**Example of PE subject objectives mapping**

**Criterion A: Use of knowledge**

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| **Year 1** | **Year 2** | | **Year 3** | **Year 4** | | **Year 5** |
| **Objectives** | |  | | |  | |
| At the end of the first year, students should be able to: | At the end of the second year, students should be able to: | | At the end of the third year, students should be able to: | At the end of the fourth year, students should be able to: | | At the end of the last year, students should be able to: |
| demonstrate some knowledge of physical education terminology in context. | demonstrate and start using physical education terminology in context | | use some physical education terminology in context. | generally use physical education terminology in context | | use physical education terminology in context |
| demonstrate an understanding of basic concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in simplified contexts | demonstrates a **limited** knowledge of principles, concepts, strategies,  Techniques and rules related to a variety of physical activities, and apply them in basic contexts. | | demonstrate an understanding of basic concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in context | demonstrate an understanding  of basic and some complex  Strategies, skills techniques and knowledge of rules related to a variety of physical activities, and apply them in context. | | demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in various contexts  demonstrates high level of understanding of many complex  Moves, skills and techniques in the performance or playing situation. |
| describe and explain basic principles that contribute to fitness, and their importance in various contexts  Very basic knowledge about fitness components | demonstrate a few basic facts and possess a limited understanding of the components of fitness and fitness testing. | | demonstrate an understanding of the basic principles that contribute to fitness, and their importance in various contexts | demonstrate reasonable understanding of the components of fitness, fitness testing and the principles of training. | | demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts |
| The student must be assessed in a non performance/non playing situation. | | | | | | |
| **Examples of possible assessment tasks** | |  | | |  | |
| Students design a fitness training programme for a single fitness component. | Students design a fitness training programme for more than one component of fitness.  Display some knowledge about fitness testing. | | Students design a fitness training programme that takes into account their own levels of fitness (determined by fitness testing). | Students able to design sport specific fitness training programme.    Demonstrate limited knowledge of different training methods | | Students display excellent knowledge about the fitness components and able to design a fitness training programme that specifically applies to a particular sport by using different training methods. |
| Students sit a written test involving the recall of simple rules and strategies, and some basic applications in game situations. | Students sit a written test linking the rules, technique, strategies, and basic applications in game situations. | | Students sit a written test involving the application of basic strategies and rules in new situations, together with some simple recall questions. | Students sit a written test involving the application and analysis of strategies, tactics and rules in new situations, together with some recall questions. | | Students sit a written test involving the application and analysis of strategies and rules in unfamiliar situations, |
| **Examples of possible learning activities** | |  | | |  | |
| Students use the fitness principles of frequency, intensity, time and type to plan, design, carry out and evaluate a simple fitness training programme for two weeks to improve their cardiovascular endurance. | Students use the FITT fitness principles to plan, design, carry out and evaluate a simple fitness training programme for two weeks to improve their cardiovascular endurance and muscular strength. | | Students use the results of fitness tests to plan, design, carry out and evaluate a training programme that improves their two weakest fitness components. | Students plan, design, carry out and evaluate a general fitness training programme for one month to improve all the components of fitness. | | Students plan, design, carry out and evaluate a sport-specific fitness training programme for one month. |