

Subject Curriculum Map: CORE PE

Year 11: 2024-2025

National curriculum – programme of study key stage 4

Curriculum Intent:

Year 11 CORE PE aims to provide a high-quality broad and balanced curriculum that inspires all pupils to excel and succeed in competitive sport and other physically demanding activities. Students will build on skills learnt in year 9 and 10 to develop a variety of skills, tactics and strategies to overcome opponents in team and individual games. The main focus in year 11 is enjoyment to promote prolonged a prolonged interest in sport and physical activity. They should continue to develop their 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 to be successful as adults.

Beyond the curriculum, we believe that participation in sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-school competition as well as directly trying to support the local clubs and our feeder schools within Stone.

Curriculum Implementation:

Y11 CORE PE lessons are taught in mixed ability groups according to gender, to facilitate effective delivery of activities. It is taught over 2 lessons per fortnight. Year 11 pupils will execute skill, tactics and strategies in a range of activities and use teamwork and leadership to execute tactics within active participation. Throughout Key Stage 4 students will continue to build on their skills developed in the year 10 curriculum map. At Key Stage 4 Activities will be provided to accommodate aims and objectives of the National Curriculum and the facilities available. The importance of a healthy active lifestyle and the impact being physically active can have on health and wellbeing is a key focus point where we aim to encourage life-long participation and develop performance. The curriculum in Key Stage 4 is primarily designed to offer students the opportunity to further develop the skills and knowledge introduced during the broad curriculum experienced in Key Stage 3, whilst also maintaining high levels of enthusiasm and engagement. In practice, this means students are consulted and have a role in selecting which sports they would like to pursue in Year 11. It is hoped that this allows them to pursue activities or sports that they enjoy, whilst also allowing them to develop higher levels of skills and knowledge. Lessons will typically be based around participation in games, which are used to maintain high levels of enjoyment, participation, and high activity levels. In most lessons, games will be used to emphasise the application or use of a particular skill or tactic, with teachers guiding or structuring the game to provide more opportunity for this to occur. The use of decision-making skills under the conditions of small-sided games also places students in more demanding situations that enable greater learning and understanding.

Students will also have the option to take examination PE alongside their core physical education lessons at Key Stage 4/5. All these courses allow students to gain a more in depth understanding of how the body works, how physical activity affects the body, the psychological aspect of sport and how sport is affected by issues in society. The skills that students develop whilst studying Physical Education are the ability to analyse data and evaluate, justify, and discuss theories and apply them to sporting life. Physical Education also enables the student to unpick and analyse their own performances and experiences, as well as understanding the world of sport and its role within society. The course deepens the knowledge and understanding that students have from Key Stage 3 and 4 Physical Education as well as Science and Citizenship.

Curriculum Impact:

By the end of year 11 students will have the opportunity to demonstrate an improvement in a range of activities and think critically about their own performance and how to implement tactics and strategies. Students will show confidence in a range of activities and understand the importance of being physically active. The overall intention of the Physical Education curriculum is to give students the confidence, skills, and knowledge to continue to take part in physical activity and sport away

from Alleyne's Academy, post sixth form and beyond. It is expected that students will have an understanding of the importance of health and fitness, exercising safely and the importance of following rules within sport and society.

| Year 11 | Autumn 1 Sept-Oct | Autumn 2 Nov-Dec | Spring 1 Jan-Feb | Spring 2 Feb-April | Summer 1 April – May |
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| Themes, Concepts & Ideas | <p>Tactics, strategies, and development of technique</p> <p>Evaluate self and peer performance</p> <p>Officiating and leadership</p> <p>In consultation with students, teachers select 2 activities from the following list per term (1 in each one-hour lesson slot per week) so that students have completed 4 units of activity by the end of Autumn 2. The activities covered will be influenced by the availability of facilities and the preferences of the students, but the final decision will be made by the class teacher.</p> <p><u>Sports covered.</u> Boys - football/rugby/handball/badminton</p> | <p>Tactics, strategies, and development of technique</p> <p>Evaluate self and peer performance</p> <p>Officiating and leadership</p> <p>In consultation with students, teachers select 2 activities from the following list per term (1 in each one-hour lesson slot per week) so that students have completed 4 units of activity by the end of Autumn 2. The activities covered will be influenced by the availability of facilities and the preferences of the students, but the final decision will be made by the class teacher.</p> <p><u>Sports covered.</u> Boys - football/rugby/handball/badminton</p> | <p>Development of fitness</p> <p>Tactics, strategies, and development of technique</p> <p>Competence and consistency</p> <p>Leadership</p> <p>In consultation with students, teachers select 2 activities from the following list per term (1 in each one-hour lesson slot per week) so that students have completed 4 units of activity by the end of Autumn 2. The activities covered will be influenced by the availability of facilities and the preferences of the students, but the final decision will be made by the class teacher.</p> <p><u>Sports covered.</u> Boys - Badminton/ Volleyball/ Fitness/</p> | <p>Development of fitness</p> <p>Tactics, strategies, and development of technique</p> <p>Competence and consistency</p> <p>Leadership</p> <p>In consultation with students, teachers select 2 activities from the following list per term (1 in each one-hour lesson slot per week) so that students have completed 4 units of activity by the end of Autumn 2. The activities covered will be influenced by the availability of facilities and the preferences of the students, but the final decision will be made by the class teacher.</p> <p><u>Sports covered.</u> Boys - Badminton/ Volleyball/ Fitness/</p> | <p>Enjoyment in participation through summer sports.</p> <p>Reduce stress levels during exam season</p> <p>In consultation with students, teachers select 2 activities from the following list per term (1 in each one-hour lesson slot per week) so that students have completed 4 units of activity by the end of Autumn 2. The activities covered will be influenced by the availability of facilities and the preferences of the students, but the final decision will be made by the class teacher.</p> <p><u>Sports covered –</u> choice of students</p> |

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| | Girls – Netball/hockey/badminton/basketball | Girls – Netball/hockey/badminton/basketball | Basketball/ dodgeball Girls – Badminton/Volleyball/Fitness/ Trampolining/ dodgeball | Basketball/ dodgeball Girls – Badminton/Volleyball/Fitness/ Trampolining/ dodgeball | |
| Knowledge and understanding | Students will continue to use and develop a variety of tactics and strategies to overcome | Students will continue to use and develop a variety of tactics and strategies to overcome | Students involved in a range of activities that develops personal fitness and | Students involved in a range of activities that develops personal fitness and | Students will develop their technique and improve their |

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| | <p>opponents in team and individual games</p> <p>Develop their technique and improve their performance in competitive situations within team and individual games.</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>Students will develop their knowledge of rules, regulations through the officiating and leading of activities</p> | <p>opponents in team and individual games</p> <p>Develop their technique and improve their performance in competitive situations within team and individual games.</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>Students will develop their knowledge of rules, regulations through the officiating and leading of activities</p> | <p>promotes an active, healthy lifestyle.</p> <p>Students will continue to develop a variety of tactics and strategies to overcome opponents in team and individual games</p> <p>Developing competence to excel in different physical activities. Continued development of /officiating, leadership skills through different sporting activities</p> | <p>promotes an active, healthy lifestyle.</p> <p>Students will continue to develop a variety of tactics and strategies to overcome opponents in team and individual games</p> <p>Developing competence to excel in different physical activities. Continued development of /officiating, leadership skills through different sporting activities</p> | <p>performance through competitive summer sports.</p> <p>Students will engage in choice of activities to help reduce stress levels during the exam period.</p> |
| Subject specific skills | <p>Apply all skills and techniques to competitive situations showing tactical knowledge. Follow the SOW for specific content and teaching points.</p> <p>Techniques required to play Tactics required to play Positioning within the game Roles within a game Types of defence and attack</p> | <p>Apply all skills and techniques to competitive situations showing tactical knowledge. Follow the SOW for specific content and teaching points.</p> <p>Techniques required to play Tactics required to play Positioning within the game Roles within a game Types of defence and attack</p> | <p>Apply all skills and techniques to competitive situations showing tactical knowledge. Follow the SOW for specific content and teaching points.</p> | <p>Apply all skills and techniques to competitive situations showing tactical knowledge. Follow the SOW for specific content and teaching points.</p> | <p>Performance analysis Students use resources to self and peer assess performance offering feedback to peers.</p> <p>Apply all skills and techniques to competitive situations showing tactical knowledge. Follow the SOW for specific content and teaching points.</p> |

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| <p>Social, Moral, Spiritual, Cultural</p> | <p>Social – teamwork, communication, and sportsmanship through team games. Students learn to collaborate, respect differences, and share responsibilities. They develop interpersonal skills, empathy, and conflict resolution abilities, essential for building positive relationships on and off the field.</p> <p>Moral – students engage with ethical decision-making. They learn fairness, integrity, and responsibility as they adhere to rules and demonstrate honesty in victories and defeats. Through reflective discussions, they understand the moral implications of their actions, shaping them into principled individuals.</p> <p>Spiritual students discover connections between physical activity and inner well-being. They experience moments of mindfulness, self-discovery, and personal growth. By appreciating the body-mind harmony, they develop</p> | <p>Social – teamwork, communication, and sportsmanship through team games. Students learn to collaborate, respect differences, and share responsibilities. They develop interpersonal skills, empathy, and conflict resolution abilities, essential for building positive relationships on and off the field.</p> <p>Moral – students engage with ethical decision-making. They learn fairness, integrity, and responsibility as they adhere to rules and demonstrate honesty in victories and defeats. Through reflective discussions, they understand the moral implications of their actions, shaping them into principled individuals.</p> <p>Spiritual students discover connections between physical activity and inner well-being. They experience moments of mindfulness, self-discovery, and personal growth. By appreciating the body-mind harmony, they</p> | <p>Social - our PE curriculum fosters teamwork, communication, and sportsmanship through collaborative fitness activities and non-contact sports. Students engage in group challenges, partner workouts, and team-based games, promoting cooperation and building strong interpersonal skills.</p> <p>Moral – The moral dimension of our PE curriculum emphasizes fair play, respect, and ethical decision-making in fitness and non-contact sports. Through discussions and scenarios, students develop a strong sense of integrity, learn to handle success and failure graciously, and understand the importance of honesty and empathy both on and off the field.</p> <p>Spiritual –</p> | <p>Social - our PE curriculum fosters teamwork, communication, and sportsmanship through collaborative fitness activities and non-contact sports. Students engage in group challenges, partner workouts, and team-based games, promoting cooperation and building strong interpersonal skills.</p> <p>Moral – The moral dimension of our PE curriculum emphasizes fair play, respect, and ethical decision-making in fitness and non-contact sports. Through discussions and scenarios, students develop a strong sense of integrity, learn to handle success and failure graciously, and understand the importance of honesty and empathy both on and off the field.</p> <p>Spiritual – In the spiritual aspect of our PE</p> | <p>Social - Students will engage in team-based activities within athletics and striking/fielding, promoting cooperation, communication, and fair play. They will learn to work collaboratively, respecting each other's strengths and differences. Through peer feedback and self-assessment, students will evaluate their contributions to the team, enhancing their social awareness and interpersonal skills.</p> <p>Moral - In athletics and striking/fielding, students will explore ethical dilemmas and sportsmanship. They'll understand the importance of honesty, integrity, and empathy, both in victory and defeat. Through reflective exercises, they'll assess their behaviour on and off the field, reinforcing moral values and</p> |
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| | <p>a sense of purpose and resilience, contributing to their spiritual development.</p> <p>Cultural They engage with traditions, strategies, and perspectives from various backgrounds. By celebrating differences and promoting inclusion, students develop cultural awareness, global understanding, and a sense of unity that transcends boundaries.</p> | <p>develop a sense of purpose and resilience, contributing to their spiritual development.</p> <p>Cultural They engage with traditions, strategies, and perspectives from various backgrounds. By celebrating differences and promoting inclusion, students develop cultural awareness, global understanding, and a sense of unity that transcends boundaries.</p> | <p>In the spiritual aspect of our PE curriculum, students find opportunities to connect with their inner selves and nature through activities like yoga, meditation, and outdoor fitness sessions. This pillar encourages self-reflection, stress reduction, and a holistic approach to well-being, enhancing their overall physical and mental balance.</p> <p>Cultural – The cultural dimension of our PE curriculum celebrates diversity and inclusivity by incorporating sports and fitness activities from various cultures. Students learn about the history and significance of different sports, promoting cross-cultural understanding and appreciation. This pillar enriches students' experiences, fostering a global</p> | <p>curriculum, students find opportunities to connect with their inner selves and nature through activities like yoga, meditation, and outdoor fitness sessions. This pillar encourages self-reflection, stress reduction, and a holistic approach to well-being, enhancing their overall physical and mental balance.</p> <p>Cultural – The cultural dimension of our PE curriculum celebrates diversity and inclusivity by incorporating sports and fitness activities from various cultures. Students learn about the history and significance of different sports, promoting cross-cultural understanding and appreciation. This pillar enriches students' experiences, fostering a global perspective and a sense of unity.</p> | <p>cultivating a sense of integrity.</p> <p>Spiritual - Students will find personal meaning and connection through the physical activities of athletics and striking/fielding. They'll experience moments of flow, mindfulness, and self-expression, fostering a sense of spiritual well-being. By evaluating their experiences in these activities, students will deepen their understanding of how movement can contribute to their inner growth.</p> <p>Cultural - In athletics and striking/fielding, students will explore diverse movement traditions, acknowledging the cultural significance of sports. They'll learn about different athletic customs and their roots. By assessing their engagement with various cultural aspects, students will develop cultural</p> |
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| | | | perspective and a sense of unity. | | awareness and respect, enriching their global perspective. Through continuous self-assessment and peer feedback, students will actively participate in their own growth across the social, moral, spiritual, and cultural pillars, fostering holistic development in athletics and striking/fielding. |
| Skills For life | Teamwork Problem solving Creativity Leadership Communication | Teamwork Problem solving Creativity Leadership Communication | Teamwork Creativity Resilience Communication | Teamwork Creativity Resilience Communication | Independence Empathy Leadership Communication |
| FBV | students master techniques while imbining values like respect, teamwork, and fairness. Emphasis on proper passing, tackling, and shooting techniques aligns with the values of democracy and rule of law. Tactics like strategic positioning and communication foster individual liberty, encouraging students to make responsible choices. As they advance, they learn to | students master techniques while imbining values like respect, teamwork, and fairness. Emphasis on proper passing, tackling, and shooting techniques aligns with the values of democracy and rule of law. Tactics like strategic positioning and communication foster individual liberty, encouraging students to make responsible choices. As they advance, they learn to | This curriculum section integrates fundamental British values within fitness and non-contact sports, fostering holistic health and well-being. Students engage in activities promoting teamwork, respect, and tolerance, aligning with values of democracy and individual liberty. Through diverse sports, they develop physical | This curriculum section integrates fundamental British values within fitness and non-contact sports, fostering holistic health and well-being. Students engage in activities promoting teamwork, respect, and tolerance, aligning with values of democracy and individual liberty. Through diverse sports, they develop physical | Students will engage in activities that promote teamwork, respect, and diversity, aligning with values of democracy, rule of law, individual liberty, and mutual respect. Through athletics and striking/fielding, students develop motor skills, strategy, and fair play. Regular self-assessment and |

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| | balance competition with mutual respect, reflecting values integral to British society. | balance competition with mutual respect, reflecting values integral to British society. | competence, resilience, and self-discipline, reflecting the value of rule of law. By emphasizing inclusivity and fair play, the curriculum encourages students to embody mutual understanding, contributing positively to the school community and society at large. | competence, resilience, and self-discipline, reflecting the value of rule of law. By emphasizing inclusivity and fair play, the curriculum encourages students to embody mutual understanding, contributing positively to the school community and society at large. | peer evaluations encourage critical thinking and personal growth, fostering a culture of reflection and improvement. This holistic approach cultivates both physical prowess and essential values, empowering students to excel athletically and contribute positively to society |
| Stretch & challenge | Through advanced tactical analyses, intricate gameplay strategies, and intense physical conditioning, students will be pushed to enhance their teamwork, decision-making, and leadership skills. Incorporating competitive scenarios and innovative drills, this section aims to elevate students' performance to higher levels, fostering a deep understanding of team dynamics and promoting adaptability in dynamic sporting environments. | Through advanced tactical analyses, intricate gameplay strategies, and intense physical conditioning, students will be pushed to enhance their teamwork, decision-making, and leadership skills. Incorporating competitive scenarios and innovative drills, this section aims to elevate students' performance to higher levels, fostering a deep understanding of team dynamics and promoting adaptability in dynamic sporting environments. | In this module, students will engage in a comprehensive fitness program that covers cardiovascular endurance, muscular strength, flexibility, and body composition. The curriculum will incorporate progressive exercises tailored to individual abilities, promoting both personal growth and group dynamics. To provide stretch and challenge, advanced workout techniques and | In this module, students will engage in a comprehensive fitness program that covers cardiovascular endurance, muscular strength, flexibility, and body composition. The curriculum will incorporate progressive exercises tailored to individual abilities, promoting both personal growth and group dynamics. To provide stretch and challenge, advanced workout techniques and personalized goal-setting will be integrated, allowing | Students will develop fundamental skills in running, jumping, and throwing through structured drills and activities. They will progress to refining techniques for various track and field events, fostering healthy competition and teamwork. Stretch: Introduce advanced training methods such as interval workouts and biomechanical analysis. Students will grasp the rules, teamwork, and tactics of |

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| | | | personalized goal-setting will be integrated, allowing students to push their limits and achieve higher levels of physical prowess. Through this module, students will cultivate a deep understanding of fitness principles while fostering a commitment to lifelong health and well-being. | students to push their limits and achieve higher levels of physical prowess. Through this module, students will cultivate a deep understanding of fitness principles while fostering a commitment to lifelong health and well-being. | rounders, emphasizing batting, fielding, and base-running skills. As they advance, they'll strategize gameplay and adapt strategies in response to opponents. Stretch: Incorporate more intricate tactical scenarios, and explore variations of the game. Challenge: Have students devise innovative rule modifications, promoting strategic thinking and adaptability. |
| Key assessment focus, suggested assessments | Students assessed on attitudes to learning. | Students assessed on attitudes to learning. | Students assessed on attitudes to learning. | Students assessed on attitudes to learning. | Students assessed on attitudes to learning. |
| Special events | Football county cup Rugby county cup | District cross-country championships Interhouse sports competitions | District badminton championships Interhouse sports competitions Football district cup | Interhouse sports competitions Rugby 7s | Interhouse sports competitions |
| Visits/extra-curricular | After school clubs in football, netball, badminton, basketball. | After school clubs in football, netball, badminton, basketball trampolining. | After school clubs in football, netball, badminton, basketball, trampolining. | After school clubs in football, netball, badminton, basketball. | After school clubs in football, netball, badminton, basketball. |

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