



PE Curriculum Map – KS3

Period	Topic	Content – Direct from the specification												
HT1 – Sept to Oct ½ Term	Muscular System	Structure of the muscular system Learners will be able to name and locate the main muscles of the muscular system. This includes:												
		<table><tr><td>Deltoid</td><td>Gluteus Maximus,</td></tr><tr><td>Latissimus Dorsi</td><td>Hip flexors</td></tr><tr><td>Pectoralis Major</td><td>Quadriceps</td></tr><tr><td>Triceps</td><td>Hamstrings</td></tr><tr><td>Biceps</td><td>Gastrocnemius</td></tr><tr><td>Trapezius</td><td>Rectus Abdominis</td></tr></table>	Deltoid	Gluteus Maximus,	Latissimus Dorsi	Hip flexors	Pectoralis Major	Quadriceps	Triceps	Hamstrings	Biceps	Gastrocnemius	Trapezius	Rectus Abdominis
		Deltoid	Gluteus Maximus,											
		Latissimus Dorsi	Hip flexors											
		Pectoralis Major	Quadriceps											
		Triceps	Hamstrings											
		Biceps	Gastrocnemius											
		Trapezius	Rectus Abdominis											
		Types of muscle Learners will know and understand the types of muscle, where they are located, their characteristics and functions. This includes:												
		Cardiac found in the heart, oxygen dependent, involuntary. Aids blood flow through the heart.												
Smooth found in multiple locations including digestive tract, blood vessels, and lungs, contracts in all directions. Can work without oxygen, involuntary. Aids digestion, helps the distribution of blood.														
Skeletal found around the body. Can work with or without oxygen, works voluntarily. Aids with movement.														
Muscle movement Learners will know the types of movement created by skeletal muscles and which muscles are responsible for sporting actions. This includes:														
Abduction, Adduction, Flexion, Extension, Rotation														
Assessment Focus - Delivered and assessed through a variety of activities in PE. Including Football, Handball, Gymnastics, Fitness, Table Tennis, Badminton, Basketball, Problem Solving, Rugby, Netball, Volleyball, Swimming, Pickleball and Dance. There will also be a half termly homework quiz for students to complete online in addition to Knowledge Retrieval tasks at the beginning of lessons.														



Structure of the skeleton

Learners will know and understand that the skeleton is divided into two sections and should be able to locate bones listed below:

Cranium	Ulna
Clavicle	Phalanges
Scapula	Pelvis
Sternum	Femur
Ribs	Patella
Humerus	Tibia
Radius	Fibula

Functions of the skeletal system

Learners will know and understand the functions of the skeletal system.

This includes:

1. Support
2. Movement
3. Protection of vital organs
4. Storage of minerals
5. Blood cell production
6. Shape.

Types of bones

Learners will know and understand the types of bone in the body, their primary function and how they relate to movement (as applicable).

Learners should be able to give examples of each type of bone. This includes:

1. Long - humerus, femur – Used as a lever to generate power
2. Flat - ribs, sternum, scapula – Used for protection
3. Irregular – vertebrae - Protection
4. Short - carpals, tarsals – Impact absorption
5. Sesamoid – patella – To relieve pressure and friction on the joint

Assessment Focus - Delivered and assessed through a variety of activities in PE. Including Football, Handball, Gymnastics, Fitness, Table Tennis, Badminton, Basketball, Problem Solving, Rugby, Netball, Volleyball, Swimming, Pickleball and Dance.

There will also be a half termly homework quiz for students to complete online in addition to Knowledge Retrieval tasks at the beginning of lessons.



HT3 – Christmas to Feb ½ Term	Effects of Exercise & Motivation on Performance	Short-term effects of health and fitness activities Learners will know the short-term effects that health and fitness activities can have on the body and understand why each short-term effect occurs. This includes: • Breathing rate • Heart rate • Blood pressure • Body temperature (sweating) • Hydration levels • Muscle fatigue • Lactic Acid • Delayed onset of muscular soreness (DOMS). Long-term effects of health and fitness activities Learners will know the long-term effects of health and fitness activities on the body and understand why each long-term effect occurs. This includes: • Aerobic endurance • Efficiency to use oxygen • Blood pressure • Resting heart rate • Muscular endurance • Muscular strength • Muscle hypertrophy • Flexibility • Body shape changes – endomorph, ectomorph, mesomorph. Motivation: Definition of motivation: the internal mechanisms and external stimuli that arouse and direct behaviour. Types of motivation: • Intrinsic (from internal factors), e.g. enjoyment in the task itself, fun, personal satisfaction • Extrinsic (from external factors), e.g. rewards like money, grades, trophies and medals, the threat of punishment, the desire to win and beat others. Definition of self-confidence: the belief that a desired behaviour can be performed. Methods to increase self-confidence: e.g. self-talk (talking to oneself in a positive way, telling yourself that you will be successful), imagery (recreating successful times, recreating confident times, imagining oneself acting confidently, imagining oneself performing successfully). Assessment Focus - Delivered and assessed through a variety of activities in PE. Including Football, Handball, Gymnastics, Fitness, Table Tennis, Badminton, Basketball, Problem Solving, Rugby, Netball, Volleyball, Swimming, Pickleball and Dance. There will also be a half termly homework quiz for students to complete online in addition to Knowledge Retrieval tasks at the beginning of lessons.
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HT4 – Feb ½ Term to Easter	Components of Fitness	Health-related fitness Learners will define the six components of health-related fitness and will be able to link these components to health, fitness and sporting activities. This includes: 1. Aerobic endurance 2. Muscular endurance 3. Muscular strength – static, dynamic and explosive 4. Speed 5. Body composition 6. Flexibility. Skill-related fitness Learners will define the five components of health-related fitness and will be able to link these components to health, fitness and sporting activities. This includes: 1. Agility 2. Balance 3. Coordination 4. Power 5. Reaction time. Recap Health and Skill Related components of fitness and explain the importance of these for successful participation in given sports. 1. Being able to successfully meet the physical demands of the sport in order to reach optimal performance. 2. Being able to successfully meet the skill-related demands of the sport in order to reach optimal performance 3. Being able to perform efficiently and outperform others. 4. Giving due consideration to the type of event/position played. Assessment Focus - Delivered and assessed through a variety of activities in PE. Including Football, Handball, Gymnastics, Fitness, Table Tennis, Badminton, Basketball, Problem Solving, Rugby, Netball, Volleyball, Swimming, Pickleball and Dance. There will also be a half termly homework quiz for students to complete online in addition to Knowledge Retrieval tasks at the beginning of lessons.
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HT5 – Easter to May ½ term	Principles of Training and Exercise Intensity	The basic principles of training (FITT): Frequency: the number of training sessions completed over a period of time, usually per week Intensity: how hard an individual will train Time: how long an individual will train for Type: how an individual will train by selecting a training method to improve a specific component of fitness and/or their sports performance. Additional principles of training: Progressive overload: Definition: in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance. Specificity: Definition: training should be specific to the individual's sport, activity or physical/skill-related fitness goals to be developed. Individual differences/needs: Definition: the programme should be designed to meet individual training goals and needs. Adaptation: Definition: how the body reacts to training loads by increasing its ability to cope with those loads Adaptation occurs during the recovery period after the training session is completed. Reversibility: Definition: if training stops, or the intensity of training is not sufficient to cause adaptation, training effects are reversed. Variation: it is important to vary the training regime to avoid boredom and maintain enjoyment Rest and recovery: required so that the body can recover from the training and to allow adaptation to occur Application of the principles of training to training methods, regimes and given exercise settings. Exercise Intensity: Be able to measure heart rate (HR) and apply HR intensity to fitness training methods • know about target zones and training thresholds; be able to calculate training zones and apply HR max to training: $HR\ max = 220 - age\ (years)$ • be able to calculate 60–85% HR max and know that this is the recommended training zone for cardiovascular health and fitness • know that the Borg (1970) (6–20) Rating of Perceived Exertion (RPE) Scale can be used as a measure of exercise intensity • know about the relationship between RPE and heart rate where: $RPE \times 10 = HR\ (bpm)$ • application of the FITT principles to training methods, regimes and given exercise situations. Assessment Focus - Delivered and assessed through a variety of activities in PE. Including Athletics, Rounders, Cricket, Softball, Tennis and a variety of other striking and fielding based games. There will also be a half termly homework quiz for students to complete online in addition to Knowledge Retrieval tasks at the beginning of lessons.
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HT6 – May ½ Term to Summer

Lifestyle Factors

Health and fitness

Learners will be able to know and understand the terms health and fitness and the relationship between them. This includes:

- Health: is a complete state of physical, mental and social well-being, not simply an absence of disease.
- It is divided into three components of “Health”:
 - Physical
 - Mental
 - Social
- Fitness: is the ability to meet the demands of your everyday lifestyle without fatigue.
- The relationship between health and fitness.

Activity levels

Learners will know and understand the terms active lifestyle and sedentary lifestyle. This includes:

- Active lifestyle: is one which **contributes positively to physical, mental and social wellbeing**
- Sedentary lifestyle: Definition
- Moderate, vigorous and strength activities for health and fitness.

Other factors

Learners will know and understand how the following lifestyle factors negatively affect health and fitness. This includes:

- Drugs – recreational, performance enhancing
- Smoking
- Alcohol
- Stress.

Diet

Learners will know and understand the key nutrients and what a balanced diet consists of. This includes:

- Key nutrients - fat, carbohydrate, protein, vitamins, minerals, fibre, water
- Their functions as part of a healthy diet
- Energy balance

Assessment Focus - Delivered and assessed through a variety of activities in PE. Including Athletics, Rounders, Cricket, Softball, Tennis and a variety of other striking and fielding based games.

There will also be a half termly homework quiz for students to complete online in addition to Knowledge Retrieval tasks at the beginning of lessons.



What they will be learning:

The curriculum map has been developed and organised in this progressive way to allow a cyclical delivery which builds upon the knowledge gained in earlier units. This way students are able to access, retrieve and apply prior knowledge to the current topic – ie that the skeletal muscles in the leg (Quadricep/Hamstring) attach and create movement of the bones (Femur/Tibia).

Why and why at this point:

The content highlighted above is chosen to form the “theory thread” for KS3 PE because it is directly linked to the KS4 examination courses delivered here at The Farnborough Academy.

Intended outcomes:

An increased knowledge, ability to retain, recall and apply this knowledge and understanding of what KS4 courses in our subject area entail prior to beginning a 2 year course in KS4. This prepares students with a much more detailed understanding and allows us to focus time and resources into the higher order skills required to gain the top grades.

Links to prior learning:

The cyclical nature of this approach to the “theory thread” allows us to revisit content with an interleaved approach. We will revisit prior content in new topics which will allow students opportunities to recall, combine and apply their prior knowledge with newly gained knowledge.

Literacy Opportunities:

Students will, by the nature of PE always have a physical literacy of movement and physical competence, alongside developing motivation, understanding and knowledge of the importance of being physically active. This will often be shared between students and staff verbally via a variety of teaching and learning methods. Written literacy will be covered by way of observation sheets for non-participants and end of topic quizzes on SMH. There may be opportunities to engage in teaching methods such as graffiti walls to assess progress in written form.

Numeracy Opportunities:

These are abundant in PE lessons, scoring systems, measurements of distance and time, fitness testing scores and weight usage alongside reps and sets in fitness work.

SMSC Opportunities:

There will be lots of opportunities to develop students Spiritual, Moral, Social and Cultural understanding. Creativity in routines, Respect of others in games play, interaction with teammates and understanding the cultural origins of sports are just some examples of this coverage. Trips and sessions delivered by outside providers such as The Royal Navy and Fire Services will also add benefit here.