Curriculum Analysis Grid: Form 1 Physical Education Term 3

Level: Form 1
Subjects: Physical Education
Curriculum Philosophy and Goals:
The Competence-Based Curriculum fosters physical competence, teamwork, and health awareness to prepare learners for active participation and well-being in Zambian society. The goals include equipping learners with skills in various sports and physical activities, developing collaboration and leadership through group activities, and promoting understanding of anatomy and entrepreneurship in sports.

Topic	Sub Topic	Prescribed Competences	Key Concepts and Content	Learning Strategies	Assessment	Learning Environment	Material Development	Structure of Materials	Teacher Status
Sports Skills Development	1.9.1 Athletics	Physical Competence, Teamwork	- Running techniques - Jumping basics	- Practice running drills - Group jumping exercises - Peer feedback	Formative: 1. Skill demo (10 marks) Summative: 1. Athletics test (20 marks)	Outdoor track or field for drills, group practice areas	- Cones for running drills - Track or open space - Charts on running/jumping techniques	- Charts: Visuals of running and jumping forms - Drill guides: Step-by-step running/jumping instructions	Teachers should be skilled in athletic coaching, drill facilitation, and peer feedback. Current status: Trained in Competence-Based Curriculum delivery.

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Sports Skills Development	1.9.2 Ball Games	Physical Competence, Teamwork	- Dribbling - Passing techniques	- Group ball handling practice - Mini-games - Peer review	Formative: 1. Mini-game (10 marks) Summative: 1. Ball skills test (25 marks)	Indoor or outdoor court for games, group practice spaces	- Balls (e.g., soccer, basketball) - Court or open space - Charts on ball handling	- Charts: Diagrams of dribbling/passing techniques - Game guides: Rules for mini-games	Teachers need expertise in ball game coaching, team facilitation, and skill assessment. Current status: Proficient in team-based instruction.
Sports Skills Development	1.9.3 Board Games	Physical Competence, Strategy	- Rules of chess - Tactical moves	- Playing board games in pairs - Analyzing moves - Group discussion	Formative: 1. Game analysis (10 marks) Summative: 1. Strategy test (25 marks)	Classroom with tables for board games, discussion spaces	- Chess sets - Charts on chess rules - Handouts on tactics	- Charts: Chess move diagrams - Handouts: Tactical strategy guides - Game logs: Move analysis templates	Teachers require skills in chess instruction, strategy analysis, and group discussions. Current status: Experienced in

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									strategic game teaching.
Sports Skills Development	1.9.4 Racquet Games	Physical Competence, Teamwork	- Forehand and backhand - Serving	- Practice racquet drills - Group matches - Peer feedback	Formative: 1. Match play (10 marks) Summative: 1. Racquet test (25 marks)	Indoor or outdoor court for racquet games, group practice areas	- Racquets (e.g., badminton, tennis) - Nets for courts - Charts on stroke techniques	- Charts: Visuals of forehand/backhand forms - Drill guides: Serving and stroke instructions	Teachers should be competent in racquet sports coaching, match facilitation, and skill assessment. Current status: Familiar with physical skill instruction.
Anatomy and Physiology	1.10.1 Human Skeletal System	Health Awareness, Critical Thinking	- Bone structure - Functions	- Labeling skeletal diagrams - Group discussions	Formative: 1. Diagram task (10 marks) Summative: 1. Anatomy	Classroom with visual aids, space for practical identification,	- Skeletal diagrams - Models of human skeleton - Charts on	- Diagrams: Labeled skeletal templates - Charts: Bone structure and function visuals	Teachers need expertise in basic anatomy, diagram-based teaching, and

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				- Practical bone identification	test (25 marks)	discussion areas	bone functions	- Handouts: Identification task guides	discussion facilitation. Current status: Proficient in health education.
Sports Biomechanics	1.11.1 Force 1.11.2 Speed	Physical Competence, Analytical Thinking	- Force application - Speed calculation	- Experiments on force - Timing speed drills - Group analysis	Formative: 1. Experiment report (10 marks) Summative: 1. Biomechanics test (25 marks)	Outdoor or indoor space for experiments, timing areas, group analysis spaces	- Stopwatches for speed drills - Weights for force experiments - Charts on biomechanics	- Charts: Force and speed concept visuals - Experiment guides: Force/speed measurement protocols - Report templates: Analysis outlines	Teachers require skills in biomechanics, experimental design, and analytical teaching. Current status: Experienced in practical assessments.
Entrepreneurship in Sports	1.12.1 Sports Entrepreneurship	Health Awareness, Creativity	- Business basics - Industry roles	- Group business plan creation	Summative: 1. Business plan test (50 marks)	Classroom with group work spaces, presentation	- Paper and markers for plans - Charts on	- Charts: Sports industry role summaries - Plan	Teachers should be competent in sports

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	1.12.1 Sports Industry			- Presentation of ideas - Peer feedback		areas, materials for planning	sports industry roles - Handouts on business basics	templates: Business idea outlines - Presentation guides: Pitch formats	entrepreneurship, project-based learning, and presentation assessment. Current status: Familiar with creative instruction.
End of Term Tests	Review of All Topics	Physical Competence, Teamwork, Health Awareness, Analytical Thinking, Creativity	- Reviewing athletics, ball games, board games, racquet games, anatomy, biomechanics, entrepreneurship	- Practice tests in groups - Peer-led review sessions - Solving past papers individually -	Summative: Comprehensive test (50 marks: 10 per topic, mix of practical and written questions)	Outdoor/indoor spaces for practical tasks, classroom with quiet testing areas, review materials	- Test papers with mixed question types - Past papers for practice - Charts for review	- Test papers: Structured with clear topic sections - Review charts: Summaries of key concepts - Past papers: Sample questions for practice	Teachers must be skilled in test design, practical and written assessment, and feedback provision. Current status: Proficient in summative

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				Reflecting on projects					assessment design.

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