

## Engineering UTC Northern Lincolnshire

## Physical Education Curriculum and Delivery Map 2022/2023

As an Engineering and Health Sciences speciality college, it is important to ensure physical education is a core element of everything we do for the health and wellbeing of all of our students. Physical Education at Engineering UTC Northern Lincolnshire complements the PSHE learning on wellness, overall health and mental health.

The Iron Foundation Trust (Previously Scunthorpe United Football Club Trust) deliver our PE curriculum, as well as extra-curricular on Wednesdays, Thursdays and Fridays.

## **National Curriculum Aims for PE**

A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for children to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

As we have no outside sports area, sports take place inside the sports hall.

Where exams are taking place, sports will move to the outside quad area for dodgeball, and skills type ball games.

Where we have poor weather, we will then move to the Skills Hub, where yoga, pilates and dance take place.

Year 9, 10 and 11 take part in the same sports each half term. The variation is within the learning ability, knowledge of the sport and overall performance.

Sixth form students do not have physical education as part of their engineering studies. It is important that all students have access to sports and the benefits this brings. We have built in time on the sixth form curriculums to take part in PE sessions as an extra-curricular session. These sessions are football/basketball with the PE coaches as a fun and relaxed sports lesson.

HT 1Aut	umn A	HT 2 Autumn B	HT 3 Spring A	HT 4 Spring B	HT 5 Summer A	HT 6 Summer B	
Topic: 9.1		Topic: 9.2	Topic: 9.3	Topic: 9.4	Topic: 9.5	Topic: 9.6	
Dodgeball		Basketball	Badminton and Table tennis	Football	Cricket, Handball and Rounders	Variety of sports (1 per week of	
Learning objectives	s:	Learning objectives:	Learning objectives:	Learning objectives:	Learning objectives:	previous sports learned through y	
<ul> <li>motor competend</li> </ul>		motor competence – knowledge of	motor competence – knowledge of	motor competence – knowledge of	motor competence – knowledge	Learning objectives:	
of the range of m		the range of movements that	the range of movements that become	the range of movements that	of the range of movements that	<ul> <li>motor competence – knowl</li> </ul>	
become increasir		become increasingly sport- and	increasingly sport- and physical	become increasingly sport- and	become increasingly sport- and	of the range of movements	
physical activity-s	specific	physical activity-specific	activity-specific	physical activity-specific	physical activity-specific	become increasingly sport-	
<ul> <li>rules, strategies a</li> </ul>	and tactics -	rules, strategies and tactics –	rules, strategies and tactics –	rules, strategies and tactics –	<ul> <li>rules, strategies and tactics –</li> </ul>	physical activity-specific	
knowledge of the		knowledge of the conventions of	knowledge of the conventions of	knowledge of the conventions of	knowledge of the conventions of	<ul> <li>rules, strategies and tactics</li> </ul>	
participation in di		participation in different sports and	participation in different sports and	participation in different sports and	participation in different sports	knowledge of the convention	
and physical acti	ivities	physical activities	physical activities	physical activities	and physical activities	participation in different speand physical activities	
<ul> <li>healthy participat</li> </ul>	tion – knowledge	healthy participation – knowledge of	healthy participation – knowledge of	<ul> <li>healthy participation – knowledge of</li> </ul>	<ul> <li>healthy participation – knowledge</li> </ul>		
of safe and effect		safe and effective participation	safe and effective participation	safe and effective participation	of safe and effective participation	healthy participation – know	
						of safe and effective partic	
			Year 9 students take part in 2 one hour PE		Year 9 students take part in 2 one	V0 - ( (	
Year 9 students tak		Year 9 students take part in 2 one	lessons per week	Year 9 students take part in 2 one	hour PE lessons per week	Year 9 students take part in 2 one PE lessons per week	
hour PE lessons pe	er week	hour PE lessons per week		hour PE lessons per week		PE lessons per week	
			Knowledge:		Knowledge:	Knowledge:	
Knowledge:		Knowledge:	Badminton	Knowledge:	Using a bat (cricket, rounders and		
J					paddle) to hit the ball as hard as	Recapping knowledge on each s	
The objective of dodg to eliminate all play		Each team can have a maximum of 5	A match consists of the best of 3 games		possible.	important to be able to maximise	
opposing team by t		players on the court at any one time.	of 21 points. Every time there is a serve –	A tactical game of 7 a side with	Cricket rules are taught, explaining	learning.	
four game balls and		Substitutions can be made as many	there is a point scored. The side winning	defenders, midfielders, strikers	the games OTI and 20-20.	Not all students have enjoyed ead	
opposing player be		times as they wish within the game. The	a rally adds a point to its score. At 20 all,	and a goalkeeper. Players are distributed evenly in teams		sport. The last half term ensures	
shoulders on the fly		ball can only be moved by either	the side which gains a 2 point lead first,	so that no team has more	Teams are changed through each	are opportunities for all to play th	
starts with ONE (1) b	oall and then	dribbling (bouncing the ball) or passing	wins that game. The side winning a game	technical ability than others.	sport to ensure fairness.	favourite sport.	
there are TWO (2) ba	alls evenly	the ball. Once a player puts two hands	serves first in the next game.	Players are taught to tackle effectively			
spread on the center		on the ball (not including catching the ball) they cannot then dribble or move		and fairly, to pass and move,	Skills:	Skills:	
beginning of each ga	ame.	with the ball and the ball must be	Table Tennis	and use techniques such as	Movement and motor	Skills.	
		passed or shot. After the ball goes into	The aim of the game is simple; hit the ball	triangle passing and using	competence	<ul> <li>Movement and motor</li> </ul>	
Skills:		a team's half and they win possession	over the net onto your opponent's side.	angles to receive.	li de la constitución de la cons	competence	
<ul> <li>Movement</li> </ul>	and motor	back the ball must then make it back	The ball should bounce once on the	Skills:	Hand/eye coordination	Hand/eye coordination	
competenc		over the half way line within 10	opponent's side of the table. A point is	Teamwork and	<ul> <li>Teamwork and</li> </ul>	_	
-		seconds. If the ball fails to do so then a foul will be called and the ball will be	won by you is your opponent is unable to return the ball or if they hit the ball before	communication	communication	Teamwork and communi	
<ul> <li>Quick think</li> </ul>	Killy	turned over.	it bounces on their side of the table			<ul> <li>Positioning and effective</li> </ul>	
<ul> <li>Throwing s</li> </ul>	skills	turnou ovor.	(unless the ball has already cleared the	Movement and motor	Minana	passing	
Team work	c and	Skills:	table).	competence	Misconceptions:	Using a bat and ball, racl	
communica				<ul> <li>Positioning and effective</li> </ul>	All students can play sports.	shuttlecock	
		Teamwork	Skills:	passing		Throwing, catching, dribl	
		Communication	Using a bat and ball, racket and		Basketball is a high-energy sport.	angles	
Misconceptions:		Throwing, catching,	shuttlecock		Exceptions are made for students who wish to step out during the game.		
All students can play	/ snorts	dribbling, angles			who wish to step out during the game.	Quick thinking	
rai students can play	γ <del>οροπο.</del>	Motor competence	Communication and teamwork	Misconceptions:	All sports at the UTC are mixed-ability	<ul> <li>Throwing skills</li> </ul>	
Dodgeball is a sport			Motor competence .		and mixed groups by gender.	•	
different winners each an element to luck.	on time as there is	Misconceptions:	Misconceptions:	All students can play sports.		Misconceptions:	
All sports at the UTC are mixed-ability and mixed groups by gender.			All students can play sports.	Basketball is a high-energy sport.		All students can play sports.	
		All students can play sports.		Exceptions are made for students who		All students can play sports.	
		Basketball is a high-energy sport.	Basketball is a high-energy sport.  Exceptions are made for students who	wish to step out during the game.		Basketball is a high-energy sport.	
		Exceptions are made for students who	wish to step out during the game.	AU		Exceptions are made for students w	
		wish to step out during the game.		All sports at the UTC are mixed-ability and mixed groups by gender.		wish to step out during the game.	
		, , ,	All sports at the UTC are mixed-ability	and mixed groups by gender.		All sports at the UTC are mixed-abil	
		All sports at the UTC are mixed-ability and mixed groups by gender.	and mixed groups by gender.			mixed groups by gender.	
		and mived droling hy dender	1	1	T .	minou groups by goridor.	

Year Group	HT 1 Autumn A	HT 2 Autumn B	HT 3 Spring A	HT 4 Spring B	HT 5 Summer A	HT 6 Summer B
0.0up	Topic: 10.1	Topic: 10.2	Topic: 10.3	Topic: 10.4	Topic: 10.5	Topic: 10.6
	Dodgeball	Basketball	Badminton and Table tennis	Football	Cricket, Handball and Rounders	Variety of sports (1 per week of previous sports learned through year)
	Learning objectives:     motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific     rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities     healthy participation – knowledge of	Learning objectives:     motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific     rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities     healthy participation – knowledge of	Learning objectives:     motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific     rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities     healthy participation – knowledge of	Learning objectives:     motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific     rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities     healthy participation – knowledge of safe and effective participation	Learning objectives:     motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific     rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities     healthy participation – knowledge of	Motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific     rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities
	safe and effective participation  Year 10 students take part in 2 one hour	safe and effective participation  Year 10 students take part in 2 one hour PE lessons per week	safe and effective participation  Year 10 students take part in 2 one hour PE lessons per week	Year 10 students take part in 2 one hour PE lessons per week	safe and effective participation  Year 10 students take part in 2 one hour PE lessons per week	healthy participation – knowledge of safe and effective participation  Year 10 students take part in 2 one hour PE lessons per week
	PE lessons per week  Knowledge:  The objective of dodgeball is to eliminate all players of the opposing team by	Knowledge: Each team can have a maximum of 5 players on the court at any one time. Substitutions can be made as many times as they wish within the	Knowledge: Badminton	Knowledge:	Knowledge: Using a bat (cricket, rounders and paddle) to hit the ball as hard as possible.	Knowledge:  Recapping knowledge on each sport is important to be able to maximise learning.
	throwing one of four game balls and hitting the opposing player below the shoulders on the fly. Each team starts with ONE (1) ball and then there are TWO (2) balls evenly spread on the center line at the beginning of each game.	game. The ball can only be moved by either dribbling (bouncing the ball) or passing the ball. Once a player puts two hands on the ball (not including catching the ball) they cannot then dribble or move with the ball and the ball must be passed or shot. After the ball goes into a team's half and they win	A match consists of the best of 3 games of 21 points. Every time there is a serve – there is a point scored. The side winning a rally adds a point to its score. At 20 all, the side which gains a 2 point lead first, wins that game. The side winning a game serves	A tactical game of 7 a side with defenders, midfielders, strikers and a goalkeeper.  Players are distributed evenly in teams so that no team has more technical ability than others.  Players are taught to tackle effectively and	Cricket rules are taught, explaining the games OTI and 20-20.  Teams are changed through each sport to ensure fairness.	Not all students have enjoyed each sport. The last half term ensures there are opportunities for all to play their favourite sport.
10	Skills:  • Movement and motor competence	possession back the ball must then make it back over the half way line within 10 seconds. If the ball fails to do so then a foul will be called and the ball will be turned over.	first in the next game.  Table Tennis  The aim of the game is simple; hit the ball	fairly, to pass and move, and use techniques such as triangle passing and using angles to receive.  Skills:  Teamwork and communication	Movement and motor competence     Hand/eye coordination	Movement and motor competence     Hand/eye coordination
	<ul> <li>Quick thinking</li> <li>Throwing skills</li> <li>Team work and communication</li> </ul>	Skills:	over the net onto your opponent's side. The ball should bounce once on the opponent's side of the table. A point is won by you is your opponent is unable to return the ball or if they hit the ball before it bounces on their side of the table (unless the ball has already	Movement and motor competence     Positioning and effective passing	Teamwork and communication  Misconceptions:	<ul> <li>Teamwork and communication</li> <li>Positioning and effective passing</li> <li>Using a bat and ball, racket and</li> </ul>
	Misconceptions:  All students can play sports.  Dodgeball is a sport where there are	angles  • Motor competence  Misconceptions:	cleared the table).  Skills:  Using a bat and ball, racket and shuttlecock	Misconceptions:  All students can play sports.	All students can play sports.  Basketball is a high-energy sport.  Exceptions are made for students who wish to step out during the game.	shuttlecock  Throwing, catching, dribbling, angles  Quick thinking
	different winners each time as there is an element to luck.  All sports at the UTC are mixed-ability and mixed groups by gender.	All students can play sports.  Basketball is a high-energy sport.  Exceptions are made for students who wish to step out during the game.	Communication and teamwork     Motor competence  Misconceptions:	Basketball is a high-energy sport. Exceptions are made for students who wish to step out during the game.  All sports at the UTC are mixed-ability and	All sports at the UTC are mixed-ability and mixed groups by gender.	Throwing skills     Misconceptions:  All students can play sports.
		All sports at the UTC are mixed-ability and mixed groups by gender.	All students can play sports.  Basketball is a high-energy sport.  Exceptions are made for students who wish to step out during the game.	mixed groups by gender.		Basketball is a high-energy sport.  Exceptions are made for students who wish to step out during the game.  All sports at the UTC are mixed-ability and
			All sports at the UTC are mixed-ability and mixed groups by gender.			mixed groups by gender.

Year 11 take part in Physical Education once weekly, with the opportunity to take an extra lesson as part of their extra-curricular education.

Topic: 11.1 T		HT 3 Spring A	HT 4 Spring B	
Topic: 11.1				
	Topic: 11.2	Topic: 11.3	Topic: 11.4	Topic: 11.5
	Year 11 students take part in 1 physical education lesson per week	Year 11 students take part in 1 physical education lesson per week	Year 11 students take part in 1 physical education lesson per week	Year 11 students take part in 1 physical education lesson per week
Learning objectives:      motor competence – knowledge of the range of movements that become increasingly sportand physical activity-specific      rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities      healthy participation – knowledge of safe and effective participation  Knowledge:  The objective of dodgeball is to eliminate all players of the opposing team by throwing one of four game balls and hitting the opposing player below the shoulders on the fly. Each team starts with ONE (1) ball and then there are TWO (2) balls evenly spread on the center line at the beginning of each game.  Skills:      Movement and motor competence     Quick thinking     Throwing skills     Team work and communication  Misconceptions:  All students can play sports.  Dodgeball is a sport where there are different winners each time as there is an element to luck.  All sports at the UTC are mixed-ability and mixed groups by gender.	Year 11 students take part in 1 physical	Year 11 students take part in 1 physical education	Year 11 students take part in 1 physical education	Year 11 students take part in 1 physical