



BMCC PE Department Curriculum Mapping: KS3 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
9	EXPLORING CHARACTER DEVELOPMENT

TERM	CONCEPT	THEME	SPORT/ACTIVITY (B/G/M)		
1 <i>AUTUMN</i>	SPORTING VALUES	<ul style="list-style-type: none"> • Respect • Fair Play • Equality • Courage 	<ul style="list-style-type: none"> • Handball • Football • Basketball • Tchoukball 	<ul style="list-style-type: none"> • Netball • Basketball • Football • Hockey 	<ul style="list-style-type: none"> • Basketball • Handball • Hockey • HRF
2 <i>SPRING</i>	REDEFINING COMPETITION	<ul style="list-style-type: none"> • Winning and losing • Rising to the challenge • Competing against yourself • Cooperation and competition 	<ul style="list-style-type: none"> • Hockey/T.Rugby • Tag Rugby/Hockey • TT/Tchoukball • Handball/OAA/HRF 	<ul style="list-style-type: none"> • Tchoukball/TT • TT/Tchoukball • T.Rugby/Handball • Volleyball/T.Rugby 	<ul style="list-style-type: none"> • Table Tennis • Tchoukball • Volleyball • Tag Rugby
3 <i>SUMMER</i>	PROBLEM SOLVING	<ul style="list-style-type: none"> • Identify the problem • Collaboration • Planning • Decision-making 	<ul style="list-style-type: none"> • Cricket • Athletics/Rounders • Softball/S.Tennis • Rounders/Softball 	<ul style="list-style-type: none"> • Athletics/Rounders • Cricket • Rounders/Athletics • Short Tennis 	<ul style="list-style-type: none"> • Badminton • Rounders • Short Tennis • Cricket

“Inspiring hearts and minds with Christ at the centre of all we say and do”

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

THEME	INTRODUCTION	TEACHABLE MOMENTS	PLENARY/REFLECTIONS
RESPECT	Respect in PE is a way of treating someone in a way that shows regard for their feelings, wishes, rights and traditions. This means that you accept somebody for who they are, even when they're different from you or you don't agree with them.	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student shows 'respect' within the lesson. Ask a student/group how they could improve their levels of 'respect' in the lesson and what impact this may have. Praise a student for showing respect within the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what 'respect' means and what it may look like in PE. Address common misconceptions about what 'respect' is and how being respectful may help students make progress in and out of PE. 	<ul style="list-style-type: none"> What is respect in PE? How did you show respect today? How did others show it to you? Why is respect so important in PE and sport?
FAIR PLAY	Fair play in PE and sport is whereby all players and participants follow the set rules honestly. You should play to win fairly. A good attitude towards teammates, opposition and officials is also encouraged.	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student shows 'fair play' within the lesson. Ask a student/group how they could demonstrate 'fair play' in the lesson and what impact this may have. Praise a student for showing 'fair play' within the lesson and highlight how this helps in PE and outside world. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what fair play means and what it might look like in PE. Address common misconceptions in what fair play is and how adhering to this may help students progress. 	<ul style="list-style-type: none"> What is fair play? Why is it so important in PE? How can you demonstrate fair play? How might showing fair play make you and others feel?
EQUALITY	Everyone is welcome in PE! The concept of equality refers to the state of being equal, especially in status, rights, or opportunities. Everyone should benefit from PE, Sport and physical activity, have the same opportunities to do so and be treated equally.	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student demonstrates 'equality' within the lesson. Ask a student/group how they could integrate more students within the group to demonstrate equality more. Praise a student for including and respecting all students in the lesson and highlight how this helps in PE and outside of sport in relation to equality. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what 'equality' means and what it may look like in PE. 	<ul style="list-style-type: none"> What is equality? What is equality in PE? How can you ensure equality in PE? Why is it so important in PE and sport? How can you sure equality outside of PE?

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		<ul style="list-style-type: none"> Address common misconceptions in what 'equality' is and how supporting equality may help students to progress/develop inside and outside of PE. 	
COURAGE	In PE, sport and life courage can be someone rising above their circumstances and showing their true worth. It can also refer to the bravery shown when attempting a complex skill, performing in front of others and trying something new.	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student shows 'courage' within the lesson. Ask a student/group how they could improve their levels of courage in the lesson and what impact this may have. Praise a student for showing courage in a lesson and highlight how this benefits them. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what 'courage' means and what it may look like in PE. Address common misconceptions in what 'courage' is and how being courageous may help students to progress in life and not just in PE. 	<ul style="list-style-type: none"> What does courage in PE look like? How have you shown courage in today's lesson? Did it support your learning? When are you courageous outside of PE?
WINNING AND LOSING	Winning and losing is a key part of competition and life. You must win with dignity and lose with pride. Congratulate winners and praise the attempts of those that did not win.	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student wins graciously within the lesson. Ask a student/group how they could improve their levels of 'graciousness' in response to a result and what impact this may have. Praise a student for winning/losing graciously within the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what 'responding graciously' means and what it may look like in PE. Address common misconceptions in what 'responding graciously' is and how adopting this may help students to develop in and outside of PE. 	<ul style="list-style-type: none"> How important is winning to you? How should you act when you win? How should you act when you lose?
RISING TO THE CHALLENGE	Self-Motivation – the force that keeps pushing individuals to go on It is an internal drive to achieve, produce, develop and keep moving forward. In PE there will be a number of challenges that will require self-motivation. Challenge – 'to engage in a contest'.	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student 'rises to a challenge' within the lesson. Ask a student/group how they could improve their ability to 'rise to a challenge' in this lesson and what impact this may have. Praise a student for 'rising to a challenge' within the lesson – highlight how this helps in PE and beyond. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what 'rising to a challenge' means and what it may look like in PE. Address common misconceptions in what 'rising to a challenge' is and how this may help students to develop in and outside of PE. 	<ul style="list-style-type: none"> What motivates you to engage in PE? How did you overcome challenges in today's lesson? How can you rise to a challenge outside of PE?

<p>COMPETING AGAINST YOURSELF</p>	<p>You can define what personal success means to you. Whether it's a personal fitness goal or a set performance target, by competing against yourself, you are dismissing what others measures of success and pursuing your own.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student 'competes against oneself' within the lesson. • Ask a student/group how they could improve their ability to 'compete against themselves' in the lesson and what impact this may have. • Praise a student for competing against themselves within the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • whole class feedback highlighting what 'competing against yourself' means and what it may look like in PE. • Address common misconceptions in what 'competing against yourself' is and how doing this may help students to progress in and out of PE. 	<ul style="list-style-type: none"> • How can you compete against yourself in PE? • What does success look like for you in PE?
<p>COOPERATION AND COMPETITION</p>	<p>Co-operation – the action or process of working together to the same end. Competition – the act of striving to gain or win something by defeating or establishing superiority over others.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student shows 'co-operation' within the lesson. • Ask a student/group how they could improve their levels of 'competitiveness' in the lesson and what impact this may have. • Praise a student for showing co-operation/competitiveness within the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what 'co-operation and competition' means and what it may look like in PE. • Address common misconceptions in what 'co-operation and competition' is and how being determined may help students progress in and out of PE. 	<ul style="list-style-type: none"> • How did you work with others in today's lesson? • How did you work together to achieve your goal? • What might have happened without others to help you? • How can others help you achieve your goals outside of PE?
<p>IDENTIFY THE PROBLEM</p>	<p>The first step in solving a problem is understanding what that problem is. Do you understand what it is you are trying to solve? Explain the problem clearly to others.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student 'identifies a problem' within the lesson. • Ask a student/group how they could improve their 'problem identifying' skills in the lesson and what impact this may have. • Praise a student for showing to be a good 'problem identifier' within the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what 'identifying the problem' means and what it may look like in PE. • Address common misconceptions in what 'problem identifying is' and how students can benefit from this. 	<ul style="list-style-type: none"> • How did you work together to identify the problem? • How does this support you when problem solving? • How can identifying the cause of the problem help you outside of PE?

COLLABORATION	Problem solving can be a team effort. Work together to identify and work through the possible solutions. Learn from mistakes and most importantly remember those key communication skills.	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student 'collaborates' within the lesson. • Ask a student/group how they could improve their 'collaboration' skills in the lesson and what impact this may have. • Praise a student for showing to be 'collaborative' within the lesson – highlight how this helps in and out of PE. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what 'collaboration' is and how this may help students to progress and develop. • Address common misconceptions in what 'collaboration' is and how this may help students to progress and develop inside and outside of PE. 	<ul style="list-style-type: none"> • How did you work with others today? • What did you do to contribute to the team effort? • Why is collaboration so important in PE and sport?
PLANNING	It is easy to rush a solution to a problem but that might end up wasting more time. Effectively plan your course of action, talk it through so that everyone is clear and run through the possible outcomes.	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student shows 'planning' within the lesson. • Ask a student/group how they could improve their 'planning' skills in the lesson and what impact this may have. • Praise a student for showing good 'planning' within the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what 'planning' means and what it may look like in PE. • Address common misconceptions in what 'planning' is and how this may help students to progress and develop inside and outside of PE. 	<ul style="list-style-type: none"> • How did you use planning to support you in today's lesson? • What does planning look like in PE and sport? • How can you use the concept of planning to support you in another subject?
DECISION-MAKING	You have identified the problem, collaborated and planned possible solutions. Now it is time to make the decision. Who will lead? How will it be done? How can others support?	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student 'makes decisions' within the lesson. • Ask a student/group how they could improve their 'decision making' skills in the lesson and what impact this may have. • Praise a student for showing to be a good 'decision maker' within the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what 'decision making' means and what it may look like in PE. • Address common misconceptions in what 'decision making' is and how being a successful decision maker may help students to progress and develop inside and outside of PE. 	<ul style="list-style-type: none"> • What key decisions did you have to make in today's lesson? • How did you contribute to the decisions made in your group? • How can you use the concept of decision making to help you in another subject?

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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.

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