

Physical Education Curriculum Map

Intent

The Lambeth Academy Physical Education curriculum inspires ALL pupils to succeed and excel in competitive sport and other physically demanding activities. Students will finish their journey in PE understanding that PE really is for everyone and not just those looking to perform at elite level. We provide opportunities to broaden student's experiences by offering an innovative curriculum with the aspirations and interest of the student at the centre. Our curriculum is designed with this in mind offering a range of team sports, individual sports and health related activities; from more 'popular' sports such as Football and less common sports such as handball and Yoga.

Sport and physical Education at Lambeth Academy builds character and compelling individuals and helps to embed values such as fairness, respect, confidence, sportsmanship and teamwork. One of our key values is the importance of leadership and we work with students to develop their leadership skills that can be used throughout their school and future pathways this will include extensive areas of self-reflection and the ability to evaluate. We hope to encourage the future leaders within the sports and fitness industry.

We aim to provide opportunities for pupils to become physically and mentally confident in a way which supports their health, fitness and wellbeing. Students' health, fitness and knowledge surrounding this area will grow rapidly, all students will finish their PE journey with the knowledge of how to be a lifelong active healthy citizen, including theoretical knowledge around training, effective nutrition and the body.

Additionally, students will have opportunities to extend their learning outside of the formal curriculum with a range of extracurricular activities. Students will have opportunities to expand their experiences at competitive events at local, regional and county level. We aim to develop future elite sportsmen and women that compete proudly representing Lambeth Academy across London and may even be a next world famous athletes.

Most importantly we provide a curriculum at Lambeth Academy which offers a key element of fulfilment and enjoyment where we will deliver with passion and ensure students are motivated to participate within sport and lead a healthy active lifestyle.

Implementation

Term	1	2	3	4	5	6
	September - October	November - December	January - February	March - April	May - July	
Year 7	<p>Students will work within the sports of: Multiskills, Table Tennis, Trampolining, and Cricket.</p> <p>Students will learn to effectively perform a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings</p> <p>Students will learn to Successfully lead a simple activity individually or as part of a group, showing respect and empathy for others and good cooperation skills in doing so.</p> <p>Students will demonstrate appropriate strength, stamina and suppleness across activities, including being able to complete short periods of sustained exercise.</p>	<p>Students will work within the sports of: Football, Netball, Handball, Basketball</p> <p>Students will learn to Successfully employ simple tactics or creative processes in practical settings across team sports.</p> <p>Students will build upon their Understanding of simple tactics or creative ideas. Students will learn to communicate those tactics and ideas effectively using good verbal and non-verbal skills</p> <p>Students will be able to effectively conduct their own safe and well-designed warmup/cool-down and describe the purpose and benefits of each component.</p>	<p>Fit for Life: Fitness, boxing, Circuit Training, Weight training, gym.</p> <p>Students will learn and be able to effectively conduct their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</p> <p>Students will be develop knowledge around how physical activity contributes to a balanced, healthy lifestyle.</p> <p>Students will be given the opportunity to work on fitness – demonstrating appropriate strength, stamina and suppleness across activities, including being able to complete short periods of sustained exercise.</p>	<p>Students will work within the sports of: Boxing, Fitness, Badminton and Table Tennis and alternative activities.</p> <p>Students will learn to effectively perform a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings</p> <p>Students will learn to Successfully lead a simple activity individually or as part of a group, showing respect and empathy for others and good cooperation skills in doing so.</p> <p>Students will have the opportunity to explore the charity Sport Relief and raise awareness of their work and work towards it. They will be involved in alternative sporting activities and challenges</p>	<p>Students will work within the sports of: Athletics, Softball and Rounders and Alternative activities.</p> <p>Students will be able to successfully lead a simple activity individually or as part of a group, showing respect and empathy for others and good cooperation skills in doing so.</p> <p>Students will explore simple tactics or creative ideas and communicate them effectively using good verbal and non-verbal skills.</p> <p>Students will be able to effectively conduct their own safe and well-designed warmup/cool-down and describe the purpose and benefits of each component.</p> <p>All students will be involved in national school sports week and explore a range of alternative sporting activities with a key focus on sportsmanship and teamwork.</p>	
Term	1	2	3	4	5	6
	September - October	November - December	January - February	March - April	May - July	
Year 8	<p>Students will work within the sports of: Basketball, Cricket, Table Tennis, Trampolining, Fitness and Boxing.</p> <p>Students will learn to select, combine and perform skills with technical</p>	<p>Students will work within the sports of: Football, Netball, basketball, Handball</p> <p>Students will learn to select, combine and perform skills with technical proficiency and fluency in response to</p>	<p>Fit for Life: Fitness, boxing, Circuit Training, Weight training, gym.</p> <p>Students will be develop knowledge around how physical activity contributes to a balanced, healthy lifestyle.</p>	<p>Students will work within the sports of: Fitness and boxing, Badminton, Table Tennis and alternative activities</p> <p>Students will learn to select, combine and perform skills with technical proficiency and</p>	<p>Students will work within the sports of: Athletics, Softball and Rounders and Alternative activities.</p> <p>Students will develop their ability to leads and motivates others in pairs or team/small</p>	

	<p>proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.</p> <p>Students will develop their leadership skills to lead and motivate others in pairs or team/small group situations demonstrating confidence and good organisational skills.</p> <p>Students will develop their ability to sustain stamina for longer periods in specific activities and use different types of exercise to improve their health and well-being.</p>	<p>changing and more complex situations, both in isolation and when put under pressure.</p> <p>Students will develop understanding around more complex tactics or creative ideas and will learn to communicate those effectively using good verbal and non-verbal skills.</p> <p>Students will develop their ability to leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills.</p> <p>Sportsmanship across all team sports will be a key focus and students will explore the positives of great sportsmanship.</p>	<p>Students will explore basic anatomical structures and will be able to explain how they use different components of fitness to improve their performance.</p> <p>Students will be given the opportunity to work on fitness – demonstrating how to sustain stamina for longer periods in specific activities and uses different types of exercise to improve their health and well-being.</p> <p>Students will develop knowledge and be able to explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being.</p>	<p>fluency in response to changing and more complex situations, both in isolation and when put under pressure.</p> <p>Students will develop understanding around more complex tactics or creative ideas and will learn to communicate those effectively using good verbal and non-verbal skills.</p> <p>Students will develop skills to be able to accurately explain and evaluate the effectiveness of their own and/or others' performances and suggests appropriate improvements.</p> <p>Students will explore reflection and accurately reflect on their progress towards ambitious personal challenges and/or goals in PE and/or leadership.</p>	<p>group situations demonstrating confidence and good organisational skills.</p> <p>Students will develop skills to be able to accurately explain and evaluate the effectiveness of their own and/or others' performances and suggests appropriate improvements.</p> <p>Students will explore reflection and accurately reflect on their progress towards ambitious personal challenges and/or goals in PE and/or leadership.</p> <p>Students will explore the positives of great sportsmanship and demonstrate this in all sports.</p>	
Term	1	2	3	4	5	6
	September - October	November - December	January - February	March - April	May - July	
Year 9	<p>Students will work within the sports of: Basketball, Cricket, Table Tennis, Trampolining, Fitness and Boxing.</p> <p>Students will learn to show imagination when performing advanced skills with control and fluency in a game situation or performance setting.</p> <p>Students will develop their leadership skills to be able to confidently undertake leadership and officiating roles showing a good knowledge and application of appropriate rules/laws and effective communication skills.</p> <p>Students will build upon their fitness to consistently meet the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness and speed to excellent effect.</p>	<p>Students will work within the sports of: Football, Netball, basketball, Handball</p> <p>Students will develop knowledge to successfully employ advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.</p> <p>Students will develop understanding around sensitively adapting activities when leading peers of all abilities and backgrounds so that they are included and supported to succeed.</p> <p>Students will learn to analyse and evaluate the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.</p>	<p>Fit for Life: Fitness, boxing, Circuit Training, Weight training, gym.</p> <p>Students will be develop knowledge around how physical activity contributes to a balanced, healthy lifestyle. They will explore the importance of nutrition and hydration for either success in sport or general physical and mental well-being.</p> <p>Students will be given the opportunity to work on fitness – demonstrating how to consistently meet the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness and speed to excellent effect.</p> <p>Students will develop knowledge and be able to explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being.</p> <p>Students will be able to successfully apply a good understanding of the principles of safe and effective training to improve their health and performance.</p>	<p>Students will work within the sports of: Fitness and boxing, Badminton, Table Tennis and alternative activities</p> <p>Students will learn to show imagination when performing advanced skills with control and fluency in a game situation or performance setting.</p> <p>Students will learn to employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.</p> <p>Students will be given the opportunity to undertakes leadership and officiating roles and learn to show a good knowledge and application of appropriate rules/laws and effective communication skills.</p> <p>Students will be challenged within their leadership to be able to sensitively adapt activities when leading peers of all abilities and backgrounds so that they are included and supported to succeed.</p>	<p>Students will work within the sports of: Athletics, Softball and Rounders and Alternative activities.</p> <p>Students will develop their ability to leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills.</p> <p>Students will learn to analyse and evaluate the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.</p> <p>Students will explore reflection and accurately reflect on their progress towards ambitious personal challenges and/or goals in PE and/or leadership.</p> <p>Students will be provided with an opportunity to be an effective role model, they will learn how to apply themselves fully in a range of contexts and show resilience to overcome setbacks.</p> <p>Students will explore the positives of great sportsmanship and demonstrate this in all sports.</p>	

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Year 10	<p>Students will work within the sports of: Basketball, Cricket, Table Tennis, Trampoline, Fitness and Boxing, Football, Netball, basketball, Handball</p> <p>Students will build upon their fitness to consistently meet the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness and speed to excellent effect.</p> <p>Students will develop their leadership skills to be able to confidently undertake leadership and officiating roles showing a good knowledge and application of appropriate rules/laws and effective communication skills.</p> <p>Students will learn to analyse and evaluate the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.</p> <p>Students will learn to show imagination when performing advanced skills with control and fluency in a game situation or performance setting.</p> <p>Students will develop knowledge to successfully employ advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.</p>	<p>Fit for Life: Fitness, boxing, Circuit Training, Weight training, gym.</p> <p>Students will be develop knowledge around how physical activity contributes to a balanced, healthy lifestyle. They will explore the importance of nutrition and hydration for either success in sport or general physical and mental well-being.</p> <p>Students will be given the opportunity to work on fitness – demonstrating how to consistently meet the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness and speed to excellent effect.</p> <p>Students will develop knowledge and be able to explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being.</p> <p>Students will be able to successfully apply a good understanding of the principles of safe and effective training to improve their health and performance.</p>	<p>Students will work within the sports of: Fitness and boxing, Badminton, Table Tennis and alternative activities</p> <p>Students will be given the opportunity to undertakes leadership and officiating roles and learn to show a good knowledge and application of appropriate rules/laws and effective communication skills.</p> <p>Students will be challenged within their leadership to be able to sensitively adapt activities when leading peers of all abilities and backgrounds so that they are included and supported to succeed.</p>	<p>Students will work within the sports of: Athletics, Softball and Rounders and Alternative activities.</p> <p>Students will develop their ability to leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills.</p> <p>Students will learn to analyse and evaluate the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.</p> <p>Students will explore reflection and accurately reflect on their progress towards ambitious personal challenges and/or goals in PE and/or leadership.</p> <p>Students will explore the positives of great sportsmanship and demonstrate this in all sports.</p>		
Term	1	2	3	4	5	6
	September - October	November - December	January - February	March - April	May - June	June - July
Year 10 GCSE	<p>Component 1: Topic 3 Physical Training</p> <p>In this topic, Students will develop an understanding around the relationship between health and fitness and the role that exercise plays in both the components of fitness, benefits for sport and how fitness is measured and improved</p> <p>Students will explore the components of fitness, the principles of training and their application to personal exercise/training programmes</p> <p>Students will develop knowledge and understanding around the reasons for fitness testing, the purpose of fitness</p>	<p>Component 2: Topic 1 Health and Performance, Physical emotional and social health fitness and wellbeing. Topic 2.2 The use of goal setting and SMART targets to improve and/or optimise performance</p> <p>In this topic, students will develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being</p> <p>Students will develop knowledge and understanding on how increasing physical ability, through improving components of fitness can improve health or reduce health risks and how this is achieved, how participation in</p>	<p>Assessment cycle 1</p> <p>Component 2: Topic 1.2 The consequences of a sedentary lifestyle and Topic 1.3 Energy use, diet, nutrition and hydration</p> <p>In this term students will develop knowledge and understanding of how a sedentary lifestyle and its consequences can be the cause of an increase of overweight, overfat or obese people and how the increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of Muscle tone, posture, impact on components of fitness.</p>	<p>Component 1: Topic 1 The structure and functions of the musculoskeletal system. Topic 1.2 The structure and functions of the cardiorespiratory system.</p> <p>In this term, students will develop knowledge and understanding of the key musculoskeletal system and it influences health, fitness and performance in physical activity and sport through the following content.</p> <p>Students will apply their knowledge of different functions of the musculoskeletal system to the topics of the importance of locations, movement, classifications and characteristics within muscles, bones and ligaments.</p> <p>Students will understand why different muscle groups have different responses, why bones are shaped and formed the way they are, how the skeletal and muscular systems work together to allow participation in physical activity and sport.</p>	<p>Assessment cycle 2</p> <p>COURSEWORK AND EXAM TECHNIQUE</p> <p>In this term students will start to complete their coursework. The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity.</p> <p>Students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period, and can</p>	

	<p>tests to measure specific components of fitness: the test protocol for each of these fitness tests and how to use normative data tables.</p> <p>Students will develop knowledge and understanding on the principles of training, factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and training methods for specific components of fitness, physical activity and sport: continuous; Fartlek; circuit; interval; plyometrics; weight/resistance and the advantages and disadvantages of different training methods.</p>	<p>physical activity can improve emotional health, social health and the impact of fitness on well-being.</p> <p>Students will explore the importance of a well designed and implemented Personal Exercise Programme (PEP) to bring about health gains, lifestyle choices – limited to diet; activity level; work/rest/sleep balance and recreational drug use - positive and negative impacts of lifestyle choices and the consequences of a sedentary lifestyle.</p> <p>The use of goal setting and SMART targets will be key for students to enhance vocabulary and relating to why, how and what to improve and/or how to optimise performance.</p> <p>Peer guidance and feedback on performance using visual, verbal, manual and mechanical props will feature this term with students having the opportunity to analyse and feedback to each other</p> <p>Students will develop knowledge and understanding of energy use, diet, nutrition and hydration this will include what constitutes a balanced diet and the importance of hydration in lifestyle and sport.</p>	<p>Students will all link aerobic and anaerobic respiration to energy use, diet, nutrition and hydration.</p>	<p>In this term students will apply their knowledge of different functions of the cardiorespiratory system, its structure and its surroundings, the mechanisms required for vasoconstriction and vasodilation and the compositions of inhaled and exhaled air and key vocabulary of keywords and definitions and key changes required to perform and participate in physical activity. Students will be able to link previous learning from year 9 of how the cardiovascular and respiratory systems work together to allow participation in physical activity and sport.</p>	<p>relate to any physical activity of their choice.</p> <p>Students will be required to analyse the data gathered during their PEP, and evaluate it to show how their performance in their chosen activity has improved, as well as to make recommendations for further improvements/optimisation to their performance. Students will be assessed on the coherence and conciseness of their evaluation of their PEP. Students will also spend time developing exam technique and exploring how to effectively answer 9 mark questions.</p>	
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	September - October	November - December	January - February	March - April	May - June	June - July
Year 11 GCSE	<p>Practical Assessments cycle 1</p> <p>Component 1: Topic 1.2 The structure and functions of the cardiorespiratory system. Topic 1.3 Anaerobic and aerobic exercise and 1.4 The short- and long- term effects of exercise.</p> <p>In this term students will apply their knowledge of different functions of the cardiorespiratory system, its structure and its surroundings, the mechanisms required for vasoconstriction and vasodilation and the compositions of inhaled and</p>	<p>PEP Component 4(coursework)</p> <p>Students will finalise and complete the coursework component of work. This will involve students reacting to feedback and individually assessing and evaluating their work.</p> <p>Students will demonstrate how to interpret graphical representations and the use of data within their coursework</p> <p>Component 1: Topic 3.5 How to optimize training and prevent</p>	<p>Practical Assessments cycle 2</p> <p>Assessment cycle 1</p> <p>Component 1 Topic 2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement and Topic 2.2 Planes and axes of movement.</p> <p>In this term students will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport as well as the mechanical advantages and disadvantages of lever system and</p>	<p>Component 2 Topic 3.1 Engagement patterns of different social groups in physical activity and sport and Topic 3.2 Commercialisation of physical activity and sport and Topic 3.3 Ethical and socio-cultural issues in physical activity and sport.</p> <p>In this term students will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society, through participation rates in physical activity and sports, the relationship between commercialisation, the media and physical</p>	<p>Assessment cycle 2</p> <p>Practical Assessments cycle 3</p> <p>Revision on component 1 Fitness and Body Systems, applied anatomy and physiology, movement analysis, physical training and the use of data.</p> <p>Revision on component 2 Health and Performance,</p>	

	<p>exhaled air and key vocabulary of keywords and definitions and key changes required to perform and participate in physical activity.</p> <p>In this term students will apply knowledge and understanding from year 1 to demonstrate and evaluate how the different energy respirations are fuelled, what their short and long-term effects include and what energy sources can help maintain performance and participation in sport.</p> <p>Students will also discover a greater understanding for how the respiratory and cardiovascular systems work together to allow participation in, and recovery from physical activity and sport including oxygen intake into lungs, transfer to blood and transport to muscles, and removal of carbon dioxide.</p> <p>Assessment for learning will link to long-term effects of exercise and this will link to</p>	<p>injury and 3.6 Effective use of warm up and cool down</p> <p>In this term students will learn how to optimise training and prevent injury, focusing on how to warm-up and cool down before and after exercise. This will link to student's wellbeing and capabilities for their practical attainment for component 3, which will prepare them for their moderation. Students will be able to influence their peers if leadership qualities have been advanced/ mastered.</p> <p>Theoretically students will explore Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports</p> <p>Students will also discover the world of Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, this topic is particularly relevant with the current issues in modern sport.</p>	<p>movements commonly used with body patterns of planes and axes. Students will have the opportunity to discuss movement in complex sports, sports they may not have been introduced to before and evaluate the principles with argumentative persuasion.</p> <p>Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/ optimising their own practical performance.</p> <p>Component 2 Topic 2.1 Classification of skills (basic/ complex, open/closed) and Topic 2.3 Guidance and feedback on performance and Topic 2.4 Mental preparation for performance.</p> <p>In this topic students will develop knowledge and understanding of the psychological factors that can affect performers and their performance in physical activity and sport through classification of skills (basic/ complex, open/closed) Students will all apply knowledge of practice and skill classification to select the most relevant practice to develop a range of interpersonal skills.</p> <p>Students will explore Types of guidance to optimise performance: visual, verbal, manual and mechanical, Types of feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal</p>	<p>activity and sport and the advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator.</p> <p>Students will develop understanding and knowledge of how ethical and socio-cultural issues in physical activity and sport can have consequences and influence others; this will also allow students to evaluate the importance of sport in the UK today for adolescents and adults.</p>			<p>health, fitness and well-being, sport psychology and socio-cultural influences.</p>	
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Impact:
 To ensure that all students achieve mastery in specified knowledge students are formatively assessed regularly at KS3 through KPI trackers and teaching is adapted accordingly. Assessment data at KS3 is used to judge the success of the curriculum and progress towards mastery with teaching time allocated to the re teaching of specific knowledge and allowing students to develop tactics and creative within practical sport. Furthermore knowledge of key vocabulary and terminology is assessed through active questioning during warm ups and plenaries within every lesson. The impact of range of curriculum is further assessed through participation in extracurricular clubs and success in local and regional competitions. Finally the impact of the curriculum will be the lifelong involvement of our students in a healthy active lifestyle, and choosing to follow the Sport/PE pathway through KS4 / KS5 and University and careers in sport.