



St Gabriel's Curriculum Map - Subject: KS3 PE Leadership and theory curriculum

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| 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 | Leadership skills: Verbal Communication. Theory: Bicep, tricep, quadriceps, hamstring. | Leadership skills: Warm up. Theory: Recap all muscles/Structure and functions. Introduction of patella/vertebrae. | Leadership skills: Leading a skill/skill development/Refereeing Theory: All muscles/bones | 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 | 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 | 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 | Leadership skills: Develop the ability to lead a pulse raiser/stretchers Theory: Abdominals, Latimuss Dorsi, Gluteals. | Leadership skills: Leading a skill/ refereeing activities. Theory: Cranium/Scapula/Pelvis/Sternum/Rib cage (Used for protection). | Leadership skills: Leading a skill/skill development/Refereeing Theory: Socio-cultural influences. | | | | | | |
| | HT3 | Leadership skills: Use of keywords/stretching Theory: Gastrocnemius, Tibalis anterior, rotator cuff | Leadership skills: Self-assessment/refereeing activities. Theory: Flexion/extension/Adduction /Abduction/Circumduction/Rotation. Link to trampolining. | Leadership skills: Leading a skill/skill development/refereeing Theory: Major Sporting events/Values in Sport | | | | | | |

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| | | | | | | | | physical activity and sport | |
| Procedural Knowledge: | HT4 | Leadership skills: Use of keywords/self assessment Theory: Pectorals/+ recap of all other muscles. | Leadership skills: Peer assessment Theory: Flexion/extension/Adduction /Abduction/Circumduction/Rotation. Link to trampolining. | Leadership skills: Resilience/Challenges/teamwork Theory: Basic Tramp: Rotation/Axes Effects of exercise | Procedural Knowledge: 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 | | Procedural Knowledge: 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 | <ul style="list-style-type: none"> interpret and analyse a range of data, graphical 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 | |
| | HT5 | Leadership skills: Peer assessment/Measuring Theory: Link to functions of the skeleton. | Leadership skills: Officiating. Theory: Fitness/Health/somatotypes/ classification of skills. | Leadership skills: Resilience/Challenges/teamwork Theory: Basic Tramp: Rotation/Axes Effects of exercise | | | | | |
| | HT6 | Leadership skills: Peer assessment/Measuring Theory: Link to structure of the skeleton/avoiding injury. | Leadership skills: Officiating. Theory: Arousal | Leadership skills: Officiating. Theory: Components of fitness. | | | | | |

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| | | | | | <p>encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <ul style="list-style-type: none"> -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. | | <p>their performance in other competitive sports,[for example, athletics and gymnastics] , or other physical activities [for example, dance]</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</p> | <p>compositional ideas, and apply knowledge and understanding of rules and regulations while performing physical activity and sport</p> <ul style="list-style-type: none"> • apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance • evaluate performance in physical activity and sport, applying relevant knowledge and understanding | |
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| | | | | | | | trust and developing skills to solve problems, either individually or as a group ? evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best ? continue to take part regularly in competitive sports and activities outside school through | | |
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