

Brief overview

Building on transferable skills from Key Stage 2, students are introduced to a broad PE curriculum in Year 7. Activities include both individual and team-based sports, allowing students to develop not only key skills within each activity but personal skills too – including their fitness levels. In Year 7, a major focus is to visit skills in isolation for each sport before students begin to apply these in opposed situations. This will look different based on which activity is being delivered, providing all students with their own individual platform on which to build upon prior to moving into Year 8.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Unit title	Y7 Football	Y7 Netball	Y7 Table Tennis	Y7 Dance (Grease theme)	Y7 Athletics	Y7 Cricket	Y7 Orienteering
Big question/ core concept	<ul style="list-style-type: none"> What are the skills I need to make progress in football? How do I attack in football? How do I defend in football? 	<ul style="list-style-type: none"> What are the skills I need to make progress in netball? How do I attack in netball? How do I defend in netball? 	<ul style="list-style-type: none"> How do I hold a paddle correctly? How do I stand at the table? What are the different shots used in table tennis? 	<ul style="list-style-type: none"> How does fitness link to dancing ability? Styles What are the key skills needed to create a performance in dance? 	<ul style="list-style-type: none"> Why is athletic technique important? How do I improve my athletic performance? What is the difference between track and field events? 	<ul style="list-style-type: none"> What are the three key skills I need to make progress in cricket? How do I hold a cricket bat correctly? 	<ul style="list-style-type: none"> What is orienteering? How do you orientate a map? What are map symbols?
Knowing	<ul style="list-style-type: none"> What are the basic rules of football? What positions can I play in football? 	<ul style="list-style-type: none"> What are the basic rules of netball? What positions can I play in netball? 	<ul style="list-style-type: none"> What are the basic rules of table tennis? How are matches scored? 	<ul style="list-style-type: none"> The importance of warming up prior to dancing. How basic dance skills can be combined to make a performance. 	<ul style="list-style-type: none"> The difference between up and down sweeping in relay running. Basic rules of running, jumping and throwing events. 	<ul style="list-style-type: none"> What are the basic rules of cricket? How are cricket matches scored? What different roles can I play in cricket? 	<ul style="list-style-type: none"> Safety non-negotiables when orienteering. Identify key parts of a map (to scale) including control points. North, east, south and west. Route planning.
Applying	<ul style="list-style-type: none"> Introduce passing and receiving over short distances. Introduce dribbling with the ball. Introduce shooting over a short distance. Basic attacking and defending principles. Small sided/conditioned games to demonstrate skills learnt. 	<ul style="list-style-type: none"> Introduce the four key passes over short distances. Introduce footwork and pivoting. Introduce getting free to receive the ball. Introduce shooting. Introduction to match play. 	<ul style="list-style-type: none"> Introduce the backhand push. Introduce the forehand push. Introduce the forehand serve. Singles rallying and match play. 	<ul style="list-style-type: none"> Introduce style via the theme of the hand jive from Grease. Introduce canon and unison in groups. Introduce travel and turns in groups. Introduce gestures and facial expressions in groups. 	<ul style="list-style-type: none"> Introduce sprint technique (100m/200m/400m) Introduce relay skills Introduce mid-distance (800m) running. Introduce long and triple jump skills. Introduce throwing events via shot putt. 	<ul style="list-style-type: none"> Introduce throwing and catching over a short distance. Introduce the barrier fielding technique. Introduce throwing over longer distances. Introduce batting stance and grip. Introduce overarm bowling technique. 	<ul style="list-style-type: none"> Star orienteering of yellow course in pairs/small groups. Half course (yellow) scoring in pairs/small groups. Full course (yellow) scoring in pairs/small groups.
Assessment	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Formative assessment of technique in each event. Summative assessment of performance. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling).

Brief overview

In Year 8 Physical Education students will develop key skills learnt in Year 7 though in a more progressive way (such as on the move or performing skills against passive opponents). They will become more independent by creating their own versions of practices when directed to help refine skills at their own pace. Students will also begin to lead warm ups and drills in small working groups when appropriate to help them become more resilient to challenges set as part of sporting participation.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Unit title	Y8 Football	Y8 Netball	Y8 Table Tennis	Y8 Dance (Thriller theme)	Y8 Athletics	Y8 Cricket	Y8 Orienteering
Big question/ core concept	<ul style="list-style-type: none"> How can an opponent affect my choice of skill in football? Goalkeeping as a form a defence in football. 	<ul style="list-style-type: none"> How can an opponent affect my choice of skill in netball? Which player or space should I mark in netball when defending? 	<ul style="list-style-type: none"> How can an opponent affect my choice of shot in table tennis? Why is a varied serve important in table tennis? 	<ul style="list-style-type: none"> How can flexibility improve a dance routine? Motifs How can mood be created and stories told via dance? 	<ul style="list-style-type: none"> The use of self and peer assessment to improve athletic technique. How can I refine my technique to improve athletic performance? 	<ul style="list-style-type: none"> How can others affect my batting and fielding skill selection in cricket? What are the main batting shots in cricket? 	<ul style="list-style-type: none"> How can a compass help when orienteering? Use of map features to inform route planning.
Knowing	<ul style="list-style-type: none"> The different types of passes. The difference between defensive and attacking headers. Basic understanding of the offside rule in football. 	<ul style="list-style-type: none"> Understand how the timing of a pass is important. Where can I go on court based on the position I am playing? Understanding how the 1 metre rule can help a GS or GA. 	<ul style="list-style-type: none"> What are the basic rules of serving? Understand what a let is and when it would occur during service. 	<ul style="list-style-type: none"> Why the start of a dance routine is important. Understand how levels can add depth to routines. Planning sub-routines. 	<ul style="list-style-type: none"> How to self-correct running, jumping and throwing technique. Understand how a fast approach can improve long and triple jump performance. 	<ul style="list-style-type: none"> Understand how shot choice can be dictated by the bowl. How fielding well can put pressure on a batter. Understand the difference between the on and off side. 	<ul style="list-style-type: none"> Understand what pacing is. Understand how attack points can help plan routes. How partners can help plan routes.
Applying	<ul style="list-style-type: none"> Develop passing selection based on opponents. Develop dribbling and running with the ball. Select when to jockey as a defender. Introduce shot stopping as a goalkeeper. Small sided/conditioned games to demonstrate skills learnt. 	<ul style="list-style-type: none"> Develop the four passes and which one to select based on opponents. Develop getting free to receive the ball. Develop defending both space and opponents. Position-specific conditioned games. 	<ul style="list-style-type: none"> Develop the backhand push. Develop the forehand push. Develop the forehand serve. Introduce the backhand serve. Introduce the backhand drive in an isolated practice. Singles rallying and match play. 	<ul style="list-style-type: none"> Introduce motifs via the theme of Michael Jackson's 'Thriller' song. Further develop key dance actions such as travel and gestures. Introduce levels in groups. Introduce expressions via mood and story-telling in groups. Performing sub-routines as groups. 	<ul style="list-style-type: none"> Develop sprint technique (100m/200m/400m). Develop relay skills Develop mid-distance (800m/1500m) running. Develop long and triple jump skills. Develop throwing skills via shot putt. 	<ul style="list-style-type: none"> Develop throwing and catching over a short distance. Develop the barrier fielding technique. Develop throwing over longer distances. Introduce defensive batting via the front foot. Develop overarm bowling technique. 	<ul style="list-style-type: none"> Star orienteering of orange course in pairs/small groups. Half course (orange) scoring in pairs/small groups. Full course (orange) time trial in pairs/small groups. Star orienteering of green course in pairs/small groups.
Assessment	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Formative assessment of technique in each event. Summative assessment of performance. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling).

Brief overview

In Year 9, students will find themselves in more opposed situations in Physical Education, with more of a focus on applying skills developed in Year 8 to competitive situations. Smaller sided games will progress into full size teams (e.g. 11-a-side football teams) when appropriate in lessons to allow students to experience a range of positions in team games. Student leadership will be further encouraged through captancy in team sports.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Unit title	Y9 Football	Y9 Netball	Y9 Table Tennis	Y9 Dance	Y9 Athletics	Y9 Cricket	Y9 Orienteering
Big question/ core concept	<ul style="list-style-type: none"> How can my skills help dictate play for my team? Attacking via wing play. 	<ul style="list-style-type: none"> How spatial awareness can help performance. Pass selection to improve attacks. 	<ul style="list-style-type: none"> Attacking shots and when to implement these in matches. Variation of serve. Progression from singles to doubles play. 	<ul style="list-style-type: none"> How can posture improve a dance routine? Dynamic content How can I communicate via a dance routine? 	<ul style="list-style-type: none"> Explore how tactics during performance can be effective. 	<ul style="list-style-type: none"> How basic tactics can be implemented into fielding. Wicket keeping in cricket. Rules relating to being given out and why. 	<ul style="list-style-type: none"> Use of tactics for most efficient coverage of larger courses. Time trials and competitive orienteering.
Knowing	<ul style="list-style-type: none"> Basic 11-a-side formations. Rules that directly affect goalkeepers. 	<ul style="list-style-type: none"> Understanding the fast footwork rule. Position-specific skills. 	<ul style="list-style-type: none"> When to play an offensive or defensive shot. Independently scoring matches. 	<ul style="list-style-type: none"> Different choreographic devices. How to rehearse effectively in preparation for performance. 	<ul style="list-style-type: none"> Body position for the sprint start technique. Understand how the preparation phase for throwing events can improve performance. 	<ul style="list-style-type: none"> Different fielding positions. Shot execution based on the field. Skills and ready position for a wicket keeper. 	<ul style="list-style-type: none"> Greater focus on compass skills when on larger courses. Advanced features on maps to ensure route planning is effective.
Applying	<ul style="list-style-type: none"> 1 v 1 situations to further develop dribbling and defending without the ball. Introduce crossing the ball from wide positions. Conditioned games to demonstrate skills learnt. 	<ul style="list-style-type: none"> Further develop passing to break quickly on opponents. Introduce rolling around a defender. Further develop shooting via stepping in/stepping to the side. Position-specific conditioned games. 	<ul style="list-style-type: none"> Introduce the forehand drive in isolation. Introduce the backhand chop in isolation. Introduce the forehand chop in isolation. Explore variation of service based on the ready position of an opponent. 	<ul style="list-style-type: none"> Introduce posture and balance. Develop routines through highlights, climax and repetition. Communicate with an audience through movement. Full routine performances. 	<ul style="list-style-type: none"> Introduce sprint starts (100m/200m/400m). Introduce full relay races. Introduce the standing discus and rotating shot putt throws. Approach focus in long and triple jump. 	<ul style="list-style-type: none"> Advanced catching techniques including one-handed catches. Pull shots. Pairs cricket to focus on all key skills in a competitive manner. 	<ul style="list-style-type: none"> Half course (green) scoring in pairs/small groups. Full course (green) time trial in pairs/small groups. Star orienteering of blue course in pairs/small groups. Half course (blue) scoring in pairs/small groups. Full course (blue) time trial in pairs/small groups.
Assessment	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Formative assessment of technique in each event. Summative assessment of performance. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling). 	<ul style="list-style-type: none"> Summative and formative assessment of key skills in isolation. Assessed in line with whole-school policy (developing, securing, excelling).

Brief overview

In Year 10, students will apply basic tactics to competitive situations as well as creating their own versions of practices that link to lesson objectives. Advanced skills across all activities will be covered to allow students to demonstrate their technical ability where possible. Additionally, independent learning will be continued to be encouraged through refining own practices, leading of practice situations and also scoring of competitive situations when necessary.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Y10 Football	Y10 Netball	Y10 Table Tennis	Y10 Health Related Fitness (Boys) / Y10 Dance (Girls)	Y10 Athletics	Y10 Cricket (Boys) / Y10 Rounders (Girls)
Big question/ core concept	<ul style="list-style-type: none"> Selection of correct technique/body part in dynamic situations. Creating space individually and as a team. 	<ul style="list-style-type: none"> Outwitting opponents through correct pass selection. Advanced skills and patterns of play. 	<ul style="list-style-type: none"> Working out strengths and weaknesses of opponents mid-game. Outwitting an opponent via service. 	<p>Health Related Fitness:</p> <ul style="list-style-type: none"> How can I develop my personal fitness? How can fitness be broken down? <p>Dance (Bob Fosse themed):</p> <ul style="list-style-type: none"> How props can enhance a dance theme. Expressive dance skills. 	<ul style="list-style-type: none"> Self and peer evaluation of technique and performance across running, throwing and jumping activities. 	<p>Cricket:</p> <ul style="list-style-type: none"> Tactical strategies for all roles in cricket. Adapting skill selection based on external factors. <p>Rounders:</p> <ul style="list-style-type: none"> Tactical batting and fielding. Selection of most appropriate batting or fielding strategies.
Knowing	<ul style="list-style-type: none"> Tactical awareness to improve attacking opportunities. Development of the off-side rule. 	<ul style="list-style-type: none"> Rules on blocking opponents. Understanding why maintaining multiple passing options are crucial. 	<ul style="list-style-type: none"> How trajectory of a shot can be effective. Independently scoring doubles matches. 	<p>Health Related Fitness:</p> <ul style="list-style-type: none"> Fitness components. Fitness testing. Training methods. <p>Dance (Bob Fosse themed):</p> <ul style="list-style-type: none"> Theoretical reasoning behind warm ups. Positive and negative impact of props. What quality rehearsal looks like. 	<ul style="list-style-type: none"> Start and end of race tactics for middle distance running. Key teaching points (including safety) for javelin and hurdles. 	<p>Cricket:</p> <ul style="list-style-type: none"> Field changes based on the opposition. How to communicate effectively with a batting partner. <p>Rounders:</p> <ul style="list-style-type: none"> Understand what the 'golden triangle' is when fielding. Rules around a backwards hit. Rules around legal bowling.
Applying	<ul style="list-style-type: none"> Passing with tempo. Advanced changing of direction. Shooting on the move. Further develop goalkeeping skills. 	<ul style="list-style-type: none"> Advanced passing as a team. Introduction to blocking. Explore set plays from a centre pass. Position-specific conditioned games. 	<ul style="list-style-type: none"> Develop the forehand drive in isolation. Develop the backhand chop in isolation. Develop the forehand chop in isolation. Introduce loop shots in isolated practice. 	<p>Health Related Fitness:</p> <ul style="list-style-type: none"> Circuit training to target components of fitness. Designing own circuits based on sporting needs. Completion of fitness tests to measure progress. <p>Dance (Bob Fosse themed):</p> <ul style="list-style-type: none"> Explore the Bob Fosse dance style and choreography. Implement canes as props into routines. Full routine performances to an audience. 	<ul style="list-style-type: none"> Develop sprint starts (100m/200m/400m). Introduce full relay races. Develop rotation in discus and shot putt throws. Develop race tactics in 800m/1500m. Introduce javelin. Introduce hurdles. 	<p>Cricket:</p> <ul style="list-style-type: none"> Directing the ball when batting. Calling of runs when batting as a pair. Batting and bowling lanes to further develop skills learnt. <p>Rounders:</p> <ul style="list-style-type: none"> Batting directions based on the field formation. Develop different bowling techniques. Conditioned games to demonstrate batting and fielding skills.
Assessment	<ul style="list-style-type: none"> No summative assessment for KS4 Core PE. Student behaviour and attitude to learning assessed in line with whole-school policy. 	<ul style="list-style-type: none"> No summative assessment for KS4 Core PE. Student behaviour and attitude to learning assessed in line with whole-school policy. 	<ul style="list-style-type: none"> No summative assessment for KS4 Core PE. Student behaviour and attitude to learning assessed in line with whole-school policy. 	<ul style="list-style-type: none"> No summative assessment for KS4 Core PE. Student behaviour and attitude to learning assessed in line with whole-school policy. 	<ul style="list-style-type: none"> No summative assessment for KS4 Core PE. Student behaviour and attitude to learning assessed in line with whole-school policy. 	<ul style="list-style-type: none"> No summative assessment for KS4 Core PE. Student behaviour and attitude to learning assessed in line with whole-school policy.

Brief overview

In Year 11, basic and advanced practical skills will be demonstrated alongside cognitive processes. Decision making in terms of skill selection as well as an application of both defensive and attacking tactical play will help students meet outcomes in the activities covered. Students will be challenged to justify their choices made in competitive situations when playing, with alternative roles such as officiating becoming more prevalent in lessons too. Tactical and strategic play will be further developed in all activities.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Y11 Football	Y11 Netball	Y11 Table Tennis	Y11 Health Related Fitness / Y11 Dance	Y11 Softball / Y11 Rounders	
Big question/ core concept	<ul style="list-style-type: none"> Decision making and how this affects passing and finishing. Set plays. 	<ul style="list-style-type: none"> Decision making regarding passing around the semi-circle. Attacking set plays. 	<ul style="list-style-type: none"> Passive shots to gain time. Prescribed combinations of shots to outwit opponents. 	<p>Health Related Fitness:</p> <ul style="list-style-type: none"> Linking different training methods to different fitness components. Training intensities. <p>Dance:</p> <ul style="list-style-type: none"> TBC 	<p>Softball:</p> <ul style="list-style-type: none"> Tactical bowling based on batter's set up. Adapting all skills based on external factors. <p>Rounders:</p> <ul style="list-style-type: none"> Tactical bowling based on batter's set up. Adapting all skills based on external factors. 	
Knowing	<ul style="list-style-type: none"> Advanced attacking and defensive tactics. Understanding the importance of communication to set plays. 	<ul style="list-style-type: none"> Who should take backline passes inside and outside the semi-circle. Why width can help attacks. 	<ul style="list-style-type: none"> How spin can deceive opponents and gain an advantage from service. Independently scoring all singles and doubles matches. 	<p>Health Related Fitness:</p> <ul style="list-style-type: none"> Why lower and higher training intensities are necessary in different activities. Results analysis and comparison. <p>Dance:</p> <ul style="list-style-type: none"> TBC 	<p>Softball:</p> <ul style="list-style-type: none"> How to adapt batting technique to direct the ball. Introduce the role of umpiring. Communicate effectively when running between bases. <p>Rounders:</p> <ul style="list-style-type: none"> How to adapt batting technique to direct the ball. Introduce the role of umpiring. Communicate effectively when running between bases. 	
Applying	<ul style="list-style-type: none"> Passing with minimal touches. Finishing with minimal touches. Angle of runs and holding the ball up as a striker. Full 11-a-side games to help focus on set plays. 	<ul style="list-style-type: none"> Further develop turning in the air and landing on the outside foot. Passing scenarios to develop decision making. Position-specific defensive and attacking set plays. Position-specific conditioned games. 	<ul style="list-style-type: none"> Develop loop shots in isolated practices. Introduce blocking in isolated practices. Introduction of spin to serving. Shot combinations from service. 	<p>Health Related Fitness:</p> <ul style="list-style-type: none"> Use of circuit and fartlek training to explore training intensities. CV machines to explore target zones. Comparison of test results to normative data. <p>Dance:</p> <ul style="list-style-type: none"> TBC 	<p>Softball:</p> <ul style="list-style-type: none"> Advanced batting placement based on the field. Apply different bowling strategies within full innings. Conditioned games to demonstrate batting, bowling and fielding skills. <p>Rounders:</p> <ul style="list-style-type: none"> Advanced batting placement based on the field. Apply different bowling strategies within full innings. Conditioned games to demonstrate batting, bowling and fielding skills. 	
Assessment	<ul style="list-style-type: none"> No summative assessment for KS4 Core PE. Student behaviour and attitude to learning assessed in line with whole-school policy. 	<ul style="list-style-type: none"> No summative assessment for KS4 Core PE. Student behaviour and attitude to learning assessed in line with whole-school policy. 	<ul style="list-style-type: none"> No summative assessment for KS4 Core PE. Student behaviour and attitude to learning assessed in line with whole-school policy. 	<ul style="list-style-type: none"> No summative assessment for KS4 Core PE. Student behaviour and attitude to learning assessed in line with whole-school policy. 	<ul style="list-style-type: none"> No summative assessment for KS4 Core PE. Student behaviour and attitude to learning assessed in line with whole-school policy. 	