

## St Gabriel's Curriculum Map - Subject: Physical Education KS3

Curriculum Intent	At St. Gabriel's the intent of our PE department is to provide our children with a fun, engaging and purposeful Physical Education which prepares our young learners for lifelong participation, living a healthy, active and fulfilling lifestyle. It is vital that our pupils gain a strong knowledge, skills and understanding of a wide range of sports and in doing so, promote diversity and different cultures. We pride ourselves on being respectful and upholding our core beliefs, Sporting and Catholic Values.									
KS2	Time	7	8	9	KS3	10	11	KS4	KS5	Careers
Declarative Knowledge: Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	HT1-7weeks 14 lessons	1. Baseline assessment- 2 lessons. 1 lesson cross country. 1 lesson components of fitness.  2. G: Netball <b>(NCS1)</b> - 8 lessons. B: Rugby <b>(NCS1)</b> - 8 lessons. <b>Incl. Interform</b>  3. G: Fitness <b>(NCS2/NCS5)</b> - 4 lessons. B: Basketball <b>(NS1)</b> - 4 lessons. <b>Incl. Basketball interform.</b>	1. Cross Country <b>(NCS4/5)</b> - 2 lessons  2. G: Netball <b>(NCS1)</b> - 8 lessons. B: Rugby <b>(NCS1)</b> - 8 lessons. <b>Incl. Interform</b>  3. G: Fitness <b>(NCS2/NCS5)</b> - 4 lessons. B: Basketball <b>(NCS1)</b> - 4 lessons. <b>Incl. Basketball interform.</b>	Rotation of Netball <b>(NCS1)</b> (G)/Basketball <b>(NCS1)</b> (B)/Fitness <b>(NCS2/NCS5)</b> /Rugby <b>(NCS1)</b> /Football <b>(NCS1)</b> - 8 lessons each.  Starts with G1- Netball/fitness/Football/Rugby  G2- Fitness/Netball/Rugby/Football  B1- Football/Rugby/Basketball/Fitness  B2- Rugby/Football/Fitness/Basketball	Declarative Knowledge: Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.  Pupils should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.	See separate plan for KS4 PE		Declarative Knowledge: Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.	Apply knowledge and understanding from the different areas outlined in the subject content above to physical activity and sport • use theories, concepts, principles and models to analyse and evaluate physical activity and performance • discuss, make judgements, present arguments and draw conclusions about aspects of physical activity and sport • interpret and analyse a range of data, graphical	The qualification and participation in PE provides an insight and leads to the following careers: Coach, instructor, development officer, PE teacher, physiotherapist, psychologist, leisure opportunities, journalism, marketing.
	HT2-8 weeks 16 lessons	3. G: Fitness <b>(NS2/NS5)</b> - 4 lessons. B: Basketball <b>(NS1)</b> - 4 lessons.	3. G: Fitness <b>(NS2/NS5)</b> - 4 lessons. B: Basketball <b>(NS1)</b> - 4 lessons. <b>Incl. Basketball interform.</b>	Rotation of Netball <b>(NCS1)</b> (G)/Basketball <b>(NCS1)</b> (B)/Fitness <b>(NCS2/NCS5)</b> /Rugby <b>(NCS1)</b> /Football						

		<b>Incl. Basketball interform.</b>  4. G: Handball <b>(NS1)</b> - 8 lessons. B: Football <b>(NS1)</b> - 8 lessons. <b>Incl. Football interform.</b>  5. G: Football <b>(NS1)</b> - 4 lessons. B: Handball <b>(NS1)</b> - 4 lessons. <b>Incl. Football interform.</b>	4. G: Handball <b>(NS1)</b> - 8 lessons. B: Football <b>(NS1)</b> - 8 lessons. <b>Incl. Football interform.</b>  5. G: Football <b>(NS1)</b> - 4 lessons. B: Handball <b>(NS1)</b> - 4 lessons. <b>Incl. Football interform.</b>	<b>(NCS1)</b> - 8 lessons each.  Starts with G1- Netball/fitness/Football/Rugby  G2- Fitness/Netball/Rugby/Football  B1- Football/Rugby/Basketball/Fitness  B2- Rugby/Football/Fitness/Basketball				representations and diagrams in the context of physical activity and performance • use critically and constructively a range of source material related to physical activity and performance • perform a range of skills and techniques in physical activity and sport • make decisions, implement strategies, tactics and/or compositional ideas, and apply knowledge and understanding of rules and regulations while performing physical activity and sport	
	HT3 6 weeks 12 lessons	5. G: Football <b>(NS1)</b> - 4 lessons. B: Handball <b>(NS1)</b> - 4 lessons. <b>Incl. Football interform.</b>  6. G: Split Trampolining <b>(NCS2/NCS5)</b> - 6 lessons	5. G: Football <b>(NS1)</b> - 4 lessons. B: Handball <b>(NS1)</b> - 4 lessons. <b>Incl. Football interform.</b>  6. G: Split Trampolining <b>(NCS2/NCS5)</b> - 6 lessons	Rotation of Netball <b>(NCS1)</b> (G)/Basketball <b>(NCS1)</b> (B)/Fitness <b>(NCS2/NCS5)</b> /Rugby <b>(NCS1)</b> /Football <b>(NCS1)</b> - 2 lessons each.  Starts with G1- Netball/fitness/Football/Rugby					

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		<p>Dance (<b>NCS3</b>)- 6 lessons. B: Split Outdoor Education (<b>NCS4</b>)- 6 lessons. Fitness (<b>NCS2/NCS5</b>) - 6 lessons. <b>No interform included with these activities.</b></p>	<p>Dance (<b>NCS3</b>)- 6 lessons. B: Split Outdoor Education (<b>NCS4</b>)- 6 lessons. Fitness (<b>NCS2/NCS5</b>) - 6 lessons. <b>No interform included with these activities.</b></p>	<p>G2- Fitness/Netball/Rugby /Football</p> <p>B1- Football/Rugby/Basket ball/Fitness</p> <p>B2- Rugby/Football/Fitness/Basketball</p> <p><b>-4 lessons of competition. (Interform) once all activities are completed. Lessons 6-8 during rotational activities (where appropriate) competition based within own teaching groups.</b></p> <p>3.G: Handball (<b>NCS1</b>) 6 lessons. B: Outdoor Education (<b>NCS4/NCS5</b>) - 6 lessons</p>				<ul style="list-style-type: none"> <li>• apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance</li> <li>• evaluate performance in physical activity and sport, applying relevant knowledge and understanding</li> </ul>	
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Procedural Knowledge:	HT4 5 weeks 10 lessons	6. G: Split Trampolining <b>(NCS2/NCS5)</b> - 4 lessons Dance <b>(NCS3)</b> - 4 lessons. B: Split Outdoor Education <b>(NCS4)</b> - 4 lessons. Fitness <b>(NCS2/NCS5)</b> - 4 lessons. <b>No interform included with these activities.</b>  7. G: Split Outdoor Education <b>(NCS4)</b> - 6 lessons. Rugby <b>(NCS1)</b> - 6 lessons. B: Split Trampolining <b>(NCS2/NCS5)</b> - 6 lessons. Dance <b>(NCS3)</b> - 4 lessons and remainder fitness <b>(NCS2/NCS5)</b> - 2 lessons. <b>No interform included with these activities.</b>	6. G: Split Trampolining <b>(NCS2/NCS5)</b> - 4 lessons Dance <b>(NCS3)</b> - 4 lessons. B: Split Outdoor Education <b>(NCS4)</b> - 4 lessons. Fitness <b>(NCS2/NCS5)</b> - 4 lessons. <b>No interform included with these activities.</b>  7. G: Split Outdoor Education <b>(NCS4)</b> - 6 lessons. Rugby <b>(NCS1)</b> - 6 lessons. B: Split Trampolining <b>(NCS2/NCS5)</b> - 6 lessons. Dance <b>(NCS3)</b> - 4 lessons and remainder fitness <b>(NCS2/NCS5)</b> - 2 lessons. <b>No interform included with these activities.</b>	4: G: Outdoor Education <b>(NCS4/NCS5)</b> - 6 lessons. B: Handball <b>(NCS1)</b> - 6 lessons.  5.G: Split Trampolining <b>(NCS2/NCS5)</b> - 4 lessons. Badminton <b>(NCS1)</b> - 4 lessons. B: Split Cricket <b>(NCS1)</b> - 4 lessons. Athletics <b>(NCS2/NCS5)</b> - 4 lessons	Procedural Knowledge: -use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.  -develop their technique and improve their performance in other competitive sports  -perform dances using advanced dance techniques within a range of dance styles and forms  -take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group  -analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best  -take part in competitive sports and activities outside school through community links or sports clubs.		Procedural Knowledge: use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] □ develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]		
	HT5 6 weeks 12 lessons	7. G: Split Outdoor Education <b>(NCS4)</b> - 6 lessons. Rugby <b>(NCS1)</b> - 6 lessons.	7. G: Split Outdoor Education <b>(NCS4)</b> - 6 lessons. Rugby <b>(NCS1)</b> - 6 lessons.	5.G: Split Trampolining <b>(NCS2/NCS5)</b> - 4 lessons. Badminton <b>(NCS1)</b> - 4 lessons.					

		<p>B: Split Trampolining <b>(NCS2/NCS5)</b>- 6 lessons.</p> <p>Dance <b>(NCS3)</b> - 4 lessons and remainder fitness <b>(NCS2/NCS5)</b>- 2 lessons.</p> <p>8. G: Athletics <b>(NCS2/NCS5)</b> - Approx 10 lessons</p> <p>B: Split Badminton <b>(NCS1)</b> - 5 lessons.</p> <p>Cricket <b>(NCS1)</b> - 5 lessons each. (Approx)</p>	<p>B: Split Trampolining <b>(NCS2/NCS5)</b>- 6 lessons.</p> <p>Dance <b>(NCS3)</b> - 4 lessons and remainder fitness <b>(NCS2/NCS5)</b>- 2 lessons.</p> <p>8. G: Athletics <b>(NCS2/NCS5)</b> - Approx 10 lessons</p> <p>B: Split Badminton <b>(NCS1)</b> - 5 lessons.</p> <p>Cricket <b>(NCS1)</b> - 5 lessons each. (Approx)</p>	<p>B: Split Cricket <b>(NCS1)</b>- 4 lessons.</p> <p>Athletics <b>(NCS2/NCS5)</b>- 4 lessons</p> <p>5.G: Split Trampolining <b>(NCS2/NCS5)</b>- 8 lessons.</p> <p>Badminton <b>(NCS1)</b>- 8 lessons.</p> <p>B: Split Cricket <b>(NCS1)</b>- 8 lessons.</p> <p>Athletics <b>(NCS2/NCS5)</b>- 8 lessons</p>			<p>☑ 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</p> <p>☑ evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</p> <p>☑ continue to take part</p>	
HT6 7 weeks 14 lessons	<p>8. G: Athletics <b>(NCS2/NCS5)</b> - Approx 4 lessons</p> <p>B: Split Badminton <b>(NCS1)</b> - 4 lessons.</p> <p>Cricket <b>(NCS1)</b> - 4 lessons each. (Approx)</p> <p>9. G: Split Badminton <b>(NCS1)</b>- 5 lessons</p> <p>Rounders <b>(NS1)</b>- 5 lessons.</p> <p>B: Athletics <b>(NCS2/NCS5)</b> - approx. 10 lessons.</p>	<p>8. G: Athletics <b>(NCS2/NCS5)</b> - Approx 4 lessons</p> <p>B: Split Badminton <b>(NCS1)</b> - 4 lessons.</p> <p>Cricket <b>(NCS1)</b> - 4 lessons each. (Approx)</p> <p>9. G: Split Badminton <b>(NCS1)</b>- 5 lessons</p> <p>Rounders <b>(NS1)</b>- 5 lessons.</p> <p>B: Athletics <b>(NCS2/NCS5)</b> - approx. 10 lessons.</p>	<p>5.G: Split Trampolining <b>(NCS2/NCS5)</b>- 2 lessons.</p> <p>Badminton <b>(NCS1)</b>- 2 lessons.</p> <p>B: Split Cricket <b>(NCS1)</b>- 2 lessons.</p> <p>Athletics <b>(NCS2/NCS5)</b>- 2lessons</p> <p>6. G: Athletics <b>(NCS2/NCS5)</b>- 6 lessons</p> <p>Rounders <b>(NCS1)</b>- 6 lessons.</p>					

				<p>B: Trampolining <b>(NCS2/NCS5)</b>- 6 lessons.</p> <p>Badminton <b>(NCS1)</b>- 6 lessons.</p>			<p>regularly in competitive sports and activities outside school through community links or sports clubs.</p>		
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**NB:** During wet weather pupils will complete: Badminton/Basketball/fitness and also activities to develop understanding of socio-cultural influences and stereotypes. E.g. Completion of Gymnastics/Hockey etc.

### PE KS3 National Curriculum Strands:

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] **(NCS1)**
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] **(NCS2)**
- perform dances using advanced dance techniques within a range of dance styles and forms **(NCS3)**
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group **(NCS4)**
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best **(NCS5)**
- take part in competitive sports and activities outside school through community links or sports clubs. (See enrichment programme)