



Whole school curriculum intent

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sports 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 embed values such as fairness and respect. 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.

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. Prepare pupils for greater autonomy in conducting healthy active lifestyles. To gain the benefits of a better healthier life socially, physically and emotionally.



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Year Group		Autumn Term	Spring Term	Summer Term
	Topics	Basketball: Outdoor adventurous Activities: Gymnastics	Trampolining: Healthy Active Lifestyle: Handball	Athletics: Cricket: Rounders
Year 7	Core knowledge from this topic	Basketball- What comes first the pass, dribble or shot 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) Outdoor and Adventures Activity- How can we work together as a small group to problem solve? 1. Trust 2. Creating an activity 3. Working together as a team 4. Accuracy and team play 5. Map skills/group work 6. Orienteering/ solve tasks 7. Working together under pressure in an activity 8. Deliver and design an activity Gymnastics- What are the most important components of fitness in gymnastics? 1. Strength, endurance and flexibility challenges 2. Methods of travel 3. Rolls- pencil, teddy bear, forward and backward 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	Trampolining- Health and safety is all about risk reduction – what ways can we manage risk? 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 Healthy Active Lifestyle- Lifting weights makes my muscles grow? 1. Components of fitness introduction 2. Fitness testing and components of fitness 3. Fitness testing and components of fitness 4. Fitness testing and components of fitness 6. Leading Fitness testing and components of fitness 7. Leading Fitness testing and components of fitness 8. Review of fitness testing, components of fitness and +/-'s Handball- Do we defend or attack more naturally? 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 8. Evade opponents' space in game play (Pass v dribble v shot) create shooting space 9. Tactical plan- matching opponent (man mark v zone)	Cricket - Why is cricket a game of taking risks? 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? Cricket Students to develop basic skills in cricket, fielding and batting techniques Athletics - A successful heptathlete is the greatest overall sportsperson? 1. Running – sprinting- 100m 200m, 30-60m 2. Jumping – broad Jump- long jump indoors 3. Jumping – High Jump 4. Running – relay- 4x100m 5. Throwing – Cricket ball throw/Shot Put 6. Throwing – basketball throw /discus 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 and mini Olympic style events across the cohort. Rounders- Should you focus on getting a batter out or prevent them scoring rounders? 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



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	Links to the national curriculum	<ul style="list-style-type: none">Overcoming an Opponent-Developing TechniqueCooperation:Coping with PressureProblem SolvingSelf-AwarenessPhysical ChallengePlanning and Self-organising	<ul style="list-style-type: none">Developing TechniqueGoal SettingPlanning and self-organisingProblem SolvingAnalyse PerformanceOvercome Opponent	<ul style="list-style-type: none">Developing TechniqueAnalyse PerformanceProblem SolvingOvercoming opponentsCoping with pressureSelf-awarenessGoal setting
	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>Route, navigation, negotiation, leadership, trust, cooperation, reflection.</p> <p>Strength, endurance, posture, aesthetically pleasing, power, timing, positioning, sequence, balance, torso, angles, flexibility, challenge, difficulty, assessment, peer, self, kindness, empathy, resilience, transition, planning.</p>	<p>Twist into, twist out of, spotting, canon, synchronisation, full twist, swivel hips, front and back landing, Somersault, to feet, routine.</p> <p>Normative data, comparison, aerobic endurance, CV fitness, Muscular strength, muscular endurance, flexibility, speed, coordination, power, reaction time, balance, body composition</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>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>
	Development of cultural capital	<p>Students to be offered to the opportunity for breakfast 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> <ul style="list-style-type: none">Careers through Sport and Physical Activity.National and international data and comparisonLive Sport/FixturesElite SportGender and sport	<p>Students to be offered to the opportunity for breakfast 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> <ul style="list-style-type: none">Gender in sportFitness in the community (links to classes and use of at home fitness)MovementSedentary lifestylesLive Sport/FixturesThe human bodySpeciesHistoryLanguage	<p>Students to be offered to the opportunity for breakfast 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> <ul style="list-style-type: none">ResilienceSummer eventsLeadership eventsLive Sport/FixturesRacismFaith



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			<ul style="list-style-type: none">• Health and Safety	
	Developme nt of reading	1. Nadia Comaneci- Chapter In school review and learning questions linked to the reading. 2. Careers in Sport/PE Article Online review and learning questions linked to the reading.	3. Homo Sapiens Chapter Online review and learning questions linked to the reading. 4. Role Models (Male) Article Online review and learning questions linked to the reading.	5. Mohammad Ali Chapter Online review and learning questions linked to the reading. 6. 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	<p><u>Basketball:</u> Overcoming an Opponent-</p> <ul style="list-style-type: none">• 1 on 1 – create space, track player• Evade opponents’ space in game play (Pass v dribble v shot)• Tactical plan- matching opponent (man mark v zone) <p>Developing Technique</p> <ul style="list-style-type: none">• Coordination (Right and left) dribble and accuracy• Agility- direction change, avoid obstacles• Power-pass distance and shot, jump shoot. <p>Cooperation:</p> <ul style="list-style-type: none">• Small group tactical play• Defensive play• Offensive support/sets <p><u>OAA</u> Coping with Pressure</p> <ul style="list-style-type: none">• Working together under pressure in an activity• Deliver an activity - time or attempt sensitive <p>Problem Solving</p> <ul style="list-style-type: none">• Working together as a team• Accuracy and team play• Map skills/group work• Orienteering/ solve tasks <p>Cooperation:</p> <ul style="list-style-type: none">• Trust skills, working with others share goals and trust exercises• Creating an activity• Team/group challenges <p><u>Gymnastics</u> Self-Awareness</p> <ul style="list-style-type: none">• Strength, endurance and flexibility challenges• Methods of travel• Rolls and special awareness <p>Physical Challenge</p> <ul style="list-style-type: none">• Paired balances• 4s balances• 6-8s balances <p>Planning and Self organising</p> <ul style="list-style-type: none">• Paired routines• Group routines and peer assessment• Group routines and peer assessment	<p><u>Trampolining</u> Developing Technique</p> <ul style="list-style-type: none">• Learn basic H+S protocols and implement them• Show basic understanding of controlled moves on a trampoline• Link basic gymnastic shapes to create a routine <p>Goal Setting</p> <ul style="list-style-type: none">• Set progression goals- what stage do you want to achieve and by when (how will this happen?)• Design and review a routine (how many skills, difficult bar, bounces)• What skill will you focus most on – what do you need to do to improve this? <p>Planning and self-organising</p> <ul style="list-style-type: none">• Understanding and share basic risks in trampolining• Plan a safe system and implement in for a small group/trampoline• Identify the parts of a successful trampolining team and implement roles to help improve <p><u>Healthy Active Lifestyles</u> Goal setting</p> <ul style="list-style-type: none">• Plan a specific fitness test to complete and lead others based on fitness test fining• Develop a personal links between components of fitness and sports/activities• Complete valid and accurate testing procedures• Review performance and goals with reflections for future practice <p>Planning and self-organising</p> <ul style="list-style-type: none">• Co-lead a fitness test – how and why you need the component of fitness being tested• Complete a component of fitness analysis of yourself and others• Evaluating performance impacts on sports/everyday life. <p>Physical Challenge</p> <ul style="list-style-type: none">• Fitness testing and components of fitness• Exhaustive tests- requiring maximum effort and motivation• Challenging goals and progressive overload <p><u>Handball</u> Problem Solving</p> <ul style="list-style-type: none">• Small group tactical play• Defensive plays (how to mark, block and intercept)• Offensive support/sets <p>Analyse Performance</p> <ul style="list-style-type: none">• Coordination (Right and left) dribble and accuracy• Agility- direction change, avoid obstacles- link to other activities/prior learning• Power-pass distance, selection vs application. <p>Overcome Opponent</p> <ul style="list-style-type: none">• 1 on 1 – make space, track player, drive past• Evade opponents’ space in game play (Pass v dribble v shot) create shooting space• Tactical plan- matching opponent (man mark v zone)	<p><u>Rounders</u> Developing Technique</p> <ul style="list-style-type: none">• Throwing and catching fundamentals• Ground fielding techniques• Bowling techniques <p>Analyse Performance</p> <ul style="list-style-type: none">• Batting success based on technique- placement, power and success rate• Defensive work in the field – covering and backing up players- hot zone cover <p>Problem Solving</p> <ul style="list-style-type: none">• Variation of bowling techniques- batting style, points needed• Batting to space and away from second, layout of fielders and bases, adjustments for left handed players• Decision making in game scenarios – when to run, where to throw risk v reward. <p><u>Cricket</u> Overcoming opponents</p> <ul style="list-style-type: none">• Successful bowling in a game against a batter.• Selecting correct batting techniques to score runs against a bowler.• Fielding effectively as a team in a game to get opponents out. <p>Develop technique</p> <ul style="list-style-type: none">• Can you catch and throw the ball consistently with accuracy?• Can you bowl accurately at the stumps?• Can you defend your stumps with the bat? <p>Coping with pressure</p> <ul style="list-style-type: none">• Can you bowl effectively in a game situation?• Can you reach a set target in pairs cricket?• Can you protect your wicket in a game scenario? <p><u>Athletics</u> Analyse performance</p> <ul style="list-style-type: none">• Running – sprinting, relay, pacing technique, rules and skill adjustment• Jumping – broad Jump, high jump- technique, rules and skill adjustment• Throwing – shot put, discuss technique, rules and skill adjustment <p>Self-awareness</p> <ul style="list-style-type: none">• Positioning and skill execution• Strengths and weaknesses in performances• Coaching/progression steps available to help. <p>Goal setting</p> <ul style="list-style-type: none">• Improvement steps- breaking down progress• Personal Best and steps needed• Monitoring and review (use of technology to support)



Year 8



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Year Group		Autumn Term	Spring Term	Summer Term
	Topic	Handball: Badminton: Outdoor and Adventurous Activities	Netball, Trampolining: Healthy Active Lifestyles	Athletics: Rounders: Cricket
Year 8	Core knowledge from this topic	<p>Handball- Handballs most important skill is.....?</p> <ol style="list-style-type: none">1. Key spaces- identify/plan and review2. Defensive plays (how to mark, block and intercept)3. Breaking down a defence, plans, means and execution4. Pass and space links to changing play (open skill)5. Pass selection and execution6. Positional communication, contribution7. Successful application of additional rules to game plan8. Increase time in possession v's outcomes (review) passing retention v's scores9. Tactical plan- review zonal defence v's man mark <p>Badminton- Why is badminton a problem sending game?</p> <ol style="list-style-type: none">1. Coordination- can you move and catch or stroke at the same time.2. Agility- direction change, footwork before shot.3. Direction and power- hitting the shuttle to the intended space4. Identify correct techniques5. Identify strengths in own performance6. Identify weaknesses in opponent's performance7. Offer support to peers to improve technique8. Identify ability to return the shuttle effectively.9. Are you able to progress from focusing on not losing a point to winning a point?10. Develop awareness of contribution to different roles in badminton.11. <p>Outdoor and Adventurers Activity- The greatest strength of a team is.....?</p> <ol style="list-style-type: none">1. Evaluating team work through small games2. Orienteering – map reading and group work3. Orienteering – Linear4. Working together as a team5. Working together under pressure6. group work using communication and teamwork7. Creating a targeted activity and review leadership roles8. Delivery of activity and leadership roles review	<p>Netball- How and why do you invade space in netball?</p> <ol style="list-style-type: none">1. Small group tactical play2. Defensive play3. Offensive support/sets4. Coordination (Right and left) dribble and accuracy5. Agility- direction change, avoid obstacles6. Power-pass distance and shot, jump shoot.7. 1 on 1 – create space, track player8. Evade opponents' space in game play (Pass v dribble v shot) <p>Tactical plan- matching opponent (man mark v zone)</p> <p>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">1. Landings – revisited front and back2. Into and out of a move (twist into a move or out of)3. Advanced skills-(including somersault, twists, shape to,)4. Consistency of height and travel.5. Area of focus (toes, length, execution,)6. What skill will you focus most on – what do you need to do to improve this?7. Key components of fitness needed to be better8. Advanced skills (progressions) number/ steps9. Increasing height and moving on the complex bar <p>Healthy Active Lifestyle- Lifting weights makes my muscles grow?</p> <ol style="list-style-type: none">1. Circuit training – how and why?2. Plan a specific circuit related to either upper or lower body3. Fitness testing and components of fitness4. HIIT training and use of individual plans5. Insanity Weight training – what works for each set of muscle6. Weight Training- using resistance and using objects.7. Creating a personalised training session8. Evaluating performance and training programs.	<p>Rounders- Should you focus on getting a batter out or prevent them scoring rounders?</p> <ol style="list-style-type: none">1. Bowling in game scenarios.2. Fielding to prevent rounders being scored3. Batting and running4. Setting targets for hitting- contact and direction5. Setting targets for restricting runs scored by opposition.6. Organising equipment and games.7. Planning team positioning based on rules8. Tactical plans and implementations in games. <p>Cricket- What is more important being a specialist in a team or being versatile?</p> <ol style="list-style-type: none">1. Can I improve my bowling technique?2. Can I identify ways to improve my batting technique?3. What fielding strategies can help us reduce runs scored by the batsmen?4. Why should we throw the ball in the field in different ways?5. How can I best contribute to a game of pairs cricket6. Fielding positions and restricting runs7. Attack v defence when batting8. Bowling strategies- length and line <p>Athletics - A successful heptathlete is the greatest overall sports person?</p> <ol style="list-style-type: none">1. Running – sprinting- 100m 200m, 30-60m2. Jumping – broad Jump- long jump indoors3. Jumping – High Jump4. Running – relay- 4x100m5. Throwing – Cricket ball throw/Shot Put6. Throwing – basketball throw /discus <p>Athletics- developed 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 and mini Olympic style events across the cohort.</p>



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	Links to the national curriculum	<ul style="list-style-type: none">• Problem Solving• Cooperation• Overcoming an opponent• Developing technique• Analyse performance• Self-awareness• Coping with pressure• Planning and self-organising	<ul style="list-style-type: none">• Problem Solving• Cooperation• Overcoming an opponent• Developing technique• Analyse performance• Self-awareness• Physical Challenge• Planning and self-organising• Goal setting	<ul style="list-style-type: none">• Coping with pressure• Goal Setting• Planning and self-organising• Analyse Performance• Self-Awareness• Problem Solving
	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>Route, navigation, negotiation, leadership, trust, cooperation, reflection.</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>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</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>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, p, yoga, boxercise, plyometrics, skipping, technique, reps, sets, time, resistance, weigh training, muscular hypertrophy, continuous, interval, fartlek, free weights, resistance.</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> <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>
	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



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				<ul style="list-style-type: none">Mental health
	Developme nt of reading	<ol style="list-style-type: none">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.	<ol style="list-style-type: none">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.	<ol style="list-style-type: none">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	<p><u>Handball</u> Problem Solving</p> <ul style="list-style-type: none">Key spaces- identify/plan and reviewDefensive plays (how to mark, block and intercept)Breaking down a defence, plans, means and execution <p>Cooperation</p> <ul style="list-style-type: none">Pass and space links to changing play (open skill)Pass selection and executionPositional communication, contribution <p>Overcoming an opponent</p> <ul style="list-style-type: none">Successful application of additional rules to game planIncrease time in possession v's outcomes (review) passing retention v's scoresTactical plan- review zonal defence v's man mark <p><u>Badminton</u> Developing technique</p> <ul style="list-style-type: none">Coordination- can you move the racket and strike the shuttle at the same time (serving focus).Agility- direction change, footwork before shot.Direction and power- hitting the shuttle to the intended space <p>Analyse performance</p> <ul style="list-style-type: none">Identify correct techniques (grip, stance, follow through)Identify strengths in own performanceIdentify weaknesses in opponent's performanceOffer support to peers to improve technique <p>Self-awareness</p> <ul style="list-style-type: none">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><u>OAA</u> Analysing performance</p> <ul style="list-style-type: none">Evaluating team work through small gamesOrienteering – map reading and group workOrienteering – Linear <p>Coping with pressure</p> <ul style="list-style-type: none">Working together as a team – small and larger groupsWorking together under pressure – time, task, peopleGroup work using communication and teamwork – use of multitude to communication and their roles. <p>Planning and self-organising</p> <ul style="list-style-type: none">Creating an activity and leadershipDelivery and review of activity and leadership	<p><u>Netball:</u> Cooperation</p> <ul style="list-style-type: none">Small group tactical play/scenariosDefensive play – 1/3rd switch D to AOffensive support/sets – roles and options <p>Develop Technique</p> <ul style="list-style-type: none">Coordination (Right and left) dribble and accuracyAgility- direction change, avoid obstaclesPower-pass distance and shot, jump shoot. <p>Overcome an Opponent</p> <ul style="list-style-type: none">1 on 1 – create space, track playerEvade opponents' space in game play (Pass v dribble v shot)Tactical plan- matching opponent (man mark v zone) <p><u>Trampolining</u> Developing technique</p> <ul style="list-style-type: none">Landings – revisited front and backInto and out of a move (twist into a move or out of)Advanced skills- (including somersault, twists, shape to,) <p>Self-Awareness</p> <ul style="list-style-type: none">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? <p>Physical Challenge</p> <ul style="list-style-type: none">Key components of fitness needed to be betterAdvanced skills (progressions) number/ stepsIncreasing height and moving on the complex bar <p><u>Healthy Active Lifestyles</u> Goal setting</p> <ul style="list-style-type: none">Plan a specific circuit related to either upper or lower body based on fitness test finingDevelop a personal program based on Power, Strength or Muscular Endurance – what works for each set of muscleWeight Training- using resistance and using body to create stations of focusReview performance and goals with reflections for future practice <p>Planning and self-organising</p> <ul style="list-style-type: none">Circuit training – how and why to meet your goalCreating a personalised training sessionEvaluating performance and training programs. <p>Physical Challenge</p> <ul style="list-style-type: none">Fitness testing and components of fitnessHIIT training and use of individual plansChallenging goals and progressive overload	<p><u>Rounders</u> Coping with pressure</p> <ul style="list-style-type: none">Bowling in game scenarios. (no consecutive no ball, stage on the match and score needed)Fielding to prevent rounders being scored – in play decision making and supportBatting and running - risk v reward on going decision marking- link to best fielding decisions (train split second option picking) <p>Goal Setting</p> <ul style="list-style-type: none">Setting targets for hitting- contact and directionSetting targets for restricting runs scored by opposition. <p>Planning and self-organising</p> <ul style="list-style-type: none">Organising equipment and games.Planning team positioning based on rulesTactical plans and implementations in games. <p><u>Cricket</u> Analyse Performance</p> <ul style="list-style-type: none">Can I improve my bowling technique, spin, speed and placement?Can I identify ways to improve my batting technique- improve contact ratio, direction and power application?What fielding strategies can help us reduce runs scored by the batsmen? <p>Self-Awareness</p> <ul style="list-style-type: none">Why should we throw the ball in the field in different ways? How to help peers and increase chance of success?How can I best contribute to a game of pairs cricket, additional roles and linking to live performance? <p>Problem Solving</p> <ul style="list-style-type: none">Fielding positions and restricting runsAttack v defence when battingBowling strategies- length and line <p><u>Athletics</u> Analyse performance</p> <ul style="list-style-type: none">Running – sprinting, relay, pacing technique, rules and skill adjustmentJumping – broad Jump, high jump- technique, rules and skill adjustmentThrowing – shot put, discuss technique, rules and skill adjustment <p>Self-awareness</p> <ul style="list-style-type: none">Positioning and skill executionStrengths and weaknesses in performancesCoaching/progression steps available to help. <p>Goal setting</p> <ul style="list-style-type: none">Improvement steps- breaking down progressPersonal Best and steps neededMonitoring and review (use of technology to support)



50% Reduction in lessons

Year 9



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Year Group		Autumn Term	Spring Term	Summer Term
Year 9	Topic	Handball: Badminton: Invasion Games (Netball; tag rugby; Football)	Golf (3 ways): Trampolining: Healthy Active Lifestyles	Rounders, Softball, Cricket
	Core knowledge from this topic	<p>Handball- Defence wins games is true in handball?</p> <ol style="list-style-type: none">Strengths and weaknesses of key handball skillsDefensive plays – works best when.....Tactical adaptations- what works best against players/positions/teams?One v one- dribbling and shooting, marking/stressing playersBreaking down offensive set playsTactical plan- review zonal defence v's person mark with players, games, time as decision factors <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? <p>Work with a partner in a double's scenario</p> <p>Invasion Games- tag rugby, football and netball- 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 gameBasic passing and basic overcoming opponents Off the ball positioningFind space in opposition to be able to move into Defending tactics Tactical plan- matching opponent. Defensive and attacking lines Assessment 1Tactical plan- matching opponent (man mark v zone) Assessment 2	<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 routineBreak down the routine and select tools needed to be successfulCreate and review/end point to assess progressSkill level and progression phase is accurateMirrored actions (working with a per and video)What skill will you focus most on – what do you need to do to improve this? <p>Healthy Active Lifestyle- What do different types of training develop?</p> <ol style="list-style-type: none">Circuits- Interval v's continuousHIIT training- Intensity and use of FITTYoga/PNF- use of breath, mindfulness and flexibility/posture awarenessBoxercise/Weight- Introduction of technique (Jab/Cross/Hook/Upper Cut) to link to principles of boxing to make boxercise (Pace, reps, power) <p>Golf- three ways- where less is more does this motivate you more or less?</p> <ol style="list-style-type: none">Crazy golf- introduction to clubs, circuits/course and par.Students have the chance to create their own courses and par using designated equipment and areas, students create and complete score card.Frisbee golf- transitioning the skills of par, courses once key skills are taught students have the chance to design and complete a Frisbee golf course.FootGolf- transitioning the skills of par, courses once key skills are taught students have the chance to design and complete a foot golf course (rugby ball for a challenge and football for entry level)	<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 catchBatting techniquesGround fieldingModification of arm position when fielding ground ballsApplication of rules and analysis of understandingIdentification 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?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>Rounders- Should you focus on getting a batter out or prevent them scoring rounders? What is the most important fielding roll for minimum scoring?</p> <ol style="list-style-type: none">Bowling in game scenarios.Fielding to prevent rounders being scoredBatting and runningSetting targets for hitting- contact and directionSetting targets for restricting runs scored by opposition.Organising equipment and games.Planning team positioning based on rulesTactical plans and implementations in games.
	Links to the national curriculum	<ul style="list-style-type: none">Analyse PerformanceOvercome OpponentCooperationDevelop techniqueSelf-Awareness	<ul style="list-style-type: none">Goal SettingPlanning and Self OrganisingSelf-awarenessDevelop techniqueCooperation	<ul style="list-style-type: none">Develop techniqueAnalyse PerformanceCoping with PressureCooperationCoping with pressureGoal SettingPlanning and self-organising



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	Previous content that this topic builds upon	Year 7 and 8 units on HAL and Handball racket sports cross over for new introduction for Table Tennis 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.	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. 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.	Year 7 and 8 Cricket blocks, cross over links with rounders and cricket for introduction to Softball. 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
	Key vocabulary	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. Rally, technique, serve, forehand, backhand, doubles, Rules, Point scoring, communication, spin, chop, push, top spin. 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.	Fade, four, birdie, par, club, bunker, chip, rough, green. 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	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. Ball, 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, home plate. Loaded bases. Home run. Strike. Foul ball line.
	Development of cultural capital	<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
	Development of reading	<ol style="list-style-type: none">1. Geography and Sport Article Online review and learning questions linked to the reading.2. Ian Wright Chapter Online review and learning questions linked to the reading.	<ol style="list-style-type: none">3. Religion and Sport Article Online review and learning questions linked to the reading.4. The Human Body Chapter (Daniel Lieberman) Online review and learning questions linked to the reading.	<ol style="list-style-type: none">5. Leadership and Sport Article Online review and learning questions linked to the reading.6. Paula Radcliffe Chapter Online review and learning questions linked to the reading.
	Concepts – what will students be able to do at the end of the topic	Handball Analyse Performance <ul style="list-style-type: none">• Strengths and weaknesses of key Handball skills dribbling, passing shooting, defensive tackle/block• Defensive plays – works best when.....• Tactical adaptations- what works best against players/positions/teams? Overcome Opponent <ul style="list-style-type: none">• One v one- dribbling and shooting, marking/stressing players• Breaking down offensive set plays	HAL Goal Setting <ul style="list-style-type: none">• Using Normative data reflect on performance and select appropriate goal• Long term and short-term goal analysis (Steps)• Review/monitoring of goal Planning and Self Organising <ul style="list-style-type: none">• Link method to sporting examples and appropriate matches• Pace and challenge set using data and targets (personalised)• Set challenges to promote positive changes,	Softball Develop technique <ul style="list-style-type: none">• Use of the glove to catch• Batting techniques• Ground fielding Analyse Performance <ul style="list-style-type: none">• Modification of arm position when fielding ground balls• Application of rules and analysis of understanding• Identification of weaknesses in opposition play Cricket



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	<ul style="list-style-type: none">Tactical plan- review zonal defence v's person mark with players, games, time as decision factors <p><u>Badminton</u></p> <p>Self-Awareness</p> <ul 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. <p>Cooperation</p> <ul style="list-style-type: none">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 double's scenario <p><u>Invasion Games</u></p> <p>Cooperation</p> <ul style="list-style-type: none">Team play in small groups – warm up, small sided gamesBasic rules cooperation within the gameShared goals and adapted rules to promote inclusive play <p>Develop technique</p> <ul style="list-style-type: none">Basic passing and basic overcoming opponentsOff the ball positioningScoring positioningPossessional play (maintain) <p>Overcoming opponent</p> <ul style="list-style-type: none">Find space in opposition to be able to move intoDefending tactics – group vs individualTactical plan- matching opponent. Defensive and attacking linesAssessment of decision making at specific places/timesTactical plan- matching opponent (man mark v zone)	<p><u>Trampolining</u></p> <p>Goal Setting</p> <ul style="list-style-type: none">Identify and plan routine and skills to focus on to achieve your routineBreak down the routine and select tools needed to be successfulCreate and review/end point to assess progress <p>Self-awareness</p> <ul style="list-style-type: none">Skill level and progression phase is accurateMirrored actions (working with a pair and video)What skill will you focus most on – what do you need to do to improve this? <p><u>Golf-</u></p> <p>Develop technique</p> <ul style="list-style-type: none">Grip analysisFollow throughClub selection and impact on the ballVideo analysis <p>Cooperation</p> <ul style="list-style-type: none">Working with others to design a complimentary7 courseLearning pars and ratings that work for all but promote challengeCompeting in groups or pairs or against a partner to complete rounds	<p>Coping with Pressure</p> <ul 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? <p>Cooperation</p> <ul style="list-style-type: none">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><u>Rounders</u></p> <p>Coping with pressure</p> <ul style="list-style-type: none">Bowling in game scenarios. (no consecutive no ball, stage on the match and score needed)Fielding to prevent rounders being scored – in play decision making and supportBatting and running - risk v reward on going decision marking-link to best fielding decisions (train split second option picking) <p>Goal Setting</p> <ul style="list-style-type: none">Setting targets for hitting- contact and directionSetting targets for restricting runs scored by opposition. <p>Planning and self-organising</p> <ul style="list-style-type: none">Organising equipment and games.Planning team positioning based on rulesTactical plans and implementations in games.
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50% Reduction in lessons

Year 10



Year Group		Autumn Term	Spring Term	Summer Term
	Topic	Badminton: Table Tennis: Sports Leadership	Volleyball: Trampolining: Healthy Active Lifestyle	Cricket, Rounders/Softball, Invasion Games (NFL; Ultimate Frisbee, Tchoukball)
Year 10	Core knowledge from this topic	<p>Table Tennis- What stroke do we use when the ball is coming towards us?</p> <ol style="list-style-type: none">1. Rules/gameplay- introduction2. What shot do we play? Push, spin, serves and zones3. Doubles- introduction to rules and review shot selections4. Match play/assessment- apply skills into a mini tournament, showcasing shot selection and tactics <p>Leadership- All roles in sport are equal? Sport is ?</p> <ol style="list-style-type: none">1. Design and carry out roles in running a football tournament2. Review roll out of event (what's working and what changes needed)3. Evaluate performance and plan feedback4. Leadership styles- key traits explored5. Roles in a team- what are they are what's needed?6. Motivation- different types, when/who needs, and scenarios discussed <p>Badminton- Why is the format of your competition important?</p> <ol style="list-style-type: none">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?	<p>Trampolining = Leading and coaching in trampolining are the same thing?</p> <ol style="list-style-type: none">1. Identify and plan routine and skills to focus on to achieve your routine2. Break down the routine and select tools needed to be successful3. Create and review/end point to assess progress4. Coaching progressions- using paired planning5. Leading a group to achieve whole group progress6. Coach/lead a skill to a person/small group and evaluate progress <p>HAL- What does HAL lifestyle look like for me in the future?</p> <ol style="list-style-type: none">1. Circuit training – follow or create – critically reviewing free training2. Fitness bingo- ability to review intensity and ability to preserve through a challenging task.3. I'm a celebrity – fitness and decision making- what you put in you get out4. HIIT training- what does this look like with equipment and without <p>Volleyball- What's the most important skill to be a successful volleyball player- do all somatotypes work in all sports?</p> <ol style="list-style-type: none">1. Introduction of new sport, equipment and key skills- serve, set and dig.2. Time limited play- making quicker decisions (what helps this process?) lighter ball used then transition to more game rules before normal ball used.3. Pressure plays – loss of addition of rule/reg/player to support movement and roles on the pitch4. Roles in a team- what are they are what's needed? - edited version of games, spike and formal rule introduction.	<p>Cricket- What's the most important skill to be a successful cricketer?</p> <ol style="list-style-type: none">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. <p>Softball- Why is the glove your best friend or your worst enemy?</p> <ol style="list-style-type: none">1. Modification of arm position when fielding ground balls2. Application of rules and analysis of understanding3. Identification of weaknesses in opposition play4. Teamwork when fielding5. Effective communication in game play6. Exploiting weaknesses in opposition <p>Ultimate Frisbee- Ultimate Frisbee like all team sports is all about the successful use of space?</p> <ol style="list-style-type: none">1. Introduction to basic rules cooperation within the game2. Game play exploiting defences and space – links to previously covered sports/activities.3. Basic passing, basic overcoming opponents and additional ultimate frisbee rules4. Basic passing and scoring linked to game play



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	Links to the national curriculum (if applicable)	<ul style="list-style-type: none">• Problem Solving• Developing Technique• Planning and self-organising• Cooperation	<ul style="list-style-type: none">• Goal setting• Planning and self-organising• Physical Challenge	<ul style="list-style-type: none">• Self-Awareness• Physical Challenge• Coping with pressure• Goal Setting• Planning and self-organising• Cooperation• Develop technique
	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.</p> <p>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-</p> <p>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>Rally, technique, serve, forehand, backhand, doubles, Rules, Point scoring, communication, spin, chop, push, top spin.</p> <p>Passing, reception, attacking and defence, agility., coordination, acceleration, dribbling, defensive line, offside</p> <p>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, BORG Scale, 1 max Rep</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 player to player. Marking and evading. Feint, free throw, travelling, Zonal marking, end zone.</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 Term</p> <ul style="list-style-type: none">• HAL• Diet and nutrition• Weight• Optimum weight• Diets• Energy drinks• Live Sport/Fixtures	<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 Term</p> <ul style="list-style-type: none">• Race in sport/society• Class in Sport• Physical Health• Live Sport/Fixtures• Mental Health• Social 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 Term</p> <ul style="list-style-type: none">• Religion and sport• Sportswomen of faith• Sportsman of faith• Live Sport/Fixtures• OCD• Disability• Mental Health



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		<ul style="list-style-type: none">• Race in sport/society• Women's Football• Bullying• Elite sport	<ul style="list-style-type: none">• Physical Health	<ul style="list-style-type: none">• Live Sport/Fixtures• Indian Cricket league,• American sports• links to NGBS
	Development of reading	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.	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.	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	<u>Table Tennis:</u> Problem Solving <ul style="list-style-type: none">• Rules/gameplay• Shot section- sequences in shots• Doubles team play decision making and communication• Match play/assessment- what's working and what needs focus Developing Technique <ul style="list-style-type: none">• Rally and grip technique• Forehand – slice and topspin• Serve – more than one and the rules• Backhand – slice and topspin <u>Sports Leadership:</u> Planning and self-organising <ul style="list-style-type: none">• Design and carry out roles in running a football tournament• Review roll out of event (what's working and what changes needed)• Evaluate performance and plan feedback Cooperation <ul style="list-style-type: none">• Leadership styles- key traits explored• Roles in a team- what are they are what's needed?• Motivation- different types, when/who needs, and scenarios discussed <u>Badminton</u> Develop technique <ul style="list-style-type: none">• Can you win a point in 3 or less shots with an effective serve?• Can you improve your performance of a specific shot and implement it effectively in a game?• Smash shot and drop shot disguise and developed power/precision. Planning and self-organising <ul style="list-style-type: none">• Can you contribute well to run and officiate a mini tournament with a pre-determined format?• Can you select an appropriate format and organise your own tournament format within a group of people?	<u>Trampolining</u> Goal setting <ul 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 Planning and self-organising <ul style="list-style-type: none">• Coaching progressions- using paired planning• Leading a group to achieve whole group progress• Coach/lead a skill to a person/small group and evaluate progress <u>Healthy Active Lifestyle</u> Goal Setting <ul style="list-style-type: none">• Plan a specific method of training to either upper or lower body of focus area and link to sporting/fitness benefits. Planning and self-organising <ul style="list-style-type: none">• Schedule method selection, reps and sets needed to support progressive overload and use of principles of training where relevant Physical Challenge <ul style="list-style-type: none">• Fitness tests• HIIT training• Heart rate tracking and use• Progressive overload• Fitness monitoring <u>Volleyball</u> Problem Solving <ul style="list-style-type: none">• Rules/gameplay• Shot selection- sequences in shots -dig set, set?• Doubles team play decision making and communication• Match play/assessment- what's working and what needs focus Developing Technique <ul style="list-style-type: none">• Rally and grip technique• Set shot- hand positioning, ball aim, movement of the ball, spin and height focus• Serve – more than one type (over head and under arm) slice, spin, power, aim.• Dig, positioning, shot selection, timing and accuracy- height and spin.	<u>Cricket</u> Self-Awareness <ul style="list-style-type: none">• Can I bowl legally at a batsman to make it hard for them to score runs.• Can I play effective shots that increase my chances of scoring runs? Physical Challenge <ul style="list-style-type: none">• Can I perform as part of a fielding team consistently in a game scenario?• Can I run effectively between the wickets to maximise runs scored without being run out. <u>Rounders</u> Coping with pressure <ul style="list-style-type: none">• Bowling in game scenarios. (no consecutive no ball, stage on the match and score needed)• Fielding to prevent rounders being scored – in play decision making and support• Batting and running - risk v reward on going decision marking-link to best fielding decisions (train split second option picking) Goal Setting <ul style="list-style-type: none">• Setting targets for hitting- contact and direction• Setting targets for restricting runs scored by opposition. Planning and self-organising <ul style="list-style-type: none">• Organising equipment and games.• Planning team positioning based on rules• Tactical plans and implementations in games. <u>Invasion Games</u> Cooperation <ul style="list-style-type: none">• Develop an understanding of the basic rule's cooperation within the game and link to prior activities experienced.• Game play exploiting defences and space cross over between activities with review of what can be used and what needs to be adapted. Develop technique <ul style="list-style-type: none">• Basic passing, basic overcoming opponents and basic tchoukball rules• Basic passing and basic tchoukball shooting, passing and tacking in NFL and Ultimate Frisbee. Scoring systems and set plays.



Year 11



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Year Group		Autumn Term	Spring Term	Summer Term
Year 11	Topic	Choices Blocks <ul style="list-style-type: none">Football; Badminton: NetballTable Tennis; Basketball: Outdoor Team GamesFootball: Just Dance: Healthy Active Lifestyle	Choices Blocks <ul style="list-style-type: none">Trampolining: Football: Revision SupportTrampolining: Dodgeball: Just DanceTrampolining Badminton: Football	Choices Block (Final lesson) <ul style="list-style-type: none">Rounders: Softball; Cricket; Tennis
	Core knowledge from this topic	Activity Option Block 1. Students will undertake a range of sports activities in both leadership and competitive scenarios Choices from: <ul style="list-style-type: none">BadmintonFootballNetball Activity Option Block 2. Students will undertake a range of sports activities in both leadership and competitive scenarios Choices from: <ul style="list-style-type: none">Table TennisBasketballTeam Games Activity Option Block 3. Students will undertake a range of sports activities in both leadership and competitive scenarios <ul style="list-style-type: none">FootballJust DanceFitness	Activity Option Block 4. Students will undertake a range of sports activities in both leadership and competitive scenarios Choices from: <ul style="list-style-type: none">TrampoliningFootballRevision support Activity Option Block 5 Students will undertake a range of sports activities in both leadership and competitive scenarios Choices from: <ul style="list-style-type: none">TrampoliningDodgeballJust Dance Activity Option Block 6. Students will undertake a range of sports activities in both leadership and competitive scenarios Choices from: <ul style="list-style-type: none">TrampoliningBadmintonFootball	Start of Summer term: Activity Option Block 7. Students will undertake a range of sports activities in both leadership and competitive scenarios Choices from: <ul style="list-style-type: none">RoundersSoftballCricket
	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	Sport Education and range of skills developed in KS3 and competition developed in KS4 Links to racket and team-based sports and cross over Sport Education and range of skills developed in KS3 and competition developed in KS4 Links to racket and team-based sports and cross over	Sport Education and range of skills developed in KS3 and competition developed in KS4 Links to racket and team based and gymnastic sports and cross over Sport Education and range of skills developed in KS3 and competition developed in KS4 Links to striking and fielding and team-based sports and cross over	Sport Education and range of skills developed in KS3 and competition developed in KS4 Links to racket and team based and gymnastic sports and cross over Sport Education and range of skills developed in KS3 and competition developed in KS4 Links to striking and fielding and team-based sports and cross over



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	Key vocabulary	Passing, reception, attacking and defence, agility., coordination, acceleration, dribbling, defensive line, , offside, the D, space.. leadership, laissez faire, autocratic, democratic, authoritarian, communication, oracy, extrinsic feedback Yards, leadership, laissez faire, autocratic, democratic, authoritarian communication, oracy, extrinsic feedback Spotter, analyst, progressions, timing, aesthetic appreciation, rotation, plane. ,	Routine, posture, synchronisation, canon, sequences, Yards, leadership, laissez faire, autocratic, democratic, authoritarian communication, oracy, extrinsic feedback Leadership, laissez faire, autocratic, democratic, authoritarian communication, oracy, extrinsic feedback	Routine, posture, synchronisation, canon, sequences, Yards, leadership, laissez faire, autocratic, democratic, authoritarian communication, oracy, extrinsic feedback Leadership, laissez faire, autocratic, democratic, authoritarian communication, oracy, extrinsic feedback
	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 <ul style="list-style-type: none">Females in sportMental HealthLive Sport/FixturesTechnology in sportBusiness in 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 <ul style="list-style-type: none">HALWomen in sportGenderLive Sport/FixturesLifelong sport/activityStress managementLeadership	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 <ul style="list-style-type: none">HALWomen in sportGenderLive Sport/FixturesLifelong sport/activityStress management Leadership
	Development of reading	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.	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	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. Movement focus- agility, power, accuracy and decision making. Feedback, precision, aesthetics Students can able to demonstrate outstanding Coordination in all of skills and scenarios. Students can show their accuracy in all of skills and scenarios. Students can apply agility- direction change, avoid obstacles flawlessly. 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 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.	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 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. Students cane show accuracy in all of skills and scenarios. 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. 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.	



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		<p>Students can select a vast range of skills appropriately to ensure I am always successful.</p>	<p>Students can coach support and apply ways to attack or defend based on my teams' and oppositions abilities.</p> <p>Students can support peers to extensively reflect on their roles and communicate clearly effectively and adjust my approach to meet all peers needs.</p> <p>Students can showcase a complete range of skills independently in all lessons</p> <p>Students can apply myself in all activities and always motivate those working around them</p> <p>Students can apply themselves in all activities and never need to be motivated by others instead motivate all around them.</p> <p>Students can set the pace of the activity and ensure they maintain their effort levels throughout all lessons</p>	
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