



Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

Key stage 3/4 subject curriculum intent

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

TQEA PE Intent- *To develop physically literate students who have the knowledge, skills and confidence to continue to independently develop healthy active lifestyles*

Aims

The national curriculum for physical education aims to ensure that all pupils: ♣ develop competence to excel in a broad range of physical activities

- ♣ are physically active for sustained periods of time
- ♣ engage in competitive sports and activities
- ♣ lead healthy, active lives.

Key stage 3

Pupils should build on and 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. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

Key stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.



Core PE Curriculum Overview Plan



Year Group	Topic	Autumn 1	Spring 1	Summer 1
Year 7	Topic	Basketball = Cooperation, Develop Technique, Overcoming Opponents OAA - Coping with pressure, Problem solving, Self-Awareness Gymnastics - Planning and self-organising Physical Challenge, Self-Awareness	Trampolining = Develop technique, Goal Setting, Planning and self-organising Dance = Self-Awareness, Coping with Pressure, Physical challenge Handball = Overcoming Opponents, Problem Solving, Analyse Performance	Rounders - Overcome Opponents Develop technique Coping with pressure Cricket - Overcome Opponents Develop technique Coping with pressure Athletics - Analyse performance Self-awareness Goal setting
	Core knowledge from this topic	<p style="text-align: center;">Basketball- What comes first the pass, dribble or shot</p> <ol style="list-style-type: none"> 1. Small group tactical play 2. Defensive play 3. Offensive support/sets 4. Coordination (Right and left) dribble and accuracy 5. Agility- direction change, avoid obstacles Power-pass distance and shot, jump shoot. 6. 1 on 1 – create space, track player 7. Evade opponents' space in game play (Pass v dribble v shot) 8. Tactical plan- matching opponent (man mark v zone) <p style="text-align: center;">Outdoor and Adventures Activity- How can we work together as a small group to problem solve?</p> <ol style="list-style-type: none"> 3. Trust 5 Creating an activity 1. Working together as a team 4. Accuracy and team play 7. Map skills/group work 8. Orienteering/ solve tasks 2. Working together under pressure in an activity 6. Deliver and design an activity <p style="text-align: center;">Gymnastics- What are the most important components of fitness in gymnastics?</p> <ol style="list-style-type: none"> 1. Strength, endurance and flexibility challenges 2. Methods of travel 3. Rolls 4. Paired balances 5. 4s balances 6. 6-8s balances 7. Paired routines 8. Group routines and self assessment 9. Larger group balances routines and peer assessment 	<p style="text-align: center;">Trampolining- Health and safety is all about risk reduction – what ways can we manage risk?</p> <ol style="list-style-type: none"> 1. Learn basic H+S protocols and implement them 2. Show basic understanding of controlled moves on a trampoline 3. Link basic gymnastic shapes to create a routine 4. Set progression goals- what stage do you want to achieve and by when (how will this happen?) 5. Design and review a routine (how many skills, difficult bar, bounces) 6. What skill will you focus most on – what do you need to do to improve this? 7. Understanding and share basic risks in trampolining 8. Plan a safe system and implement in for a small group/trampoline 9. Identify the parts of a successful trampolining team and implement roles to help improve <p style="text-align: center;">Dance- How do we piece together a dance routine?</p> <ol style="list-style-type: none"> 1. Basic dance actions 2. Explore space and directions 3. Building dynamics 4. Group work & Leadership 5. Choreography development 6. Learn and create a motif dance 7. Canon unison <p style="text-align: center;">Handball- Do we defend or attack more naturally?</p> <ol style="list-style-type: none"> 1. Small group tactical play 2. Defensive plays (how to mark, block and intercept) 3. Offensive support/sets 4. Coordination (Right and left) dribble and accuracy 5. Agility- direction change, avoid obstacles- link to other activities/prior learning 6. Power-pass distance, selection vs application. 7. 1 on 1 – make space, track player, drive past 	<p style="text-align: center;">Cricket - Why is cricket a game of taking risks?</p> <ol style="list-style-type: none"> 1. Successful bowling in a game against a batter. 2. Selecting correct batting techniques to score runs against a bowler. 3. Fielding effectively as a team in a game to get opponents out. 4. Can you catch and throw the ball consistently with accuracy? 5. Can you bowl accurately at the stumps? 6. Can you defend your stumps with the bat? 7. Can you bowl effectively in a game situation? 8. Can you reach a set target in pairs cricket? 9. Can you protect your wicket in a game scenario? <p>Cricket Students to develop basic skills in cricket, fielding and batting techniques</p> <p style="text-align: center;">Athletics - A successful heptathlete is the greatest overall sportsperson?</p> <ol style="list-style-type: none"> 1. Running – sprinting 2. Jumping – broad Jump 3. Jumping – High Jump 4. Running – relay 5. Throwing – Cricket ball throw 6. Throwing – basketball throw <p>Athletics- basic skills developed in throwing, jumping and running activities, students to be involved in the coaching process ability to compete, review performance and support progress. Formal assessment lessons at the end of each activity</p> <p style="text-align: center;">Rounders- Should you focus on getting a batter out or prevent them scoring rounders?</p> <ol style="list-style-type: none"> 1. Throwing and catching fundamentals 2. Ground fielding techniques 3. Bowling techniques 4. Batting success based on technique. 5. Defensive work in the field 6. Variation of bowling techniques 7. Batting to space and away from second 8. Decision making in game scenarios



Core PE Curriculum Overview Plan

			<p>8. Evade opponents' space in game play (Pass v dribble v shot) create shooting space</p> <p>9. Tactical plan- matching opponent (man mark v zone)</p>	
	Links to the national curriculum	<ul style="list-style-type: none"> ♣ take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group ♣ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best ♣ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ♣ strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ♣ develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] 	<ul style="list-style-type: none"> ♣ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best ♣ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ♣ strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ♣ develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] ♣ perform dances using advanced dance techniques within a range of dance styles and forms 	<ul style="list-style-type: none"> ♣ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best ♣ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ♣ strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ♣ develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
	Previous content that this topic builds upon	<p>Pupils should build on and 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.</p> <p>They should understand what makes a performance effective and how to apply these principles to their own and others' work.</p> <p>They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.</p> <p>Links to key components of fitness becoming more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>Students to be introduced to two relatively new sports for KS3- fundamental movements to be carried from previous sports/activities and a basic understanding of the activities purpose and success criteria.</p>	<p>List a range of basic physical functions and components and discuss their current ability. Cross over with basketball and handball. Healthy and safety and movement aesthetics of gymnastics</p> <p>Students should have a basic understanding of human movement and the cross over into activities. An understanding of the principles of PE and the links beyond the physical plane.</p> <p>Fundamental movement focus- Jump, catch, throw, run, land, pace, endurance strength, agility and balance. Teamwork and decision making. agility, power, accuracy and decision making.</p> <p>Students should be able to demonstrate a basic level of skill needed to participate in moderated games. They should be able to discuss and demonstrate means of challenging and beating an opponent and reflect on the success criteria for this to be repeatable during the duration of a game/activity.</p> <p>Fundamental personal developments- working with others, reflect on role in a group. Problem solving with others, creative roles in the group. Express opinion and thoughts freely.</p>	<p>Students basic knowledge from Ks3 Athletics, rounders and crickets' curriculums. Overlap with racket and team sports alongside personal performance and fitness testing supporting review of performance and feedback</p> <p>Fundamental movement focus- agility, power, accuracy and decision making. Control, precision and balance key skills needed, confidence and support key social skills too. Students should be able to address scenarios and create solutions to support their own and that of their peer's development. Students should be able to find solutions to how to improve and adjust their practices on advice and upon review. Students able to design and complete a performance-based piece using structure and movements experienced in the unit.</p> <p>Fundamental personal focus- Posture, control, flexibility, balance and precision., I can showcase a small range of skills with support in most lessons Students look to apply themselves in activities they enjoy and can motivate those working around them when they enjoy/know the activity</p>
	Key vocabulary	<p>Passing, reception, attacking and defence, agility., coordination, acceleration, dribbling, Lay-up, offside, the D, space, thirds, centre pass. Defensive set, zonal and player to player. Marking and evading. Feint, free throw, Double dribble, travelling, Zonal marking</p>	<p>Twist into, twist out of, spotting, canon, synchronisation, full twist, swivel hips, front and back landing, Somersault, to feet, routine.</p> <p>Choreography, canon, unison, dynamics, frame, rhythm, count, beat, synchronisation, action, travel, stance.</p>	<p>Ball, bat, posts, bases, bowlers' box, batter's box, backwards it, pitch lines, no ball, ball, rounder, half rounder, obstruction, first post second post, third post, fourth post. Catch, throw, long barrier, crow hop.</p>



Core PE Curriculum Overview Plan

		Route, navigation, negotiation, leadership, trust, cooperation, reflection. Strength, endurance, posture, aesthetically pleasing, power, timing, positioning, sequence, balance, torso, angles, flexibility, challenge, difficulty, assessment, peer, self, kindness, empathy, resilience, transition, planning.	Passing, reception, attacking and defence, agility, coordination, acceleration, dribbling, jump shot, offside, the D, space, centre pass. Defensive set, zonal and player to player. Marking and evading. Feint, free throw.	Wicket, bat, bowling, stumps, angle, bye, wide, LBW, catch, over, drive, on side, off side, pull, hook, cut, spin, seam, run, run rate, run out Running, throwing, jumping, sprinting, relay, broad jump, high jump, speed, power, technique, handover, grip, stance, release point, thrust, trajectory, arch, Fosby flop
	Development of cultural capital	Students to be offered to the opportunity for breakfast, lunch time and after school clubs and competition. School fixtures and leagues to offer opportunity to travel, develop social skills and experience regional structured competitive sport Podcast of the week <ul style="list-style-type: none"> Careers through Sport and Physical Activity. National and international data and comparison Live Sport/Fixtures Elite Sport Gender and sport 	Students to be offered to the opportunity for breakfast, lunch time and after school clubs and competition. School fixtures and leagues to offer opportunity to travel, develop social skills and experience regional structured competitive sport Podcast of the week <ul style="list-style-type: none"> Gender in sport Fitness in the community (links to classes and use of at home fitness) Movement Sedentary lifestyles Live Sport/Fixtures The human body Species History Language Health and Safety 	Students to be offered to the opportunity for breakfast, lunch time and after school clubs and competition. School fixtures and leagues to offer opportunity to travel, develop social skills and experience regional structured competitive sport Podcast of the week <ul style="list-style-type: none"> Resilience Summer events Leadership events Live Sport/Fixtures Racism Faith
	Development of reading	<ol style="list-style-type: none"> Nadia Comaneci- Chapter In school review and learning questions linked to the reading. Careers in Sport/PE Article Online review and learning questions linked to the reading. 	<ol style="list-style-type: none"> Homo Sapiens Chapter Online review and learning questions linked to the reading. Role Models (Male) Article Online review and learning questions linked to the reading. 	<ol style="list-style-type: none"> Mohammad Ali Chapter Online review and learning questions linked to the reading. Resilience Article Online review and learning questions linked to the reading.
	Concepts – what will students be able to do at the end of the topic	List a range of basic physical functions and components and discuss their current ability. Students should have a basic understanding of human movement and the cross over into activities. An understanding of the principles of PE and the links beyond the physical plane. Fundamental movement focus- Jump, catch, throw, run, land, pace, endurance strength, agility and balance. Teamwork and decision making. agility, power, accuracy and decision making. Students should be able to demonstrate a basic level of skill needed to participate in moderated games. They should be able to discuss and demonstrate means of challenging and beating an opponent and reflect on the success criteria for this to be repeatable during the duration of a game/activity. Fundamental personal developments- working with others, reflect on role in a group. Problem solving with others, creative roles in the group. Express opinion and thoughts freely.	Students should be able to break down a basic technique and demonstrate either physically or verbally the requirements of the skills and effectively place/use in an open environment. Students should be aware of key health and safety features and aware of their role and the expectations of their behaviours and support for others. Fundamental movement focus- agility, power, accuracy and decision making. Control, precision and balance key skills needed, confidence and support key social skills too. Students should be able to address scenarios and create solutions to support their own and that of their peer’s development. Students should be able to find solutions to how to improve and adjust their practices on advice and upon review. Students able to design and complete a performance-based piece using structure and movements experienced in the unit. Fundamental personal focus- Posture, control, flexibility, balance and precision., I can showcase a small range of skills with support in most lessons	Students should be able to perform a variety of events and review their and others performance. They should be able to address scenarios and create solutions to support their own and that of their peer’s development. Students should be able to find solutions to how to improve and adjust their practices on advice and upon review. Fundamental movement focus- agility, power, accuracy and decision making. Aerobic endurance, muscular strength and endurance key fundamentals of HAL. Coordination and cooperation needed in all events. Students should show coordination in their striking skills to be able to direct and control the ball and device to regularly contact the ball. Students should be able to perform a number of different positions and reflect on the skills needed for each position. Students may begin to identify key tactics and decision made to gain greater chance of success. Fundamental movement focus- Students can motivate a few of my peers to perform well in some tasks/activities Students can lead a warm-up and skill sessions with a small group of peers.



Core PE Curriculum Overview Plan



			Students look to apply themselves in activities they enjoy and can motivate those working around them when they enjoy/know the activity	
Year Group	Topic	Autumn 1	Spring 1	Summer 1
Year 8	Topic	Handball = Overcoming Opponents, Problem Solving Analyse Performance Develop technique Badminton = Analyse Performance, Self-Awareness Cooperation Netball = Develop Technique, Cooperation, Overcoming Opponents	OAA = Analyse performance, coping with pressure, Planning and self-organising Trampolining =Develop technique, Self-Awareness, Physical Challenge HAL = Goal setting, Planning and self-organising, Physical challenge	Rounders - Overcome Opponents Develop technique Coping with pressure Cricket - Overcome Opponents Develop technique Coping with pressure Tag Rugby - Cooperation Develop Technique Overcoming Opponents

	Core knowledge from this topic	<p style="color: red;">Handball- Handballs most important skill is.....?</p> <ol style="list-style-type: none"> Key spaces- identify/plan and review Defensive plays (how to mark, block and intercept) Breaking down a defence, plans, means and execution Pass and space links to changing play (open skill) Pass selection and execution Positional communication, contribution Successful application of additional rules to game plan Increase time in possession v's outcomes (review) passing retention v's scores Tactical plan- review zonal defence v's man mark <p style="color: red;">Badminton- Why is badminton a problem sending game?</p> <ol style="list-style-type: none"> Coordination- can you move and catch or stroke at the same time. Agility- direction change, footwork before shot. Direction and power- hitting the shuttle to the intended space Identify correct techniques Identify strengths in own performance Identify weaknesses in opponent's performance Offer support to peers to improve technique Identify ability to return the shuttle effectively. Are you able to progress from focusing on not losing a point to winning a point? Develop awareness of contribution to different roles in badminton. <p style="color: red;">Netball- How and why do you invade space in netball?</p> <ol style="list-style-type: none"> Small group tactical play Defensive play Offensive support/sets Coordination (Right and left) dribble and accuracy Agility- direction change, avoid obstacles Power-pass distance and shot, jump shoot. 	<p style="color: red;">Outdoor and Adventurers Activity- The greatest strength of a team is.....?</p> <ol style="list-style-type: none"> Evaluating team work through small games Orienteering – map reading and group work Orienteering – Linear Working together as a team Working together under pressure group work using communication and teamwork Creating a targeted activity and review leadership roles Delivery of activity and leadership roles review <p style="color: red;">Trampolining- Trampolining allows for aesthetic appreciation (is it easier to see what's correct/good than doing it yourself)</p> <ol style="list-style-type: none"> Landings – revisited front and back Into and out of a move (twist into a move or out of) Advanced skills-(including somersault, twists, shape to,) Consistency of height and travel. Area of focus (toes, length, execution,) What skill will you focus most on – what do you need to do to improve this? Key components of fitness needed to be better Advanced skills (progressions) number/ steps Increasing height and moving on the complex bar <p style="color: red;">Healthy Active Lifestyle- Lifting weights makes my muscles grow?</p> <ol style="list-style-type: none"> Circuit training – how and why? Plan a specific circuit related to either upper or lower body Fitness testing and components of fitness HIIT training and use of individual plans Insanity Weight training – what works for each set of muscle Weight Training- using resistance and using objects. Creating a personalised training session Evaluating performance and training programs. 	<p style="color: red;">Rounders- Should you focus on getting a batter out or prevent them scoring rounders?</p> <ol style="list-style-type: none"> Bowling in game scenarios. Fielding to prevent rounders being scored Batting and running Setting targets for hitting- contact and direction Setting targets for restricting runs scored by opposition. Organising equipment and games. Planning team positioning based on rules Tactical plans and implementations in games. <p style="color: red;">Cricket- What is more important being a specialist in a team or being versatile?</p> <ol style="list-style-type: none"> Can I improve my bowling technique? Can I identify ways to improve my batting technique? What fielding strategies can help us reduce runs scored by the batsmen? Why should we throw the ball in the field in different ways? How can I best contribute to a game of pairs cricket 6. Fielding positions and restricting runs Attack v defence when batting Bowling strategies- length and line <p style="color: red;">Tag Rugby- Rugby is a game of avoidance?</p> <ol style="list-style-type: none"> Team play in small groups Off the ball positioning 2 v 1 3 v 2 scenario Defending and attacking Scoring 1 on 1 – create space and carrying the ball Find space in opposition to be able to move into Tactical plan- matching opponent. Defensive and attacking lines



Core PE Curriculum Overview Plan

	<p>7. 1 on 1 – create space, track player</p> <p>8. Evade opponents’ space in game play (Pass v dribble v shot)</p> <p>9. Tactical plan- matching opponent (man mark v zone)</p>		
Links to the national curriculum	<ul style="list-style-type: none"> ♣ •use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ♣ •develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] ♣ •take part in competitive sports and activities outside school through community links or sports clubs. ♣ •use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ♣ •develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] 	<ul style="list-style-type: none"> ♣ •take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group ♣ •analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best ♣ •take part in competitive sports and activities outside school through community links or sports clubs. ♣ •develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] 	<ul style="list-style-type: none"> ♣ •analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best ♣ •take part in competitive sports and activities outside school through community links or sports clubs. ♣ •develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] ♣ •use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
Previous content that this topic builds upon	<p>Students should be able to break down a basic technique and demonstrate either physically or verbally the requirements of the skills and effectively place/use in an open environment.</p> <p>Students should be aware of key health and safety features and aware of their role and the expectations of their behaviours and support for others. Links with striking and fielding skills for Badminton. Netball and Handball Yr 7 units link to Yr 7 blocks.</p> <p>Fundamental movement focus- agility, power, accuracy and decision making. Control, precision and balance key skills needed, confidence and support key social skills too. Students should be able to address scenarios and create solutions to support their own and that of their peer’s development. Students should be able to find solutions to how to improve and adjust their practices on advice and upon review. Students able to design and complete a performance-based piece using structure and movements experienced in the unit.</p> <p>Fundamental personal focus- Posture, control, flexibility, balance and precision., I can showcase a small range of skills with support in most lessons Students look to apply themselves in activities they enjoy and can motivate those working around them when they enjoy/know the activity</p>	<p>Students should be able to break down a basic technique and demonstrate either physically or verbally the requirements of the skills and effectively place/use in an open environment.</p> <p>Students should be aware of key health and safety features and aware of their role and the expectations of their behaviours and support for others. Links to year 7 fitness testing and</p> <p>Fundamental movement focus- agility, power, accuracy and decision making. Control, precision and balance key skills needed, confidence and support key social skills too. Students should be able to address scenarios and create solutions to support their own and that of their peer’s development. Students should be able to find solutions to how to improve and adjust their practices on advice and upon review. Students able to design and complete a performance-based piece using structure and movements experienced in the unit.</p> <p>Fundamental personal focus- Posture, control, flexibility, balance and precision., I can showcase a small range of skills with support in most lessons Students look to apply themselves in activities they enjoy and can motivate those working around them when they enjoy/know the activity</p>	<p>Students should be able to perform a variety of events and review their and others performance.</p> <p>They should be able to address scenarios and create solutions to support their own and that of their peer’s development. Students should be able to find solutions to how to improve and adjust their practices on advice and upon review. Cricket and rounders blocks for year 7 and Tag rugby linked to handball, basketball and netball although a new sport for the students.</p> <p>Fundamental movement focus- agility, power, accuracy and decision making. Aerobic endurance, muscular strength and endurance key fundamentals of HAL. Coordination and cooperation needed in all events. Students should show coordination in their striking skills to be able to direct and control the ball and device to regularly contact the ball. Students should be able to perform a number of different positions and reflect on the skills needed for each position. Students may begin to identify key tactics and decision made to gain greater chance of success.</p> <p>Fundamental movement focus- Students can motivate a few of my peers to perform well in some tasks/activities Students can lead a warm-up and skill sessions with a small group of peers.</p>
Key vocabulary	<p>Passing, reception, attacking and defence, agility, coordination, acceleration, dribbling, jump shot, offside, the D, space, centre pass. Defensive set, zonal and player to player. Marking and evading. Feint, free throw.</p>	<p>Route, navigation, negotiation, leadership, trust, cooperation, reflection.</p>	<p>Ball, bat, posts, bases, bowlers’ box, batter’s box, backwards it, pitch lines, no ball, ball, rounder, half rounder, obstruction, first post second post, third post, fourth post. Catch, throw, long barrier.</p>



Core PE Curriculum Overview Plan

		Shuttle cock, net racket court. Singles, doubles. Forehand, backhand, under arm, overhead. Smash, clear, drive, drop shot, net kill. Umpire, line judge, signal. Coordination, agility, speed, power, footwork. Passing, reception, attacking and defence, agility., coordination, acceleration, dribbling, offside, the D, space, thirds, centre pass. Defensive set, zonal and player to player. Marking and evading. Feint. Zonal marking	Twist into, twist out of, spotting, canon, synchronisation, full twist, swivel hips, front and back landing, Somersault, to feet, routine. Circuit, HIIT, Aerobics, Pilates, yoga, boxercise, plyometrics, skipping, technique, reps, sets, time, resistance, weigh training, muscular hypertrophy	Wicket, bat, bowling, stumps, angle, bye, wide, LBW, catch, over, drive, on side, off side, pull, hook, cut, spin, seam, run, run rate, run out. Passing, reception, attacking and defence, agility., coordination, acceleration, dog leg, offside, Defensive set, zonal and player to player. Marking and evading. Feint, straighten up, Zonal marking. Try, offside, ruck, maul, yellow cards, forward pass, accidental offside. Retreat.
	Development of cultural capital	<ul style="list-style-type: none"> • Live Sport/Fixtures • Science in the world • Human body • Injury prevention • Live Sport/Fixtures • Disability Sport • Paralympics • Technology in sport 	<ul style="list-style-type: none"> • Live Sport/Fixtures • Gender • Stereotypes • Media and sport • Live Sport/Fixtures • Physical Health • Effects of PA on the body • Negative effects of sedentary lifestyle 	<ul style="list-style-type: none"> • Live Sport/Fixtures • Sport through the ages • Historical events through sport • OAA trip (PGL) • Live Sport/Fixtures • Race in sport • Gender in sport • Injuries • Mental health
	Development of reading	Science and sport Article Online review and learning questions linked to the reading. David Weir Chapter Online review and learning questions linked to the reading.	Gender and Sport Article Online review and learning questions linked to the reading. The Body Chapter (Bill Bryson) Online review and learning questions linked to the reading.	History and Sport Article Online review and learning questions linked to the reading. Jessica Ennis Chapter Online review and learning questions linked to the reading.
	Concepts – what will students be able to do at the end of the topic	Fundamental movement focus- agility, power, accuracy and decision making. Students should be able to demonstrate a good level of skill needed to participate in moderated games. They should be able to show solid levels of accuracy and ability to apply the rules to their skills. Fundamental personal focus- Analysis and contract own performance, basic links to improvement options. They should be able to discuss and demonstrate means of challenging and beating an opponent and reflect on the success criteria for this to be repeatable during the duration of a game/activity. Students able to umpire a basic game and apply rules to tactical choices.	Fundamental movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics. Students are able to demonstrate good Coordination in a range of skills and scenarios. Students can show my accuracy in a range of skills and scenarios. Students can apply agility- direction change, avoid obstacles. Students use power to a range of scenarios and appropriate skills I have control and a range of levels. Fundamental personal focus- analysis and contract own performance, basic links to improvement options. They should be able to discuss and demonstrate means of challenging and beating an opponent and reflect on the success criteria for this to be repeatable during the duration of a game/activity.	Fundamental movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics. Students can apply agility- direction change, avoid obstacles. Students use power to a range of scenarios and appropriate skills they have control and a range of levels. Fundamental personal focus- students can showcase a good range of skills independently in all lessons Students look to apply themselves in all activities and can motivate those working around them

50% reduction of lessons

Year Group	Topic	Autumn Term 1	Spring Term 1	Summer Term 1
Year 9		Handball- Overcoming Opponents, Problem Solving, Analyse Performance Healthy Active Lifestyle- Develop technique Goal setting , Planning and self-organising Table Tennis- Overcoming Opponents, Problem Solving, Analyse Performance	Tag Rugby= Develop Technique, Overcoming Opponents, Cooperation Trampolining- Goal Setting, Self-Awareness Badminton- Self-Awareness Cooperation	Softball- Overcome Opponents Develop technique Coping with pressure Cricket- Overcome Opponents Develop technique Coping with pressure Athletics- Analyse performance Self-awareness Goal setting



Core PE Curriculum Overview Plan

<p>Core knowledge from this topic</p>	<p>Handball- Defence wins games is true in handball?</p> <ol style="list-style-type: none"> Strengths and weaknesses of key Hball skills Defensive plays – works best when..... Tactical adaptations- what works best against players/positions/teams? One v one- dribbling and shooting, marking/stressing players Breaking down offensive set plays Tactical plan- review zonal defence v's man mark with players, games, time as decision factors <p>Healthy Active Lifestyle- What do different types of training develop?</p> <ol style="list-style-type: none"> Circuits- Interval v's continuous HIIT training- Intensity and use of FITT Yoga- use of breath, mindfulness and flexibility/posture awareness Boxercise- Introduction of technique (Jab/Cross/Hook/Upper Cut) to link to principles of boxing to make boxercise (Pace, reps, power) <p>Table Tennis- What stroke do we use when the ball is coming towards us?</p> <ol style="list-style-type: none"> Rules/gameplay- introduction What shot do we play? Push, spin, serves and zones Doubles- introduction to rules and review shot selections Match play/assessment- apply skills into a mini tournament, showcasing shot selection and tactics 	<p>Trampolining- SMART goals can make a more skilled trampolinist?</p> <ol style="list-style-type: none"> Identify and plan routine and skills to focus on to achieve your routine Break down the routine and select tools needed to be successful Create and review/end point to assess progress Skill level and progression phase is accurate Mirrored actions (working with a per and video) What skill will you focus most on – what do you need to do to improve this? <p>Tag Rugby - How do we create the space to make try scoring opportunities?</p> <ol style="list-style-type: none"> Team play in small groups Basic rules cooperation within the game Basic passing and basic overcoming opponents Off the ball positioning Find space in opposition to be able to move into Defending tactics <ol style="list-style-type: none"> Tactical plan- matching opponent. Defensive and attacking lines Assessment 1 Tactical plan- matching opponent (man mark v zone) Assessment 2 <p>Badminton- How can you make it harder for your opponent to return the shuttle?</p> <ol style="list-style-type: none"> Which shots are your strengths and weaknesses? Are you able to progress from focusing on not losing a point to winning a point? Develop awareness of contribution to different roles in badminton. Can you support other to improve their technique and performance? Can you contribute well to ensure a competitive game is fair? Work with a partner in a doubles scenario 	<p>Softball- Why is the glove your best friend or your worst enemy?</p> <ol style="list-style-type: none"> Use of the glove to catch Batting techniques Ground fielding Modification of arm position when fielding ground balls Application of rules and analysis of understanding Identification of weaknesses in opposition play <p>Cricket- Crickets number one skill is communication?</p> <ol style="list-style-type: none"> Can I bowl and bat accurately and effectively in a game of pairs cricket? Can I bowl to prevent the batter from reaching a set target? Can I bat with a partner to reach a set target? 4. Can I work with a team to get a batter out? Can I work with a batting partner to communicate effectively to score runs? Can I work with a fielding team to prevent the batting team from scoring runs? <p>Athletics - How and why are Olympic Athletes still team players?</p> <ol style="list-style-type: none"> Running – sprinting Jumping – broad Jump Jumping – High Jump Running – relay Throwing – Cricket ball throw Throwing – basketball throw <p>Athletics- basic skills developed in throwing, jumping and running activities, students to be involved in the coaching process, ability to compete, review performance and support progress. Formal assessment lessons at the end of each activity</p>
<p>Links to the national curriculum</p>	<ul style="list-style-type: none"> •use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] •develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] •take part in competitive sports and activities outside school through community links or sports clubs. •use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] 	<ul style="list-style-type: none"> •use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] •develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] •take part in competitive sports and activities outside school through community links or sports clubs. •use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] 	<ul style="list-style-type: none"> •use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] •develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] •take part in competitive sports and activities outside school through community links or sports clubs. •use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]



Core PE Curriculum Overview Plan

	<p>Previous content that this topic builds upon</p>	<p>Year 7 and 8 units on HAL and Handball racket sports cross over for new introduction for Table Tennis</p> <p>Fundamental movement focus- agility, power, accuracy and decision making. Students should be able to demonstrate a good level of skill needed to participate in moderated games. They should be able to show solid levels of accuracy and ability to apply the rules to their skills.</p> <p>Fundamental personal focus- Analysis and contract own performance, basic links to improvement options. They should be able to discuss and demonstrate means of challenging and beating an opponent and reflect on the success criteria for this to be repeatable during the duration of a game/activity. Students able to umpire a basic game and apply rules to tactical choices.</p>	<p>Year 7 and 8 trampolining units of work, Year 8 Tag rugby and badminton units of work along with racket sport cross over and team sports.</p> <p>Fundamental movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics. Students are able to demonstrate good Coordination in a range of skills and scenarios. Students can show my accuracy in a range of skills and scenarios. Students can apply agility- direction change, avoid obstacles. Students use power to a range of scenarios and appropriate skills I have control and a range of levels.</p> <p>Fundamental personal focus- analysis and contract own performance, basic links to improvement options. They should be able to discuss and demonstrate means of challenging and beating an opponent and reflect on the success criteria for this to be repeatable during the duration of a game/activity.</p>	<p>Year 7 and 8 Cricket blocks, cross over links with rounders and cricket for introduction to Softball.</p> <p>Fundamental movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics. Students can apply agility- direction change, avoid obstacles. Students use power to a range of scenarios and appropriate skills they have control and a range of levels.</p> <p>Fundamental personal focus- students can showcase a good range of skills independently in all lessons Students look to apply themselves in all activities and can motivate those working around them</p>
	<p>Key vocabulary</p>	<p>Passing, reception, attacking and defence, agility, coordination, acceleration, dribbling, jump shot, offside, the D, space, centre pass. Defensive set, zonal and player to player. Marking and evading. Feint, free throw.</p> <p>Rally, technique, serve, forehand, backhand, doubles, Rules, Point scoring, communication, spin, chop, push, top spin.</p> <p>Circuit, HIIT, Aerobics, Pilates, yoga, boxercise, plyometrics, skipping, technique, reps, sets, time. FITT, Principles of Training. Components of Fitness.</p>	<p>Passing, reception, attacking and defence, agility., coordination, acceleration, back line, dog leg, offside, in touch, try. Defensive set, zonal and player to player. Marking and evading.</p> <p>Twist into, twist out of, spotting, canon, synchronisation, full twist, swivel hips, front and back landing, Somersault, to feet, routine.</p> <p>Shuttle cock, net racket court. Singles, doubles. Forehand, backhand, under arm, overhead. Smash, clear, drive, drop shot, net kill. Umpire, line judge, signal. Coordination, agility, speed, power, footwork.</p>	<p>Ball, bat, posts, bases, bowlers box, batter’s box, backwards it, pitch lines, no ball, ball, rounder, half rounder, obstruction, first post second post, third post, fourth post. Catch, throw, long barrier, crow hop.</p> <p>Wicket, bat, bowling, stumps, angle, bye, wide, LBW, catch, over, drive, on side, off side, pull, hook, cut, spin, seam, run, run rate, run out.</p> <p>Running, throwing, jumping, sprinting, relay, broad jump, high jump, speed, power, technique, handover, grip, stance, release point, thrust, trajectory, arch, Fosby flop</p>
	<p>Development of cultural capital</p>	<ul style="list-style-type: none"> ● Women in Sport ● European sport ● Country main activity (key country identification) ● Live Sport/Fixtures ● Race and sport ● Disability and sport ● Leadership ● Rules and regulations 	<ul style="list-style-type: none"> ● Health and safety plans ● Aesthetic appreciation ● Beauty and art in sport ● International competitions (trip?) ● Live Sport/Fixtures ● The human body ● Injuries ● Self-care ● HAL ● Physical/emotional and social well being ● 	<ul style="list-style-type: none"> ● American sports ● Statistics ● Mixed gender activity ● Commonwealth ● Club links ● Cricket trip (t20 etc) ● Live Sport/Fixtures ● Females in sport ● Asthma in sport ● PEDs ● Role models
	<p>Development of reading</p>	<p>Geography and Sport Article Online review and learning questions linked to the reading. Ian Wright Chapter Online review and learning questions linked to the reading.</p>	<p>Religion and Sport Article Online review and learning questions linked to the reading. The Human Body Chapter (Daniel Lieberman) Online review and learning questions linked to the reading.</p>	<p>Leadership and Sport Article Online review and learning questions linked to the reading. Paula Radcliffe Chapter Online review and learning questions linked to the reading.</p>
	<p>Concepts – what will students be able to do at the end of the topic</p>	<p>Fundamental movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics.</p> <p>Fundamental personal focus- Students can lead multiple effective warm-up and skill sessions with peers</p>	<p>Fundamental movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics. Students can show my accuracy in a range of skills and scenarios.</p>	<p>Fundamental movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics. Students are able to demonstrate good Coordination in a range of skills and scenarios. Students can show their accuracy in a range of skills and scenarios.</p>



Core PE Curriculum Overview Plan

	Students can select ways to attack or defend based on their teams' abilities. Students are able to support peers to reflect on their roles and communicate effectively	Fundamental personal focus- Students can complete a basic analysis of performance and start to suggest ways to improve. Students can select appropriate tactics to the scenario to ensure greater success. Students can select a range of skills appropriately to ensure they are successful.	Fundamental personal focus- Students can showcase a good range of skills independently in all lessons Students look to apply themselves in all activities and can motivate those working around them Students look to apply themselves in all activities and do not need to be motivated by others often. Students are able to keep pace with the activity and ensure they maintain their effort levels throughout the lesson
--	---	--	---

Key Stage 4

Year Group		Autumn Term	Spring Term	Summer Term
Year 10	Topic	OAA= Cooperation, Problem solving Football and Dodgeball = Develop Technique, Overcoming Opponents Cooperation	Badminton- Develop technique, Planning and self-organising Trampolining- Goal Setting, Planning and Self organising HAL- Goal setting, Planning and self-organising, Physical challenge	Softball- Overcome Opponents Develop technique Coping with pressure Cricket- Overcome Opponents Develop technique Coping with pressure Tchoukball Develop Technique Cooperation
	Core knowledge from this topic	Dodgeball- Leaders are born not made? 1. Beat your partner 2. Time limited play- making quicker decisions (what helps this process?) 3. Pressure plays – loss of addition of rule/reg/player to support real life examples 4. Leadership styles- key traits explored 5. Roles in a team- what are they are what's needed? 6. Motivation- different types, when/who needs, and scenarios discussed Football- All roles in sport are equal? Sport is? 1. Design and carry out roles in running a football tournament 2. Review roll out of event (what's working and what changes needed) 3. Evaluate performance and plan feedback 4. Leadership styles- key traits explored	Badminton- Why is the format of your competition important? 1. Can you win a point in 3 or less shots with an effective serve? 2. Can you improve your performance of a specific shot and implement it effectively in a game? 3. Can you contribute well to run and officiate a mini tournament with a pre-determined format? 4. Can you select an appropriate format and organise your own tournament format within a group of people? Trampolining = Leading and coaching in trampolining are the same thing? 1. Identify and plan routine and skills to focus on to achieve your routine 2. Break down the routine and select tools needed to be successful 3. Create and review/end point to assess progress 4. Coaching progressions- using paired planning 5. Leading a group to achieve whole group progress	Softball- Why is the glove your best friend or your worst enemy? 1. Modification of arm position when fielding ground balls 2. Application of rules and analysis of understanding 3. Identification of weaknesses in opposition play 4. Teamwork when fielding 5. Effective communication in game play 6. Exploiting weaknesses in opposition Cricket- What's the most important skill to be a successful cricketer? 1. Can I bowl legally at a batsman to make it hard for them to score runs. 2. Can I play effective shots that increase my chances of scoring runs? 3. Can I perform as part of a fielding team consistently in a game scenario? 4. Can I run effectively between the wickets to maximise runs scored without being run out.



Core PE Curriculum Overview Plan



	<p>5. Roles in a team- what are they are what's needed? 6. Motivation- different types, when/who needs, and scenarios discussed</p> <p>Outdoor and Adventurous activities- How can we work together to solve problems and delivery of activity</p> <p>1 . Team building games in small groups – reflective opportunities looking at input, problem, roles and requirements. 2 . Trust small group exercises- links beyond PE, importance of trust and roles being fore filled. 3 . Leadership planning – creating a skill session based on key information to deliver to peers 4. Leadership delivery- delivery and exchange of skill games and supportive reflective analysis.</p>	<p>6. Coach/lead a skill to a person/small group and evaluate progress</p> <p>HAL- What does HAL lifestyle look like for me in the future?</p> <p>1. Circuit training – follow or create – critically reviewing free training 2. Plan a specific circuit related selected focus area- adaptations needed to fit you/your activity/your space or resources. 3. Fitness testing and performance- 4. HIIT training- what does this look like with equipment and without</p>	<p>Ultimate Frisbee- Ultimate Frisbeel like all team sports is all about the successful use of space?</p> <p>1. Introduction to basic rules cooperation within the game 2. Game play exploiting defences and space – links to previously covered sports/activities. 3. Basic passing, basic overcoming opponents and additional ultimate frisbeel rules 4. Basic passing and scoring linked to game play</p>
Links to the national curriculum (if applicable)	Student's should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.	Student's should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.	Student's should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.
Previous content that this topic builds upon	<p>OAA year 7 and 8 cross over alongside team sports links to football and dodgeball- strong leadership focus being developed as one of the core assessment strands in KS3</p> <p>Fundamental movement focus- agility, power, accuracy and decision making. Students should be able to demonstrate a good level of skill needed to participate in moderated games. They should be able to show solid levels of accuracy and ability to apply the rules to their skills.</p> <p>Fundamental personal focus- Analysis and contract own performance, basic links to improvement options. They should be able to discuss and demonstrate means of challenging and beating an opponent and reflect on the success criteria for this to be repeatable during the duration of a game/activity. Students able to umpire a basic game and apply rules to tactical choices.</p>	<p>Year 7, 8 and 9 trampolining units of work, Year 8 and 9 Tag rugby and year 8 and 9 badminton units of work along with racket sport cross over and team sports.</p> <p>Fundamental movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics. Students can show my accuracy in a range of skills and scenarios.</p> <p>Fundamental personal focus- Students can complete a basic analysis of performance and start to suggest ways to improve. Students can select appropriate tactics to the scenario to ensure greater success. Students can select a range of skills appropriately to ensure they are successful.</p>	<p>Year 7, 8 and 9 cricket / handball units of work, introduction of Ultimate Frisbee links to handball, tag rugby, football and team sports. Rounders year 7 and 8 and 9 units of work along with racket sport cross over and team sports supporting softball introduction</p> <p>Fundamental movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics. Students are able to demonstrate good Coordination in a range of skills and scenarios. Students can show their accuracy in a range of skills and scenarios.</p> <p>Fundamental personal focus- Students can showcase a good range of skills independently in all lessons Students look to apply themselves in all activities and can motivate those working around them Students look to apply themselves in all activities and do not need to be motivated by others often. Students are able to keep pace with the activity and ensure they maintain their effort levels throughout the lesson</p>
Key vocabulary	<p>Sacrificial play, double play, dodge, evade, feint, accuracy, sling shot, blocker, protector and agility. Intrinsic, extrinsic, instructional, direct, explorative, reflective</p> <p>Communication, thinking, trust, speed, honesty, teamwork, Coach, performer, umpire/referee/official, fitness/conditioning coach, regulator, facilitator, administration, equipment manager.</p> <p>Passing, reception, attacking and defence, agility., coordination, acceleration, dribbling, defensive line, offside Intrinsic, extrinsic, instructional, direct, explorative, reflective,</p>	<p>Shuttle cock, net racket court. Singles, doubles. Forehand, backhand, under arm, overhead. Smash, clear, drive, drop shot, net kill. Umpire, line judge, signal. Coordination, agility, speed, power, footwork.</p> <p>Twist into, twist out of, spotting, canon, synchronisation, full twist, swivel hips, front and back landing, Somersault, to feet routine.</p> <p>Circuit, HIIT, Aerobics, Pilates, yoga, boxercise, plyometrics, skipping, technique, reps, sets, time</p>	<p>Wicket, bat, bowling, stumps, angle, bye, wide, LBW, catch, over, drive, on side, off side, pull, hook, cut, spin, seam, run, run rate, run out.</p> <p>Ball, bat, posts, bases, bowlers' box, batter's box, backwards it, pitch lines, no ball, ball, rounder, half rounder, obstruction, first post second post, third post, fourth post. Catch, throw, long barrier, crow hop.</p> <p>Passing, reception, attacking and defence, agility., coordination, acceleration, set-up, offside, A- Pass, zonal and</p>



Core PE Curriculum Overview Plan

				player to player. Marking and evading. Feint, free throw, travelling, Zonal marking	
	Development of cultural capital	<p>Students to be offered to the opportunity for breakfast, lunch time and after school clubs and competition.</p> <p>School fixtures and leagues to offer opportunity to travel, develop social skills and experience regional structured competitive sport</p> <p>Podcast of the week</p> <ul style="list-style-type: none"> ● HAL ● Diet and nutrition ● Weight ● Optimum weight ● Diets ● Energy drinks ● Live Sport/Fixtures ● Race in sport/society ● Women's Football ● Bullying ● Elite sport 	<p>Students to be offered to the opportunity for breakfast, lunch time and after school clubs and competition.</p> <p>School fixtures and leagues to offer opportunity to travel, develop social skills and experience regional structured competitive sport</p> <p>Podcast of the week</p> <ul style="list-style-type: none"> ● Race in sport/society ● Class in Sport ● Physical Health ● Live Sport/Fixtures ● Mental Health ● Social Health ● Physical Health 	<p>Students to be offered to the opportunity for breakfast, lunch time and after school clubs and competition.</p> <p>School fixtures and leagues to offer opportunity to travel, develop social skills and experience regional structured competitive sport</p> <p>Podcast of the week</p> <ul style="list-style-type: none"> ● Religion and sport ● Sportswomen of faith ● Sportsman of faith ● Live Sport/Fixtures ● OCD ● Disability ● Mental Health ● Live Sport/Fixtures <p>Multicultural sports day</p>	
	Development of reading	<ol style="list-style-type: none"> 1. Eniola Aluko Chapter Online review and learning questions linked to the reading. 2. Females in Sport Article Online review and learning questions linked to the reading. 	<ol style="list-style-type: none"> 3. Mind Games (Annie Vernon) Chapter Online review and learning questions linked to the reading. 4. Race and Sport Article Online review and learning questions linked to the reading. 	<ol style="list-style-type: none"> 5. Raffa Nadal Chapter Online review and learning questions linked to the reading. 6. Religion and sport Article Online review and learning questions linked to the reading. 	
	Concepts – what will students be able to do at the end of the topic	<p>Students to have a firm understanding of the roles, rules and regulations needed to lead effective sessions as a performer and non-performer</p> <p>Movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics, Students can show my good levels of accuracy in a range of skills and scenarios. Students can apply agility- direction change, avoid obstacles in all scenarios.</p> <p>Personal focus- Students are aware of most rules and regulations and can officiate effectively using them Students can complete a good analysis of performance and able to suggest ways to improve. Students can select from a range of appropriate tactics to the scenario to ensure greater success.</p>	<p>Movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics. Students use power to a range of scenarios and appropriate skills Students have control and a range of levels and use to meet demands of each scenario faced.</p> <p>Personal focus- Students can showcase an extensive range of skills independently in all lessons Students look to apply themselves in all activities and motivate those working around them Students look to apply themselves in all activities and never need to be motivated by others often</p>	<p>Movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics. Students are able to demonstrate effective coordination in a range of skills and scenarios. Students can show their good levels of accuracy in a range of skills and scenarios.</p> <p>Personal focus- Students can motivate all my peers to perform effectively in activities Students can lead multiple effective warm-up and skill sessions with peers with my own ideas. Students can coach ways to attack or defend based on their teams' abilities. Students support peers to reflect regularly on their roles and communicate effectively.</p>	
Year Group		Autumn Term 1	Spring Term	Summer Term 1	Summer Term 2
Year 11	Topic	Problem Solving Physical Challenge	Coping with Pressure Overcome Opponents		
	Core knowledge from this topic	Activity Option Block 1. Students will undertake a range of sports activities in both leadership and competitive scenarios	Activity Option Block 4. Students will undertake a range of sports activities in both leadership and competitive scenarios		



Core PE Curriculum Overview Plan

	<p>Choices from:</p> <ul style="list-style-type: none"> ● Badminton ● Football ● Netball <p>Activity Option Block 2. Students will undertake a range of sports activities in both leadership and competitive scenarios</p> <p>Choices from:</p> <ul style="list-style-type: none"> ● Dance ● Basketball ● Team Games/OAA <p>Activity Option Block 3. Students will undertake a range of sports activities in both leadership and competitive scenarios</p> <ul style="list-style-type: none"> ● Handball ● Table Tennis ● Fitness 	<p>Choices from:</p> <ul style="list-style-type: none"> ● Trampolining ● Netball ● Dodgeball <p>Activity Option Block 5 Students will undertake a range of sports activities in both leadership and competitive scenarios</p> <p>Choices from:</p> <ul style="list-style-type: none"> ● Trampolining ● Badminton ● Fitness <p>Activity Option Block 6. Students will undertake a range of sports activities in both leadership and competitive scenarios</p> <p>Choices from:</p> <ul style="list-style-type: none"> ● Trampolining ● Dodgeball ● Football ● <p style="background-color: yellow;">Start of Summer term:</p> <p>Activity Option Block 7. Students will undertake a range of sports activities in both leadership and competitive scenarios</p> <p>Choices from:</p> <ul style="list-style-type: none"> ● Rounders ● Softball ● Cricket ● Tennis ● Ultimate Frisbee 		
Links to the national curriculum (if applicable)	<p>Student's should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p>	<p>Student's should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p>		
Previous content that this topic builds upon	<p>Sport Education and range of skills developed in KS3 and competition developed in KS4</p> <p>Links to racket and team-based sports and cross over Sport Education and range of skills developed in KS3 and competition developed in KS4</p> <p>Links to racket and team-based sports and cross over</p>	<p>Sport Education and range of skills developed in KS3 and competition developed in KS4</p> <p>Links to racket and team based and gymnastic sports and cross over</p> <p>Sport Education and range of skills developed in KS3 and competition developed in KS4</p> <p>Links to striking and fielding and team-based sports and cross over</p>		



Core PE Curriculum Overview Plan

	Key vocabulary	<p>Passing, reception, attacking and defence, agility., coordination, acceleration, dribbling, defensive line, , offside, the D, space..</p> <p>leadership, laissez faire, autocratic, democratic, authoritarian, communication, oracy, extrinsic feedback</p> <p>Yards, leadership, laissez faire, autocratic, democratic, authoritarian communication, oracy, extrinsic feedback</p> <p>Spotter, analyst, progressions, timing, aesthetic appreciation, rotation, plane. ,</p>	<p>Routine, posture, synchronisation, canon, sequences, Yards, leadership, laissez faire, autocratic, democratic, authoritarian communication, oracy, extrinsic feedback</p> <p>Leadership, laissez faire, autocratic, democratic, authoritarian communication, oracy, extrinsic feedback</p>		
	Development of cultural capital	<p>Students to be offered to the opportunity for breakfast, lunch time and after school clubs and competition.</p> <p>School fixtures and leagues to offer opportunity to travel, develop social skills and experience regional structured competitive sport</p> <p>Podcast of the week</p> <ul style="list-style-type: none"> ● Females in sport ● Mental Health ● Live Sport/Fixtures ● Technology in sport ● Business in sport 	<p>Students to be offered to the opportunity for breakfast, lunch time and after school clubs and competition.</p> <p>School fixtures and leagues to offer opportunity to travel, develop social skills and experience regional structured competitive sport</p> <p>Podcast of the week</p> <ul style="list-style-type: none"> ● HAL ● Women in sport ● Gender ● Live Sport/Fixtures ● Lifelong sport/activity ● Stress management ● Leadership 		
	Development of reading	<ol style="list-style-type: none"> 1. Jonny Wilkinson Chapter Online review and learning questions linked to the reading. 2. Role Model and Sport (Female) Article- Online review and learning questions linked to the reading. 	<ol style="list-style-type: none"> 3. Healthy Active Lifestyles Article- Online review and learning questions linked to the reading. 4. Chrissie Wellington Chapter Online review and learning questions linked to the reading. 5. Nims Purja- Online review and learning questions linked to the reading. 6. Lifelong participation Article Online review and learning questions linked to the reading. 		
	Concepts – what will students be able to do at the end of the topic	<p>Independently lead and participate in a range of physical activities, identify key roles and structures needed to promote and allow regular physical activity. Be open to new sports/activities and cross over links of previous activities.</p> <p>Movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics Students can able to demonstrate outstanding Coordination in all of skills and scenarios.</p> <p>Students can show their accuracy in all of skills and scenarios.</p> <p>Students can apply agility- direction change, avoid obstacles flawlessly.</p>	<p>Independently lead and participate in a range of physical activities, identify key roles and structures needed to promote and allow regular physical activity. Be open to new sports/activities and cross over links of previous activities. Students able to map put a course of staying active during stressful or busy periods of their life. Understand the benefits of a HAL and the need of PES to be maintained</p> <p>Movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics. Students are able to demonstrate outstanding Coordination in a all of skills and scenarios.</p> <p>Students cane show accuracy in all of skills and scenarios.</p>		



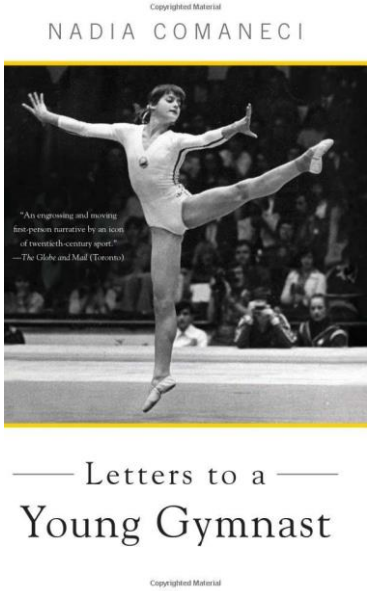
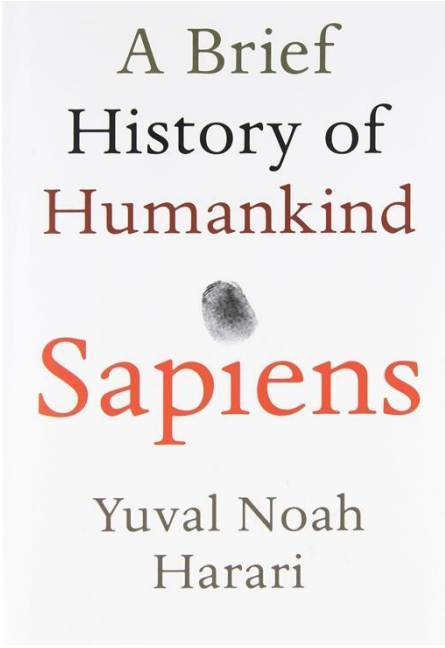
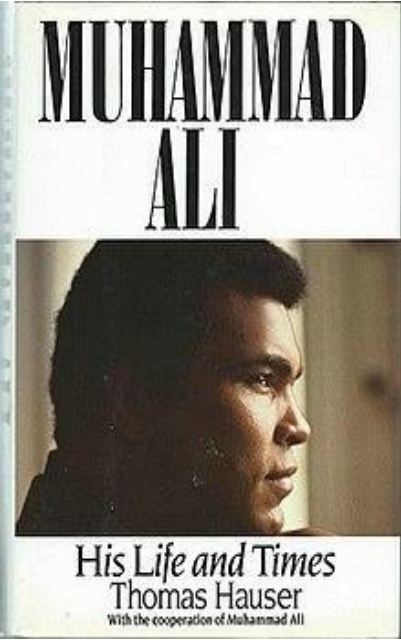
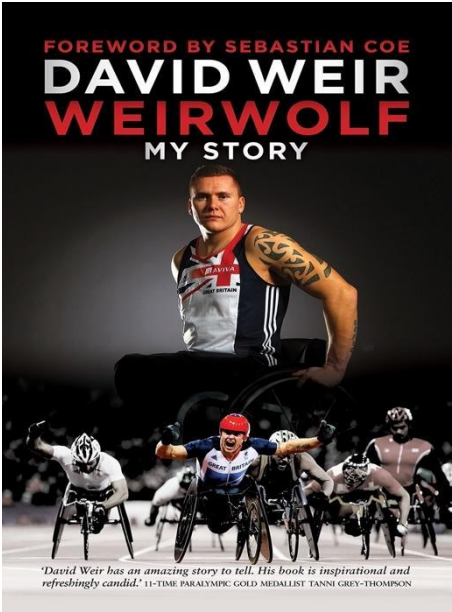
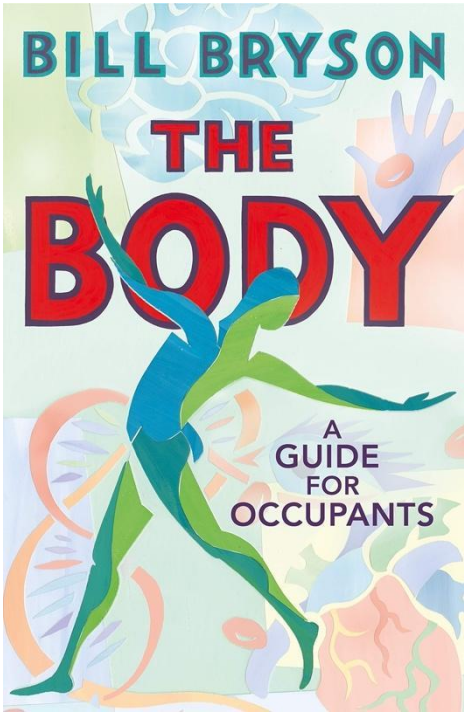
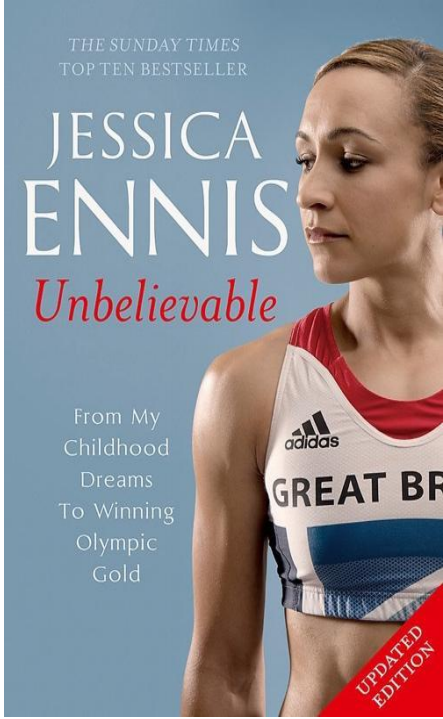
Core PE Curriculum Overview Plan

		<p>I use power to a range of scenarios and appropriate skills I have control and a range of levels applied effectively in all set-ups</p> <p>Personal focus- Students are aware of all rules and regulations and can officiate effectively using them Students can complete a thorough analysis of performance and able suggest ways to multiple ways improve. Students can select from a broad range of appropriate tactics to the scenario to ensure success. Students can select a vast range of skills appropriately to ensure I am always successful.</p>	<p>Students can apply agility- direction change, avoid obstacles flawlessly. Students use power to a range of scenarios and appropriate skills I have control and a range of levels applied effectively in all set-ups.</p> <p>Personal focus- Students can motivate all their peers to perform above their capabilities in activities Students lead multiple effective warm-up and skill sessions with peers meeting their needs and support. Students can coach support and apply ways to attack or defend based on my teams' and oppositions abilities. Students can support peers to extensively reflect on their roles and communicate clearly effectively and adjust my approach to meet all peers needs. Students can showcase a complete range of skills independently in all lessons Students can apply myself in all activities and always motivate those working around them Students can apply themselves in all activities and never need to be motivated by others instead motivate all around them. Students can set the pace of the activity and ensure they maintain their effort levels throughout all lessons</p>		
--	--	--	---	--	--

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
--	---------------	---------------	---------------	---------------	---------------	---------------

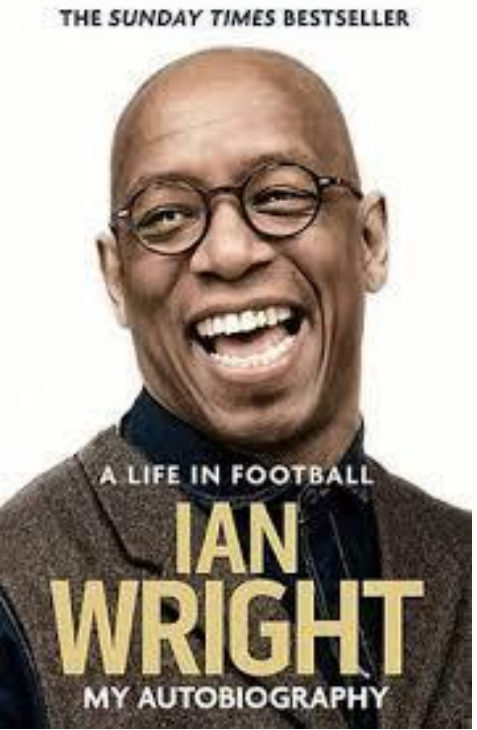
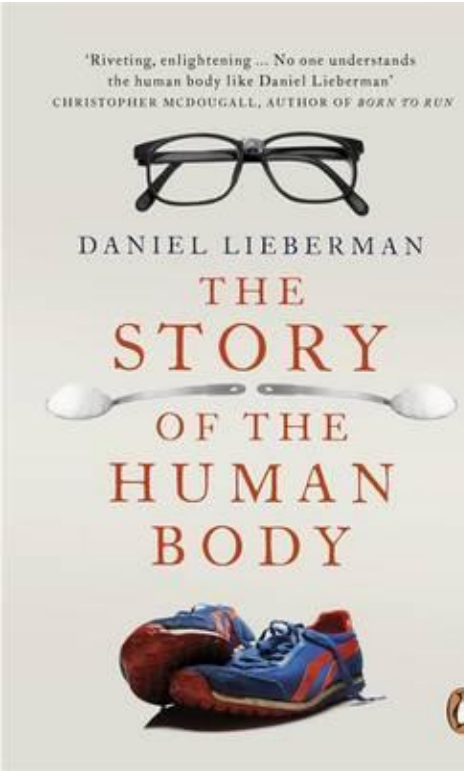
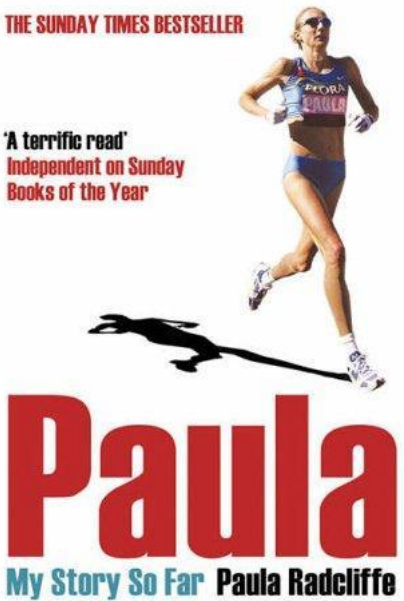
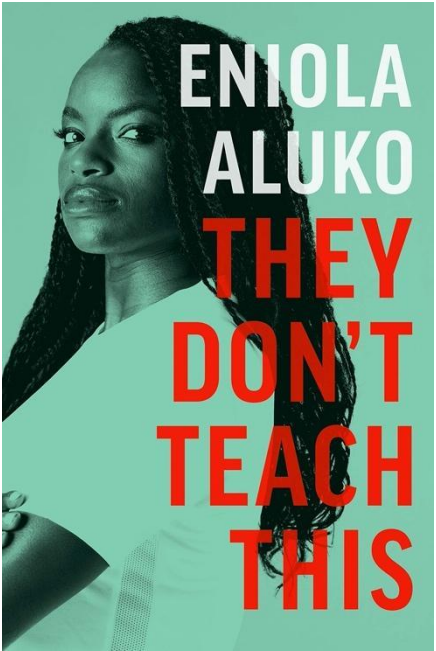
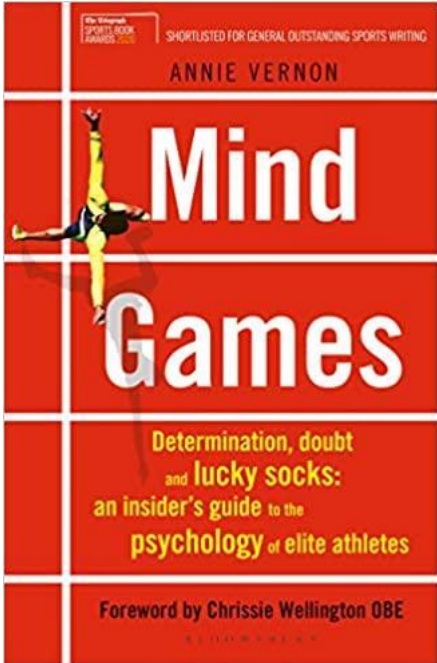
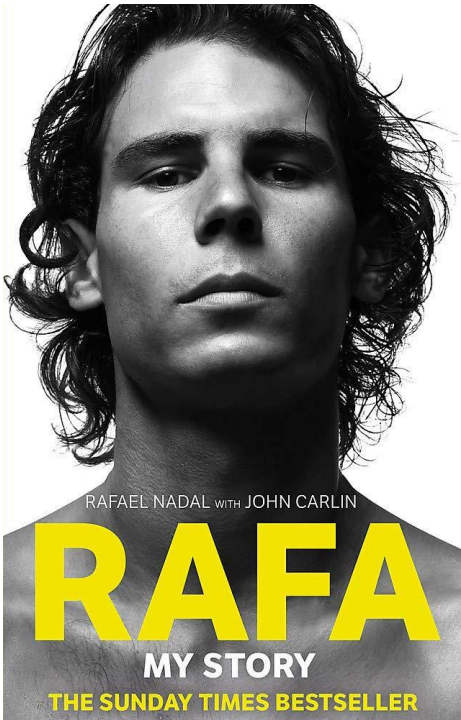


Core PE Curriculum Overview Plan

<p>Year 7</p>	 <p>NADIA COMANECCI</p> <p>— Letters to a — Young Gymnast</p>	<p>Careers and Skills</p>	 <p>A Brief History of Humankind</p> <p>Sapiens</p> <p>Yuval Noah Harari</p>	<p>Healthy Active Lifestyles</p>	 <p>MUHAMMAD ALI</p> <p>His Life and Times</p> <p>Thomas Hauser</p>	<p>Religion and Sport</p>
<p>Year 8</p>	 <p>FOREWORD BY SEBASTIAN COE</p> <p>DAVID WEIR</p> <p>WEIRWOLF</p> <p>MY STORY</p>	<p>Disability and Sport</p>	 <p>BILL BRYSON</p> <p>THE BODY</p> <p>A GUIDE FOR OCCUPANTS</p>	<p>Injury and Sport</p>	 <p>THE SUNDAY TIMES TOP TEN BESTSELLER</p> <p>JESSICA ENNIS</p> <p>Unbelievable</p> <p>From My Childhood Dreams To Winning Olympic Gold</p> <p>GREAT BRITAIN</p> <p>UPDATED EDITION</p>	<p>The Olympics</p>



Core PE Curriculum Overview Plan

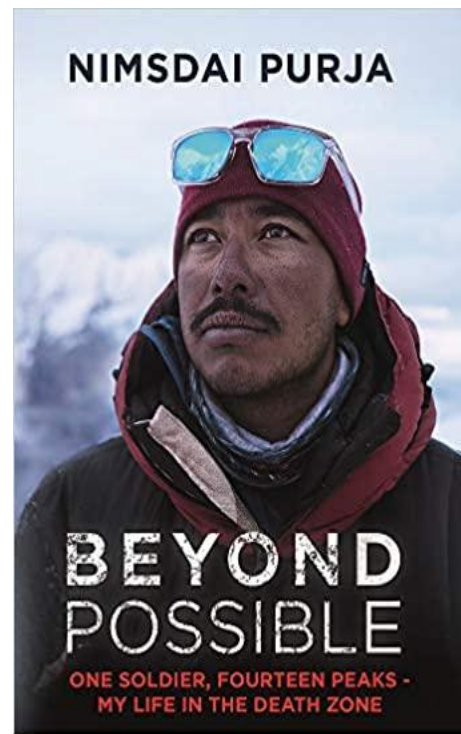
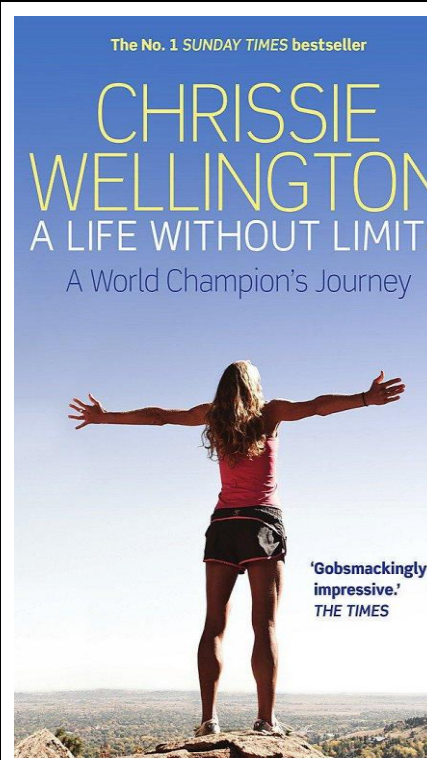
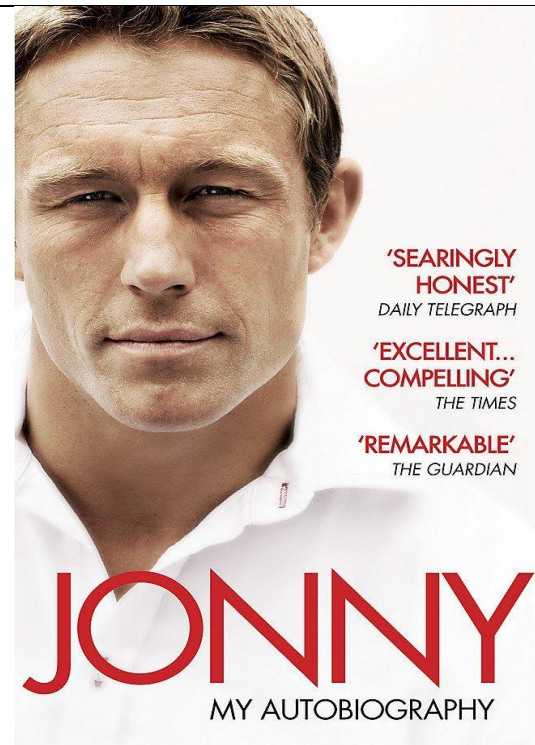
<p>Year 9</p>	 <p>THE SUNDAY TIMES BESTSELLER</p> <p>A LIFE IN FOOTBALL</p> <p>IAN WRIGHT</p> <p>MY AUTOBIOGRAPHY</p>	<p>Race and Sport</p>	 <p>'Riveting, enlightening ... No one understands the human body like Daniel Lieberman'</p> <p>CHRISTOPHER MCDUGALL, AUTHOR OF BORN TO RUN</p> <p>DANIEL LIEBERMAN</p> <p>THE STORY OF THE HUMAN BODY</p>	<p>Diet and Sport</p>	 <p>THE SUNDAY TIMES BESTSELLER</p> <p>'A terrific read' Independent on Sunday Books of the Year</p> <p>Paula</p> <p>My Story So Far Paula Radcliffe</p>	<p>Gender and sport (LGBTQ+)</p>
<p>Year 10</p>	 <p>ENIOLA ALUKO</p> <p>THEY DON'T TEACH THIS</p>	<p>Females in Sport</p>	 <p>SHORTLISTED FOR GENERAL OUTSTANDING SPORTS WRITING</p> <p>ANNIE VERNON</p> <p>Mind Games</p> <p>Determination, doubt and lucky socks: an insider's guide to the psychology of elite athletes</p> <p>Foreword by Chrissie Wellington OBE</p>	<p>Psychology and sport</p>	 <p>RAFAEL NADAL WITH JOHN CARLIN</p> <p>RAFA</p> <p>MY STORY</p> <p>THE SUNDAY TIMES BESTSELLER</p>	<p>Mavericks</p>



Core PE Curriculum Overview Plan



Year 11



Mental Health
Power of Food
Self Belief



Core PE Themes

1	Overcome opponents	Expanding on movement patterns and decision-making in sport to learn how to outwit an opponent. We will explore how to produce coordinated movements to beat an opponent in invasion games,	6	Goal Setting	provide opportunities for students to become more physically competent in ways which supports their health, fitness and wellbeing.
2	Develop technique	In this area the Principles of Effective Practice are used to make sure work carried out actually helps improve performance. These make sure the approach used is: specific to the area of performance being developed, the performers level of ability and to the type of skill being developed progressive to allow the performer to gradually improve based on the criteria from a model performance so that correct techniques is developed challenging and suits the stage of learning of the performer and maintains their interest and focus achievable, varied and not be carried out for too long recorded and measured in order to see improvements Developing physical literacy (throwing, catching, striking, running and jumping) and confidence in a broad range of sports so students can become lifelong participants in physical activity.	7	Planning and self organisation	Developing students understanding of the positive impact of sport and physical activity on social, emotional and physical wellbeing. Leadership and self regulation to support independent and group organisation. Equipment, kit and people management to be explored.
3	Analyse performance	Evaluate their own and others' performances compared to previous ones and demonstrate improvements across a range of activities towards their personal best.	8	Physical Challenge	activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
4	Self Awareness	Pupils should begin to use their understanding of physical competence, high quality performance and balanced, healthy lifestyles to select roles and activities they wish to get involved in. Developing the whole character of a student, in particular looking at building resilience, respect and teamwork through competitive sporting situations and challenges	9	Problem Solving	Take part in team and individual activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
5	Coping with pressure	Develop and embed their technical ability both in isolation and game situations.	10	Cooperation	Improvements in social skills by understanding of the importance of respect and being able to work effectively as part of a team.