

# Curriculum Mapping Guide

## Secondary

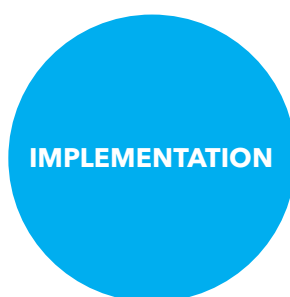
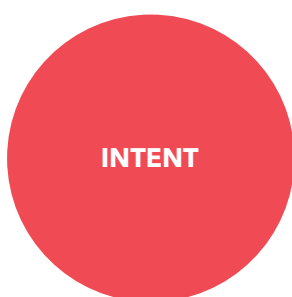


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# Curriculum Mapping Guide

The aim of this document is to support schools to structure a bespoke PE curriculum that is personal to the context of your school and the needs of your pupils.

It is a flexible framework, rather than a prescriptive tool, allowing you to reflect on your PE curriculum's **intent, implementation** and **impact** to review and revise as you see appropriate.



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# Curriculum Mapping: Section 1

## **Establish your starting point**

## Curriculum Mapping: Section 1

### Establish your starting point

Before you can set out the intent of your PE curriculum you need to understand your starting point, where are you on your PE journey?

Baseline information can be found in the following documents, with key data including staff and pupil consultation/surveys, pupil progress and attainment, physical activity levels etc. Do not worry if you don't have all of these in place, use what you have.

#### PE specific

- YST Quality Mark
- PE development plan outlining the current academic year's aims and objectives
- Transition data
- Assessment data

#### Whole school specific

You also need to consider the bigger picture, and your whole school priorities to understand the role PE can play as a key curriculum subject in supporting wider attainment, achievement and outcomes, so you will also want to refer to the following:

- School evaluation summary (SEF)
- Whole school improvement plan
- School vision and values

# Curriculum Mapping: Section 2

## **Intent**

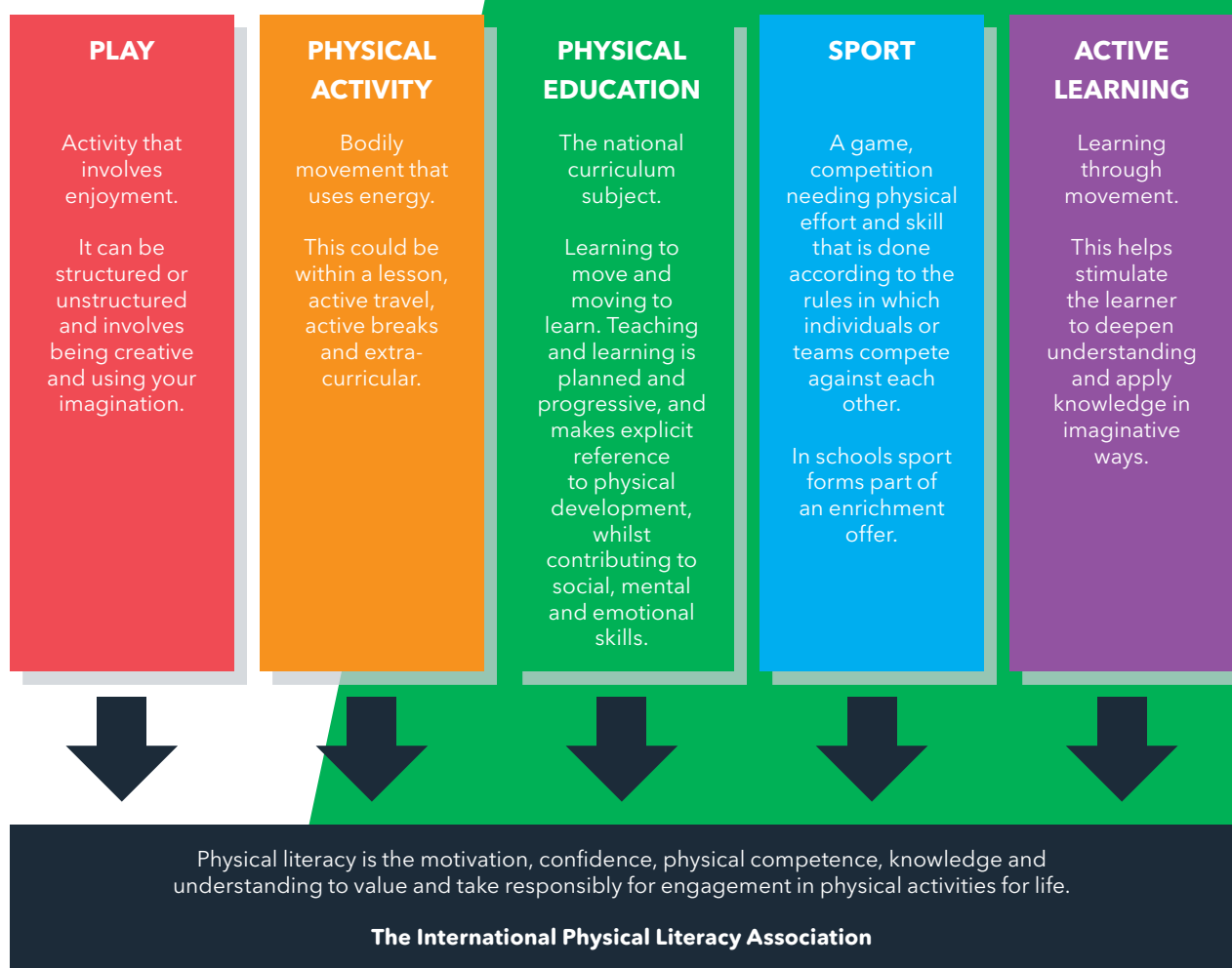
## Curriculum Mapping: Section 2

### Setting your intent

#### What do you want to achieve through your PE provision and why?

Your department needs to set out the core purpose of PE in your school, which includes understanding the role of PE, physical activity and school sport. This could be in the form of a statement, curriculum aims or a mission statement.

This diagram provides the definitions of where physical movement is used in different situations. Underpinning all of these concepts is physical literacy. It is important that secondary schools know their students baseline in regards to physical literacy, and that they consider the needs of learners when planning their curriculum.



The development of physical literacy and the aims of the national curriculum for PE sit at the heart of any PE curriculum but you also specifically need to focus on your school and your pupils when considering your intent.

## Curriculum Mapping: Section 2

### Setting your intent

#### Using the baseline data

Consider the following questions which will start to shape your PE intent:

##### 1. Is the attainment of pupils lower than 85%? If so why is this?

- Is the curriculum too broad so that not enough depth of learning is occurring? Are you trying to cover too much?
- Are all staff confident and competent with the key knowledge and skills to deliver the intended curriculum?

##### 2. Are all pupils engaged in and enjoying PE?

- Is the curriculum too narrow so pupils are getting too much of a certain area of learning?
- How do you know that students are engaged / enjoying PE? Do you make use of student voice in relation to your curriculum planning?
- Which areas of learning are popular and unpopular with pupils?
- Is the curriculum modern and purposeful? How does it connect to the whole school curriculum?

On the flip side, if your attainment data is rising and pupils are thoroughly engaged then the data would suggest you don't need to make any drastic changes.

#### Whole school data

##### What are the key priorities for your school?

Understanding how PE can play a part in making progress towards these priorities can ensure PE is truly embedded at the heart of your school and is valued for the wider contribution it can make.

For example:



##### Behaviour

Is there a particular year group where behaviour is challenging? Does PE explicitly teach social and emotional skills to support positive relationships?



##### Target Groups

Who are your target groups and what are their barriers to learning? How is PE used creatively to foster cross curricular links and ignite learning in a physically active way? Does PE explicitly develop character skills that can be applied across the curriculum?



##### Wellbeing

Do pupils understand the purpose and value of being physically active for their wider wellbeing? Does PE nurture self-expression and communication?



##### Personal Development

Are your pupils preparing themselves for life in modern Britain? Do they have an understanding of British values, discrimination and equal opportunities? How does PE support this? Do they understand how they can make a positive contribution to their community and society?



## Minimal or no data?

If you do not have the range of PE data we reference in section 1, consider the following points:

- What are the needs of the pupils? What will engage them and support their personal development as well as their physical development.
- What are the needs of the school? Is there a whole school agenda that high quality PE can support or even lead on?
- What are your facilities like?
- What are your resources like? We can't teach anything without the correct quality and quantity of resources.

## What may be holding you back?

- For the provision in any school to be successful and achieve high quality outcomes, the pupils, the teachers and SLT's vision all need to be in sync.
- Have the teachers got the skills and support to deliver the intended curriculum that meets your pupils' needs? If not, how can you provide structure (planning) and training?
- Is PE important in your school? 2 hours of High Quality PE is your aim and best practice would state that every pupil should have access to this.



# Curriculum Mapping: Section 3 **Implementation**

## Curriculum Mapping: Section 3

### Implementation

Once you have got your **Intent** for your curriculum you can then begin to create your **Implementation**, which maps out what is going to be taught and when. This planning will support you in 'bringing to life' **your** curriculum, to meet the current needs of **your** pupils.

#### Mapping your intended delivery

When mapping your intended delivery, it is important to consider what your pupils need, and when they need it at specific points in their learning journey.

This must also take into consideration the aims and areas of study of the PE national curriculum, whilst also linking into your whole school curriculum and topic themes. This ensures that PE is embedded into your school's curriculum and supports cross-curricular learning and application of skills and/or knowledge.



# Curriculum Mapping: Section 3

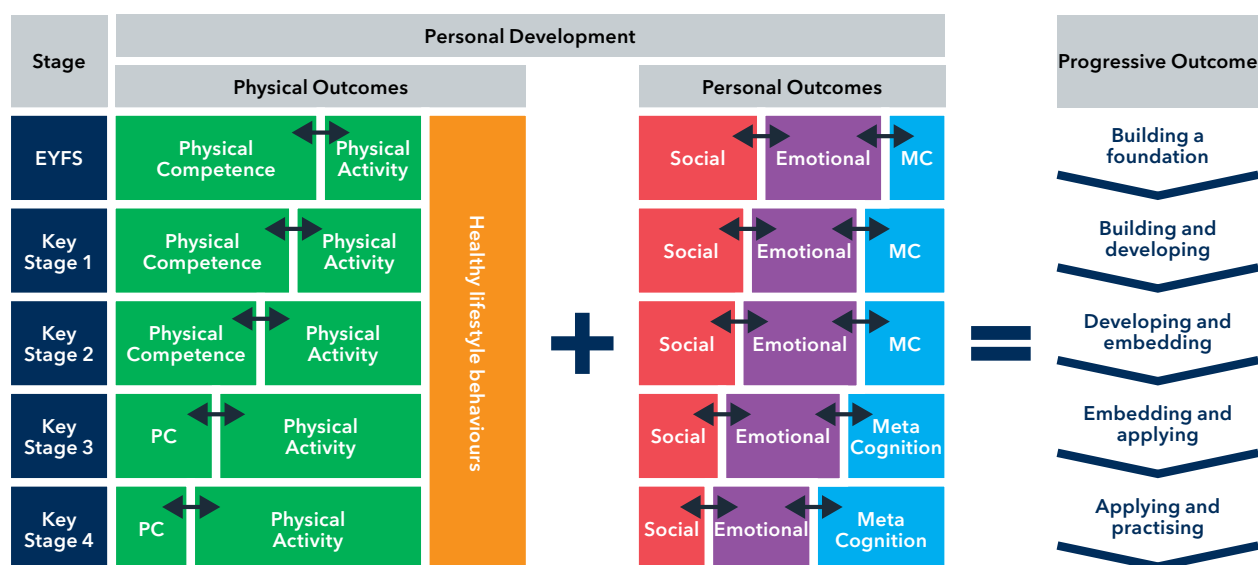
## Implementation

### Mapping Learning Outcomes

This is the Youth Sport Trust's National Curriculum Blueprint for PE.

We believe the blueprint helps teachers to understand what Physical Education is, what high quality PE looks like, and how this national curriculum subject can develop the whole person through the physical.

It is so much more than teaching physical skills and sports. It is about helping learners understand their body and how they can develop their social skills, thinking skills and emotional skills and learn how to apply them and transfer them to different life situations.



High Quality PE includes the development of the physical, cognitive, social and emotional elements of learning while meeting the aims of the national curriculum.

The Blueprint above makes it clear to see how in every stage of learning the personal development of the whole child is essential.

### Sequencing of learning: Physical Education (PE)

- Consider what pupils should be taught at each key stage, aligning to the PE National Curriculum.
- Select Units: Sequencing of units considers the horizontal learning within a year, unit to unit, and the vertical progression of learning from year to year. We don't want to repeat content if it has been previously learnt and understood - but you may need to consolidate skills / knowledge.
- Ensuring the focus of PE is not solely on sport-specific skills (please refer to the YST curriculum blueprint on page 14).
- How much time do you have timetabled for PE per week - Ideally at least 2 hours a week.
- Space: Can you allocate appropriate facilities for the intended learning to take place?
- Staff skill sets and training: Are staff confident and competent to teach the learning planned?
- Equipment: Do you have the appropriate equipment and quantity to teach the units?
- Pupils: Have you considered their previous learning, current levels of physical literacy, and needs/motivations?

Consider the following when selecting units to ensure what you outline is achievable.

## Whole school priorities

- Consider your sequences of learning linked to your whole school curriculum and your intent. PE should not be seen as a separate subject, but as one that links with other subjects and cross-curricular learning e.g. how can PE support Personal Development or the RSHE curriculum?
- Consider not only the physical progression of pupils but what are the social, emotional and cognitive skills they need at key points in their school journey?
- Consideration must also be given to what facilities you have available

- Is there a particular year group where behaviour is more challenging? How can units be sequenced appropriately to support whole school priorities?

With these in mind, you can map out the sequence of content (units) you want to teach throughout the year to allow for a broad and balanced curriculum, taking into account everything we have suggested and questioned so far.

## KS3 Curriculum My Personal Best

Boys	Term 1	Term 2		Term 3
7	Rugby/Football/Basketball/Handball	Handball/Badminton		Cricket/Tennis/Athletics
	Self-management and responsibility	Communication: Active listening		Evaluation
8	Basketball/Rugby/Football/OAA	Badminton (tennis)/Handball/Fitness		Cricket/Tennis/Athletics
	Self-motivation	Resilience	Motivating and influencing others	Empathy
9	Rugby/Football/Basketball/Handball	Handball/Table Tennis/Basketball		Cricket/Tennis/Athletics
	Collaboration	Innovation	Speaking	Integrity

Girls	Term 1	Term 2		Term 3
7	Netball/Aesthetics/Basketball/Hockey	Handball/OAA/Tag Rugby		Rounders/Tennis/Athletics
	Self-management and responsibility	Communication: Active listening		Evaluation
8	Netball/Football/Basketball/Hockey	Handball/Hockey/Tag Rugby		Rounders/Tennis/Cricket
	Self-motivation	Resilience	Motivating and influencing others	Empathy
9	Netball/OAA/Basketball/Handball	Fitness/OAA/Lacrosse (Leadership)		Athletics/Striking and Fielding
	Collaboration	Innovation	Speaking	Integrity

# Curriculum Mapping: Section 3

## Implementation

### Additional Considerations: Is an overview of learning important?

Having an overview of learning (progression of skills) in place will really support the mapping of learning. This should be created by you if you use your own planning, or be contained within any effective planning scheme you may use. The learning overviews provide a deeper look at the progression of learning, enabling you to pin point the most appropriate content to include. These also need to make reference to physical and personal outcomes.

Autumn 1	
All students will know	Supporting Skills
<p><b>Curriculum Area: Fundamental Movement Skills</b> Fundamental movement skills of running, jumping, throwing, catching and hitting across a range of activities/ contexts and how they affect performance.</p> <p>Lesson Idea's:</p> <ul style="list-style-type: none"> <li>• High levels of activity, 1 to 1 feedback during the lesson, address whole group at the beginning and end</li> <li>• Active play orientated lessons (conditional games, modified games, small sided games)</li> <li>• Move away from 'drills'</li> <li>• Core skills focus (running, jumping, throwing, catching and hitting)</li> <li>• Combination games (e.g. Netball and Football)</li> <li>• Multi stimulus lessons (two sports, two balls and change in sport half way through)</li> <li>• Overload and underload practices.</li> </ul>	<p><b>Employability Skills: Resilience</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a positive reaction to failure</li> <li>• Perseverance to overcome difficulty and/or challenge</li> <li>• Unaffected by negative peer pressure (social resilience).</li> </ul>

### How long is a unit of work?

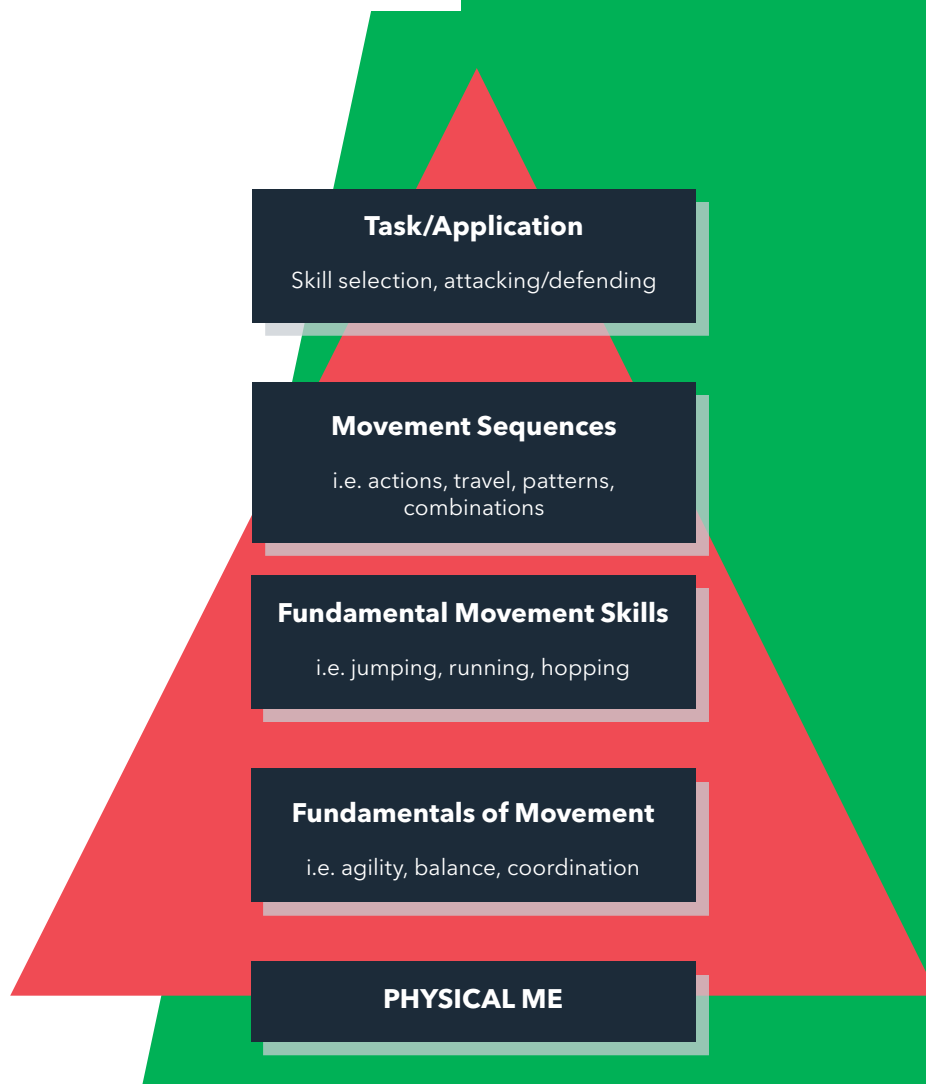
Do you have to block everything into 6 week blocks? Can we allow for flexibility in the duration of a unit to enable learning to take place. No high quality planning will have times limits within it. No one can dictate to you how long learning will take.

### What order should you sequence areas of learning throughout the year?

The order and sequencing of learning will be determined by considering a range of factors, such as; previous learning, current knowledge/skill-set, interests, etc. High Quality schemes of work will guide you on 'suggested sequencing' and the sequencing of the units throughout the year. However, this is a guide.

What if you are teaching a unit of Handball and the pupils have found teamwork skills like cooperation and communication difficult? These are social elements of learning that may now need more attention. OAA could be an appropriate addition to this unit of work to help and support the pupil's social learning.

While specifically considering the physical journey of your pupils, you want to ensure the key development of the fundamentals of movement and the fundamental movement skills to create a strong base from which pupils can progress. This is very much a stage not age approach, considering the needs of your pupils, and what prior teaching and learning experiences they have had in developing the base of the pyramid. Constant repetition of skills in isolation and applied to a specific sport or activity context will ensure the learning is embedded and transferable.

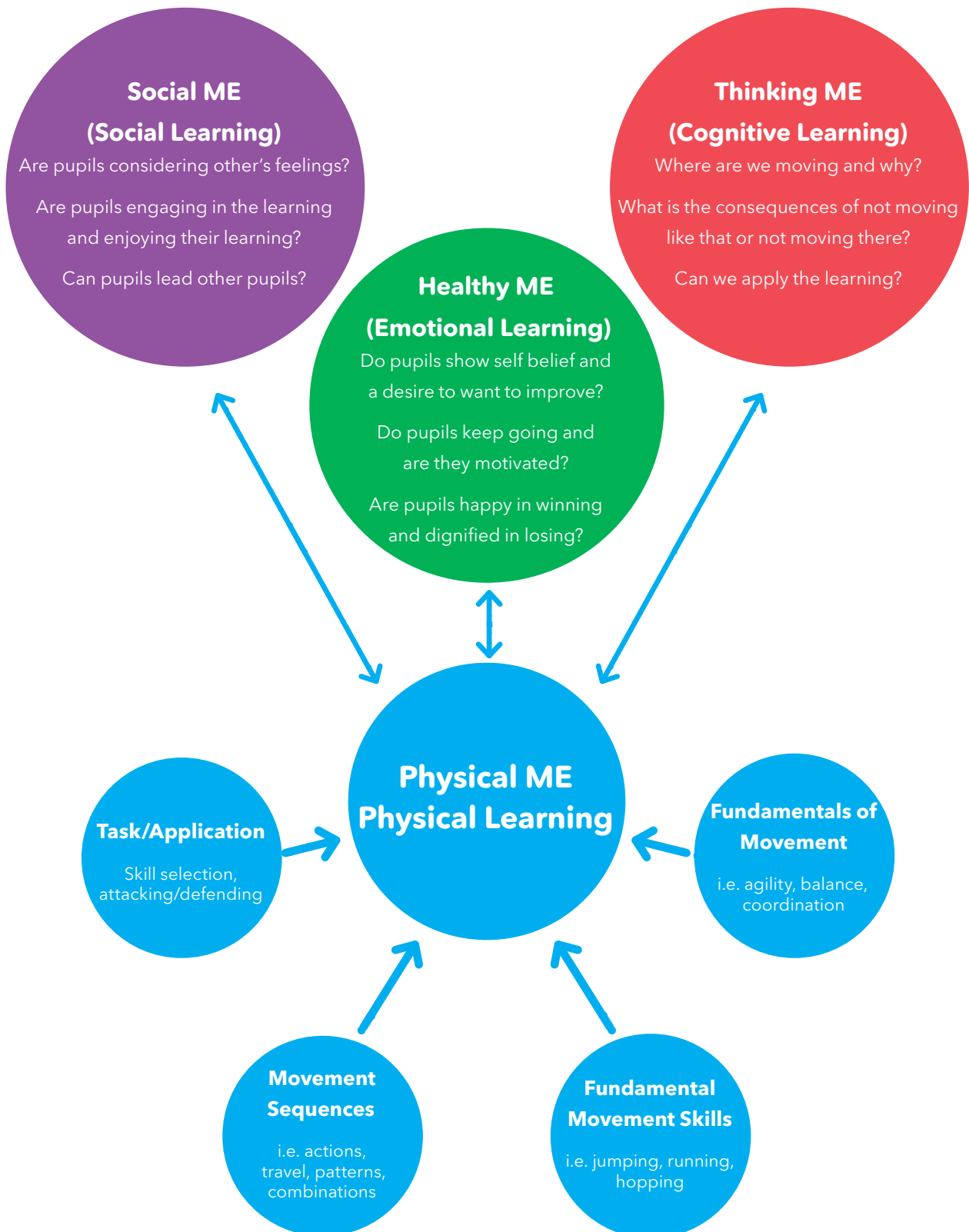


The implementation diagram on the next page shows how cognitive, social and emotional learning should develop naturally alongside the physical development in everything that we teach.

# Curriculum Mapping: Section 3

## Implementation

### Implementing the development of the whole child





To explain the implementation diagram on the left, we need to consider what we mean by the **'whole child'** as we implement our curriculum.

Learning that is physical, cognitive and emotional should be embedded in everything we teach. It is easy to include the physical elements of learning through PE as our pupils learn in a physical context every lesson. But we need to consider the other 3 strands:



**Social ME: Social Learning**

In every stage of learning we need to consider the ability of pupils to work with others and play fairly. Are they considering other's feelings? Are they engaging in the learning and enjoying their learning? Can they lead other pupils?



**Thinking ME: Cognitive Learning**

In every stage of learning we need to consider the purpose of the learning. Where are we moving and why? What is the consequence of not moving like that or not moving there? Can we apply the learning?



**Healthy ME: Emotional Learning**

In every stage of learning we need to consider the emotional learning taking place. Do pupils show self belief and a desire to want to improve? Do they keep going and are they motivated? Are they happy in winning and dignified in losing?



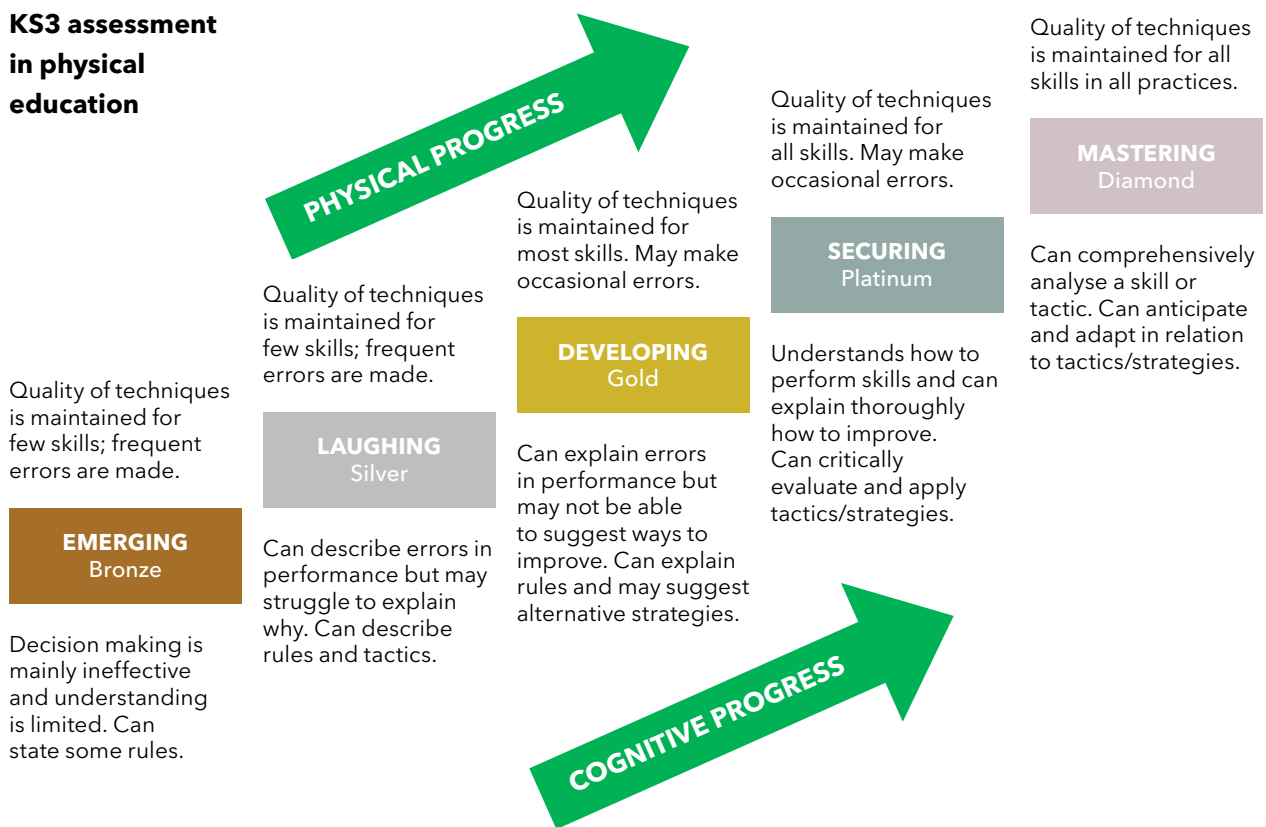
# Curriculum Mapping: Section 3

## Implementation

### A map of key learning: physical, cognitive, social, emotional

An effective curriculum map will highlight the key headline learning that should take place as a result of high quality teaching. It creates the link between your initial map and your planning, which should be reflected in your assessments:

#### KS3 assessment in physical education



It has been recently popular for schools to create 'road map' style curriculum mapping documents. These are useful to illustrate progression, but not essential if you feel you have a thorough, and well sequenced curriculum presented in a different way. **See the next two pages for the 'road map'.**

Some key points linked to this map:

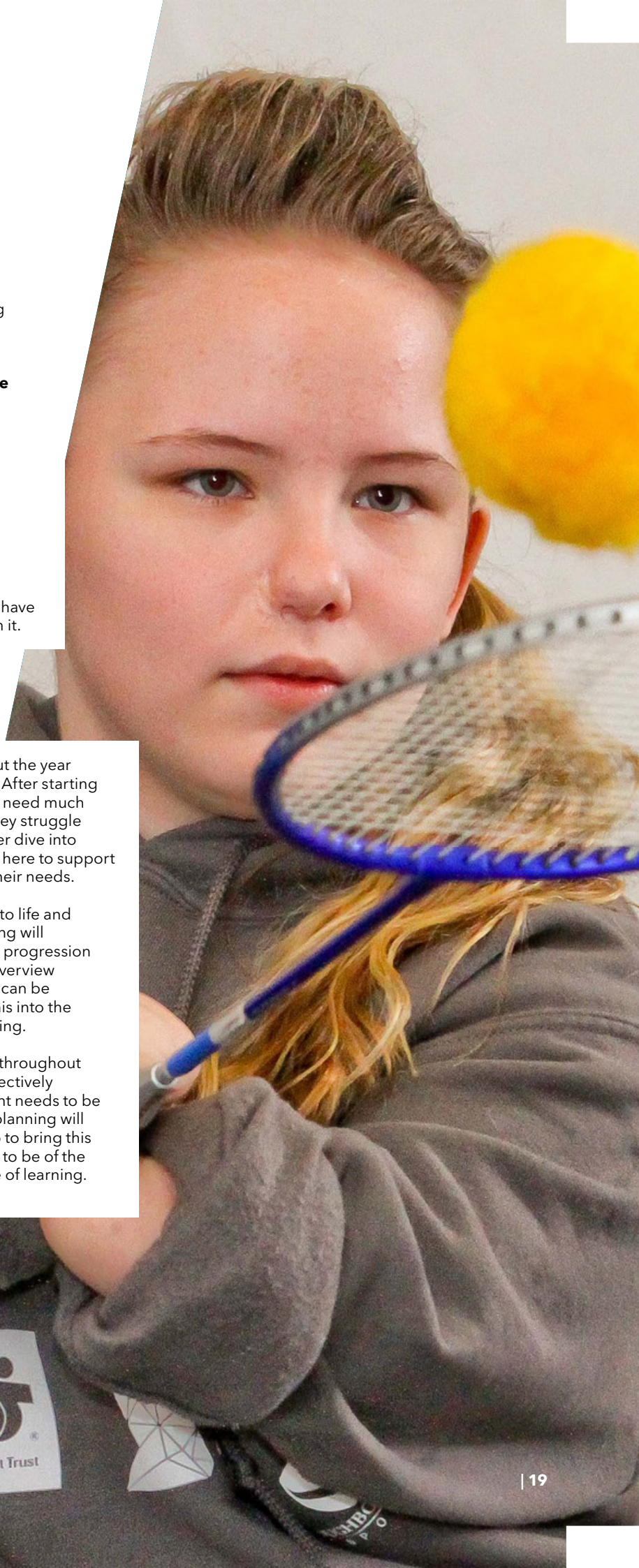
- This needs to include the pupils' learning, not just the activity content.
- Learning is about physical, cognitive, social and emotional elements.
- Opportunity to highlight the flow and links between the units that will be covered, and within other subjects.
- The learning will link to the planning you have in place and the success outcomes within it.

### Key considerations

What is actually implemented throughout the year may change drastically from your intent. After starting a unit on dance, you may find that pupils need much more social and emotional support as they struggle to collaborate. A unit on OAA or a deeper dive into certain life skills may benefit much more here to support the pupils in a bespoke way specific to their needs.

You need planning in place to bring this to life and to allow for consistency. Effective planning will ensure complete coverage and allow for progression of learning from year 7 to year 11. Your overview of learning will help see the content that can be covered and then allow schools to link this into the thought process behind the initial mapping.

CPD will most likely be necessary to run throughout the year to ensure all staff are able to effectively deliver high quality PE Lessons. If content needs to be taught to meet the needs of the pupils, planning will support this but CPD will drastically help to bring this to life and enable the quality of teaching to be of the highest standard, resulting in rapid pace of learning.



- Develop a love of being active
- Develop a curiosity about how your body moves

## Primary

- Experience a range of new physical activities
- Experience a range of fun games to engage
- Gain a basic awareness of how to control your body
- Feversham Academy Transition day – Visit the school and experience PE sessions
- Develop basic sport skills
- Compete in sport events
- Plan what you are going to get involved in as part of the extra curricular program

## Year 7

- Learn routines and standards within Feversham Academy PE department
- Focus on skill development
- Engage in PE lessons to make new friendships
- Take part in a range of games – skills development focus

## Year 8

- Maintain routine and standards within PE
- Take part in a range of games – skill/tactical development focus
- Take part in athletic activities – skill/tactical development focus
- Take part in a range of fitness activities – wellbeing focus
- Increased awareness of how body works – introduction to body systems
- Greater leadership opportunity/independence
- Maintain teams/clubs aiming for maximum participation
- Further development building character

- Take part in a racket sports – skill development focus
- Take part in gymnastic activities – skill development focus
- Compete in teams
- Take part in a range of athletic activities – skill development focus
- Take part in a range of fitness activities – wellbeing focus
- Introduction to building character
- Get involved in a range of extra curricular activities – including trips

## Year 9

- Take part in a range of games – application of skill focus
- Take part in athletic activities – application of skill focus
- Take part in a range of fitness activities – wellbeing focus
- GCSE options – BTEC level 1/2 sport
- Continued development building character
- Maintain teams/clubs aiming for maximum participation

## Year 10

- Core PE/BTEC option pathway
- BTEC level 1/2 sport - started
- Take part in a range of games – competition/wellbeing focus
- Take part in a range of fitness activities – wellbeing focus
- Take part in a range of athletic activities – competition/wellbeing focus
- Unit 1 complete
- BTEC exam first sitting

## Year 11

- Complete Unit 4
- Take part in a range of fitness activities – wellbeing focus
- Take part in a range of games – competition/ wellbeing focus
- Take part in a range of athletic activities – competition/ wellbeing focus
- Complete unit 2
- Complete unit 3
- Continued development building character
- Level 2 BTEC course complete
- Lifelong love for PE/sport and physical activity

## Year 12

- Introduction to course units
- Sports leadership opportunities
- Opportunity for participation in teams e.g. football
- Work experience opportunities in sport
- Complete unit 3
- Become a sports ambassador

## Year 13

- Choose level 3 sport course
- Opportunities to support in PE department
- Sports day and transition day organisation
- Unit 2 exam

Take a gap year, travel the world and embrace the world

Enter into employment or training in sports industry

Study sports at university in a range of sport courses or related

# Curriculum Mapping: Section 4

## **Impact**

## Curriculum Mapping: Section 4

### Impact

Understanding and monitoring the success and ultimately the impact of your Physical Education provision is essential. In monitoring the impact of the provision at different stages it means you can ensure what is working and what needs changing or developing.

#### Examples of data to demonstrate progress:

- Performance/skill-related assessments - these could be linked to social skills, such as decision making, or a traditional sport-specific outcome
- Attitudes to learning - to measure engagement
- Participation in enrichment - to measure application of skills/confidence
- Completion of core tasks - to measure physical literacy/skill development
- Speaking and listening assessments - to measure knowledge/skills
- Assessment of personal skills, such as the image below:



At the end of the school year, that's when you will finally review documents like your action plan and create 'exit data'. This data then forms your baseline for the following year. Information such as pupil attainment, pupil engagement and staff confidence are very useful in monitoring and tracking.

The final piece of the jigsaw allows you to monitor, track and understand the full **learning journey** that your pupils will go on.

This journey may change and go onto alternate paths at times but ultimately we want our pupils to complete their secondary school Physical Education journeys fitter and healthier, with a passion for being physically active.

An effective PE curriculum should result with pupils being able to independently reflect on their own competencies and lifestyle behaviours, such as their physical and mental wellbeing, which will inform their life long learning.

We want pupils to be confident to take on new challenges, understand how to apply skills in a range of activities / contexts, and be inspired to succeed.

We must not disregard the wider contributions of PE on our pupils; We want to create young people that can be independent, contribute confidently and readily within their own communities / settings, and be able to make informed choices and decisions - if these outcomes are important, they should form part of the impact you evidence.

## Acknowledgements

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Feversham Academy, Bradford

To access further support please contact  
[membership@youthsporttrust.org](mailto:membership@youthsporttrust.org)



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