Curriculum Mapping
An Introduction
Curriculum Mapping
An introduction

This introduction to curriculum mapping aims to support you in the early stages of reviewing your PE curriculum, in order to structure a bespoke PE curriculum that is personal to the context of your school and the needs of your pupils. The guide focuses on:

• Establishing your starting point
• Setting your intent

There is a FREE webinar which accompanies this guide to bring to life some of the sections. You can also hear directly from a new PE subject leader on the journey she has been on in reviewing and revising the PE curriculum of her school.

The full Curriculum Mapping Guide, with supporting curriculum map examples and documents, is accessible to Complete P.E. and Youth Sport Trust member schools.

For more information email: membership@youthsporttrust.org

In light of the current COVID-19 pandemic, and the impact on how we teach our pupils now and potentially into the future, we recognise there will be different considerations and challenges in how you plan your curriculum, for example feasibility of certain units due to social distancing, equipment etc.

This guide is intended to be flexible, so please follow the steps but adapt and tailor with consideration of the current climate, and the varying recent experiences of your pupils. The intent in normal times may be significantly different to the way you shape your intent in light of COVID-19. Now more than ever, PE that is planned and delivered appropriately provides a safe, expressive and interactive environment to support pupils’ re-integration into school, and nurture their continued wellbeing.

In working through the sections of this guide, please also refer to the following PE response to COVID delivery principles and suggestions:

www.youthsporttrust.org/coronavirus-support-schools

If you require additional support or guidance, this is available to Complete P.E. schools and Youth Sport Trust premium member schools.
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**
- Your completed PE and Sport Premium action plan
- YST Quality Mark
- PE development plan outlining the current academic year’s aims and objectives

**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

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

**PLAY**
Activity that involves enjoyment.

It can be structured or unstructured and involves being creative and using your imagination.

**PHYSICAL ACTIVITY**
Bodily movement that uses energy.

This could be within a lesson, active travel, active breaks and extra-curricular.

**PHYSICAL EDUCATION**
The national curriculum subject.

Learning to move and moving to learn. Teaching and learning is planned and progressive, and makes explicit reference to physical development, whilst contributing to social, mental and emotional skills.

**SPORT**
A game, competition needing physical effort and skill that is done according to the rules in which individuals or teams compete against each other.

In schools sport forms part of an enrichment offer.

**ACTIVE LEARNING**
Learning through movement.

This helps stimulate the learner to; deepen understanding and apply knowledge in imaginative ways.

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibly for engagement in physical activities for life.

The International Physical Literacy Association

PE National Curriculum Aims

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

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.
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?

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? Do not timetable gymnastics when you don’t have a hall space.
- 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? Two hours of high quality PE is your aim and best practice would state that every pupil should have access to this.
Curriculum Mapping

Next steps

Section 3: Implementation
Mapping intended delivery
Sequences of units
Mapping learning outcomes

Section 4: Impact
Monitoring the impact
Learning journey

To access the full guide please contact, membership@youthsporttrust.org