



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
7	EXPLORING PHYSICAL LITERACY

TERM	CONCEPT	THEME	SPORT/ACTIVITY (B/G/M)		
1 <i>AUTUMN</i>	CONFIDENCE	<ul style="list-style-type: none"> Confidence Attitudes Failure Growth Mindset 	<ul style="list-style-type: none"> Handball Football Basketball Tchoukball 	<ul style="list-style-type: none"> Netball Gymnastics/BB Football Hockey 	<ul style="list-style-type: none"> Basketball Handball Hockey HRF
2 <i>SPRING</i>	KNOWLEDGE & UNDERSTANDING	<ul style="list-style-type: none"> Fitness Physical Benefits Mental Benefits Emotions and Activity 	<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>	MOTIVATION	<ul style="list-style-type: none"> Intrinsic Motivation Setting Goals Persistence Determination 	<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

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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
CONFIDENCE	In PE, having confidence is how strongly you believe in your ability to do something.	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student demonstrates good levels of confidence in their performance. • Ask a student/group how they could improve their confidence in their performance. • Praise a student for showing good levels of confidence within the lesson as they push themselves out of their comfort zone. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what confidence means and looks like in a performance. • Address common misconceptions in what confidence is or looks like within a performance. 	<ul style="list-style-type: none"> • What activities in PE do you feel confident in and why? • How can confidence impact your engagement or attitudes? • What can you do to improve your confidence in PE?
ATTITUDES	Attitude refers to ‘a feeling or opinion about something or someone or a way of behaving that is caused by this. Positive attitude is a mental attitude that focuses on the positives; It is a Mindset that uses the words, “I can”, and “it is possible”. Links to Growth mind set.	<p>Possible Targeted learning:</p> <p>Highlight where a student demonstrates a good attitude in the lesson.</p> <ul style="list-style-type: none"> • Ask a student/group how they could improve their attitudes in their performance. • Praise a student for showing a good attitude in the lesson and highlight how this helps. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what a good attitude means and what it may look like in a performance. • Address common misconceptions in what a good attitude is and how it may help students to progress and develop. 	<ul style="list-style-type: none"> • How did your attitudes impact your behaviour in today's lesson? • How did you demonstrate a positive attitude towards PE? • How do your attitudes impact your behaviour in other subjects?
FAILURE	Failure is the act of not succeeding at something and giving up.	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student deals with failure well within lesson. • Ask a student/group how they could improve their ability to deal with failure. • Praise a student for handling failure effectively and learning from it. <p>Possible Discussion points:</p>	<ul style="list-style-type: none"> • How many times did you fail in today's lesson? • How did you learn from this failure? • How can failure help you in other subjects?

		<ul style="list-style-type: none"> • Whole class feedback highlighting what dealing with failure means and how this might be applied within a lesson. • Address common misconceptions in what failure is and how that may look within a lesson or a performance 	
GROWTH MINDSET	In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student demonstrates a growth mindset within the lesson. • Ask a student/group how they could improve their mindset to be more of a growth mindset. • Praise a student for having a growth mindset and talk about the positive impact this may have within a lesson. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what a growth mindset means and how this may look within a lesson. • Address common misconceptions in what a growth mindset is and how a student could adopt a growth mindset within a lesson. 	<ul style="list-style-type: none"> • What does a growth mindset look like in PE? • Where in today's lesson did you demonstrate a growth mind-set? How? • How might you apply a growth mindset to another subject?
FITNESS	Fitness is your physical ability to meet the demands of your environment	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student demonstrates good levels of fitness in their performance. • Ask a student/group how they could improve their fitness levels and how this may impact performance. • Praise a student for showing good levels of fitness and how this can benefit performances. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what fitness means and its impact on performance and everyday life. • Address common misconceptions in what fitness is and its importance in PE, Sport and everyday life. 	<ul style="list-style-type: none"> • How can PE improve your fitness? • Why is maintaining fitness important in life? • What else can you do outside of PE to maintain or improve fitness?
PHYSICAL BENEFITS	If you are regularly physically active, you may: reduce your risk of a heart attack, manage your weight better, have a lower blood cholesterol level, lower the risk of type 2 diabetes and some cancers, have lower blood pressure, have	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student demonstrates a good understanding of the physical benefits PE can have. 	<ul style="list-style-type: none"> • What are the long-term physical benefits of being physically active?

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	<p>stronger bones, muscles and joints and lower risk of developing osteoporosis, recover quicker, feel better – with more energy, a better mood, feel more relaxed and sleep better.</p>	<ul style="list-style-type: none"> • Ask a student/group how they could improve their effort levels/lifestyle to experience more physical benefits. • Praise a student for showing good understanding of the physical benefits PE can have and discuss its impact outside of the classroom. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what some of the physical benefits may look like and how this may be beneficial. • Address common misconceptions in what the physical benefits of PE are. 	<ul style="list-style-type: none"> • How can PE help you maintain and improve your physical health? • What can you do outside of PE to maintain and improve your physical health?
<p>MENTAL BENEFITS</p>	<p>Exercise may block negative thoughts or distract you from daily worries, exercising with others provides an opportunity for increased social contact, increased fitness may lift your mood and improve your sleep patterns, exercise may also change levels of chemicals in your brain, such as serotonin, endorphins and stress hormones</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student demonstrates a good understanding of the mental benefits PE can have. • Ask a student/group how they could improve their effort levels/lifestyle to experience more mental benefits. • Praise a student for showing good understanding of the mental benefits PE can have and discuss its impact outside of the classroom. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what some of the mental benefits may look like and how this may be beneficial. • Address common misconceptions in what the mental benefits of PE are. 	<ul style="list-style-type: none"> • What are the benefits of physical activity to mental health? • How can PE support your mental health? • What can you do outside of PE to support your mental health?
<p>EMOTIONS & ACTIVITY</p>	<p>An emotion is someone's inner-feelings. In PE, you may have different emotions when faced with different activities or situations. Winning and losing might provoke different emotions, as might competing or performing.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student demonstrates a good understanding of emotions and how they may change at different times. • Ask a student/group how they could deal with changes of emotions within PE • Praise a student for dealing with a change in emotions within the lesson effectively. <p>Possible Discussion points:</p>	<ul style="list-style-type: none"> • What emotions have you felt in today's lessons? • What can impact how you feel in PE? How can your teacher or others in your class support you? • How can being active support the feeling of positive emotions?

		<ul style="list-style-type: none"> • Whole class feedback highlighting what some of the changes in emotions may look like and how this may occur in PE. • Address common misconceptions in what the changes of emotions are and why it is important to handle them appropriately e.g. losing in PE. 	
INTRINSIC MOTIVATION	<p>Motivation: 'The reasons for actions, willingness and goals.'</p> <p>Intrinsic Motivation: 'the act of completing or taking part in something without obvious external rewards. The behaviours are driven by 'internal rewards' such as the behaviours being naturally satisfying to do so.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student demonstrates 'intrinsic motivation' within the lesson • Ask a student/group how they could improve their 'intrinsic motivation' within the lesson. • Praise a student for showing good levels of 'intrinsic motivation' and talk about the positive impact this may have within a lesson. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what intrinsic motivation means and how this may look within a lesson. • Address common misconceptions in what intrinsic motivation is and how this may help in and outside of the lesson. 	<ul style="list-style-type: none"> • What does intrinsic motivation look like in PE? • What is your intrinsic motivation in PE? How can this support your progress in PE? • What is your intrinsic motivation to work hard in other subjects?
SETTING GOALS	<p>If you want to reach your fullest potential every day, you need to have short- and long-term goals. Setting SMART targets (specific, measurable, accepted, realistic and time bound) will ensure focus and may maintain motivation.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student sets goals effectively within the lesson. • Ask a student/group how they could improve their 'goal setting' within the lesson and ask what impact they may have. • Praise a student for setting goals effectively and talk about the positive impact this may have within a lesson. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what good goal setting is and what it may look like and mean in terms of its impact. • Address common misconceptions in what goal setting is and how this could help outside of PE. 	<ul style="list-style-type: none"> • Did you meet your target? Why/Why not? • Set yourself a target in PE for the rest of this term/year. Share it with the class. • How will you go about achieving this target?

<p>PERSISTENCE</p>	<p>Persistence: continuing in an opinion or course of action in spite of difficulty or opposition'. The road to success is often paved with plenty of failure, and you shouldn't give up at the first obstacle. Great things can take time, plenty of hard work and the occasional knock back but keep going!</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student demonstrates good levels of persistence in their performance. • Ask a student/group how they could improve their 'persistence' and how this may impact performance. • Praise a student for showing good levels of 'persistence' and how this can benefit performances. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what 'persistence' means and its impact on performance and everyday life. • Address common misconceptions in what 'persistence' is and its importance in PE, Sport and everyday life. 	<ul style="list-style-type: none"> • How did you demonstrate persistence in today's lesson? • What does persistence look like in PE? • What other subject do you find challenging that you might employ the concept of persistence in?
<p>DETERMINATION</p>	<p>Determination is a positive emotional feeling that involves persevering towards a difficult goal in spite of obstacles.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student demonstrates good levels of determination in their performance. • Ask a student/group how they could improve their 'determination' and how this may impact performance. • Praise a student for showing good levels of 'determination' and how this can benefit performances. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what 'determination' means and its impact on performance and everyday life. • Address common misconceptions in what 'determination' is and its importance in PE, Sport and everyday life. 	<ul style="list-style-type: none"> • How have you demonstrated determination in today's lesson? • What does determination look like in PE? • What does determination look like in another subject?

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.