

Curriculum Intent Statement

Department: Physical Education

Intent:

The intent of our Physical Education curriculum is to **inspire** all students to develop a **lifelong commitment** and **love** for physical activity and sport, whilst creating **positive lifestyle habits** that can be maintained for a lifetime.

We aim to foster an environment that develops physical competencies across a broad range of sports, whilst acting in multiple different roles (performer, official, coach). Students will be exposed to competitive sport, to learn how to deal with the emotions of winning and losing, as well as to develop key characteristics and traits that are transferable to other walks of life.

It is also our intent to increase and maintain fitness levels by providing lessons that have sustained physical activity, whilst teaching the benefits of leading a healthy lifestyle.

Our Physical Education curriculum aligns with our school's core values in the following ways:

- **Wisdom:** We provide students with the knowledge and understanding of how to maintain a healthy lifestyle, make informed sporting choices, and apply this wisdom to their daily lives.
- **Hope:** We create an environment where students are encouraged to set and achieve personal goals, fostering a sense of hope and optimism for their future health and fitness.
- **Service:** Our curriculum emphasises the importance of teamwork, cooperation, and supporting others, encouraging students to serve their peers and community through physical activity and sportsmanship.
- **Resilience:** Through physical challenges, students learn to persevere, overcome obstacles, and develop resilience, which is essential for personal growth and success.

By implementing this curriculum, we strive to create a positive and inclusive environment where every student feels valued and motivated to pursue a healthy and active lifestyle, while embodying the values of hope, resilience, wisdom, and service.

KS3 Core PE

Implementation:

Our KS3 PE curriculum model is based around a rotation of thirteen physical activities and sports across an academic year, two per half-term. Each year of progression will see a development in a sporting area or an introduction to new physical challenges. The National Curriculum is therefore met by offering a wide variety of activities that cover team and individual sports, outdoor adventurous activities as well as aesthetic appreciation. PE groups are set based on a higher ability group and a mixed ability group. All groups, no matter what gender or ability, will follow the same curriculum, offering a fully inclusive programme.

*KS3 Curriculum map at the end of this section for year group pathways

Year 7

Sport / Physical Activity	Knowledge and Skills	Assessment
Football	<p>Ball Familiarisation</p> <ul style="list-style-type: none"> ❖ To demonstrate effective Dribbling techniques ❖ To be able to control and turn on the ball successfully <p>Passing and Movement</p> <ul style="list-style-type: none"> ❖ To be able to perform the basics of passing and moving in football ❖ To understand and know when/where passing is used in football <p>Possession</p> <ul style="list-style-type: none"> ❖ To understand and know when to keep the ball or pass ❖ To demonstrate effective spatial awareness <p>Shooting</p> <ul style="list-style-type: none"> ❖ To know and understand the different types of shots in football ❖ To develop understanding and knowledge of how to execute a successful shot on goal <p>Defending/Tackling</p> <ul style="list-style-type: none"> ❖ To be able to perform various defensive strategies/techniques ❖ Understand the importance of defending <ul style="list-style-type: none"> ❖ Transfer all skills into a game situation 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

<p>Netball</p>	<p>Passing</p> <ul style="list-style-type: none"> ❖ To introduce basic movement and ball-handling skills of netball. ❖ To know, identify and complete the different passes used in netball: - Chest Pass - Bounce Pass - Shoulder Pass <p>Footwork</p> <ul style="list-style-type: none"> ❖ To enable students to apply the fundamental movement skills of running, jumping, landing, catching and passing the netball. ❖ To develop the skills of passing from various positions, catching a pass and moving into space to receive the ball. <p>Positions</p> <ul style="list-style-type: none"> ❖ To relay the names of the positions on a netball team ❖ Explain the role of each of the positions in game play ❖ Know where a particular position can run within a game of netball <p>Shooting</p> <ul style="list-style-type: none"> ❖ To develop their understanding and knowledge of where on the court shooting can take place. ❖)To accurately replicate the technique for a correct shooting action. <p>Applying the skills into game situations</p> <ul style="list-style-type: none"> ❖ to link the basic skills together in mini games ❖ To begin to show tactics and strategies in competitive play. 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
<p>Gymnastics</p>	<p>Aesthetic Rotation</p> <ul style="list-style-type: none"> ❖ Explain what aesthetically pleasing means. ❖ Show different rotations and travels across your mat. ❖ Evaluate whether your rotations and travels were aesthetically pleasing. <p>Rotations</p> <ul style="list-style-type: none"> ❖ Recall some basic rotations and travels. ❖ Apply skills learnt last week to improve and perform other rotations and travels. ❖ Create a routine which includes rotations and travels. <p>Individual balance</p> <ul style="list-style-type: none"> ❖ State what an individual balance is. ❖ Show a range of individual balances. ❖ Analyse whether your individual balances were aesthetically pleasing. <p>Paired balance</p> <ul style="list-style-type: none"> ❖ Explain what counter balance and counter tension is. ❖ Show a range of paired balances. ❖ Evaluate whether your paired balances were aesthetically pleasing. <p>Group balance</p> <ul style="list-style-type: none"> ❖ State what makes an effective group balance. ❖ Show a range of group balances whilst working as a team. ❖ Create a routine including a range of group balances. <p>Apparatus routine</p>	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	<ul style="list-style-type: none"> ❖ Explain how to use apparatus safely. ❖ Show that you can use apparatus safely. ❖ Create a routine using apparatus that includes skills learnt this unit. 	
Basketball	<p>Dribbling</p> <ul style="list-style-type: none"> ❖ Describe two rules associated with ‘dribbling’. ❖ Show an understanding of how to dribble the ball effectively with one, progressing to either hand. ❖ Evaluate the success of your dribble in a conditioned activity. <p>Passing</p> <ul style="list-style-type: none"> ❖ Describe two rules associated with player in possession of the ball. ❖ Show a range of passes over various distances. ❖ Apply these passes in a conditioned, competitive practice. <p>Shooting</p> <ul style="list-style-type: none"> ❖ Recognise effective ways of shooting the ball into the hoop. ❖ Apply shooting technique in an isolated practice. ❖ Analyse the difference between shooting in isolation and under pressure <p>Lay ups</p> <ul style="list-style-type: none"> ❖ Recognise what a ‘lay-up’ shot looks like and how it differs from a set shot. ❖ Apply the various progressions working up to a full lay up shot ❖ Evaluate your success in using the lay-up in isolation and game situations. <p>Defence</p> <ul style="list-style-type: none"> ❖ Identify the features of a man to man defence. ❖ Show the ability to defend a player effectively using agility and speed. ❖ Plan how your team are going to organise your defence against an opposition. <p>Gameplay</p> <ul style="list-style-type: none"> ❖ APPLY identified skills in a conditioned game situation. ❖ EVALUATE the effectiveness of various conditions and which ideas enhanced play and which hindered it. 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
Hockey		<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

<p>Rugby</p>	<p>Ball handling</p> <ul style="list-style-type: none"> ❖ Understand the importance of carrying the ball in two hands ❖ Demonstrate secure handling of the ball and an ability to score a try <p>Passing</p> <ul style="list-style-type: none"> ❖ Know the rules of passing and catching ❖ Perform a side on pass to a team mate with accuracy whilst moving ❖ Transfer passing into a small sided game whilst on the move and under pressure <p>Tagging/Tackling</p> <ul style="list-style-type: none"> ❖ Understand the term tagging. ❖ Develop knowledge of the rules regarding tagging and the offside rule ❖ Evaluate the decision making of when to tackle <p>Beating an opponent</p> <ul style="list-style-type: none"> ❖ Understand a number of methods in order to beat an opponent ❖ Demonstrate ability to beat an opponent within a game scenario ❖ Explain the importance of drawing a defender in <p>Defensive positioning</p> <ul style="list-style-type: none"> ❖ Understand the importance of organisation in defence ❖ Demonstrate defending as a team in a straight line ❖ Perform using communication to help organise your team <p>Tactics and strategies</p> <ul style="list-style-type: none"> ❖ Understand what a tactic is ❖ Develop a number of team tactics to improve the chances of scoring tries ❖ Apply these tactics into a game environment <p>Orienteering</p> <ul style="list-style-type: none"> ❖ Identify locations by orientating the map ❖ Plan a collaborative strategy as a team ❖ Assess ability to work as a team <p>Orienteering 2</p> <ul style="list-style-type: none"> ❖ Recall map reading techniques ❖ Develop a collaborative strategy from last cone orienteering experience ❖ Evaluate the roles each person took on within the team <p>Orienteering 3</p> <ul style="list-style-type: none"> ❖ Interpret the use of symbols on the key/legend ❖ Apply map reading skills ❖ Model accurate navigation of control points 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
<p>Teambuilding</p>	<p>Problem solving</p> <ul style="list-style-type: none"> ❖ Recognise what problem solving is ❖ Propose ideas about how to solve given problems ❖ Identify where problem solving is present in everyday life <p>Partner trust</p> <ul style="list-style-type: none"> ❖ Show a level of dependence on a partner ❖ Recognise potential hazards 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p>

	<ul style="list-style-type: none"> ❖ Model effective communication with a partner <p>Consideration and cooperation</p> <ul style="list-style-type: none"> ❖ Show consideration to others opinions ❖ Identify effective Leadership ❖ Develop cooperation towards a common goal 	Formative assessment throughout – WWW / HTI / MAC feedback
Multi-sport	<p>Fitness</p> <ul style="list-style-type: none"> ❖ Understand how to train different components of fitness effectively ❖ Know how to use equipment safely <p>Table tennis</p> <ul style="list-style-type: none"> ❖ Understand the basic rules of Table Tennis ❖ Demonstrate appropriate technique for different shots ❖ Transfer into a match <p>Handball</p> <ul style="list-style-type: none"> ❖ Understand the basic rules of Handball ❖ Demonstrate correct technique for basic skills in handball ❖ Transfer into a match <p>Badminton</p> <ul style="list-style-type: none"> ❖ Understand the basic rules of Badminton ❖ Demonstrate appropriate technique for different shots ❖ Transfer into a match <p>Fencing</p> <ul style="list-style-type: none"> ❖ To show a basic understanding of fencing ❖ To know how to perform a variety of skills in Fencing <p>Dodgeball</p> <ul style="list-style-type: none"> ❖ Understand the basic rules of dodgeball ❖ Demonstrate understanding of the game using different strategies to outwit opponents 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
Athletics	<p>Sprinting</p> <ul style="list-style-type: none"> ❖ EXPLAIN how to perform a sprint start. ❖ SHOW the correct technique when performing a sprint start ❖ EVAULATE effectiveness of a sprint start. <p>Middle Distance</p> <ul style="list-style-type: none"> ❖ EXPLAIN the importance of pacing when completing a race. ❖ SHOW the correct pace for personal ability when completing a race EVAULATE pacing performance <p>Shotput</p> <ul style="list-style-type: none"> ❖ UNDERSTAND the rules regarding throwing and ball landing. ❖ SHOW an accurate technique for an effective shot putt. ❖ EVAULATE the effectiveness of your shot putt technique 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	<p>Discus</p> <ul style="list-style-type: none"> ❖ UNDERSTAND the rules regarding throwing and Discus landing. ❖ SHOW an accurate technique for an effective Discus throw. ❖ EVAULATE the effectiveness of your Discus technique <p>Javelin</p> <ul style="list-style-type: none"> ❖ UNDERSTAND the rules regarding throwing and landing. ❖ SHOW an accurate technique for an effective javelin throw. ❖ EVAULATE the effectiveness of your javelin technique <p>High Jump</p> <ul style="list-style-type: none"> ❖ UNDERSTAND the rules regarding take off and perform a legal jump. ❖ SHOW the correct take off when performing a jump in practise. ❖ APPLY the correct technique when forming a competitive jump. <p>Relay</p> <ul style="list-style-type: none"> ❖ EXPLAIN the relay change over rules. ❖ SHOW an effective relay change over. ❖ EVALUATE teams' strengths and placement in the relay teams legs. 	
Cricket	<p>FIELDING</p> <ul style="list-style-type: none"> ❖ Describe the technique of throwing and catching successfully ❖ Demonstrate accurate and consistent throwing and catching over a short distance ❖ Explain why the long barrier is an effective technique to stop the ball. <p>GROUND FIELDING</p> <ul style="list-style-type: none"> ❖ Show that you can demonstrate the long barrier in isolated situations. ❖ Apply the long barrier into a fielding game ❖ Explain what a legal bowl is. <p>BOWLING</p> <ul style="list-style-type: none"> ❖ Perform a legal bowl over a small distance. ❖ Understand how to improve your chances of getting the batter out. ❖ Show how to hold the bat correctly. <p>BATTING</p> <ul style="list-style-type: none"> ❖ Describe the required stance of a batsman ❖ Perform an attacking shot with the correct stance to an underarm bowl ❖ Explain the importance of positioning when fielding. <p>FIELDING POSITIONS</p> <ul style="list-style-type: none"> ❖ Demonstrate an ability to adapt your fielding position ❖ Evaluate your positioning and if you were in the correct place. <p>GAMEPLAY</p> <ul style="list-style-type: none"> ❖ State why each skill is important when playing cricket. ❖ Apply the skills that you have learnt in the unit in a game situation. 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	<ul style="list-style-type: none"> ❖ Evaluate your strengths and weaknesses as a cricketer 	
<p>Rounders</p>	<p>Catching and throwing</p> <ul style="list-style-type: none"> ❖ Understand the importance of accurate throwing and catching. ❖ Know when an overarm throw is used when fielding. ❖ Be able to throw and catch a ball using correct catching techniques. <p>Ground fielding</p> <ul style="list-style-type: none"> ❖ Describe the key features of ground fielding techniques ❖ Demonstrate the short and long barrier when fielding a ball along the ground. ❖ Evaluate how well you perform the different ground fielding techniques. <p>Bowling</p> <ul style="list-style-type: none"> ❖ Know why consistent and accurate bowling is needed and the consequences of not bowling accurately (1/2 rounder). ❖ Demonstrate being able to bowl a ball using an underarm throwing technique in practice situations. ❖ Evaluate own bowling performance. <p>Batting</p> <ul style="list-style-type: none"> ❖ Describe the key features required for batting. ❖ demonstrate the correct batting technique ❖ to develop knowledge of rounders rules and use effective communication as a team. <p>Fielding roles</p> <ul style="list-style-type: none"> ❖ Understand the fielding roles and responsibilities. ❖ Demonstrate a combination of skills to outwit opponents in a game situation. ❖ Make effective evaluations of own strengths & area for improvement <p>Gameplay</p> <ul style="list-style-type: none"> ❖ To demonstrate the ability to outwit an opponent in a game situation using a range of batting, bowling and fielding techniques. ❖ Apply your knowledge & understanding of the rules of rounders. ❖ Use a variety of tactics based on the opposition 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
<p>Pickleball</p>	<p>Introduction to the game</p> <ul style="list-style-type: none"> ❖ Understand the basic rules and objectives of pickleball. ❖ Learn how to hold the paddle and perform basic strokes. <p>Serving and Returning</p> <ul style="list-style-type: none"> ❖ Learn the correct technique for serving. 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

- ❖ Practice returning serves effectively.

Forehand / Backhand groundstrokes

- ❖ Understand that it is a low to high swing
- ❖ Should attempt to hit the ball at waist height
- ❖ Describe that the bat should be arm's length away

Volleying and netplay

- ❖ Learn the technique for volleying.
- ❖ Understand how to hold the bat
- ❖ Describe the volleying action (high 5 the ball & don't swing too much)

Strategies of gameplay

- ❖ Understand basic strategies for playing pickleball.
- ❖ Apply strategies in game situations

Tournament play

- ❖ Apply all skills learned in a tournament setting.
- ❖ Review and reflect on progress.

Sport / Physical Activity	Knowledge and Skills	Assessment
Football	<p>Ball Familiarisation</p> <ul style="list-style-type: none"> ❖ To demonstrate effective Dribbling techniques ❖ To be able to control and turn on the ball successfully <p>Passing and Movement</p> <ul style="list-style-type: none"> ❖ To be able to perform the basics of passing and moving in football ❖ To understand and know when/where passing is used in football <p>Possession and Spatial Awareness</p> <ul style="list-style-type: none"> ❖ To understand and know when to keep the ball or pass ❖ To demonstrate effective spacial awareness <p>Shooting</p> <ul style="list-style-type: none"> ❖ To know and understand the different types of shots in football ❖ To develop understanding and knowledge of how to execute a successful shot on goal <p>Defending/Tackling</p> <ul style="list-style-type: none"> ❖ To be able to perform various defensive strategies/techniques ❖ Understand the importance of defending <ul style="list-style-type: none"> ❖ Transfer all skills into a game situation 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
Netball	<p>Positioning</p> <ul style="list-style-type: none"> ❖ Recall the names and playing positions. ❖ Explain the offside rule and the consequence. ❖ Evaluate performance and understanding of positions. <p>Passing</p> <ul style="list-style-type: none"> ❖ Show control and accuracy of the 3 main passes ❖ Demonstrate the most appropriate pass in a game situation to outwit and opponent ❖ Evaluate performance of the effectiveness of passing in a competitive situation. <p>Footwork</p> <ul style="list-style-type: none"> ❖ Demonstrate correct footwork landing in a drill situation. 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	<ul style="list-style-type: none"> ❖ Explain the footwork rule and consequence. ❖ Apply either landing constantly in a competitive situation. <p>Defensive techniques</p> <ul style="list-style-type: none"> ❖ Recall stage 1 and 2 of defending ❖ Understand when to use stage 3 of defending ❖ Show effective intercepting when using stage 3 of defending. <p>Shooting</p> <ul style="list-style-type: none"> ❖ Recall the key points of an effective shooting technique ❖ Show an effective shooting technique under pressure. ❖ Evaluate effectiveness of personal shooting technique and others <p>Movement</p> <ul style="list-style-type: none"> ❖ Understand the importance of timing a drive to receive the ball and creating space ❖ Demonstrate effective timing of timing when driving into space to receive the ball. ❖ Evaluate performance of effectiveness to create space in a game situation. 	
Gymnastics	<p>Dynamic balance Take off / landing</p> <ul style="list-style-type: none"> ❖ Understand the safety factors of taking off and landing. ❖ Show that you can take off and land safely with a variety of equipment. ❖ Evaluate your performance and how aesthetically pleasing it looked <p>Dive forward roll</p> <ul style="list-style-type: none"> ❖ Recall the safety factors of taking off and landing. ❖ Explain what a dive forward roll is. ❖ Show that you can perform a dive forward roll at different heights and flight levels. ❖ Analyse your technique, thinking of ways to improve. <p>Through vault</p> <ul style="list-style-type: none"> ❖ State what a safe through vault is. ❖ Show that you can perform a through vault at a variety of heights and tables. ❖ Evaluate your through vaults and how aesthetically pleasing they looked. <p>Straddle vault</p> <ul style="list-style-type: none"> ❖ Explain what a safe straddle vault is. ❖ Show that you can perform a straddle vault at a variety of heights and tables. ❖ Evaluate your straddle vaults and how aesthetically pleasing they looked. <p>Routine using all equipment</p> <ul style="list-style-type: none"> ❖ Design your own routine to incorporate, ❖ Rolls, Tic Tac run, Jump, with roll landing, vaults 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
Basketball	<p>Dribbling</p> <ul style="list-style-type: none"> ❖ Model a controlled dribble with either hand. ❖ Apply a variety of dribbles aimed at outwitting an opponent. ❖ Evaluate your strengths and weakness when dribbling the ball. 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p>

	<p>Passing</p> <ul style="list-style-type: none"> ❖ Recall the range of passes that you could use. ❖ Show the ability to use these passes when under varying degrees of pressure. ❖ Evaluate what attributes a successful passer has. <p>Shooting</p> <ul style="list-style-type: none"> ❖ Identify the key points of the set shot that were learnt in the previous year. ❖ Model the set shot from a variety of places on the court. ❖ Perform the set shot successfully in a competitive situation. <p>Lay up</p> <ul style="list-style-type: none"> ❖ Identify the key points of the set shot that were learnt in the previous year. ❖ Model the set shot from a variety of places on the court. ❖ Perform the set shot successfully in a competitive situation. <p>Zone Defence</p> <ul style="list-style-type: none"> ❖ Recall The key features of the man to man defence. ❖ Investigate the idea of defending areas rather than players 'Zone defend' ❖ Compare the effectiveness of a zone defence as opposed to a man to man. <p>Game play</p> <ul style="list-style-type: none"> ❖ Plan ways to implement an effective defensive strategy. ❖ Apply two different defensive strategies throughout the game. ❖ Evaluate the effectiveness of your team's ability to implement a defensive strategy 	<p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
Hockey	<ul style="list-style-type: none"> ❖ 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
Rugby	<p>Ball familiarisation</p> <ul style="list-style-type: none"> ❖ Understand the importance of carrying the ball in two hands ❖ Demonstrate secure handling of the ball ❖ Apply into a game situation <p>Passing</p> <ul style="list-style-type: none"> ❖ Know the rules of passing ❖ Perform a side on pass to a team mate with accuracy whilst moving ❖ Transfer passing into a game environment whilst on the move and under pressure <p>Preparing for contact</p> <ul style="list-style-type: none"> ❖ Describe how to brace and land for contact safely ❖ Demonstrate the correct ball presentation on landing <p>Safe Tackling</p> <ul style="list-style-type: none"> ❖ Understand the required technique for a safe side on tackle ❖ Perform a side on tackle safely in isolation 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	<ul style="list-style-type: none"> ❖ Apply the tackle into a game situation with moving opponents <p>Rucking</p> <ul style="list-style-type: none"> ❖ Describe what a ruck is ❖ Demonstrate the tower of power position in a ruck ❖ Evaluate your effectiveness at rucking in a game scenario <p>Game play</p> <ul style="list-style-type: none"> ❖ List the basic rules of a contact rugby game ❖ Apply the key skills learnt into a contact game ❖ Analyse your strengths and weaknesses within a game 	
Table tennis	<p>Push Shot</p> <ul style="list-style-type: none"> ❖ Know the importance of the Push Shot. ❖ Show that you can perform the Push Shot in practice. ❖ Create opportunities to score points in a game by use of effective Push Shot <p>Backspin</p> <ul style="list-style-type: none"> ❖ Know the importance of the backspin. ❖ Show that you can perform the backspin in practice. ❖ Create opportunities to score points in a game by use of effective backspin. <p>Topspin</p> <ul style="list-style-type: none"> ❖ Know the importance of the topspin shot ❖ Show that you can perform the shot in practice. ❖ Create opportunities to score points in a game by use of effective topspin shot. <p>Serving</p> <ul style="list-style-type: none"> ❖ Know the importance of the serve. ❖ Show that you can perform the serve in practice. ❖ Create opportunities to score points in a game by use of effective serve. <p>Smash</p> <ul style="list-style-type: none"> ❖ Know the importance of the smash. ❖ Show that you can perform the smash in practice. ❖ Create opportunities to score points in a game by use of effective smash <p>Game context</p> <ul style="list-style-type: none"> ❖ Recall the importance of the skills in a full context game. ❖ Show that you can perform skills in a game. ❖ Create opportunities to score points in a game by use of effective skills. 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
Fitness	<p>Induction - cardio</p> <ul style="list-style-type: none"> ❖ Understand the purpose of an induction ❖ Identify a number of safety precautions when using the cardio equipment ❖ Demonstrate an ability to use the cardio equipment safely and independently 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p>

	<p>Induction – weights</p> <ul style="list-style-type: none"> ❖ Identify a number of safety precautions when using the resistance machines ❖ Demonstrate an ability to use the resistance machines safely and independently <p>Muscles</p> <ul style="list-style-type: none"> ❖ Locate at least 5 muscles of the human body ❖ Link an exercise to the muscle that is being exercised ❖ Explain how your muscles benefit from training <p>The Heart</p> <ul style="list-style-type: none"> ❖ Describe how to measure your heart rate ❖ Explain the health benefit of having a lower resting heart rate ❖ Perform a number of exercises at different heart rate ranges <p>Aerobic/Anaerobic</p> <ul style="list-style-type: none"> ❖ Define the terms aerobic and anaerobic ❖ Perform aerobic and anaerobic exercise ❖ Apply knowledge of exercise types to sports and physical activities <p>Reps and sets</p> <ul style="list-style-type: none"> ❖ Explain what is meant by a repetition and a set ❖ Apply the use of these terms to a mini exercise circuit 	<p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
<p>Athletics</p>	<p>Sprinting</p> <ul style="list-style-type: none"> ❖ Recall how to perform a sprint start. ❖ SHOW the correct technique when performing a sprint start ❖ EVAULATE effectiveness of a sprint start. <p>Middle distance</p> <ul style="list-style-type: none"> ❖ Recall the importance of pacing when completing a race. ❖ SHOW the correct pace for personal ability when completing a race EVAULATE pacing performance <p>Shotput</p> <ul style="list-style-type: none"> ❖ Recall the rules regarding throwing and ball landing. ❖ SHOW an accurate technique for an effective shot putt. ❖ EVAULATE the effectiveness of your shot putt technique <p>Discus</p> <ul style="list-style-type: none"> ❖ Recall the rules regarding throwing and Discus landing. ❖ SHOW an accurate technique for an effective Discus throw. ❖ EVAULATE the effectiveness of your Discus technique <p>Javelin</p> <ul style="list-style-type: none"> ❖ Recall the rules regarding throwing and landing. ❖ SHOW an accurate technique for an effective javelin throw. ❖ EVAULATE the effectiveness of your javelin technique <p>High jump</p>	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	<ul style="list-style-type: none"> ❖ Recall the rules regarding take off and perform a legal jump. ❖ SHOW the correct take off when performing a jump in practise. ❖ APPLY the correct technique when forming a competitive jump. <p>Relay</p> <ul style="list-style-type: none"> ❖ Recall the relay change over rules. ❖ SHOW an effective relay change over. ❖ EVALUATE teams' strengths and placement in the relay teams legs. 	
Cricket	<p>FIELDING</p> <ul style="list-style-type: none"> ❖ Describe how to catch a high ball ❖ Demonstrate accurate and consistent throwing and catching over an increasing distance ❖ Explain why the short barrier is an effective technique to stop and return the ball. <p>GROUND FIELDING</p> <ul style="list-style-type: none"> ❖ Demonstrate the short barrier in isolated situations. ❖ Apply the short barrier into a fielding game under pressure <p>BOWLING</p> <ul style="list-style-type: none"> ❖ Recap what a legal bowl is. ❖ Analyse why a ball of different lengths is beneficial ❖ Perform a legal bowl of different lengths <p>BATTING</p> <ul style="list-style-type: none"> ❖ Demonstrate how to hold the bat correctly with the appropriate stance ❖ Perform a basic defensive shot with a straight bat ❖ Select the appropriate time to attack and defend in a game situation <p>FIELDING _ RUN OUT</p> <ul style="list-style-type: none"> ❖ Describe the elements of an effective run out ❖ Perform a run out with an active batter running ❖ Play an active role in the field during a game scenario <p>GAMEPLAY</p> <ul style="list-style-type: none"> ❖ State why each skill is important when playing cricket. ❖ Apply the skills that you have learnt in the unit in a game situation. ❖ Evaluate your strengths and weaknesses as a cricketer 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
Rounders	<p>Catching and throwing</p> <ul style="list-style-type: none"> ❖ *Understand the importance of accurate throwing and catching. ❖ **Select and apply fielding skills to a game situation, making tactical decisions about where to field the ball to. <p>Ground fielding</p> <ul style="list-style-type: none"> ❖ ***Be able to throw and catch a ball using correct catching techniques. ❖ *Recall the key features of ground fielding techniques. 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	<ul style="list-style-type: none"> ❖ **Demonstrate the 'one handed pick up' technique when fielding a ball along the ground. ❖ Evaluate how well you perform the different ground fielding techniques. <p>Bowling</p> <ul style="list-style-type: none"> ❖ *Recall why consistent and accurate bowling is needed and the consequences of not bowling accurately (1/2 rounder). ❖ **Demonstrate being able to bowl a ball using an underarm throwing technique in conditioned situations. ❖ ***Evaluate own bowling performance. <p>Batting</p> <ul style="list-style-type: none"> ❖ *Describe the key features required for batting. ❖ **demonstrate at least 1 correct batting technique for directional hitting. ❖ ***develop knowledge of rounders rules and use effective communication as a team. <p>Fielding roles</p> <ul style="list-style-type: none"> ❖ *Apply the different fielding roles and responsibilities in a competitive game. ❖ **Demonstrate a combination of skills to outwit opponents in a game situation. ❖ ***Make effective evaluations of own strengths & area for improvement. <p>Gameplay</p> <ul style="list-style-type: none"> ❖ *To demonstrate the ability to outwit an opponent in a game situation using a range of batting, bowling and fielding techniques. ❖ **Apply your knowledge & understanding of the rules of rounders. ❖ ***use a variety of tactics based on the opposition. 	
Volleyball	<p>Set</p> <ul style="list-style-type: none"> ❖ Perform basic set technique ❖ Demonstrate & use sets in a game situation responding to changes. ❖ Understand the basic scoring and rules of volleyball. <p>Dig</p> <ul style="list-style-type: none"> ❖ Show an accurate dig technique. ❖ Perform a dig from different positions into the setter <p>Serve</p> <ul style="list-style-type: none"> ❖ Understand the rules surrounding the serve ❖ Show an accurate and consistent serving technique. ❖ Explore the serve using different techniques and tactics <p>Spike</p> <ul style="list-style-type: none"> ❖ Demonstrate a consistent strike of the ball with the correct part of the hand ❖ Develop tactical play when playing an attack shot <p>Positioning</p> <ul style="list-style-type: none"> ❖ Identify the rules around positioning ❖ Show correct positioning before and during the point ❖ Explore tactical play to outwit opponents 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	<p>Gameplay</p> <ul style="list-style-type: none"> ❖ Show the ability to outwit an opponent in a game situation using the appropriate skills and techniques. ❖ Develop knowledge and understanding of the rules in volleyball. ❖ Apply a variety of tactics based on the movements of others and the ball. 	
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Year 9

Sport / Physical Activity	Knowledge and Skills	Assessment
Football	<ul style="list-style-type: none"> ❖ Ball Familiarisation ❖ To demonstrate effective Dribbling techniques ❖ To be able to control and turn on the ball successfully ❖ Passing and Movement ❖ To be able to perform the basics of passing and moving in football ❖ To understand and know when/where passing is used in football ❖ Possession ❖ To understand and know when to keep the ball or pass ❖ To demonstrate effective spacial awareness ❖ Shooting ❖ To know and understand the different types of shots in football ❖ To develop understanding and knowledge of how to execute a successful shot on goal ❖ Defending/Tackling ❖ To be able to perform various defensive strategies/techniques ❖ Understand the importance of defending ❖ Apply the above skills into game situations 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
Netball	<p>Playing Positions</p> <ul style="list-style-type: none"> ❖ Recall positions and playing locations ❖ Demonstrate knowledge of positions through gameplay ❖ Evaluate performance and understanding of positions. <p>Passing</p> <ul style="list-style-type: none"> ❖ Demonstrate effective passing in a competitive situation. ❖ Explain the importance of selecting the most appropriate pass 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	<ul style="list-style-type: none"> ❖ Evaluate passing performance in a game situation. <p>Footwork</p> <ul style="list-style-type: none"> ❖ Demonstrate correct footwork landing in a competitive situation. ❖ Explain the footwork rule and consequence. ❖ Evaluate your effectiveness of footwork in a competitive situation. <p>Defending</p> <ul style="list-style-type: none"> ❖ Recall all the stages of defending ❖ Explain when to use the stages of defending and the effect. ❖ Show effective defending techniques to slow an opponent <p>Shooting</p> <ul style="list-style-type: none"> ❖ Recall the key points of an effective shooting technique ❖ Show an effective shooting technique under pressure. ❖ Evaluate effectiveness of personal shooting technique and others <p>Movement</p> <ul style="list-style-type: none"> ❖ Understand the importance of square ❖ Show effective movement to outwit an opponent ❖ Evaluate effectiveness to outwit and opponent to receive the ball. 	
<p>Table tennis</p>	<p>Push Shot</p> <ul style="list-style-type: none"> ❖ Recall the importance of the Push Shot. ❖ Show that you can perform the Push Shot in practice. ❖ Transfer into a match <p>Backspin</p> <ul style="list-style-type: none"> ❖ Recall the importance of the backspin. ❖ Show that you can perform the backspin in practice. ❖ Transfer into a match <p>Topspin</p> <ul style="list-style-type: none"> ❖ Recall the importance of the topspin shot ❖ Show that you can perform the shot in practice. ❖ Transfer into a match <p>Serve</p> <ul style="list-style-type: none"> ❖ Recall the importance of the serve. ❖ Show that you can perform the serve in practice. ❖ Transfer into a match <p>Smash</p> <ul style="list-style-type: none"> ❖ Recall the importance of the smash. ❖ Show that you can perform the smash in practice. ❖ Transfer into a match <p>Game context</p> <ul style="list-style-type: none"> ❖ Recall the importance of the skills in a full context game. ❖ Show that you can perform skills in a game. 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	<ul style="list-style-type: none"> ❖ Transfer into a match 	
Basketball	<p>Dribbling</p> <ul style="list-style-type: none"> ❖ Model an effective controlled dribble with either hand. ❖ Show that you can control your dribble whilst under pressure. ❖ Evaluate your strengths and weaknesses in dribbling <p>Passing</p> <ul style="list-style-type: none"> ❖ Model a range of passes that are suited to a variety of game situations. ❖ Explain why different passes are better suited to different game situation. ❖ Analyse the range of skill needed to be a successful passer. <p>Set shot</p> <ul style="list-style-type: none"> ❖ Describe the key points of the set/jump shot. ❖ Perform the technique under increasing pressure. ❖ Evaluate your success when shooting under pressure <p>Lay up</p> <ul style="list-style-type: none"> ❖ Describe the key features of the lay-up shot ❖ Model the lay-up in isolation. ❖ Show that you can attempt the lay-up in a competitive situation <p>Defensive systems</p> <ul style="list-style-type: none"> ❖ Explain the difference between man to man and zone defence ❖ Model an effective zone or man to man in a game situation, Evaluate the success of your chosen system <p>Game play</p> <ul style="list-style-type: none"> ❖ Describe and explain two rules that come into effect when playing on a full court ❖ SHOW your ability to evaluate the play of other teams and use them in your play ❖ Evaluate the ways in which a team used their strengths in a game situation 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
Leadership	<p>Introduction to skills and behaviours:</p> <ul style="list-style-type: none"> - Team work - Communication - Self-belief - Self-management - Problem solving <ul style="list-style-type: none"> ❖ What makes a good leader ❖ Plan and deliver a warm up activity ❖ What are the roles and responsibilities of different leaders (coach, official) ❖ How to officiate and implement and uphold rules ❖ Explore team work, communication (verbal, non-verbal, use of whistle) 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	<ul style="list-style-type: none"> ❖ Develop organisation and time keeping ❖ Students to look at planning own drill and assign roles and responsibilities ❖ Can show some understanding the skills required for leadership and the behaviours that effect this are crucial in many aspects of life. ❖ Can show some problem solving skills within leading their own session. ❖ To understand the different parts of a game. ❖ To apply knowledge to plan and lead a game to a group of students. ❖ To analyse their leadership with a HTI and a WWW. ❖ To demonstrate leadership skills from past lessons. ❖ To apply leadership skills to teach a 20 minute session. ❖ To analyse their leadership with a HTI and a WWW 	
Rugby	<p>Passing</p> <ul style="list-style-type: none"> ❖ Develop a range of passing strategies ❖ Perform different passing strategies in isolation ❖ Apply different passing strategies into a game scenario <p>Tackling</p> <ul style="list-style-type: none"> ❖ Describe the basic safe tackling technique ❖ Perform a side on and front on tackle on a moving opponent ❖ Evaluate the effectiveness of a tackle, relating to safety <p>Rucking</p> <ul style="list-style-type: none"> ❖ Understand the different roles at a ruck ❖ Demonstrate the ability to clear out and secure the ball at the ruck ❖ Describe and perform the different roles at the breakdown <p>Scrummaging</p> <ul style="list-style-type: none"> ❖ Understand what a scrum is and the rules surrounding it ❖ Identify the 3 referee calls at a scrum ❖ Perform the required technique for a small sided safe scrum <p>Maul</p> <ul style="list-style-type: none"> ❖ Describe what a maul is. ❖ Demonstrate the required technique and rule application at a maul ❖ Evaluate how effectiveness in the mauls <p>Game play</p> <ul style="list-style-type: none"> ❖ List the basic rules of a contact rugby game ❖ Apply the key skills learnt into a contact game ❖ Analyse your strengths and weaknesses within a game 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
Fitness	<p>Induction</p> <ul style="list-style-type: none"> ❖ Identify a number of safety precautions when using the fitness suite ❖ Demonstrate an ability to use the equipment safely and independently <p>Circuit training</p> <ul style="list-style-type: none"> ❖ Describe the components of a circuit training session 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p>

	<ul style="list-style-type: none"> ❖ Design an appropriate circuit to meet a fitness need ❖ Analyse how the circuit can be altered to increase demand <p>HIIT</p> <ul style="list-style-type: none"> ❖ Identify what HIIT stands for ❖ Perform a HIIT activity to improve fitness levels ❖ Explain how the intensity can be measured <p>Weight training</p> <ul style="list-style-type: none"> ❖ Describe what weight training is ❖ Safely spot someone performing weight exercises ❖ Plan a weight training session for a specific athlete/sportsperson <p>Interval training</p> <ul style="list-style-type: none"> ❖ Describe what interval training is ❖ Perform interval based training ❖ Explain how interval training can be manipulated to suit a sporting activity <p>Plyometric training</p> <ul style="list-style-type: none"> ❖ Define the term plyometrics ❖ List a number of plyometric training exercises ❖ Evaluate what sports would benefit from plyometric training 	<p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
<p>Athletics</p>	<p>Sprinting</p> <ul style="list-style-type: none"> ❖ Recall how to perform a sprint start. ❖ Demonstrate the correct technique when performing a sprint start ❖ EVAULATE effectiveness of a sprint start. <p>Middle Distance</p> <ul style="list-style-type: none"> ❖ Recall the importance of pacing when completing a race. ❖ Demonstrate the correct pace for personal ability when completing a race ❖ EVAULATE pacing performance <p>Shotput</p> <ul style="list-style-type: none"> ❖ Recall the rules regarding throwing and ball landing. ❖ Demonstrate an accurate technique for an effective shot putt. ❖ EVAULATE the effectiveness of your shot putt technique <p>Discus</p> <ul style="list-style-type: none"> ❖ Recall the rules regarding throwing and Discus landing. ❖ Demonstrate an accurate technique for an effective Discus throw. ❖ EVAULATE the effectiveness of your Discus technique <p>Javelin</p> <ul style="list-style-type: none"> ❖ Recall the rules regarding throwing and landing. ❖ Demonstrate an accurate technique for an effective javelin throw. ❖ EVAULATE the effectiveness of your javelin technique 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	<p>High Jump</p> <ul style="list-style-type: none"> ❖ UNDERSTAND the rules regarding take off and perform a legal jump. ❖ Demonstrate the correct take off when performing a jump in practise. ❖ APPLY the correct technique when forming a competitive jump. <p>Relay</p> <ul style="list-style-type: none"> ❖ Recall the relay change over rules. ❖ Demonstrate an effective relay change over. ❖ EVALUATE teams' strengths and placement in the relay teams legs. 	
Cricket	<p>FIELDING</p> <ul style="list-style-type: none"> ❖ List all the different fielding skills ❖ Describe the methods used to stop and retrieve a ground ball ❖ Demonstrate accurate and consistent catching and throwing and catching over an increasing distance <p>BOWLING</p> <ul style="list-style-type: none"> ❖ Explain how to increase the speed when bowling ❖ Perform a legal bowl with a 3 step run up ❖ Perform a legal bowl with speed and accuracy <p>BATTING</p> <ul style="list-style-type: none"> ❖ Understand the difference between front and backfoot shots ❖ Perform effective attacking shots into the ground off a hand feed ❖ Perform effective attacking shots in a game situation <p>BATTING</p> <ul style="list-style-type: none"> ❖ State the important calls a batsman should use ❖ Perform effective running between the wickets with speed and good communication ❖ Understand the purpose of 'walking in' and 'backing up' <p>FIELDING ROLE</p> <ul style="list-style-type: none"> ❖ Demonstrate an active fielding role at all times ❖ Communicate effectively with peers to field <p>GAMEPLAY</p> <ul style="list-style-type: none"> ❖ State why each skill is important when playing cricket. ❖ Apply the skills that you have learnt in the unit in a game situation. ❖ Evaluate your strengths and weaknesses as a cricketer 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>
Rounders	<p>Throwing and catching</p> <ul style="list-style-type: none"> ❖ Understand the importance of accurate throwing and catching. ❖ Select and apply fielding skills within a game situation, making tactical decisions about where to successfully field the ball to. ❖ Be able to consistently throw and catch a ball using correct techniques. <p>Ground fielding</p> <ul style="list-style-type: none"> ❖ Recall the key features of ground fielding techniques. 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	<ul style="list-style-type: none"> ❖ Demonstrate a variety of ground fielding techniques. ❖ Evaluate how well you perform the different ground fielding techniques. <p>Bowling</p> <ul style="list-style-type: none"> ❖ Recap why consistent and accurate bowling is needed and the consequences of not bowling accurately (1/2 rounder). ❖ Demonstrate how to bowl accurately using an underarm throwing technique in conditioned situations. ❖ Evaluate my own bowling performance. <p>Batting</p> <ul style="list-style-type: none"> ❖ Explain the key features required for batting. ❖ demonstrate at least 1 correct batting technique for directional hitting. ❖ Apply tactics when batting in order to maximise scoring opportunities. <p>Fielding roles</p> <p>Positioning</p> <ul style="list-style-type: none"> ❖ Apply the different fielding roles and responsibilities in a competitive game. ❖ Demonstrate a combination of skills to outwit opponents in a game situation. ❖ Make effective evaluations of team strengths & area for improvement. <p>Gameplay</p> <ul style="list-style-type: none"> ❖ To demonstrate the ability to outwit an opponent in a game situation using a range of batting, bowling and fielding techniques. ❖ Apply your knowledge & understanding of the rules of rounders. ❖ Use a variety of tactics based on the opposition. 	
<p>Pickleball</p>	<p>Advanced serving techniques</p> <ul style="list-style-type: none"> ❖ Master advanced serving techniques. ❖ Understand the importance of serve placement. <p>Advanced stroke tactics</p> <ul style="list-style-type: none"> ❖ Develop advanced forehand and backhand strokes. ❖ Learn to add spin and power to strokes. <p>Net play and dinking</p> <ul style="list-style-type: none"> ❖ Improve net play skills. ❖ Master the technique of dinking. <p>Doubles strategies</p> <ul style="list-style-type: none"> ❖ Understand advanced doubles strategies. ❖ Learn effective communication and positioning in doubles play. <p>Defensive tactics</p> <ul style="list-style-type: none"> ❖ Develop advanced defensive techniques. ❖ Learn to anticipate and counter opponents' shots. <p>Tournament and review</p> <ul style="list-style-type: none"> ❖ Apply all skills learned in a tournament setting. 	<p>Assessment Lesson – self assessment using assessment grid. Teacher assesses on assessment grid also.</p> <p>Formative assessment throughout – WWW / HTI / MAC feedback</p>

	❖ Review and reflect on progress.	
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Year 7 PE Curriculum Map

TERM	Rotation	7A1	7A2	7A3	7A4	7B1	7B2	7B3	7B4	Fixtures	Wet Weather	Enrichment
1 Sept 8 th	1a	Multi-sport	Gymnastics	Tag Rugby	Netball	Multi-sport	Gymnastics	Tag Rugby	Netball	Boys Rugby Netball Girls rugby event	Gym & Netball – Sports Hall Multi – dance Rugby - fitness	Rugby Netball KS3 Hockey Basketball Boys Girls Football Fencing Dance
	1b	Football	Basketball	OAA / Teambuilding	Fitness	Football	Basketball	OAA / Teambuilding	Fitness		B'ball & F'ball - Sports Hall OAA – Dance Fitness - fitness	
HOUSE SPORT – DEANERY DASH – TERM 1 Week 5												
2 Nov 3 rd	2a	Tag Rugby	Netball	Gymnastics	Multi-sport	Tag Rugby	Netball	Gymnastics	Multi-sport	Boys Basketball Girls Football Netball finals Rugby finals Cross country	Gym & Netball – Sports Hall Multi – dance Rugby - fitness	Rugby Netball KS3 Hockey Basketball Boys Girls Football Fencing Dance
	2b	OAA / Teambuilding	Fitness	Basketball	Football	OAA / Teambuilding	Fitness	Basketball	Football		B'ball & F'ball - Sports Hall OAA – Dance Fitness - fitness	
HOUSE SPORT – Football / Netball – Term 2 Week 3&4												
3 Jan 5 th	3a	Netball	Tag Rugby	Multi-sport	Gymnastics	Netball	Tag Rugby	Multi-sport	Gymnastics	Girls football finals Alternative sports: Dodgeball Volleyball Benchball Table tennis Badminton	Gym & Netball – Sports Hall Multi – dance Rugby - fitness	Boys Football Basketball Girls Fencing Dance
	3b	Fitness	OAA / Teambuilding	Football	Basketball	Fitness	OAA / Teambuilding	Football	Basketball		B'ball & F'ball - Sports Hall OAA – Dance Fitness - fitness	
HOUSE SPORT – Tag / Touch Rugby – Term 4 Week 2												
4 Feb 24 th	4a	Gymnastics	Multi-sport	Netball	Tag Rugby	Gymnastics	Multi-sport	Netball	Tag Rugby	Girls Basketball Boys football Girls rugby event	Gym & Netball – Sports Hall Multi – dance Rugby - fitness	Boys Football Basketball Girls Fencing Dance
	4b	Basketball	Football	Fitness	OAA / Teambuilding	Basketball	Football	Fitness	OAA / Teambuilding		B'ball & F'ball - Sports Hall OAA – Dance Fitness - fitness	
SUMMER TERM – New rotations												
5 Apr 13 th	5a	Pickleball	Athletics	Cricket	Athletics	Pickleball	Athletics	Cricket	Athletics	Cricket Athletics Runders Boys tennis	Cricket & Pickleball – SH Athletics – Fitness / dance	Athletics Pickleball Cricket Runders Dance Dodgeball KS3 Table tennis
	5b	Athletics	Pickleball	Athletics	Runders	Athletics	Pickleball	Athletics	Runders		Runders & Pickleball – SH Athletics – Fitness / dance	
SPORTS DAY – 2nd July (provisional) / HOUSE Runders Mixed – Term 6 Week 7												
6 2 nd June	6a	Runders	Athletics / Runders	Pickleball	Athletics / Cricket	Runders	Athletics / Runders	Pickleball	Athletics / Cricket	Cricket Athletics Girls cricket Girls tennis Softball	Pickleball & cricket – SH Runders – Fitness / dance	Athletics Pickleball Cricket Runders Dance Dodgeball KS3 Table tennis
	6b	Athletics / Cricket	Cricket	Athletics / Runders	Pickleball	Athletics / Cricket	Athletics / Runders	Runders	Pickleball		Cricket – SH Roun&Pickleball – dance / fitness	

Year 8 PE Curriculum Map

Week beginning	Rotation	8A1	8A2	8A3	8A4	8B1	8B2	8B3	8B4	Fixtures	Wet Weather	Enrichment
1 Sept 8 th	1a	Table tennis	Gymnastics	Rugby	Netball	Table tennis	Gymnastics	Rugby	Netball	Boys Rugby Netball Girls rugby event	Gym & Table T – Sports Hall Rugby & netball – dance/fitness	Rugby Netball KS3 Hockey Basketball Boys Girls Football Fencing Dance
	1b	Football	Basketball	Fitness	Hockey	Football	Basketball	Fitness	Hockey		B'ball & hockey – Sports Hall F'ball & Fitness – dance/fitness	
HOUSE SPORT – DEANERY DASH – Term 1 Week 5												
2 Nov 3 rd	2a	Rugby	Netball	Gymnastics	Table Tennis	Rugby	Netball	Gymnastics	Table Tennis	Boys Basketball Girls Football Netball finals Rugby finals Cross country	Gym & Table T – Sports Hall Rugby & netball – dance/fitness	Rugby Netball KS3 Hockey Basketball Boys Girls Football Fencing Dance
	2b	Fitness	Hockey	Basketball	Football	Fitness	Hockey	Basketball	Football		B'ball & hockey – Sports Hall F'ball & Fitness – dance/fitness	
HOUSE SPORT – Football / Netball – Term 2 Week 3&4												
3 Jan 5 th	3a	Netball	Rugby	Table Tennis	Gymnastics	Netball	Rugby	Table Tennis	Gymnastics	Girls football finals Alternative sports: Dodgeball Volleyball Benchball Table tennis Badminton	Gym & Table T – Sports Hall Rugby & netball – dance/fitness	Boys Football Basketball Girls Fencing Dance
	3b	Hockey	Fitness	Football	Basketball	Hockey	Fitness	Football	Basketball		B'ball & hockey – Sports Hall F'ball & Fitness – dance/fitness	
HOUSE SPORT – Tag / Touch Rugby – Term 4 Week 2												
4 Feb 24 th	4a	Gymnastics	Table Tennis	Netball	Rugby	Gymnastics	Table Tennis	Netball	Rugby	Girls Basketball Boys football Girls rugby event	Gym & Table T – Sports Hall Rugby & netball – dance/fitness	Boys Football Basketball Girls Fencing Dance
	4b	Basketball	Football	Hockey	Fitness	Basketball	Football	Hockey	Fitness		B'ball & hockey – Sports Hall F'ball & Fitness – dance/fitness	
SUMMER TERM – New rotations												
5 Apr 13 th	5a	Volleyball	Athletics	Cricket	Athletics	Volleyball	Athletics	Cricket	Athletics	Cricket Athletics Rounders Boys tennis Softball	Cricket & Volleyball – SH Athletics – Fitness / dance	Athletics Pickleball Cricket Rounders Dance Dodgeball KS3 Table tennis
	5b	Athletics	Volleyball	Athletics	Rounders	Athletics	Volleyball	Athletics	Rounders		Rounders & Volleyball – SH Athletics – Fitness / dance	
SPORTS DAY – 2nd July (provisional) / HOUSE Rounders Mixed – Term 6 Week 7												
6 2 nd June	6a	Rounders	Athletics / Rounders	Volleyball	Athletics / Cricket	Rounders	Athletics / Rounders	Volleyball	Athletics / Cricket	Cricket Athletics Girls cricket Girls tennis Softball	Cricket & Volleyball – SH Rounders – Fitness / dance	Athletics Pickleball Cricket Rounders Dance Dodgeball KS3 Table tennis
	6b	Athletics / Cricket	Cricket	Athletics / Rounders	Volleyball	Athletics / Cricket	Cricket	Athletics / Rounders	Volleyball		Cricket & Volleyball – SH Rounders – Fitness / dance	

Year 9 PE Curriculum Map

Week beginning	Rotation	9A1	9A2	9A3	9A4	9B1	9B2	9B3	9B4	Fixtures	Wet Weather	Enrichment
1 Sept 8 th	1a	Table tennis	Hockey	Rugby	Netball	Table tennis	Hockey	Rugby	Netball	Boys Rugby Netball	Badminton & netball – SH Rugby/h'ball - fitness/dance	Rugby Netball KS3 Hockey Basketball Boys Girls Football Fencing Dance
	1b	Sports Education Football	Fitness	Basketball	Leadership	Sports Education Football	Fitness	Basketball	Leadership		B'ball & leadership – SH F'ball & fitness – fitness/dance	
HOUSE SPORT - DEANERY DASH – Term 1 Week 5												
2 Nov 3 rd	2a	Hockey	Rugby	Netball	Table tennis	Hockey	Rugby	Netball	Table tennis	Boys Basketball Girls Football Netball finals Rugby finals Cross country	Badminton & netball – SH Rugby/h'ball - fitness/dance	Rugby Netball KS3 Hockey Basketball Boys Girls Football Fencing Dance
	2b	Fitness	Basketball	Leadership	Sports Education Football	Fitness	Basketball	Leadership	Sports Education Football		B'ball & leadership – SH F'ball & fitness – fitness/dance	
HOUSE SPORT – Football / Netball – Term 2 Week 3&4												
3 Jan 5 th	3a	Rugby	Netball	Table tennis	Hockey	Rugby	Netball	Table tennis	Hockey	Girls football finals Alternative sports: Dodgeball Volleyball Benchball Table tennis Badminton	Badminton & netball – SH Rugby/h'ball - fitness/dance	Boys Football Basketball Girls Fencing Dance
	3b	Basketball	Leadership	Sports Education Football	Fitness	Basketball	Leadership	Sports Education Football	Fitness		B'ball & leadership – SH F'ball & fitness – fitness/dance	
HOUSE SPORT – Tag / Touch Rugby – Term 4 Week 2												
4 Feb 24 th	4a	Netball	Table tennis	Hockey	Rugby	Netball	Table tennis	Hockey	Rugby	Girls Basketball Boys football Girls rugby event	Badminton & netball – SH Rugby/h'ball - fitness/dance	Boys Football Basketball Girls Fencing Dance
	4b	Leadership	Sports Education Football	Fitness	Basketball	Leadership	Sports Education Football	Fitness	Basketball		B'ball & leadership – SH F'ball & fitness – fitness/dance	
SUMMER TERM – New rotations												
5 Apr 13 th	5a	Pickleball	Athletics	Cricket	Athletics	Pickleball	Athletics	Cricket	Athletics	Cricket Athletics Rounders Boys tennis	Badminton & cricket – SH Athletics – fitness/dance	Athletics Pickleball Cricket Rounders Dance Dodgeball KS3 Table tennis
	5b	Athletics	Pickleball	Athletics	Rounders	Athletics	Pickleball	Athletics	Rounders		Badminton & rounders – SH Athletics – fitness/dance	
SPORTS DAY – 2nd July (provisional) / HOUSE Rounders Mixed – Term 6 Week 7												
6 2 nd June	6a	Softball	Athletics / Rounders	Pickleball	Athletics / Cricket	Softball	Athletics / Rounders	Pickleball	Athletics / Cricket	Cricket Athletics Girls cricket Girls tennis Softball	Badminton & cricket – SH A & rounders - fitness/dance	Athletics Pickleball Cricket Rounders Dance Dodgeball KS3 Table tennis
	6b	Athletics / Cricket	Cricket	Athletics / Softball	Pickleball	Athletics / Cricket	Cricket	Athletics / Softball	Pickleball		Badminton & cricket – SH A & rounders - fitness/dance	

KS4 Core PE

Implementation:

Our KS4 PE curriculum model is centred around the students and the space available. Each group is allocated a space for a 3 week block, whereby they will complete a block of work that is game based, with the aim of keeping the students active and healthy. Within each block there is a focus that each lesson must work towards. The National Curriculum is also met by offering a wide variety of activities that cover team and individual sports, outdoor adventurous activities as well as aesthetic appreciation. PE groups are continued to be set based on a higher ability group and a mixed ability group. Teachers will then tailor the activities towards the group members with students having a voice of what they would like to do.



*Working document

KS4 PE Curriculum Map

YEAR 10				
	Group 1	Group 2	Group 3	Group 4
1st lesson	Introductory Lesson			
Term 1a 9 th Sept	FITNESS SUITE	VOLLEYBALL	CRICKET	NETBALL
Term 1b 30 th Sept	CAPTURE THE FLAG	NETBALL	BADMINTON	FITNESS SUITE
Additional	Deanery Dash / Cross Country – Term 1 Week 5			
Term 2a Oct 28 th <small>*No sports hall from 8/11 to 26/11</small>	DODGEBALL	FITNESS SUITE	RUGBY	HOCKEY
Additional	House Sport – Football & Netball – Term 2 Week 3			
Term 2b Dec 2 nd	NETBALL	TAG RUGBY	FITNESS SUITE	BADMINTON
CHRISTMAS				

Term 3a Jan 6 th	FITNESS SUITE	BADMINTON	FOOTBALL	CAPTURE THE FLAG
Term 3b Jan 27 th	FOOTBALL	CAPTURE THE FLAG	BASKETBALL	FITNESS SUITE
Term 4a Feb 19 th *No sports hall 28/2 - 10/3	BADMINTON	FITNESS SUITE	CAPTURE THE FLAG	FOOTBALL
Additional	House Sport – Tag / Touch Rugby – Term 4 week 2			
Term 4b Mar 11 th	TAG RUGBY	FOOTBALL	FITNESS SUITE	BASKETBALL
EASTER				
Term 5a Apr 16 th	FITNESS SUITE	PICKLEBALL	ULTIMATE FRISBEE / VOLLEYBALL	ROUNDERS
Term 5b May 2 nd *No sports hall	SOFTBALL	ROUNDERS	ATHLETICS	CRICKET
Term 6a June 3 rd *No sports hall	ULTIMATE FRISBEE	VOLLEYBALL	SOFTBALL	ATHLETICS
Term 6b July 1 st	CRICKET	BASKETBALL	PICKLEBALL	FITNESS SUITE
Additional	Sports Day – 2 nd July provisional House Sport – Mixed Rounders – Term 6 Week 7			

KS4 PE Curriculum Map

YEAR 11				
	Group 1 Boys Recreational	Group 2 Girls Recreational	Group 3 Boys Competitive	Group 4 Girls Competitive
1st lesson	Introductory Lesson			
Term 1a 9 th Sept	SPORTS HALL	FITNESS SUITE	MUGA / FIELD	ASTRO
Term 1b 30 th Sept	MUGA / FIELD	ASTRO	FITNESS SUITE	SPORTS HALL
Term 2a Oct 28 th <small>*No sports hall from 8/11 to 26/11</small>	FITNESS SUITE	SPORTS HALL	ASTRO	MUGA / FIELD
Additional	Exam Fortnight			
Term 2b Dec 2 nd	ASTRO	MUGA /FIELD	SPORTS HALL	FITNESS SUITE
CHRISTMAS				
Term 3a Jan 6 th	SPORTS HALL	FITNESS SUITE	MUGA / FIELD	ASTRO
Term 3b Jan 27 th	MUGA / FIELD	ASTRO	FITNESS SUITE	SPORTS HALL
Term 4a Feb 19 th <small>*No sports hall 28/2 - 10/3</small>	FITNESS SUITE	SPORTS HALL	ASTRO	MUGA / FIELD
Additional	Exam Week			
Term 4b Mar 11 th	ASTRO	MUGA /FIELD	SPORTS HALL	FITNESS SUITE
EASTER				
Term 5a Apr 16 th	CHOICE	CHOICE	CHOICE	CHOICE
Term 5b May 2 nd <small>*No sports hall</small>	CHOICE / REVISION	CHOICE / REVISION	CHOICE / REVISION	CHOICE / REVISION

Examinational PE

Implementation

Students in Y9 opt for a PE option at Key Stage four and will be directed onto the course that best suits their academic and sporting potential.

Communication is opened up with parents to ensure that the students start Year 10 on the right course for them. Both GCSE PE and Sport Studies are placed in the same option block to ensure that practical lessons can be shared and computer room availability is always there.

KS4 GCSE PE – Y10

GCSE PE students follow the SoL that combines both Paper 1 and Paper 2 content throughout the two years to balance the two contrasting areas of Science and Anatomy with the Social and Psychology sides of the specification. One lesson per fortnight is dedicated to practical performance which is combined with the Sports Studies students for greater practical numbers. Checkpoints are sat throughout the two years in order to assess progress and areas for development along the way. Practice exams are sat in June of Year 10, alongside the athletics practical assessment. Within Year 11, the main focus is the NEA for the first two terms. Focus then moves away to completing course content and preparing for the final practical assessments in March and the Summer exams thereafter.

Term	Unit of Work	Knowledge and Skills	Assessment
1	1.1.a. - Structure and Function of the Skeletal System	Location of major bones, function of the skeleton, types of synovial joints, types of movement at a hinge and ball and socket joint, other components of joints.	Checkpoint 1 WWW/HTI/MAC and feedback
	1.1.b. - Structure and Function of the Muscular System	Location of major muscle groups, the roles of muscle in movement.	
	2.1.a. – Engagement Patterns of Different Social Groups in	Be familiar with the different participation trends in sport and to have an understanding of the factors that affect participation.	WWW/HTI/MAC and feedback

	Physical Activities and Sport		
2	1.1.d. – The Cardiovascular System	Structure and function of the cardiovascular system,	Checkpoint 2 WWW/HTI/MAC and feedback
	2.1.b. – Commercialisation of Physical Activity and Sport	Understand how media, commercialisation and sponsorship influences physical activity and sport.	Checkpoint 1a WWW/HTI/MAC and feedback
3	1.1.d. – The Respiratory System	Structure and function of the respiratory system, aerobic and anaerobic exercise.	WWW/HTI/MAC and feedback
	2.1.c. – Ethical and Socio-Cultural Issues in Physical Activity and Sport	Know the difference between sportsmanship and gamesmanship, while having an understanding of why sports people may take performance enhancing drugs.	WWW/HTI/MAC and feedback
4	1.1.e. – Effects of Exercise on the Body Systems	Short-term effects of exercise, long-term (training) effects of exercise.	Checkpoint 3 WWW/HTI/MAC and feedback
	2.2. – Sports Psychology	Be able to classify a variety of skills, understand the importance of setting SMART targets, understand how sports people use mental preparation techniques to manage anxiety and know the different types of guidance and feedback that can be used in sport.	Checkpoint 2a WWW/HTI/MAC and feedback
5	1.2.a. – Components of Fitness	Naming the components of fitness, applying the components of fitness, linking components of fitness to fitness tests, validity and reliability of test data	WWW/HTI/MAC and feedback
6	1.2.b. – Applying Principles of Training	How to minimise the chance of injury, knowing how to spot potential hazards in sport.	End of Year exams WWW/HTI/MAC and feedback

KS4 GCSE PE - Year 11

Term	Unit of Work	Knowledge and Skills	Assessment
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1	1.3.c. – Preventing Injury in Sport AEP	SPOR, optimising training, training methods, understanding the importance of a warm up and cool down. Students to analyse and evaluate their own or a peers fitness components and skill requirements for one sport.	Checkpoint 4 WWW/HTI/MAC and feedback WWW/HTI/MAC and feedback
2	AEP	Students to analyse and evaluate their own or a peers fitness components and skill requirements for one sport.	Practice Exams – November WWW/HTI/MAC and feedback
3	1.1.c. - Movement Analysis	Lever systems, planes of movement and axes of rotation	Marking of AEP – worth 10% of final grade Practice Exams – February WWW/HTI/MAC and feedback
	2.3. – Health, Fitness and Wellbeing	Know what is meant by the term’s health, fitness and well-being, understand how a sedentary lifestyle can affect a person’s physical, mental and social well-being, and understand how a balanced diet can impact on a sports person performance.	WWW/HTI/MAC and feedback
4	Revision	Students to identify areas that need further clarification from the specification and revise these areas.	Practice Papers
5	Revision	Students to identify areas that need further clarification from the specification and revise these areas.	Practice Papers

KS4 Cambridge National Sport Studies

Implementation

Students will primarily focus on the Media in Sport unit in Year 10, alongside two hours dedicated to the Practical Performance and Leadership unit. One practical hour is shared with GCSE PE students in order to cover a greater number of sports but also to maximise student numbers in each and differentiate groups if necessary. Submission of the Media in Sport unit occurs at Easter before focus turns to the leadership element of the course. Within Year 11, students will continue with the Performance and Leadership unit alongside the exam unit. Checkpoints for this will be used after each of the five topic areas, alongside two practice exams in November and February. The final practical assessments occur in March before final preparations for the Summer exam paper in May.

Y10

Term	Unit of work	Knowledge and Skills	Assessment
1	R186 Media in Sport	1.1. Distinguish between different media sources and how they cover sport.	Submission of first draft - TA1 WWW / HTI
	R185 Performance and Leadership	1.1. Performance of skills and techniques 1.2. Participating in two sports – football and basketball 1.3 Decision-making during performance	Ongoing assessment within practical lessons
2	R186 Media in Sport	1.1. Distinguish between different media sources and how they cover sport. 2.1. The positive relationship between the media and sport	MAC – Submission of TA1 Marking and final assessment of TA1 Submission of first draft – TA2 – WWW / HTI
	R185 Performance and Leadership TA1: Key Components of performance TA2: Applying Practice Methods	1.2 Participating in two sports – football and basketball 2.1. Strengths and weaknesses of sports performance. 2.3 Measuring improvement in performance	Provisional score given for football and basketball students

3	R186 Media in Sport	2.1. The positive relationship between the media and sport 3.1. Negative effects of the media in sport	MAC – Submission of TA2 Marking and final assessment of TA2
	R185 Performance and Leadership TA2: Applying Practice Methods	1.2 Participating in two sports - rugby, table tennis and netball 2.3 Measuring improvement in performance	Ongoing assessment within practical lessons
4	R186 Media in Sport	3.1. Negative effects of the media in sport	Submission of first draft – TA3 – WWW / HTI MAC – Submission of TA3 Marking and final assessment of TA3 Final marking and submission of R186
	R185 Performance and Leadership	1.2 Participating in two sports – rugby, table tennis and netball	Provisional score given for rugby, table tennis and netball students
5	R185 Performance and Leadership TA3 – Organising and planning a sports activity session	1.2 Participating in two sports – athletics and cricket 3.1 Organisation of a sports activity session 3.2. Safety considerations when planning a sports activity session.	Ongoing assessment within practical lessons Submission of first draft of TA3 Risk Assessment - WWW / HTI / MAC
6	R185 Performance and Leadership	1.2 Participating in two sports – athletics and cricket 3.1 Organisation of a sports activity session	Provisional score given for athletics and cricket students

	TA3 – Organising and planning a sports activity session	3.3 Objectives to meet the needs of the group	Submission of first draft of TA3 Session Plan – WWW / HTI / MAC Submission of TA3
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Y11

Term	Unit of work	Knowledge and Skills	
1	R185 Performance and Leadership	1.2 participating in two sports – badminton and football	Ongoing assessment within practical lessons
	R184 TA1 – Issues which affect participation TA2 – The role of sport in promoting values	1.1 User groups 1.2 Possible barriers 1.3 Possible barrier solutions 1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK 1.5 Emerging/new sports in the UK 2.1 Sport values 2.2 The Olympic and Paralympic movement 2.3 Sporting values initiative and campaigns 2.4 The importance of etiquette AND sporting behaviour 2.5 The use of Performance Enhancing Drugs (PEDs) in sport	TA1 Checkpoint Marking and feedback – WWW / HTI / MAC TA2 Checkpoint Marking and feedback – WWW / HTI / MAC
2	R185 Performance and Leadership	1.2 participating in two sports – badminton and football	Provisional score given for badminton students, updated provisional score for football student
	R184 TA3 – The implications of hosting a major sporting event TA4 – The role of NGBs	3.1 The features of a major sporting event 3.2 Positive and negative pre-event aspects of hosting a major sporting event 3.3 Potential positive and negative aspects of hosting a major sporting event 4.1 National Governing Bodies (NGBs)	TA3 Checkpoint Marking and feedback – WWW / HTI / MAC TA4 Checkpoint Marking and feedback – WWW / HTI / MAC

3	R185 Performance and Leadership	1.2 participating in two sports – basketball, rugby and netball	
	R184 TA5 – The use of technology in sport	5.1 The role of technology in sport 5.2 Positive and negative effects of the use of technology in sport	TA5 Checkpoint Marking and feedback – WWW / HTI / MAC Practice Exam Marking and feedback – WWW / HTI / MAC
4	R185 Performance and Leadership	Review of all topic areas within assignment – make necessary changes before submission	Submission of R185 Final marking and submission of R185
	R184 Contemporary Issues Revision of all topics 1-5	Revision of all topic areas	
5	R184 Contemporary Issues Revision of all topics 1-5	Revision of all topic areas	Final Summer Exam - May