Curriculum Mapping (continued)

We then flipped everything on its head and asked trainees to work from the bottom up. We asked them to consider ‘the imaginary learner’ that, at the age of 16, emerges from their PE programme. Then, using policy documents, the NCPE, and key academic texts we asked trainees to develop five outcomes for that imaginary learner. Finally, drawing on key descriptors from previous version of the NCPE we asked them to create a descriptor for each outcome. They were asked to consider two key questions: 1) what they were passionate about? and 2) What PE was to them? What is shown below is a response from one group of trainees. We provide it here an example of what might be achieved and what PE might look like if it was designed by our trainees.

An example from the session with the trainees

Imaginary Learner at 16:

- Shows resilience when facing challenges and problems in sporting/game situations. Showing determination when finding skills or activities challenging and the ability to bounce back from this.
- Demonstrates the ability to be innovative and creative when facing problems that must be solved within activities and game situations.
- They also take control of their own learning and show independence when encountering challenges within lessons. This student can also work independently to take ownership of their own learning in relation to assessing their own progress and development within lessons.
- Student has a wide knowledge base surrounding a variety of activities and the rules, regulations, skills and tactical strategies involved in these activities. A student should also have a strong understanding of the role of health and fitness in further developing and improving performance and the use of appropriate warm ups and cool downs to properly maintain peak physical conditions.
- A student should have the ability to work effectively within small and large groups, they should have a plethora of sporting environments when teamwork was needed to overcome a problem. Through these experiences, this student should demonstrate the ability to be respectful to other students views and also show respect towards teachers and authority figures.
- A student should have developed a high level of confidence to be actively involved in a variety of sports and activities outside of the school setting. They should show an active interest in participating in a variety of activities and have the confidence and the will to progress and develop further within these.
- A student should have the confidence and knowledge to proactively take on leadership roles and responsibilities both within PE lessons and in their extra-curricular activities. They should apply this knowledge and confidence in combination with their teamwork skills to lead groups of performers to overcome challenging situations within sports and activities.
- A student should show clear enjoyment and a love for the activities they are committed to. They should demonstrate a clear enthusiasm within every lesson and look to seek out opportunities to develop their performances and
understanding further and to participate in sports as much as possible. This will allow them to continue their love for sport throughout their adult life.

- A Student should demonstrate a high level of physical performance throughout the majority (if not all) of activities and sports that they participate within. A high level of physical performance includes the demonstration of a variety of complex skills within each activity and the ability to apply these skills accurately and appropriately in game/competition environments.

**Outcomes:**

1. Performance:
   To acquire and develop key movement skills and techniques that will increase performance capabilities in a variety of activities. To demonstrate a high level of physical fitness and competence across a broad range of sports and activities.
   - Year 7: Basic movement skills and techniques within sports. Development of physical health and fitness components.
   - Year 8: Slightly more advanced skills and technique development. Further development of physical fitness components.
   - Year 9: Developing more advanced movement skills and techniques with tactical applications. Enhancing physical fitness and literacy through a higher intensity of physical activity.
   - Year 10: Challenging and in-depth skill development and the opportunity to apply this tactically on a regular basis. Heavy emphasis on skill and technique enhancement. Continued development of physical health and fitness and an even higher level of physical intensity.
   - Year 11: TGfU/games-based approach surrounding the application of prior learning around skill development. Through competitive game situations, the intensity of PE lessons should again increase to further develop student physical condition.

2. Resilience:
   Having the drive and willingness have a go and to bounce back in the face of adversity and not allowing failure or drawbacks to become barriers, but rather using them to learn from and fuel development.
   - Year 7: Begin to develop resilience in small quantities when finding activities challenging within PE. Encourage students to actively apply themselves to every activity and have self-belief that they can be successful.
   - Year 8: Further exposure to challenging environments to develop resilience further in competitive environments.
   - Year 9: Students develop resilience further when facing more difficult skills and techniques and games become more competitive situations.
   - Year 10: Students should be encouraged to reflect on their development in relation to resilience and how they can apply this outside of PE.
   - Year 11: Students should continue to be exposed to high level competition and game-based activities to continue the development of resilience.
3. Confidence and Leadership:
Having the self-belief in one’s ability to be proactive and apply themselves fully to any sport or activity. To complete challenges and perform successfully and be able to confidently guide and lead others to overcome challenges and problems.
- Year 7: Build confidence to encourage students to apply themselves fully to every activity. Promote opportunities for students to take leadership within small groups during lessons.
- Year 8: Continue to build confidence through creating environments that promote success and development. Demonstrate pupil progress and improvement clearly to students. Students begin to lead larger groups individually.
- Year 9: Students offered the opportunity to find level of performance and succeed within this level. Students begin to lead sections of the lesson within groups and are given more independence.
- Year 10: Students continue to develop and succeed within lessons, using baseline assessments and LO’s to show progress and improvement. Students now become responsible for leading groups throughout entire/majority of lessons.
- Year 11: Students take ownership of their own learning through the confidence they have built during the previous years. Students should now be confident to lead and deliver individual activities to small groups of students.

4. Independence and Innovation:
Pupils to develop skills to take ownership of their own learning and to develop new and creative ideas within sporting activities.
- Year 7: Students begin to self/peer assess performances to take ownership of their development. At this point they are directed as to what they should focus on. Students should be creative with activities when facing problems that require solutions.
- Year 8: Students continue self/peer assessment but are encouraged to begin to analyse performances in more depth. Students begin to create their own activities using cooperative learning strategies.
- Year 9: Self/peer assessment continues to be more in-depth and analytical, students encouraged to give constructive feedback to peers that can develop performance. Students continue to be innovative when creating their own warm ups/cool downs and activities.
- Year 10: GCSE students encouraged to innovate and create activities to lead small parts of lessons with small groups. Students continue to use self and peer assessment, but the detail should be even more critical and analytical.
- Year 11: GCSE students encouraged to innovate and create activities to lead small parts of lessons with small groups. Students continue to use self and peer assessment, but they should no longer need prompting. This should be done throughout the lesson.

5. Teamworking Skills:
To cooperate and communicate well within teams of differing sizes, and to effectively work well in order to outwit opponents and solve problems. Students
should also develop key social skills that can be applied throughout their adult life.

- **Year 7**: Students should begin to work in pairs and small groups, this should be structured, and students should be grouped strategically.
- **Year 8**: Students begin to work in larger groups/teams independently to create their own pieces of work or solutions to problems in game situations.
- **Year 9**: Students work in larger groups with less structure to progress within the lesson. Groups should be dynamic and ever changing to eliminate the risk of cliques in groups.
- **Year 10**: Students work in large and small groups for large portions of lessons to solve problems and create their own pieces of work. This should be largely independent.
- **Year 11**: Students work in large and small groups for large portions of lessons to solve problems and create their own pieces of work. This should be almost completely independent.

6. Enjoyment:
For pupils to experience fun and enjoyment within activities and perform with a smile on their face. Pupils should actively seek to participate within activities and be enthusiastic in their development, which will progress beyond school life, into adult life. To facilitate this, activities need to be engaging and pupils must experience achievement and progress.

- **Year 7**: Students should be exposed to a wide variety of sports and activities, lessons should be planned to be engaging and active.
- **Year 8**: Students should continue to experience new activities and new aspects of sports. Students should begin to identify their most enjoyable activities and be encouraged to pursue opportunities to participate further.
- **Year 9**: Students should continue to experience new activities and new and more challenging aspects of sports. Students should have identified their most enjoyable activities and be encouraged to pursue opportunities to participate further if they are not already.
- **Year 10**: Students should be given the opportunity to democratically select what activities they complete within their groups (with restrictions based on logistics). They should be chosen based on pure enjoyment and the will to further develop.
- **Year 11**: Again, students should be given the opportunity to democratically select what activities they complete within their groups (with restrictions based on logistics and links to GCSE practical). They should be chosen based on pure enjoyment and the will to further develop.

7. Knowledge:
Pupils should demonstrate that they can not only apply the different aspects of sports and activities, but also reveal their understanding in detail of such aspects and demonstrate their knowledge surrounding key skills within sports and activities; and apply this knowledge to game situations (tactical and strategic awareness).
• Year 7: Students should develop basic knowledge and understanding of the rules and regulations of a variety of sports. This knowledge should be applied in competitive situations.
• Year 8: Students should recall key knowledge surrounding the rules and regulations of sports and activities as well as key skills and how to apply these to game situations.
• Year 9: Students should apply knowledge and understanding of key skills and rules and apply this to tactically problem solve during lessons.
• Year 10: Students should demonstrate a sound understanding of key skills and tactics within a sport and apply this consistently to competitive environments and creating their own work.
• Year 11: Students should demonstrate in depth knowledge of a broad range of sports and activities and they should apply this knowledge and understanding to both game situations and performance analysis.