bow routes, using a variety of grips (pinch/jug)? both attack/defence ctically to improve your performanc take set plays? Can you implement a variety of efficiently, during a consistently & efficiently? AQA GCSE PRACT SPEC. (10m for Skill) (15m for AQA GCSE PRACT SPEC. (10m for AQA GCSE PRACT AQA GCSE PRACT AQA GCSE PRACT SPEC. (10m for Skill) (15m for Game) /25 AQA GCSE PRACT SPEC. (10m for AQA GCSE PRACT AQA GCSE PRACT AQA GCSE PRACT SPEC. (10m for AQA GCSE PRACT SPEC. (10m for Skill) Skill) (15m for Game) /25 SPEC. (10m for Skill) SPEC. 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Hockey: Can you use a varie owl & direct your bat? Can you play bot hniques in game (Bunt/Hook) ? Rounders: A Components of Fitness within Triple Jump, Hammer, Hurdles and Relay! ngside all previous movements efficiently during rategy into a game? Fitness: Can you create a variety of fitn HDBL: Are you able to RGBY: Can you impleme VLY: Can you serve in a er/backstop? Softball: Can perform Can you ensure you are powerful within each self-made routine? Rock Climbing: Can you passing/shooting ou able to spin your bowl & direct your bat? Can solve complicated sessions for different fitness levels? variety of shots/p Can you implement an attacking/defending strategy? & Axis variety of batting techniques in game rhnimues? Can yo you play both bowler/backstop? successfully traverse and climb multi-coloured problems? AOA GCSE PRACT 25 mark theory test. SPEC. (10m for Skill) SPEC. (10m for Skill) ompromising of AOI SPEC. (10m for Skill) Skill) (15m for Game) /25 SPEC. (10m for Skill) SPEC. (10m for Skill) Skill) (15m for Game) /25 Skill) (15m for Game) /25 Game) /25 (15m for Game) /25 (15m for Game) /25 (Definitions) AO2 (15m for Game) /25 (Examples) & AO3 Netball (G1) & Hockey (G2) Hockey (GI) & Netball (G2) Basketball (G1) & Fitness (GI) & Rock Climbing (GI) & Trampolining (GI) & Football (GI & G2) Outdoor Adventur Badminton (GI) & Athletics (GI & G2) Volleyball (G1) & TAG Rugby (GI) & Rounders (GI) & Softball (G2) Softball (GI) & Rounders (G2) Fitness (G2) Baskethall (G2) Trampolining (G2) Rock Climbing (G2) Activities & Proble Handball (G2) TAG Rugby (G2) Volleyball (G2) Solving (GI & G2) Netball: Are you able to outwit your opponent using tactics? Can you sho Football: Are you able OAA & PS: Are you abl Athletics: Can you perform the correct techni **VLY:** Are you able to dig, ounders: Are you able to bowl, bat **Trampolining:** Can you perform the basic movem nultiple passes and complete and layur? Fitness: Can keletal & Muscular System eat drop, swivel hips & front drop under control, durin rhead clear and drop sho set, smash and serve? Rounders: Are you able to bowl, bat & field chest pass and dodge consistently and effectively? Hockey: Are you able to to dribble the ball, pass or each event? (Shotput, Javelin, Discus, Long Jun field effectively? Softball: Can you ectively? HDBL: Are you VLY: Are you able to dig. you perform a variety of fitness sessions showing ctions of the Skeleto utine? Rock Climbing: Can you tie each knot (figu s a team in order to so RGBY: Can you pass, tag outwit your opponent using tactics? Can you dribble, pass and shoot using High Jump & Relay)? field, pitch and bat effectively? using a variety of 8, double figure 8 & stopper) and belay a partner? Effects of exercise and drive with the ball different techniques consistently and effectively? chniques and shoot? efficiently? AOA GCSE PRACT AOA GCSE PRACT AOA GCSE PRACT AOA GCSE PRACT SPEC. (10m for AOA GCSE PRACT SPEC. (10m for 25 mark theory test AOA GCSE PRACT AOA GCSE PRACT AOA GCSE PRACT AOA GCSE PRACT SPEC. (10m for Skill) (15m for AOA GCSE PRACT AOA GCSE PRACT AOA GCSE PRACT SPEC. (10m for AOA GCSE PRACT AOA GCSE PRACT Skill) (15m for Game) /25 Skill) (15m for Game) /25 SPEC. (10m for Skill) SPEC. (10m for Skill) compromising of AOI SPEC. (10m for Skill) SPEC. (10m for Skill) SPEC. (10m for Skill) SPEC. (10m for Skill) Game) /25 SPEC. (10m for Skill) SPEC. (10m for Skill) Skill) (15m for Game) /25 SPEC. (10m for Skill) SPEC. (10m for Skill) (15m for Game) /25 (15m for Game) /25 (Definitions) AO2 (15m for Game) /25 (Examples) & AO3 Students will have covered a variety of basic functional skills that underpin physical activity. These skills will include; running, jumping, throwing, catching, dancing and the overall development of gross motor skills such as balance, agility, strength and co-ordination. Where possible students will have participated in limited sports, however the majority of primary schools cannot offer wide range of activities due to limited facilities and expertise. Students will have covered limited Outdoor Adventurous Activities & problem solving activities. National Curriculum and Assessment Objectives: develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives. In order to meet these aims the curriculum must offer; opportunity to students to implement strategies and tactics within teamwork (e.g. OAA/PS/Rock Climbing), baye the ability to analysed their own performance through other competitive activities (e.g. trampolining), perform dance/aesthetic practices (e.g. dance), take part in OAA which present intellectual and physical challenges, in order to elicit communication and reamwork (e.g. OAA/PS/Rock Climbing), baye the ability to analysed their own performances (e.g. Theory/Rock Climbing/ Trampolining) and take part in competitive sports both inside and outside of school (e.g. fixtures/interhouse/sports day/links with local clubs). otes intellectual, moral, spiritual, creative, emotional, and physical development as equally important. (Students now participating in 14 activities in KS3 alone) ression Model - Focuses on progression by carefully sequencing knowledge, provides clarity about what getting better at a subject means (knowing and remember more) (The majority of the curriculum is spiralled, with students are scaffolded upon in order to build a strong foundation from which students can progress into advanced skills throughout their entire PE Curricu ling on prior knowledge from KS3-KS4) rous – Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline. (All activities are underpinned by SOW's & subject expertise evant - Seeks to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for students to make informed choices. (Each activity taught has a local club/

nat provides that activity, in order for students to build towards life-long activity with sport)