

YEAR 7 PE CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

Pupils should develop **techniques & knowledge of basic rules** in games, selecting **sending & receiving skills** to maintain possession in a range of conditioned competitions. They should develop knowledge of how to assess their performances against **success criteria** in a variety of contexts, suggesting simple ways of improving their work. They should take part in **gymnastic and dance** activities, developing greater competence, and **athletics** activities to understand the basic setup, techniques & rules of events. They should perform **fitness testing** to assess fitness levels, and understand the benefits of exercise and extracurricular sport on health.

Students will **build on generic knowledge of games, gymnastics and athletics** activities from KS2, and be introduced to new activities, developing more sport-specific skills.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic * Due to facilities & seasons, pupils will perform activities at different stages of the year.	Invasion Games - sending & receiving Gymnastics - principles of balance & travel Cross Country - intro to course & procedures		Net/wall Games - serving & rallying techniques Fitness (HRE) - principles of balance & travel Dance - intro to course & procedures		Athletics – running, jumping & throwing principles Striking & fielding Games - catching, throwing & hitting techniques.	
Core Knowledge/ Threshold Concept	<u>Invasion Games</u> <ul style="list-style-type: none"> • Passing & dribbling skills for possession. • Rules to stop/start and basic scoring. • Safe setup in games. • Criteria to judge success. • Benefits to health of team games. <u>Gymnastics</u> <ul style="list-style-type: none"> • Point & patch balances in sequences. • Rolls & travels as linking techniques. • Apply balance criteria to create & judge work & suggest improvements. <u>Cross Country</u> <ul style="list-style-type: none"> • Course setup and race procedure. • Pacing and changes to running pace. • Assessing CV fitness and developing resilience. 		<u>Fitness (HRE)</u> <ul style="list-style-type: none"> • ‘S’ factors of fitness and value in health & sport • Preparing for exercise & performing warm-ups. • Performing fitness testing & comparing results to assess fitness. <u>Dance</u> <ul style="list-style-type: none"> • Social dance styles and related movements. • Timing and counting music beats. • Principles of cannon and unison. • Developing teamwork & creativity. <u>Net/wall Games</u> <ul style="list-style-type: none"> • Grip, stance & swing patterns to make contact. • Serving & groundstrokes to form rallies. • Rules to safely setup & play competitive points • Basic scoring & criteria to determine success 		<u>Athletics</u> <ul style="list-style-type: none"> • Run - pacing & sprint starts techniques. • Jump - take-off principles, scissors technique. • Throw - grip, stance & push/pull/sling actions. • Rules and procedures for safe setup & performance in athletic events. • Measuring & assessing performance. <u>Striking & fielding</u> <ul style="list-style-type: none"> • Catching in the deep (high) and short. • Long barrier & intercepting skills. • Throwing techniques – overarm, bowling & pitching. • Hitting techniques to contact the ball. • Rules to safely setup & play competitive games. • Basic scoring to determine success. 	
Why this learning now?	• (Invasion Games) Recap invasion principles from KS2 and outside sport.		• (HRE) Build on understanding of health & fitness from KS2 – body’s response to exercise.		• (Athletics) Build on exploratory run, throw & jump techniques covered in KS2.	

	<ul style="list-style-type: none"> • Introduce core skills built upon over KS3. • Sequenced to build skills/know from basic in isolation to selection in competition. • Transfer of skills & concepts across activities. • (Gym) Build on basic balance & travel techniques & understanding (KS2). • Skills sequenced to build up from basic (4 point/log rolls) to more advanced (headstands, counter-balances/round-off). • Analysis of performance in most lessons to encourage reflection of own performances. • (Cross Country) Seasonal activity; opportunity to self-assess fitness & performance – and set targets for improvement. 	<ul style="list-style-type: none"> • How to warm-up transferred into future lessons. • Encourages pupil responsibility of monitoring & improving fitness. • (Dance) Build on movement patterns in previous activities. • Build on response to music covered in KS2. • Opportunities to develop teamwork. • (Net/wall Games) Recap net/wall principles from KS2 and outside sport. • Consolidate techniques built upon over KS3. • Sequenced to build skills/know from basic in isolation to selection in competitive points. • Transfer of core techniques & movements across sports. 	<ul style="list-style-type: none"> • Develop event-specific knowledge & skills as foundation blocks for specialised techniques in later years. • Knowledge & skills enable access to inter-house & sports day competitions. • Opportunities to self-assess performance & set targets for improvement. • (S&F Games) Recap striking & fielding principles from KS2 and outside sport – intro to specific S&F games and rules. • Consolidation of core skills from other games and transfer of concepts across S&F games. • Sequenced to build skills/know from basics to game-specific techniques.
Assessment Opportunities:	<ul style="list-style-type: none"> • AFL embedded throughout. • (Games) Teacher observation and Q&A of rules and skills in isolation & competition. • Lesson-based assessment objectives. • Self- & peer-assessment of tasks. • ‘Assessment tasks’ at end of each activity to inform progress. • (Gym) Teacher observation and questioning of techniques in isolation and in sequences. • Peer-assessment (act as coaches) of skills & sequences. • Self-assessment of balance assessment sheet and via video analysis. • (Cross country) Q&A on links between cross country and CV fitness levels. • Timed runs (x2) to measure improvement. 	<ul style="list-style-type: none"> • AFL embedded throughout. • (HRE) Teacher observation and questioning of test setup and recording. • Peer-assess fitness testing & recording. • Self-assess fitness strengths & weaknesses. • (Dance) Q&A and teacher observation on movements and musical coordination. • Peer-assessment of aesthetic qualities. • (Games) Teacher observation and Q&A of rules & techniques in isolation & competition. • Lesson-based assessment objectives. • Self- & peer-assessment of tasks. • ‘Assessment tasks’ at end of each activity to inform progress. 	<ul style="list-style-type: none"> • AFL embedded throughout. • (Athletics) Teacher observation and questioning of event procedure/rules and techniques. • Self-assessment of athletic performance using school Gold, Silver & Bronze targets. • (Games) Teacher observation and Q&A of rules & techniques in isolation & competition. • Lesson-based assessment objectives. • Self- & peer-assessment of tasks. • ‘Assessment tasks’ at end of each activity to inform progress.
Learning at Home	N/A	N/A	N/A

Key Vocabulary	Possession, receiving, technique, passing, apply, criteria, balance, travel, pacing.	Stance, serve, groundstroke, component, assess, comparison, unison, teamwork.	Accelerate, rotation, release, coordinate, follow through, dismissal, officiate/umpire.
Spiritual, Moral, Social and Cultural concepts covered	<p>'Personal' skills to be developed across activities:</p> <ul style="list-style-type: none"> • Organisation – readiness to learn and into activity. • Respect – listening skills; respect for equipment; respect for others opinions & differences. • Resilience – trying your best, aiming to achieve to the best of you can. • Sportsmanship – playing fairly and within the rules • Teamwork – working together to achieve a common goal • Liberty – using PE activities to develop self-confidence. 		
Links to careers and the world of work	<p>Pupils will develop transferrable skills & qualities, such as teamwork, communication, honesty & physical endeavour to help in a host of future careers, including:</p> <p>Fitness instructors and roles in the health/leisure sector Teaching and sports coaching Researchers and sports science Professional athletes</p>		

YEAR 8 PE CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

Pupils should develop their ability to **combine & apply skills & rules to create space and overcome opponents** in competition, starting to establish **skill transfer between activities**. They should extend their knowledge in **gymnastics & dance**, using techniques to **improve performance**. They should take part in **athletics and outdoor & adventurous activities to build confidence and teamwork**. They should **analyse their performances**, comparing to previous ones, to demonstrate improvement. They should develop knowledge of muscles and **training types**, and be aware of health benefits and aim to take part in activity/competitive sport outside of school.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic * Due to facilities & seasons, pupils will perform activities at different stages of the year.	Invasion Games - attacking skills to create space Gymnastics - principles of flight Cross Country/Orienteering - improving sustained running & personal bests; teamwork.	Fitness (HRE) – understanding key muscles & types of training. Net/wall Games - attacking techniques & shot consistency to gain attacking advantage.	Athletics - techniques to improve distances & times. Striking & fielding Games - fielding, bowling & batting techniques in different game contexts.			
Core Knowledge/ Threshold Concept	<u>Invasion Games</u> <ul style="list-style-type: none"> •Dribbling, turning & control to create space. •Shooting techniques to eliminate & score. •Rules & consequences in small-sided games. •Analysis of strengths & possible improvements. <u>Gymnastics</u> <ul style="list-style-type: none"> •Take-off & landing using equipment. •Jumps and flight shapes using apparatus. •Apply criteria to create & judge flight sequences, commenting on others' work. <u>Cross Country/Orienteering</u> <ul style="list-style-type: none"> •Sustained running across different terrains & course sections. •Training to improve performance & times. •Assessing current fitness levels and areas of improvement. •Map reading and teamwork. 	<u>Fitness (HRE)</u> <ul style="list-style-type: none"> •Key muscles of the body (name & locate), and the effect of resistance training on these. •Types of training and their related benefits to fitness. •Safe setup, preparation & procedures of training. <u>Net/wall Games</u> <ul style="list-style-type: none"> •Shot consistency & combinations. •Net & attacking shots to gain advantage. •Apply rules & consequences to play singles & doubles competition. •Analysis of strengths & possible improvements. •Transfer of techniques, rules (& tactics) across net/wall activities. 	<u>Athletics</u> <ul style="list-style-type: none"> •Event-specific techniques to improve distances & times – run ups, shuffles, changeovers, bend running. •Exploring new running and jumping events & techniques. •Applying rules & procedures to measure performance. •Evaluate strengths & weakness of performance. <u>Striking & Fielding Games</u> <ul style="list-style-type: none"> •Fielding & batting skills for different contexts (selecting skills in changeable situations). •Bowling & batting to eliminate opponents. •Rules & consequences in small-sided comp. •Analysis of strengths & possible improvements. •Transfer of techniques, rules (& tactics) across striking & fielding activities. 			

Why this learning now?	<ul style="list-style-type: none"> •(Invasion Games) Build on skills, rules & concept of possession learnt in Y7. •Sequenced to build up from more basic skills (dribbling) to more advanced elimination skills. •Transfer of skills & concepts between invasion activities – recall of crucial knowledge & skills. •(Gym) Build on travel techniques & criteria learnt in Y7. •Sequence of techniques is built up from basic take-off & jumps to using apparatus & vaults. •Guided peer- & self-assessment of flight sequences over lessons. •(X Country/Orienteer) Seasonal activity; able to measure fitness & self-reflect on improvements. 	<ul style="list-style-type: none"> •(HRE) Build on fitness components & testing learnt in Y7. •Lessons sequenced to use understanding of muscles to inform resistance training exercises. •Training benefits transferred across different types of training. •(Net/wall Games) Build on serving & rallying techniques and rules learnt in Y7. •New activities introduced – natural progression of skills & knowledge into Y9. •Sequenced to build up from more basic skills (e.g. volleying) to more advanced attacking skills (e.g. smashing). •Transfer of skills & concepts between net/wall activities – recall of crucial knowledge & skills. 	<ul style="list-style-type: none"> •(Athletics) Build on core running, jumping & throwing techniques & rules learnt in Y7. •Seasonal activity (summer) - enables access to inter-house & sports day competitions. •Sequencing of techniques allows effective transfer of skills & rules across activities to consolidate knowledge & consistency in skills. •Consistency in measuring & assessing performance across athletic events. •(S&F Games) Build on core catching, throwing & hitting techniques learnt in Y7. •Sequenced so pupils will build skills to play small-sided games. •Transfer of skills & concepts between striking & fielding activities – recall of crucial knowledge.
Assessment Opportunities:	<ul style="list-style-type: none"> •AFL embedded throughout. •(Games) Teacher observation and Q&A of skills & knowledge in isolated practise & group comp. •Lesson-based assessment objectives. •Self- & peer-assessment (coaching) tasks. •‘Assessment tasks’ in activity areas to inform progress. •(Gym) Teacher observation and questioning of flight techniques in isolation and in sequences. •Peer-assessment of skills & sequences in coaching & judging roles. •(Cross country) Q&A on tactics & technique across different sections of the course. •Timed runs (x2) & compare to Y7 performance. •Accuracy & speed of orienteering challenges. 	<ul style="list-style-type: none"> •AFL embedded throughout. •(HRE) Teacher observation and questioning of muscles application within training activities. •Assessment of training recording sheets. •(Games) Teacher observation and Q&A of skills & knowledge in isolated practise and singles & doubles competition. •Lesson-based assessment objectives. •Self- & peer-assessment (coaching) tasks. •‘Assessment tasks’ in activity areas to inform progress. 	<ul style="list-style-type: none"> •AFL embedded throughout. •(Athletics) Teacher observations and questioning of athletic skills & procedures. •Peer-assessment of techniques in coaching & measuring roles. •Self-assessment of athletic performance using school Gold, Silver & Bronze targets. •(Games) Teacher observation and Q&A of skills & knowledge in isolated practise & small-sided competition. •Lesson-based assessment objectives. •Self- & peer-assessment (coaching) tasks. •‘Assessment tasks’ in activity areas to inform progress.
Learning at Home	N/A	N/A	N/A

Key Vocabulary	Eliminate, accelerate, combination, violation, apparatus, tariff, deduction, sustained, Fartlek, interval, navigate.	Contraction, gastrocnemius, resistance, adaptation, volley, consistency, out-manoeuvre, resilience.	Exchange, cross-step, sequence, fair & foul, intercept, weight transfer, umpire, delivery.
Spiritual, Moral, Social and Cultural concepts covered	<p>'Personal' skills to be developed across activities:</p> <ul style="list-style-type: none"> • Responsible – for equipment, space and others; readiness to learn. • Respect – considerate of others opinions & differences. • Resilience – persisting to overcome barriers, striving for your personal best. • Problem-solving & teamwork – working together to solve problems and sharing responsibility. • Sportsmanship – playing fairly and within the rules • Liberty – using PE activities to develop self-confidence. • Rule of law – respecting rules & following procedures to participate safely. 		
Links to careers and the world of work	<p>Pupils will develop transferrable skills & qualities, such as teamwork, communication, honesty & physical endeavour to help in a host of future careers, including:</p> <p>Fitness instructors and roles in the health/leisure sector Teaching and sports coaching Researchers and sports science Professional athletes</p>		

YEAR 9 PE CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

Pupils should be taught to **combine & modify skills & tactics to outwit opponents** in a range of **small-sided competition**, establishing **skill & knowledge transfer between activities**. They should analyse their own & opponents' strengths & weaknesses, **developing strategies to utilise space and produce successful outcomes**, and **action plan ways of improving their personal best**. They should develop **leadership skills** to manage equipment, space and others; and take part in **athletics and outdoor & adventurous activities** to develop **problem solving** skills. They should develop knowledge of **fitness training principles** and aim to access training/competitive sport outside of school to establish lifelong participation.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic * Due to facilities & seasons, pupils will perform activities at different stages of the year.	Invasion Games - modifying skills & tactics to utilise space Cross Country/Orienteering - developing race/course tactics; problem solving & teamwork. Intra-house competition - organising, performing & officiating in competitive tournament.	Fitness (HRE) - training principles & optimising training to improve fitness. Net/Wall Games - variety & tactics to utilise space & outwit.	Athletics - more advanced techniques & tactics to improve distances & times. Striking & Fielding Games - adapting skills & tactics to changing game contexts.			
Core Knowledge/Threshold Concept	<u>Invasion Games</u> <ul style="list-style-type: none"> Varying elimination, passing & control skills to utilise space. Crossing, runs & types of finish to utilise space. Tactics to outwit opponents in competition. Applying rules & procedures to lead officiating in small-sided games. Strategize ways for successful team outcomes. <u>Cross Country/Orienteering</u> <ul style="list-style-type: none"> Adapting course tactics for personal best times. Training to improve course elements. Problem solving and teamwork skills. <u>Intra-house competition</u> <ul style="list-style-type: none"> Organising teams, rules and areas. Officiating & managing teams and games. Endeavour, teamwork & sportsmanship in games. 	<u>Fitness (HRE)</u> <ul style="list-style-type: none"> Progression and FITT training principles. Benefits of training (aerobic & interval) in optimising specific fitness. Training adaptations on the body/health. <u>Net/Wall Games</u> <ul style="list-style-type: none"> Combinations & variety of skills to utilise space Use of tactics (e.g. depth/width) to outwit. Apply rules & scoring systems to officiate. Analyse tactics & action plan ways to maximise performance. Transfer of skills & tactics into new net/wall activities. 	<u>Athletics</u> <ul style="list-style-type: none"> Event-specific advanced techniques to improve distances & times - Fosbury, hitch-kick, hurdling Analysing technique to identify strengths & weaknesses, 'coaching' areas of improvement. Applying competition rules & procedures. <u>Striking & Fielding Games</u> <ul style="list-style-type: none"> Adapt fielding skills& tactics to take wickets /outs. Adapt bowling (spin) & batting to outwit opponents & utilise space. Apply rules & procedures to lead officiating in small-sided games. Strategize ways for successful team outcomes. Transfer of techniques & tactics across striking & fielding activities. 			

Why this learning now?	<ul style="list-style-type: none"> • (Invasion) Built on elimination & shooting skills & concept of creating space learnt in Y8. • Sequenced to develop variety of techniques to then influence team tactics in competition. • Transfer of tactics & concepts between invasion activities – recall of crucial knowledge & skills. • (X Country/Orienteer) Seasonal activity; built on sustained running & race tactics from Y8. • Orienteering challenges to progress in complexity of challenge. • (Intra-house) Provides opportunities to lead, officiate & perform in competitive environment. • Supports tactics & strategy work covered and collaborative leadership skills. 	<ul style="list-style-type: none"> • (HRE) Built on fitness components & types of training learnt in Y8; extend knowledge of key muscles (Y8) into specialised training. • Lessons sequenced to transfer understanding of training principles between training exercises • Useful link with GCSE & Cambridge Nat (Y10). • (Net/Wall) Built on rallying & attacking shots learnt in Y8. • Transfer of skills & concepts (variety & tactics) across net/wall games – including new activities • Sequenced to develop techniques to inform tactics in individual& team competition. • Transfer of skills & concepts between net/wall activities – recall of crucial knowledge & skills. 	<ul style="list-style-type: none"> • (Athletics) Built on event-specific running, jumping & throwing techniques learnt in Y8. • Seasonal activity (summer) - enables access to inter-house & sports day competitions. • Sequencing allows more adv techniques & tactics to be developed & transferred to maximise performance. • Enables transfer of measuring & peer-assess/coaching across athletic events. • (S&F Games) Built on intercepting and specific batting & bowling techniques learnt in Y8. • Sequenced so pupils build transferrable skills, tactics & rules to improve performance and officiate small-sided games. • Pupils to use tactics to strategise individual & team approach.
Assessment Opportunities:	<ul style="list-style-type: none"> • AFL embedded throughout. • (Games) Teacher observation and Q&A of skills & knowledge in isolated practise & group comp. • Lesson-based assessment objectives. • Self- & peer-assessment (coaching) tasks. • ‘Assessment tasks’ in activity areas to inform progress. • (Cross country/Orienteering) Q&A on tactics & strategies for different sections of the course. • Timed runs & compare to Y8 performance. • Accuracy & speed of orienteering challenges. • (Intra-house) Observation of groups’ setup, use of tactics/play and officiating. 	<ul style="list-style-type: none"> • AFL embedded throughout. • (HRE) Teacher observation/Q&A of application of training principles within fitness activities. • Assessment of pupils training exercises. • (Games) Teacher observation and Q&A of skills & knowledge in isolated practise and singles & doubles competition. • Lesson-based assessment objectives. • Peer-assessment (coaching) tasks. • ‘Assessment tasks’ used to inform progress. 	<ul style="list-style-type: none"> • AFL embedded throughout. • (Athletics) Teacher observations and questioning of techniques & tactics. • Peer-assessment of techniques and rules in coaching & measuring roles. • Self-assessment of athletic performance using school Gold, Silver & Bronze targets. • (Games) Teacher observation and Q&A of skills & tactical knowledge in isolated practise & small-sided competition. • Lesson-based assessment objectives. • Self- & peer-assessment (coaching) tasks. • Student-led ‘Assessment tasks’ in activity areas to inform progress.
Learning at Home	N/A	N/A	N/A

Key Vocabulary	Variety, utilise, outwit, strategy, aerial, evasive, continuous, organisation, communication, leadership, officiate.	Progression, adaptation, aerobic, optimise, intensity, load, strategy, transfer, spike, outwit, utilise.	Fosbury, manipulate, hurdling, role/position, rotation, outwit, utilise, effective.
Spiritual, Moral, Social and Cultural concepts covered	<p>'Personal' skills to be developed across activities:</p> <ul style="list-style-type: none"> • Respect – to win & lose gracefully; communicating effectively with others and giving useful feedback in coaching tasks. • Leadership – taking responsibility for equipment & space to lead others in activity. • Problem-solving & teamwork – working together to solve problems and sharing responsibility. • Sportsmanship – playing fairly and within the rules. • Democracy – ensuring everyone's opinion is heard and considered in terms of team tactics and activity choices. • Tolerance – to win & lose gracefully and understanding we can work effectively as part of a team. • Community – engaging in sports leadership events for local primary schools. • Liberty – using PE activities to develop self-confidence. • Rule of law – respecting rules & following procedures to participate safely. 		
Links to careers and the world of work	<p>Pupils will develop transferrable skills & qualities, such as teamwork, communication, honesty & physical endeavour to help in a host of future careers, including:</p> <p>Fitness instructors and roles in the health/leisure sector Teaching and sports coaching Researchers and sports science Professional athletes</p>		