



Physical Education Curriculum Map 2025-2026

Subject Intent

Physical Education at The Elton High School will

- Developing a broad range of fundamental motor skills, developing the consistency and performance of practical skills in isolation & in competitive/conditioned situations.
- Developing students' knowledge of sporting activities and competing effectively using a variety of tactics and strategies across multiple disciplines individually and as part of a team.

| Key Stage 3 | Year | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 | Beyond Elton |
|--|-------------------------------------|---|---|--|--|---------------------------------|-------------------------------------|--|
| <p>GCSE PE</p> <p>By the end of KS3, pupils build solid practical skills, tactical awareness and the ability to evaluate performance — all essential for success in GCSE PE. Their knowledge of fitness, training and the body directly supports the theory part of the course, while broad sports experience helps them choose and perform well in assessed activities.</p> <p>Sport Studies</p> <p>KS3 PE prepares students for Sport Studies by developing practical ability, teamwork and leadership skills. Experience in analysing performance, planning</p> | <p>Year 10 Sport Studies</p> | <p>R186: Media R185: Practical</p> | <p>R186: Media R185: Practical</p> | <p>R186: Media R185: Practical</p> | <p>R186: Media R185: Practical</p> | <p>R185: Task 3, 4 and 5</p> | <p>R185: Task 3, 4 and 5</p> | <p>Key Stage 5</p> <ul style="list-style-type: none"> - Sport Level 3 (Bury College) - A-Level Physical Education - Cambridge Technical Level 3 Sport and Physical Activity <p>Careers</p> <ul style="list-style-type: none"> • Sports coaches, officials and instructors • Sport and Leisure assistants • Fitness and well-being instructors • Leisure and sports managers |
| | <p>Year 11 Sport Studies</p> | <p>R185: Task 2 and Logbooks R184: Exam</p> | <p>R185: Task 2 and Logbooks R184: Exam</p> | <p>R184: Exam</p> | <p>R184: Exam</p> | <p>R184: Exam</p> | <p>Exams</p> | |
| | <p>Year 10 GCSE PE</p> | <p>Musculoskeletal System</p> | <p>Cardiorespiratory System</p> | <p>Physical Training Movement Analysis</p> | <p>NEA Analysis and Evaluation</p> | <p>Paper 1 Mock NEA</p> | <p>NEA Paper 1 revision</p> | |
| | <p>Year 11 GCSE PE</p> | <p>Socio-cultural influences</p> | <p>Sports Psychology</p> | <p>Health, Fitness and well-being</p> | <p>Paper 2 Mock Revision</p> | <p>Revision</p> | <p>Exams</p> | |

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| activities and understanding health and fitness links directly to coursework units on leadership, media in sport and organising events. | | | | | | | | <ul style="list-style-type: none">● Professional/elite sport● Physical Education teachers |
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Year 10: Sport Studies

In the first year of the Sport Studies course, students will be assessed practically in a range of sports as part of their **R185: Performance and Leadership in Sport** unit.

- Each practical sport is marked out of **14 marks**.
- By the end of Year 11, students must submit evidence for their **two strongest sports** for final assessment

Alongside the practical work, students will complete a written assignment for **R186: Sport and the Media**.

- This unit explores the **relationship between sport and the media**, including how sport is covered on television, radio, print, digital and social media.
- Students will learn about and evaluate the **positive and negative effects** media coverage can have on sports, performers and spectators.

| Autumn 1 | Autumn 2 | Spring 1 |
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| <p>Content: Sport Studies: R186 Sport and The Media Sport Studies: R185 Practical sports.</p> | <p>Content: Sport Studies: R186 Sport and The Media Sport Studies: R185 Practical sports.</p> | <p>Content: Sport Studies: R186 Sport and The Media Sport Studies: R185 Practical sports.</p> |
| <p>Concepts/Generalisations/Skills Sport Studies: Types of media in sport Students should identify and describe the main types of media, including:</p> <ul style="list-style-type: none"> ● Television (live broadcasts, highlights, on-demand) ● Radio (live commentaries, sports discussions) ● Written press (newspapers, magazines) ● Internet and digital media (websites, blogs, live streams, podcasts) ● Social media (Twitter, Instagram, TikTok, YouTube etc.) | <p>Concepts/Generalisations/Skill: In Task 2, students explore and explain:The positive and negative effects that media coverage can have on: Sports (e.g. growth, popularity, changes to rules) Performers/athletes (e.g. fame, pressure) Spectators and audiences (e.g. access, cost, experience)</p> | <p>Concepts/Generalisations/Skills In Task 2, students explore and explain:The positive and negative effects that media coverage can have on: Sports (e.g. growth, popularity, changes to rules) Performers/athletes (e.g. fame, pressure) Spectators and audiences (e.g. access, cost, experience)</p> |
| <p>Assessment Three mark bands MB1: 1 - 4 Basic and limited MB2: 5-8 Adequate and sound MB3: 9-12 Comprehensive and detailed.</p> | <p>Assessment Three mark bands</p> <ul style="list-style-type: none"> ● MB1: 1 - 4 Basic and limited ● MB2: 5-8 Adequate and sound ● MB3: 9-12 Comprehensive and detailed. | <p>Assessment Three mark bands</p> <ul style="list-style-type: none"> ● MB1: 1 - 4 Basic and limited ● MB2: 5-8 Adequate and sound ● MB3: 9-12 Comprehensive and detailed. |

Year 10: GCSE PE

In the first year of GCSE Physical Education (Year 10), students participate in both practical and theoretical assessments. For the Non-Examined Assessment (NEA), they must perform in three different sports: one team activity, one individual activity, and another activity of their choice. Additionally, they complete a written coursework assignment that involves a self-analysis of their chosen sport and an evaluation of how to develop fitness within it. In theory lessons, students study and apply anatomical and physiological concepts—content that forms the basis of Paper 1.

| Autumn 1 | Autumn 2 | Spring 1 |
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| <p>Content:</p> <p>Musculoskeletal system</p> | <p>Content:</p> <p>Cardiorespiratory system</p> | <p>Content:</p> <p>Physical Training and movement analysis</p> |
| <p>Concepts/Generalisations/Skills</p> <p>The musculoskeletal system comprises bones, muscles, joints, and connective tissues (cartilage, ligaments, tendons) that together support movement and protect the body.</p> <p>The skeleton provides structure and support, stores minerals, produces blood cells, protects organs with flat bones, and enables movement at joints</p> | <p>Concepts/Generalisations/Skill:</p> <p>The cardiorespiratory system includes the heart, blood vessels, and lungs, working together to deliver oxygen and nutrients, remove waste (CO₂/lactic acid), regulate temperature, and protect against disease. Air travels from mouth/nose through the trachea, bronchi, bronchioles, and into alveoli, where gas exchange occurs via diffusion—helped by large surface area, moist thin walls, and rich capillary networks</p> | <p>Concepts/Generalisations/Skills</p> <p>Physical training covers components of fitness—such as cardiovascular endurance, strength (maximal, dynamic, static, explosive), muscular endurance, flexibility, speed, agility, balance, coordination, power, and reaction time—and students must understand each and justify its relevance to different sports</p> <p>They must learn about various training methods—circuit, continuous, fartlek, interval/HIIT, weight, plyometric, and static stretching.</p> |

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| Assessment Exam Pro end of unit tests. Seneca Learning set as homework | Assessment Exam Pro end of unit tests. Seneca Learning set as homework | Assessment Exam Pro end of unit tests. Seneca Learning set as homework |
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| Year 10 Sport Studies | | |
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| Spring 2 | Summer 1 | Summer 2 |
| <p>Content: Sport Studies: R186 Sport and The Media Sport Studies: R185 Practical sports.</p> | <p>Content: Sport Studies: R185 Performance and Leadership Sport Studies: R185 Practical sports.</p> | <p>Content: (1) Sport Studies: R185 Performance and Leadership Sport Studies: R185 Practical sports.</p> |
| <p>Concepts/Generalisations/Skills Show a balanced understanding of how sport and media each benefit. Explain how each can negatively affect the other Use real examples (e.g. TV influencing kick-off times; creation of new leagues or events for TV) Finish with an evaluation: summarise whether the relationship is overall more positive or negative, and why</p> | <p>Concepts/Generalisations/Skills Carrying out a risk assessment for a chosen sport to include risk likelihood and severity. Along with hazard controls and prevention strategies. Designing a sport session for Year 7 to include a three phase warm-up, progressive drills, small sided game and a two phase cool-down.</p> | <p>Concepts/Generalisations/Skills Carrying out a risk assessment for a chosen sport to include risk likelihood and severity. Along with hazard controls and prevention strategies. Designing a sport session for Year 7 to include a three phase warm-up, progressive drills, small sided game and a two phase cool-down. Deliver and evaluate the session.</p> |
| <p>Assessment Three mark bands MB1: 1 - 4 Basic and limited MB2: 5-8 Adequate and sound MB3: 9-12 Comprehensive and detailed.</p> | <p>Assessment Three mark bands MB1: 1 - 4 Basic and limited MB2: 5-8 Adequate and sound MB3: 9-12 Comprehensive and detailed.</p> | <p>Assessment Three mark bands MB1: 1 - 4 Basic and limited MB2: 5-8 Adequate and sound MB3: 9-12 Comprehensive and detailed.</p> |
| <p>Revisit/Review Whole-class feedback and exemplar material for peer assessment.</p> | <p>Revisit/Review Whole-class feedback and exemplar material for peer assessment.</p> | <p>Revisit/Review Whole-class feedback and exemplar material for peer assessment. Review teacher assessment record and participants feedback forms.</p> |

| Year 10 GCSE PE | | |
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| Spring 2 | Summer 1 | Summer 2 |
| <p>Content: NEA Analysis and Evaluation</p> | <p>Content: NEA Analysis and Evaluation Paper 1 revision and mock exam</p> | <p>Content: Paper 1 misconceptions and NEA improvements</p> |
| <p>Concepts/Generalisations/Skills Students must complete a written performance analysis on one physical activity, worth 25 marks—15 for analysis and 10 for evaluation. In Section A (Analysis), they identify two strengths (one fitness component and one skill/technique) and two weaknesses (one fitness component and one skill/technique), justifying each with reference to recent performances and explaining their impact on performance</p> | <p>Concepts/Generalisations/Skills Section B (Evaluation), students design an action plan to address their weaknesses: including a detailed training session using an appropriate fitness training method—complete with session plan, intensity calculations (e.g., heart rate zones), and rational—plus an application of theory or strategy to improve the skill weakness</p> | <p>Concepts/Generalisations/Skills Athletes use a combination of somatic (physical) and cognitive (mental) techniques to control arousal and manage stress: deep breathing and progressive muscle relaxation help calm the body by lowering heart rate and releasing tension, while mental rehearsal/visualisation and positive self-talk help calm the mind, boost confidence, and focus attention.</p> |
| <p>Assessment AQA marking grid and criteria</p> | <p>Assessment AQA marking grid and criteria</p> | <p>Assessment AQA marking grid and criteria</p> |
| <p>Revisit/Review Training types and principles</p> | <p>Revisit/Review Training types and principles Three phase warm ups and cool downs.</p> | <p>Revisit/Review .</p> |

Year 11 Sport Studies

Overview of the Year

In Year 11 students continue to complete the R185 set assignment and begin to prepare for the written examination by learning about socio-cultural issues in contemporary sport.

| Autumn 1 | Autumn 2 | Spring 1 |
|--|---|---|
| Content: Sport Studies: R185 Set Assignment Sport Studies: R184 Contemporary issues in sport. | Content: Sport Studies: R185 Set Assignment Sport Studies: R184 Contemporary issues in sport. | Content: Sport Studies: R184 Contemporary issues in sport. |
| Concepts/Generalisations/Skills User groups and barriers to participation and solutions to overcome these barriers. Factors affecting the popularity of sport | Concepts/Generalisations/Skills Sport values Sporting initiatives Trending and emerging sports | Concepts/Generalisations/Skills Olympic and paralympic values Performing enhancing drugs and WADA. |
| Assessment MB1: 1 - 4 Basic and limited MB2: 5-8 Adequate and sound MB3: 9-12 Comprehensive and detailed. | Assessment MB1: 1 - 4 Basic and limited MB2: 5-8 Adequate and sound MB3: 9-12 Comprehensive and detailed. | Assessment End of unit tests using OCR exam builder. |
| Revisit/Review ● | Revisit/Review ● | Revisit/Review ● |

| Year 11 Sport Studies | | |
|---|---|---|
| Spring 2 | Summer 1 | Summer 2 |
| Content: Sport Studies: R184 Contemporary issues in sport. | Content: (1) | Content: (1) |
| Concepts/Generalisations/Skills Features of major sporting events and national governing bodies of sport Technology in sport | Concepts/Generalisations/Skills <ul style="list-style-type: none"> • | Concepts/Generalisations/Skills <ul style="list-style-type: none"> • |
| Assessment End of unit tests using OCR exam builder. Exam: May | Assessment | Assessment <ul style="list-style-type: none"> • |
| Revisit/Review <ul style="list-style-type: none"> • | Revisit/Review <ul style="list-style-type: none"> • | Revisit/Review <ul style="list-style-type: none"> • |

Year 11 GCSE PE

Overview of the Year

In Year 11, the focus shifts to mastering the content for Paper 2 of the AQA GCSE Physical Education exam, which encompasses sports psychology and socio-cultural issues, including topics like hooliganism and drug use in sport. Following the Paper 2 mock examination, dedicated revision sessions will be conducted for both Paper 1 and Paper 2. These sessions will concentrate on reinforcing subject knowledge and enhancing exam techniques to ensure students are well-prepared for the final assessments

| Autumn 1 | Autumn 2 | Spring 1 |
|---|--|---|
| <p>Content:</p> <p>Socio-cultural influences</p> | <p>Content:</p> <p>Sports Psychology</p> | <p>Content:</p> <p>Health, fitness and well-being</p> |
| <p>Concepts/Generalisations/Skills</p> <p>Engagement Patterns: Understanding how age, gender, disability, ethnicity, and socio-economic status influence participation rates. Factors such as attitudes, role models, accessibility, and media coverage play significant roles.</p> <p>Commercialisation: Examining the relationship between sport, sponsorship, and the media. Ethical and Socio-cultural Issues: Discussing conduct in sports, including etiquette, sportsmanship, gamesmanship, and the contract to compete. It also covers the use of performance-enhancing drugs and methods</p> | <p>Concepts/Generalisations/Skills</p> <p>Classification of skills Goal setting and SMART targets Basic information processing Guidance and feedback Mental preparation techniques Arousal and the Inverted-U theory Stress management techniques Aggression in sport Personality types (introvert and extrovert)</p> | <p>Concepts/Generalisations/Skills</p> <p>Physical Health Emotional Health Social Health Consequences of a Sedentary Lifestyle Energy Use, Diet, Nutrition and Hydration Somatotypes Obesity and Performance</p> |
| <p>Assessment</p> <p>Exam Pro end of unit tests. Seneca Learning set as homework</p> | <p>Assessment</p> <p>Exam Pro end of unit tests. Seneca Learning set as homework</p> | <p>Assessment</p> <p>Exam Pro end of unit tests. Seneca Learning set as homework</p> |

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| Revisit/Review <ul style="list-style-type: none"> • | Revisit/Review <ul style="list-style-type: none"> • | Revisit/Review <ul style="list-style-type: none"> • |
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| Year 11 GCSE PE | | |
|---|---|---|
| Spring 2 | Summer 1 | Summer 2 |
| Content: Paper 2 Mock Revision for both papers | Content: Exams | Content: (1) |
| Concepts/Generalisations/Skills Exam technique for AO1, AO2 and AO3 questions. Technique for justify, discuss and evaluate questions. BLT - Because/leading to/therefore TMT - This means that | Concepts/Generalisations/Skills <ul style="list-style-type: none"> • | Concepts/Generalisations/Skills <ul style="list-style-type: none"> • |

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|---|----------------------------|----------------------------|
| Assessment Exam Pro end of unit tests. Seneca Learning set as homework | Assessment | Assessment • |
| Revisit/Review • | Revisit/Review • | Revisit/Review • |