

# PHYSICAL EDUCATION CURRICULUM MAP 2026 – 2027



## Intent:

### Core PE:

The Physical Education Curriculum is designed:

- for 'Achievement for all'- Every student is motivated to practise a wide range of sports during and after school hours, ensuring a sense of achievement and success both within and outside of lessons.
- for students to take part in PE clubs after school, as part of their school experience and personal development linking to their social, emotional and physical well-being.
- for students to represent their house in at least one of the four whole school sports events ran throughout the year.
- for the students to be offered a broad PE curriculum that ensures excitement and variety. A range of sports are used to enhance their understanding of their physical literacy.
- for the curriculum to have clear links with maths and English, to reinforce their knowledge of core subjects' content and how to apply them to sports situations.
- for all students to develop competence to excel in a broad range of physical activities.
- for learners to not drop out of sports once they finish school at Year 11 or Year 13.
- for students to extend their practices outside school by joining clubs that specialise in a sport.
- for all pupils to be physically active for sustained periods of time.
- for all students to learn, practise and reinforce PE core values, such as sportsmanship, teamwork and fair play and apply them in and out of sports.
- for students to learn the sports science related to the anatomy, physiology, psychology, nutrition, technology, ethics and biomechanics of exercise, which will educate them in the crucial role that sports play in our lives.
- to teach our pupils the different career paths that sports can lead them to, so they can make conscious decisions when including PE in their higher education and/or professional lives.
- for our students to grow to be holistic human beings that show healthy levels of confidence, and maturity and that have a strong and nurturing place in our society.
- to create a love for learning and interest when it comes to Year 10 options to study the BTEC Technical Award in Sport.

### BTEC Technical Award In Sport

This qualification has been designed to provide learners with practical and engaging opportunities to:

- develop their knowledge and skills through participation in sport, fitness and physical activity.
- develop their understanding of the different components of fitness and how they can be tested and improved.
- explore the role of the sports coach and develop their ability to plan and deliver effective sports sessions.
- develop their ability to analyse and improve sporting performance through practical activities and video evidence.
- apply theoretical knowledge to real-life sporting scenarios, including barriers to participation and the use of technology in sport.
- develop their communication, organisation, teamwork and leadership skills through practical and coursework-based tasks.
- understand different career opportunities and progression routes within the sport, fitness and leisure industry.

**Implementation:**

We have presented a typical trajectory through the College's Physical Education Intent below; however, your son or daughter may study the sports mentioned below in a different order. Rest assured that all aspects will be covered.

| Year                 | Half Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Half Term 2                                                                                                                                                                                                                                                                                                                                                                                                             | Half Term 3                                                                                                                                                                                                                                                                                                                                                                                          | Half Term 4                                                                                                                                                                                                                                                                                                                                                                                                                   | Half Term 5                                                                                                                                                                                                                                                                                                                                                                           | Half Term 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>7<br/>Core PE</b> | Students take part in athletics and volleyball lessons. In athletics lessons, students develop the basic skills required in sprinting, long-distance running, performing the relay, jumping and throwing. In volleyball lessons, students learn the various positions of the game and develop the basic skills required for the serve, the dig and a variety of shots before learning how to defend and outwit opponents.                                                                             | Students take part in rugby and handball lessons. In rugby lessons, students learn how to pass and receive the ball and a variety of tactics for defending and attacking. In handball lessons, students develop the basic skills required in dribbling, passing, shooting, attacking and defending. Students have the opportunity to put these skills into practice in competitive situations throughout their lessons. | Students take part in table tennis and football lessons. In table tennis lessons, students learn how to serve and play a forehand, backhand and drop shot before learning how to outwit an opponent in a competitive game scenario. In football lessons, students learn the basic skills required to pass, dribble and shoot. They develop an understanding of how to attack and defend effectively. | Students take part in basketball and tennis lessons. In basketball lessons, students develop the basic skills required in dribbling, passing, shooting and defending. They also develop an understanding of why set plays are important when attacking. In tennis lessons, students develop the basic skills required for the forehand and backhand shots, and the serve. They also learn how to work best in a doubles game. | Students take part in cricket and dance lessons. In cricket lessons, students develop the basic skills required to catch, field, bat and bowl before applying these skills to competitive game situations. In dance lessons, students begin to explore the concepts of space, formation, dynamics and relationships. They learn a set motif and develop three key performance skills. | Students take part in a range of team-based activities known as the Summer Games, where they are placed into differentiated teams with a yearly theme such as the World Cup, Euros or Olympic Games. Across six lessons, teams compete to earn points through challenges that develop teamwork, communication, leadership and resilience. The Summer Games prepare students for the House Sports Day, building confidence, team spirit, fair play and the ability to work together towards a shared goal. |
| <b>8<br/>Core PE</b> | Students take part in athletics and volleyball lessons. In athletics lessons, students build on their prior knowledge from Year 7 to refine and further develop the skills required in sprinting, long-distance running, performing the relay, jumping and throwing. Similarly, in volleyball lessons, students deepen their understanding from Year 7 and extend their skillset for the serve, the dig and a variety of shots before learning how to defend and outwit opponents with greater skill. | Students take part in basketball lessons. In these lessons, students build on their prior knowledge from Year 7 so that they are able to dribble, pass, shoot and defend more effectively. They also learn how to perform simple set plays.                                                                                                                                                                             | Students take part in handball lessons in which students develop the skills they learned in Year 7 so that they can perform with greater accuracy, speed and control.                                                                                                                                                                                                                                | Students take part in cricket and football lessons. In cricket lessons, students develop their prior skillset from Year 7 so that they are able to catch, field, bat and bowl more effectively in game situations. In football lessons, students build on their prior knowledge from Year 7 so that they are able to pass, dribble and shoot with greater control.                                                            | Students take part in rounders lessons, where they incorporate throwing and catching skills within a variety of practices. Batting, bowling and fielding are also demonstrated in small sided activities where there are multiple opportunities for success.                                                                                                                          | Students take part in a range of team-based activities known as the Summer Games, where they are placed into differentiated teams with a yearly theme such as the World Cup, Euros or Olympic Games. Across six lessons, teams compete to earn points through challenges that develop teamwork, communication, leadership and resilience. The Summer Games prepare students for the House Sports Day, building confidence, team spirit, fair play and the ability to work together towards a shared goal. |

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| <p><b>9</b><br/><b>Core PE</b></p> | <p>Students take part in athletics and volleyball lessons. In athletics lessons, students deepen their understanding of and ability in sprinting, long distance running, the relay, throwing and jumping. In volleyball lessons, students develop the skills acquired at Key Stage 3 to become more competitive in a game scenario.</p>                                                                        | <p>Students take part in handball lessons. In these lessons, students develop the skills acquired at Key Stage 3 with an emphasis on performing under pressure.</p>         | <p>Students take part in football lessons. In these lessons, students develop the skills acquired at Key Stage 3 with an emphasis on performing under pressure.</p>                      | <p>Students take part in cricket and table tennis lessons. In cricket lessons, students consolidate their prior knowledge of fielding before learning two more batting techniques and practising bowling with a short run up. In table tennis lessons, students build on their prior knowledge from Key Stage 3 when they learn a variety of more challenging shots in order to outwit opponents.</p>                                                                                                                        | <p>Students take part in rounders lessons where they learn the skills for the different roles that are involved in the sport, such as batting, bowling, fielding, etc.</p>               | <p>Students take part in a range of team-based activities known as the Summer Games, where they are placed into differentiated teams with a yearly theme such as the World Cup, Euros or Olympic Games. Across six lessons, teams compete to earn points through challenges that develop teamwork, communication, leadership and resilience. The Summer Games prepare students for the House Sports Day, building confidence, team spirit, fair play and the ability to work together towards a shared goal.</p> |
| <p><b>10 Core PE</b></p>           | <p>Students take part in athletics and volleyball lessons. In athletics lessons, students work towards improving their output and personal records within the context of sprinting, long distance running, the relay, throwing and jumping. In volleyball lessons, students learn a different serve technique and build on their prior knowledge and skillset to ensure greater success in game scenarios.</p> | <p>Students take part in handball lessons. In these lessons, students learn how to respond in more varied game scenarios to develop the skills acquired at Key Stage 3.</p> | <p>Students take part in football lessons. In these lessons, students develop the skills acquired at Key Stage 3 with an emphasis on maintaining control of the ball under pressure.</p> | <p>Students take part in cricket and table tennis lessons. In cricket lessons, students consolidate and apply their prior knowledge to competitive situations with control and accuracy whilst developing their understanding of movement, timing and preparation and the importance of these factors in the game. In table tennis lessons, students work towards consolidating and applying the skills they acquired lower down the school with control and power to score an advantage in a competitive game scenario.</p> | <p>Students take part in rounders lessons where they consolidate their skills from Year 9 so that they are able to execute advanced skills and strategies to outwit their opponents.</p> | <p>Students take part in a range of team-based activities known as the Summer Games, where they are placed into differentiated teams with a yearly theme such as the World Cup, Euros or Olympic Games. Across six lessons, teams compete to earn points through challenges that develop teamwork, communication, leadership and resilience. The Summer Games prepare students for the House Sports Day, building confidence, team spirit, fair play and the ability to work together towards a shared goal.</p> |

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| 10 BTEC Technical Award In Sport | Learners explore the 11 components of physical and skill-related fitness required for sports performance. This introductory task requires students to define each component, explain its relevance to different physical activities, and analyse how varying fitness demands impact overall athletic success.                                                                           | This core practical assessment focuses on active performance within a selected sport or activity. Students must demonstrate and film three core isolated skills, whilst also proving their ability to apply strategic positioning, tactics, and specialised skills effectively during a competitive or conditioned game scenario. | Students analyse the distinct roles and responsibilities of officials across various sporting disciplines. The curriculum maps the theoretical understanding of specific rules and regulations directly to practical execution, assessing how learners apply and enforce these laws during live gameplay. | Students develop leadership and coaching capabilities through the planning of a structured training session. Learners are required to design and justify an appropriate session for a specific group of performers, selecting suitable activities, coaching points, and progressions to meet identified needs and objectives | Students then deliver and video-record their training session, demonstrating effective leadership, communication, organisation, and coaching skills. Following the session, learners critically review both their own instructional effectiveness and the developmental progress of the participants, identifying strengths and areas for future improvement. | Learners will begin working on Component 1 where they are introduced to the stages of a warm up along with the Musculo-skeletal and cardio-respiratory responses to a warm up. These are then evaluated to suit their case study and applied directly to this person.                                                                                                                                                                                                                                     |
| 11 Core PE                       | Students take part in athletics and volleyball lessons. In athletics lessons, students work towards improving their output and personal records within the context of sprinting, long distance running, the relay, throwing and jumping. In volleyball lessons, students consolidate their understanding and practice of serving and develop tactics to improve play in game scenarios. | Students take part in handball lessons. In these lessons, students develop the skills acquired lower down the school so that they are able to perform them with greater fluency and control.                                                                                                                                      | Students take part in football lessons. Students build on their prior knowledge and skillset to ensure greater success in game scenarios.                                                                                                                                                                 | Students take part in cricket and table tennis lessons. In cricket lessons, students learn how to apply the skills and knowledge that they have acquired throughout Core PE lessons to a competitive game with varied scenarios and challenges.                                                                              | Students take part in rounders lessons. During Year 11 the pupils revisit the skills learnt in previous years and strengthen the specific skills to their role.                                                                                                                                                                                               | Students take part in a range of team-based activities known as the Summer Games, where they are placed into differentiated teams with a yearly theme such as the World Cup, Euros or Olympic Games. Across six lessons, teams compete to earn points through challenges that develop teamwork, communication, leadership and resilience. The Summer Games prepare students for the House Sports Day, building confidence, team spirit, fair play and the ability to work together towards a shared goal. |

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| 11 BTEC Technical Award In Sport | Students explore the range of sports and physical activities available in the UK and beyond. They learn about participation trends, barriers to participation, and factors that influence individuals to take part in sport and physical activity. Learners begin to understand how sport can positively impact physical, social and mental wellbeing. | Students investigate the benefits of participation for different groups and individuals. They examine how participation can improve health, fitness and wellbeing, and explore the role that organisations, campaigns and initiatives play in increasing participation in sport and physical activity within local and national communities. | Students develop research, analysis and presentation skills by investigating participation in sport and physical activity within their local area. They learn how to collect and interpret information, identify opportunities and barriers to participation, and make recommendations to improve engagement in sport for specific target groups. | Students begin preparation for the externally assessed examination by studying the components of fitness and their importance in different sports. They learn about fitness testing methods, training principles, and the relationship between training programmes and sporting performance. Learners also explore the body's responses to exercise. | Students deepen their understanding of training methods, fitness requirements and exercise intensity. They learn how to select appropriate training methods for different sporting performers and analyse the advantages and disadvantages of various training approaches. Exam-style questions are used to develop application and analytical skills | Students consolidate their knowledge of fitness, training principles, fitness testing and the body's response to exercise. They practice interpreting sporting scenarios, applying theoretical concepts and answering extended examination questions. Revision activities focus on building confidence and preparing students for success in the Component 3 examination. |
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### Enrichment Opportunities:

Our PE department offers a wealth of enrichment opportunities designed to enhance students' physical and personal development. With over 10 different sports clubs available on a weekly basis, students have the chance to participate in a wide range of activities, from football, basketball, and cricket to badminton, netball, and more. These clubs provide a great platform for students to refine their skills and stay active. In addition, students can compete in fixtures against other schools in the borough, fostering a spirit of teamwork and healthy competition.

Notable opportunities also include exciting trips to prestigious venues like Lord's Cricket Ground and Wembley Stadium, where students can immerse themselves in the rich culture of sport. For those seeking further challenge, the chance to take part in the Duke of Edinburgh Award (both Bronze and Silver levels) encourages students to develop resilience, leadership, and a sense of adventure through outdoor activities and community involvement. Enrichment is also closely linked to our House System, with four House events taking place throughout the year, giving students regular opportunities to represent their House, develop teamwork and leadership skills, and contribute to a shared sense of identity and community. These opportunities are designed to inspire students, broaden their horizons, and create memorable experiences outside the classroom.

### Impact:

Our broad core PE curriculum and theory offer have a significant positive impact on students by fostering a sense of happiness, personal achievement, and inclusivity. By providing diverse opportunities for success in a variety of sports and physical activities, students are encouraged to explore their strengths and interests, building confidence and a sense of accomplishment. This inclusive approach ensures that all students, regardless of skill level, feel welcomed and valued, contributing to a supportive and motivating environment. Furthermore, our curriculum cultivates a strong culture of physical activity, helping students develop lifelong habits for a healthy, active lifestyle while promoting mental well-being and social interaction. Ultimately, the integration of both practical and theoretical learning allows students to appreciate the value of movement, teamwork, and resilience, enhancing their overall experience in physical education.