



### **BMCC PE Department Curriculum Mapping: KS4 CORE PE**

**Rationale:** The academic year will focus upon *one big idea*, throughout which, specific concepts (and relevant themes) will be explored – with the sport or activity as the vehicle for this. To allow for deeper consideration, there will be only one overarching concept per term. Activity rotations within each term will then introduce each distinct theme (discussed at the starts of lessons and recalled at key points). Teachers will also follow a Medium-term Sequence of learning to ensure that at the same time as celebrating these Personal Development priorities, students will progressively develop skills within a wide range of sporting opportunities too. **With Christ at the centre of all we say and do, BMCC PE students will enjoy fitness and competition whilst developing holistically at the same time. The depths of our approach will hopefully grow life-long relationships with sport and physical activity.**

Year	Big Idea
11	BEING ACTIVE FOR LIFE

TERM	CONCEPT	THEME	SPORT/ACTIVITY (B/G/M)		
1 <i>AUTUMN</i>	<b>HEALTH AND WELL-BEING</b>	<ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Activity &amp; mental health</li> <li>• Short-term effects of exercise</li> <li>• Long-term effects</li> </ul>	<ul style="list-style-type: none"> <li>• Handball</li> <li>• Football</li> <li>• Basketball</li> <li>• Tchoukball</li> </ul>	<ul style="list-style-type: none"> <li>• Netball</li> <li>• Basketball</li> <li>• Football</li> <li>• Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Handball</li> <li>• Hockey</li> <li>• HRF</li> </ul>
2 <i>SPRING</i>	<b>ENGAGEMENT POST-16</b>	<ul style="list-style-type: none"> <li>• Competition</li> <li>• Socially Active</li> <li>• Maintaining health</li> <li>• Enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Tag Rugby</li> <li>• Table Tennis</li> <li>• Handball/OAA</li> </ul>	<ul style="list-style-type: none"> <li>• Tchoukball</li> <li>• Table Tennis</li> <li>• Tag Rugby</li> <li>• Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>• Table Tennis</li> <li>• Tchoukball</li> <li>• Volleyball</li> <li>• Tag Rugby</li> </ul>
3 <i>SUMMER</i>	<b>REMAINING ACTIVE</b>	<ul style="list-style-type: none"> <li>• Habits</li> <li>• Attitudes and motivators</li> <li>• Positive approaches to physical activity</li> <li>• What motivates you?</li> </ul>	<ul style="list-style-type: none"> <li>• Cricket</li> <li>• Softball</li> </ul>	<ul style="list-style-type: none"> <li>• Rounders</li> <li>• Cricket</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Rounders</li> </ul>

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**Support for Staff on the importance of each theme and ideas/suggestions about how to approach in lessons ...**

THEME	INTRODUCTION	TEACHABLE MOMENTS	PLENARY/REFLECTIONS
<b>HEALTH AND FITNESS</b>	Health is defined as a state of complete mental, physical and social well-being; not merely the absence of illness or infirmity. Fitness is the ability to meet the demands of the environment. Developing a good fitness level allows you to cope better with the demands of your daily life and environment and can help to lessen the potential to be affected by illness and disease.	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates good fitness levels in the lesson.</li> <li>• Ask a student/group how they could improve their fitness levels to help them progress in lessons.</li> <li>• Praise a student for demonstrating good fitness levels in the lesson and highlight how this helps in PE and outside of sport.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what health and fitness means and what it may look like in PE.</li> <li>• Address common misconceptions in what health and fitness is and how it may help students to progress and develop inside and outside of PE.</li> </ul>	<ul style="list-style-type: none"> <li>• How did your fitness enable you to engage in this lesson?</li> <li>• How does PE help you maintain your health?</li> <li>• What does fitness look like outside of PE?</li> </ul>
<b>ACTIVITY AND MENTAL HEALTH</b>	The World Health Organisation define mental health as “a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community”. Consider how this PE lesson might impact your mental health positively.	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates positive mental health skills in the lesson.</li> <li>• Ask a student/group how they could improve their social skills in the lesson.</li> <li>• Praise a student for demonstrating positive social skills in the lesson and highlight how this helps in PE and outside of sport.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what social health means and what it may look like in PE.</li> <li>• Address common misconceptions in what social health is and how it may help students to progress in and out of PE.</li> </ul>	<ul style="list-style-type: none"> <li>• What is mental health and how can PE help maintain it?</li> <li>• How can you maintain your mental health outside of PE?</li> <li>• Where can you go to if you need to talk about your mental health?</li> </ul>
<b>SHORT-TERM EFFECTS OF EXERCISE</b>	Exercise may affect the body sometime after the exercise has finished. Individuals may suffer from fatigue the day after strenuous exercise. This tiredness is caused simply by the muscles having worked especially hard and becoming swollen with fluids, which leave them feeling heavy.	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates a good understanding of the short-term effects of fitness in the lesson.</li> <li>• Ask a student/group how they could improve their fitness and what impact this may have on the short-term effects of exercise in the lesson.</li> <li>• Praise a student for demonstrating a good understanding of the short-term effects of exercise in the lesson and highlight how this helps in PE and outside of sport.</li> </ul> <p><b>Possible Discussion points:</b></p>	<ul style="list-style-type: none"> <li>• How has your body adapted to cope with the demands of this PE lesson?</li> <li>• What might you expect to feel in the next couple of days? Why?</li> </ul>

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	<p>Delayed Onset of Muscle Fatigue – The pain/stiffness felt in the days following strenuous exercise.</p>	<ul style="list-style-type: none"> <li>• Whole class feedback highlighting what the short-term effects of exercise are and what it may look like in PE.</li> <li>• Address common misconceptions in what the short-term effects of exercise are and how having an understanding may help students to progress and develop inside and outside of PE.</li> </ul>	
<p><b>LONG-TERM EFFECTS OF EXERCISE</b></p>	<p>Regular exercise will tend to reduce the weight of the body. This is because fat stores are used to supply the glucose the body needs for energy. Depending on the type of exercise you do, certain components of fitness may be developed. Long term benefits of exercise:</p> <ul style="list-style-type: none"> <li>•Control weight</li> <li>•Reduce risk of illnesses/diseases such as reduce risk of type 2 diabetes and obesity</li> <li>•Strengthen bones and muscles</li> <li>•Improve mental health and mood</li> <li>•Improve your ability to do daily tasks.</li> <li>•Increase your chances of living longer.</li> </ul>	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates a good understanding of the long-term effects of fitness in the lesson.</li> <li>• Ask a student/group how they could improve their fitness and what impact this may have on the long-term effects of exercise in the lesson.</li> <li>• Praise a student for demonstrating a good understanding of the long-term effects of exercise in the lesson and highlight how this helps in PE and outside of sport.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what the long-term effects of exercise are and what it may look like in PE.</li> <li>• Address common misconceptions in what the long-term effects of exercise are and how having an understanding may help students to progress and develop inside and outside of PE.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the long-term effects of exercise?</li> <li>• Does this motivate you to engage more regularly? Why?</li> <li>• How might you include more physical activity into your life outside of PE?</li> </ul>
<p><b>COMPETITION</b></p>	<p>One way of remaining physically active after Year 11 is to play competitively. This might be joining a local sports club or setting yourself personal challenges to overcome. When competing focus on enjoying the process as well as the overall outcome.</p>	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student is a good competitor in the lesson.</li> <li>• Ask a student/group how they could consider their competitiveness and what impact this may have on their lives.</li> <li>• Praise a student for demonstrating good levels of competitiveness in the lesson and highlight how this helps in PE and outside of sport.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what competition means and what it may look like in PE.</li> <li>• Address common misconceptions in what competition is and how having an understanding may help students to progress and develop inside and outside of PE.</li> </ul>	<ul style="list-style-type: none"> <li>• Does competition motivate you to engage in physical activity?</li> <li>• Where can you go that will offer you the opportunity to compete?</li> <li>• What is more important, the competition itself or the result?</li> </ul>
<p><b>SOCIALLY ACTIVE</b></p>	<p>Another fantastic benefit of remaining active is the people you meet. By joining a local club, fitness center or even continuing to be active with friends you</p>	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates good social skills in the lesson.</li> <li>• Ask a student/group how they could improve their social skills and what impact this may have on their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the opportunity to socialise motivate</li> </ul>

	can reap the social health benefits and have fun with like-minded people.	<ul style="list-style-type: none"> <li>Praise a student for demonstrating good social skills in the lesson and highlight how this helps in PE and outside of sport.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>Whole class feedback highlighting what socially active means and what it may look like in PE.</li> <li>Address common misconceptions in what socially active means and how having an understanding may help students to progress and develop inside and outside of PE.</li> </ul>	<p>you to engage in physical activity?</p> <ul style="list-style-type: none"> <li>What opportunities to be socially active outside of PE are available to you?</li> </ul>
<b>MAINTAINING HEALTH</b>	The benefits of physical activity for your health are well documented. You might simply want to engage in physical activity post school in order to feel healthy, control weight or maintain health.	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>Highlight where a student demonstrates a good understanding of the benefits of exercise in the lesson.</li> <li>Ask a student/group how they could improve their levels of physical activity and what impact this may have on their lives.</li> <li>Praise a student for being physically activity throughout the lesson and highlight how this helps in PE and outside of sport.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>Whole class feedback highlighting what 'maintaining health' means and what it may look like in PE.</li> <li>Address common misconceptions in what 'maintaining health' means and how having an understanding may help students to progress and develop inside and outside of PE.</li> </ul>	<ul style="list-style-type: none"> <li>Does knowing the long-term benefits of physical activity motivate you to engage more often? Why?</li> <li>What activities will you continue outside of PE that will meet your motivation to engage?</li> </ul>
<b>ENJOYMENT</b>	Why would anyone do something that they do not find enjoyable? We all have different attitudes towards physical activity and what we find fun. Try and find that physical activity that meets your motivation for engaging and most of all is enjoyable.	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>Highlight where a student is enjoying themselves in the lesson.</li> <li>Ask a student/group how they could improve their enjoyment levels and what impact this may have on their lives.</li> <li>Praise a student for demonstrating good levels of enjoyment in the lesson and highlight how this helps in PE and outside of sport.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>Whole class feedback highlighting what enjoyment means and what it may look like in PE.</li> <li>Address common misconceptions in what enjoyment is and how having an understanding may help students to progress and develop inside and outside of PE.</li> </ul>	<ul style="list-style-type: none"> <li>Did you enjoy today's lesson? Why?</li> <li>How important is enjoyment when being physically active to you?</li> <li>What do you enjoy most? Where could you engage in that activity outside of school?</li> </ul>
	A habit can be considered as a regular behavior or action. Identify the	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>Highlight where a student demonstrates positive habits in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>What is a habit?</li> </ul>

<p><b>HABITS</b></p>	<p>physically active habit you would like to start. You may want to start small but place this new habit in with your existing routine. Reward yourself for completing this new habit.</p>	<ul style="list-style-type: none"> <li>• Ask a student/group how they could improve their habits and what impact this may have on their lives.</li> <li>• Praise a student for demonstrating good habits in the lesson – highlight how this helps in PE and elsewhere.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what 'habits' mean and what they may look like in PE.</li> <li>• Address common misconceptions in what good and bad 'habits' are and how having an understanding may help students to progress and develop.</li> </ul>	<ul style="list-style-type: none"> <li>• What are your current habits in relation to physical activity?</li> <li>• How might these change after this year?</li> <li>• How will you create new and long-lasting physical activity habits?</li> </ul>
<p><b>ATTITUDES AND MOTIVATORS</b></p>	<p>We all feel a particular way about physical activity and have varying reasons for wanting to engage with it. Consider your attitudes and motivations towards physical activities and find something that you think positively about and that will motivate you to continue.</p>	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates positive attitudes and motivations in the lesson.</li> <li>• Ask a student/group how they could improve their 'attitudes and motivations' and what impact this may have on their lives.</li> <li>• Praise a student for demonstrating good 'attitudes and motivations' in the lesson and highlight how this helps in PE and outside of sport.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what 'attitudes and motivation' mean and what they may look like in PE.</li> <li>• Address common misconceptions in what good and bad 'attitudes and motivations' are and how having an understanding may help students to progress and develop inside and outside of PE.</li> </ul>	<ul style="list-style-type: none"> <li>• What are your attitudes towards physical activity?</li> <li>• What motivates you to engage in physical activity?</li> <li>• How does your attitudes influence your motivation to engage in physical activity?</li> </ul>
<p><b>POSITIVE APPROACHES TO PHYSICAL ACTIVITY</b></p>	<p>We know the power of positivity. You might want to consider how you see yourself in relation to physical activity (self-identity) or what motivates you. You may want to set a challenge or create new positive habits. Think positively and you will get out what you put in.</p>	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates positive approaches to the task in the lesson.</li> <li>• Ask a student/group how they could improve their approach to the lesson and what impact this may have on their lives.</li> <li>• Praise a student for demonstrating a positive approach to PE in the lesson and highlight how this might help in the future.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what 'positive approaches to PA' mean and what they may look like in PE.</li> <li>• Address common misconceptions in what positive and negative approaches to PA' are and how having an understanding may help students to progress and develop.</li> </ul>	<ul style="list-style-type: none"> <li>• What does a positive approach to physical activity look like?</li> <li>• How does your self-identity towards physical activity impact your positivity?</li> <li>• How might you apply this to activity outside of PE?</li> </ul>

<p><b>WHAT MOTIVATES YOU TO ENGAGE IN PHYSICAL ACTIVITY?</b></p>	<p>Are you motivated by competition? Do you prefer to be social or on your own? Are you driven to improve health, achieve a goal or winning? Consider what motivates you to engage and find something that meets the nature of this motivation.</p>	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates motivation in the lesson.</li> <li>• Ask a student/group how they could improve their levels of motivation and what impact this may have on their lives.</li> <li>• Praise a student for demonstrating good levels of motivation to PE in the lesson and highlight how this might help in the future.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what 'motivation' means and what they may look like in PE.</li> <li>• Address common misconceptions in what self-motivation is and how having an understanding may help students to progress and develop inside and outside of PE.</li> </ul>	<ul style="list-style-type: none"> <li>• What motivates you to engage in physical activity?</li> <li>• How will you remain physically active in the future?</li> <li>• Why will you engage in physical activity in the future?</li> </ul>
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**IMPORTANT:**  
**'KNOW AND REMEMBER' CRITERIA FOR INDIVIDUAL LESSONS TO BE ESTABLISHED AT TEACHER'S DISCRETION (CONSIDERING NEEDS/CONTEXT OF EACH GROUP) USING THE APPROPRIATE BLEND OF SKILLS (AS MAPPED IN MTS), AND, THE ABOVE CONCEPTUAL IDEAS. LESSONS MUST BE FULLY INCLUSIVE, SUPPORTIVE AND CHALLENGING FOR ALL AT ALL TIMES. THANK YOU FOR EVERYTHING YOU DO TO DELIVER HIGH QUALITY PE CONSISTENTLY ACROSS OUR DEPARTMENT FOR ALL AGE GROUPS. AFO.**