



YEAR 7 PHYSICAL EDUCATION CURRICULUM

Subject Intent - Subject Curriculum Intent: empowers learners to become confident and resilient. Encourages students to understand that the pursuit of overall health and wellbeing is a worthy goal. The rotation and breadth of activities fosters progress and engagement in a range of sports.

	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Creativity Invasion Net & Wall games	Creativity Invasion Net & Wall games Leadership & Teamwork	Invasion Net & Wall games Competition Health & Wellbeing Creativity	Invasion Net & Wall games Competition Health & Wellbeing Creativity	Performing at Maximum levels Striking and Fielding	Performing at Maximum levels Striking and Fielding
Topic	Trampolining Netball Rugby Swimming Badminton	Trampolining Netball Rugby Swimming Badminton Leadership	Football Hockey Swimming Volleyball Fitness Cheerleading	Football Hockey Swimming Volleyball Fitness Cheerleading	Athletics Cricket Softball Rounders	Athletics Cricket Softball Rounders
Links to Prior Learning	Building on key skills learned at KS2 and encouraging links to challenge and competition. Students will embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.					
Substantive knowledge headlines	A range of progressive skill practises in isolation. Conditioned games and competition. Development of techniques and self/peer analysis. Taking lead of sessions, sharing ideas (oracy)		Skills in isolated and progressive practises. Testing, measuring and improving fitness levels. Creativity through dance, formations and movement to music through safe practise.		Development of personal and peer technique whilst competing at maximum in competition. Applying and combining techniques of effective batting/fielding in isolation and match situations.	



Disciplinary knowledge headlines	How skills are performed and developed through progressive practise and implemented into competition to demonstrate success. Peer and self-assessment in comparison to successful model to foster progress. STEP in leadership (Space, Task, Equipment and People)	How skills are performed and developed through progressive practise and implemented into competition to demonstrate success. Peer and self-assessment in comparison to successful model to foster progress. Assessment of fitness levels how to improve these in the pursuit of improved fitness.	Olympic events format, competing as teams. Technique and skill development in isolated practises progressing to competition lesson. Assessing PBs and understanding how to improve performance at maximum.
Links to knowledge in future units	How skills are developed to ensure success in game situations. How to successfully invade and help others improve performance. Confidence to intervene and offer peer feedback.	How skills are developed to ensure success in game situations. How to successfully invade and help others improve performance. Confidence to intervene and offer peer feedback. Knowledge and understanding of personal fitness and importance of healthy active lifestyle. Confidence in performance and assessment. History of cheerleading, breaking down stereotypes.	Baseline of PBs set and confidence to perform at maximum in competition. Deepening knowledge of how to improve personal best performance of self and others. Development of successful play in striking & Fielding activities and ability to effectively apply these to multiple situations.
Key Vocabulary	Routine, aesthetic, control, flexibility, endurance. Components of fitness (GCSE – CVE, Muscular Endurance, Power, Speed, Balance) how these are embedded into a range of activities to foster success. Cooperation, teamwork. Activity related skills e.g. passing, receiving, interception & outwit.	Aerobic & Anaerobic. Components of fitness (GCSE – CVE, Muscular Endurance, Power, Speed, Balance) how these are embedded into a range of activities to foster success. Fartlek, interval, Circuit training. Fitness tests E.g. stork stand, Illinois agility test. Performance, aesthetic, routine & Teamwork.	Events, Track, Field, batting, fielding, tactics, performance, competition, records, personal bests.



YEAR 8 PHYSICAL EDUCATION CURRICULUM

Subject Intent - Subject Curriculum Intent: empowers learners to become confident and resilient. Encourages students to understand that the pursuit of overall health and wellbeing is a worthy goal. The rotation and breadth of activities fosters progress and engagement in a range of sports.

	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Creativity Invasion Net & Wall games	Creativity Invasion Net & Wall games	Invasion Net & Wall games Competition Health & Wellbeing Creativity	Invasion Net & Wall games Competition Health & Wellbeing Creativity	Performing at Maximum levels Striking and Fielding	Performing at Maximum levels Striking and Fielding
Topic	Trampolining Netball Rugby Swimming Badminton	Trampolining Netball Rugby Swimming Badminton	Football Hockey Swimming Volleyball Fitness Cheerleading	Football Hockey Swimming Volleyball Fitness Cheerleading	Athletics Cricket Softball Rounders	Athletics Cricket Softball Rounders
Links to Prior Learning from Y7	Baseline assessment of skills learned during Y7 to allow lessons to be pitched accurately and to foster personalised learning. Skills developed through more advanced and progressive practises with higher levels of competition and challenge. Students will become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Leadership will be embedded into all lessons.					
Substantive knowledge headlines	A range of progressive skill practises in isolation. Conditioned games and competition. Development of techniques and self/peer analysis. Taking lead of sessions, sharing ideas (oracy)		Skills in isolated and progressive practises. Testing, measuring and improving fitness levels. Creativity through dance, formations and movement to music through safe practise.		Development of personal and peer technique whilst competing at maximum in competition. Applying and combining techniques of effective batting/fielding in isolation and match situations.	



Disciplinary knowledge headlines	How skills are performed and developed through progressive practise and implemented into competition to demonstrate success. Peer and self-assessment in comparison to successful model to foster progress.	How skills are performed and developed through progressive practise and implemented into competition to demonstrate success. Peer and self-assessment in comparison to successful model to foster progress. Assessment of fitness levels how to improve these in the pursuit of improved fitness.	Olympic events format, competing as teams. Technique and skill development in isolated practises progressing to competition lesson. Assessing PBs and understanding how to improve performance at maximum.
Links to knowledge in future units	How skills are developed to ensure success in game situations. How to successfully invade and help others improve performance. Confidence to intervene and offer peer feedback.	How skills are developed to ensure success in game situations. How to successfully invade and help others improve performance. Confidence to intervene and offer peer feedback. Knowledge and understanding of personal fitness and importance of healthy active lifestyle. Confidence in performance and assessment. History of cheerleading, breaking down stereotypes.	Baseline of PBs set and confidence to perform at maximum in competition. Deepening knowledge of how to improve personal best performance of self and others. Development of successful play in striking & Fielding activities and ability to effectively apply these to multiple situations.
Key Vocabulary	Routine, aesthetic, control, flexibility, endurance. Components of fitness (GCSE – CVE, Muscular Endurance, Power, Speed, Balance) how these are embedded into a range of activities to foster success. Cooperation, teamwork. Activity related skills e.g. passing, receiving, interception & outwit.	Aerobic & Anaerobic. Components of fitness (GCSE – CVE, Muscular Endurance, Power, Speed, Balance) how these are embedded into a range of activities to foster success. Fartlek, interval, Circuit training. Fitness tests E.g. stork stand, Illinois agility test. Performance, aesthetic, routine & Teamwork.	Events, Track, Field, batting, fielding, tactics, performance, competition, records, personal bests.



YEAR 9 PHYSICAL EDUCATION CURRICULUM

Subject Intent - Subject Curriculum Intent: empowers learners to become confident and resilient. Encourages students to understand that the pursuit of overall health and wellbeing is a worthy goal. The rotation and breadth of activities fosters progress and engagement in a range of sports.

	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Creativity Invasion Net & Wall games	Creativity Invasion Net & Wall games	Invasion Net & Wall games Competition Health & Wellbeing Creativity	Invasion Net & Wall games Competition Health & Wellbeing Creativity	Performing at Maximum levels Striking and Fielding	Performing at Maximum levels Striking and Fielding
Topic	Trampolining Netball Rugby Swimming Badminton	Trampolining Netball Rugby Swimming Badminton	Football Hockey Swimming Volleyball Fitness Cheerleading	Football Hockey Swimming Volleyball Fitness Cheerleading	Athletics Cricket Softball Rounders	Athletics Cricket Softball Rounders
Links to Prior Learning from Y8	Baseline assessment in first lesson of activity to recap and allow for consolidation and recall of skills and understanding. Students will become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Leadership will be embedded into all lessons.					
Substantive knowledge headlines	A range of progressive skill practises in isolation. Conditioned games and competition. Development of techniques and self/peer analysis. Taking lead of sessions, sharing ideas (oracy)		Skills in isolated and progressive practises. Testing, measuring and improving fitness levels. Creativity through dance, formations and movement to music through safe practise.		Development of personal and peer technique whilst competing at maximum in competition. Applying and combining techniques of effective batting/fielding in isolation and match situations.	



Disciplinary knowledge headlines	How skills are performed and developed through progressive practise and implemented into competition to demonstrate success. Peer and self-assessment in comparison to successful model to foster progress.	How skills are performed and developed through progressive practise and implemented into competition to demonstrate success. Peer and self-assessment in comparison to successful model to foster progress. Assessment of fitness levels how to improve these in the pursuit of improved fitness.	Olympic events format, competing as teams. Technique and skill development in isolated practises progressing to competition lesson. Assessing PBs and understanding how to improve performance at maximum.
Links to knowledge in future units	How skills are developed to ensure success in game situations. How to successfully invade and help others improve performance. Confidence to intervene and offer peer feedback.	How skills are developed to ensure success in game situations. How to successfully invade and help others improve performance. Confidence to intervene and offer peer feedback. Knowledge and understanding of personal fitness and importance of healthy active lifestyle. Confidence in performance and assessment. History of cheerleading, breaking down stereotypes.	Baseline of PBs set and confidence to perform at maximum in competition. Deepening knowledge of how to improve personal best performance of self and others. Development of successful play in striking & Fielding activities and ability to effectively apply these to multiple situations.
Key Vocabulary	Routine, aesthetic, control, flexibility, endurance. Components of fitness (GCSE – CVE, Muscular Endurance, Power, Speed, Balance) how these are embedded into a range of activities to foster success. Cooperation, teamwork. Activity related skills e.g. passing, receiving, interception & outwit.	Aerobic & Anaerobic. Components of fitness (GCSE – CVE, Muscular Endurance, Power, Speed, Balance) how these are embedded into a range of activities to foster success. Fartlek, interval, Circuit training. Fitness tests E.g. stork stand, Illinois agility test. Performance, aesthetic, routine & Teamwork.	Events, Track, Field, batting, fielding, tactics, performance, competition, records, personal bests.



KS4 CORE PHYSICAL EDUCATION CURRICULUM

Subject Intent - Subject Curriculum Intent: empowers learners to become confident and resilient. Encourages students to understand that the pursuit of overall health and wellbeing is a worthy goal. The rotation and breadth of activities fosters progress and engagement in a range of sports.

	Autumn Term		Spring Term		Summer Term	
	Competition Pathway	Recreational Pathway	Competition Pathway	Recreational Pathway	Competition Pathway	Recreational Pathway
Theme	Creativity Invasion Net & Wall	Health & Wellbeing Engagement	Invasion Net & Wall Competing at Maximum	Health & Fitness Engagement	Performing at Maximum levels Striking and Fielding	Performing at Maximum levels Striking and Fielding
Topic	Trampolining Netball Badminton Football	Trampolining Football Water Polo Football Netball	Hockey Badminton Swimming Football	Fitness programme (boxercise, aerobics, Weights) Invasion Option Pool Option	Athletics Cricket Softball Rounders	Athletics Cricket Softball Rounders
Links to Prior Learning	Competition Pathway – Will build and develop the skills embedded in KS3 to enhance and build confidence in higher levels of competition at KS4					
	Recreational Pathway – Will build on the confidence built in KS3 and continue to develop active and engaged learners in the pursuit of overall health and wellbeing.					
Substantive knowledge headlines	Competition Pathway A range of progressive skill practises in isolation. Conditioned games and competition. Development of techniques and self/peer analysis. Taking lead of sessions, sharing ideas (oracy). GCSE PE specification followed to work towards achieving high levels of performance in competitive situations. Development of personal and peer technique			Recreational Pathway Students to engage in a range of activities of choice to build confidence and maximise engagement and movement through non-competitive activity. Body awareness and understanding of how to maintain and achieve overall health and wellbeing.		



	whilst competing at maximum in competition. Applying and combining techniques of effective batting/fielding in isolation and match situations.		
Disciplinary knowledge headlines	Competition Pathway How skills are performed and developed through progressive practise and implemented into competition to demonstrate success. Peer and self-assessment in comparison to successful model to foster progress. Assessment through the GCSE criteria. Olympic events format, competing as teams. Technique and skill development in isolated practises progressing to competition lesson. Assessing PBs and understanding how to improve performance at maximum.	Recreational Pathway Option based pathway, students will have access to different spaces throughout the blocks of work and the focus is on engagement and maximum participation. Rotation around different activities to engage and motivate learners. Students can set personal challenges and performance goals without comparison to others.	
Links to knowledge in future units	How skills are developed to ensure success in game situations. How to successfully invade and help others improve performance. Confidence to intervene and offer peer feedback. How skills are developed to ensure success in game situations. How to successfully invade and help others improve performance. Confidence to intervene and offer peer feedback. Knowledge and understanding of personal fitness and importance of healthy active lifestyle. Confidence in performance and assessment. Baseline of PBs set and confidence to perform at maximum in competition. Deepening knowledge of how to improve personal best performance of self and others. Development of successful play in striking & Fielding activities and ability to effectively apply these to multiple situations.		
Key Vocabulary	Routine, aesthetic, control, flexibility, endurance. Components of fitness (GCSE – CVE, Muscular Endurance, Power, Speed, Balance) how these are embedded into a range of activities to foster success. Cooperation, teamwork. Activity related skills e.g. passing, receiving, interception & outwit.	Aerobic & Anaerobic. Components of fitness (GCSE – CVE, Muscular Endurance, Power, Speed, Balance) how these are embedded into a range of activities to foster success. Fartlek, interval, Circuit training. Fitness tests E.g. stork stand, Illinois agility test. Performance, aesthetic, routine & Teamwork.	Events, Track, Field, batting, fielding, tactics, performance, competition, records, personal bests.