

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) - components of fitness & testing 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	<p>AFL embedded throughout, with regular formative assessment taking place via:</p> <ul style="list-style-type: none"> • Recall starters/warm up tasks to link & assess prior learning. • Teacher observation of lesson-based assessment objectives – focus on Physical, Psychological & Personal. • Live and verbal feedback. • Targeted questioning and whole-class feedback. • Self- & peer-assessment of techniques and tasks. <p>Summative ‘Assessment Tasks’ at the end of each activity unit to inform progress – in form of competitive situations & scenarios.</p>		
	<ul style="list-style-type: none"> • (Games) rules and skills in isolated practice. • Selection of skills & rules in competition to maintain possession. • (Gym) performance of balance, travel & roll techniques in isolation and within sequences. • Peer & self-assessment (act as coaches) of balance skills & sequences – video analysis. • (Cross country) timed runs (x2) to measure improvement. • Q&A links between x-country and CV fitness. 	<ul style="list-style-type: none"> • (HRE) performance of fitness testing setup, measuring and recording of results. • Peer- & self-assess fitness testing and fitness strengths & weaknesses. • (Dance) performance of social dance movements and musical coordination in groups. • (N/W Games) rules & skills in isolated practice. • Selection of skills & rules in competition to start points & rally. 	<ul style="list-style-type: none"> • (Athletics) event procedures, rules and techniques in safe, practise environments. • Selection of basic rules, procedures & skills to safely compete in track & field events. • Self-assessment of athletic performance using school Gold, Silver & Bronze targets. • (S&F Games) rules & skills in isolated practice. • Selection of skills & rules in competition to perform basic hitting, catching & throwing.
Learning at Home	N/A	N/A	N/A

Key Vocabulary	Possession, receiving, technique, passing, apply, criteria, balance, travel, pacing.	Component, comparison, timing, unison, teamwork, stance, serve, groundstroke.	Pacing, rotation, release, accelerate, dismissal, rotation, 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</p> <p>Teaching and sports coaching</p> <p>Researchers and sports science</p> <p>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.	

<p>Core Knowledge/Threshold Concept</p>	<p><u>Invasion Games</u></p> <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. <p><u>Gymnastics</u></p> <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. <p><u>Cross Country/Orienteering</u></p> <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. 	<p><u>Fitness (HRE)</u></p> <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 benefits to fitness. • Safe setup, preparation & procedures of training. <p><u>Net/wall Games</u></p> <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. 	<p><u>Athletics</u></p> <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. <p><u>Striking & Fielding Games</u></p> <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.
<p>Why this learning now?</p>	<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	<p>AFL embedded throughout, with regular formative assessment taking place via:</p> <ul style="list-style-type: none"> • Recall starters/warm up tasks to link & assess prior learning. • Teacher observation of lesson-based assessment objectives – focus on Physical, Psychological & Personal. • Live and verbal feedback. • Targeted questioning and whole-class feedback. • Self- & peer-assessment of techniques and tasks. <p>Summative 'Assessment Tasks' at the end of each activity unit to inform progress – in form of competitive situations & scenarios.</p>		
	<ul style="list-style-type: none"> • (Invasion Games) skills & knowledge in isolated practise & group work. • Application of skills, rules & know. into small-sided competition to create space & eliminate. • (Gym) performance of flight techniques on apparatus and application within sequences. • Peer-assessment of flight techniques & sequences in coaching & judging roles. • (Cross country/Orienteering) timed runs (x2) & compare to Y7 performance. • Q&A on tactics across sections of the course. • Accuracy & speed of orienteering challenges. 	<ul style="list-style-type: none"> • (HRE) application of muscles & linked exercises within training activities. • Assessment of training recording sheets. • (N/W Games) skills & knowledge in isolated practise & pair work. • Application of skills, rules & know. into singles & doubles competition to gain attacking advantage, outwit & officiate. • Self- & peer-assessment (coaching) tasks. 	<ul style="list-style-type: none"> • (Athletics) event-specific techniques in controlled practise situations. • Application of event procedures & techniques to perform safely & improve distances/times in competition. • Self-assessment of athletic performance using school Gold, Silver & Bronze targets. • (S&F Games) skills & knowledge in isolated practise & group work. • Application of techniques & rules into small-sided competition to officiate, take wickets & score runs (outwit opponent).
Learning at Home	N/A	N/A	N/A
Key Vocabulary	Create, eliminate, violation, apparatus, tariff, deduction, sustained, Fartlek, controls, navigate.	Contraction, adapt, resistance, combination, consistency, outwit.	Exchange, measure, fair & foul, intercept, organisation, 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</p> <p>Teaching and sports coaching</p> <p>Researchers and sports science</p> <p>Professional athletes</p>
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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 have an awareness of **emerging sports** in the UK and 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. Emerging Sports - 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.	

<p>Core Knowledge/Threshold Concept</p>	<p><u>Invasion Games</u></p> <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. <p><u>Cross Country/Orienteering</u></p> <ul style="list-style-type: none"> • Adapting course tactics for personal best times. • Training to improve course elements. • Problem solving and teamwork skills. <p><u>Intra-house competition</u></p> <ul style="list-style-type: none"> • Organising teams, rules and areas. • Officiating & managing teams and games. • Endeavour, teamwork & sportsmanship in games. 	<p><u>Fitness (HRE)</u></p> <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. <p><u>Net/Wall Games</u></p> <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 skills & tactics into new n/w activities. <p><u>Emerging Sports</u></p> <ul style="list-style-type: none"> • Explore current emerging sports in the UK. • Lead in the organisation of different sports, applying rules & scoring systems to participate. • Opportunities to participate in emerging sports 	<p><u>Athletics</u></p> <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. <p><u>Striking & Fielding Games</u></p> <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.
<p>Why this learning now?</p>	<ul style="list-style-type: none"> • (Invasion Games) 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 Games) 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. • (Emerging) New activity; understanding participation trends & exploring 'new' sports. 	<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.

		<ul style="list-style-type: none"> • Lessons sequenced to allows pupil leadership of applying understanding of different rules, scoring & procedures into competition. • Transfer of skills & concepts (skills, tactics & rules) from previous sports (Y7 & Y78). 	
Assessment Opportunities	<p>AFL embedded throughout, with regular formative assessment taking place via:</p> <ul style="list-style-type: none"> • Recall starters/warm up tasks to link & assess prior learning. • Teacher observation of lesson-based assessment objectives – focus on Physical, Psychological & Personal. • Live and verbal feedback. • Targeted questioning and whole-class feedback. • Self- & peer-assessment of techniques and tasks. <p>Summative ‘Assessment Tasks’ at the end of each activity unit to inform progress – in form of competitive situations & scenarios.</p>		
	<ul style="list-style-type: none"> • (Invasion Games) skills & knowledge of tactics in isolated practise & game scenarios. • Modification of skills (combinations) & tactics in competition to utilise space & outwit opponents • (Cross country/Orienteering) timed runs & comparison with Y8 performance. • Q&A on race strategies for different sections of the course. • Accuracy & speed of orienteering challenges. • (Intra-house) Observation of groups’ setup, use of tactics/play and officiating. 	<ul style="list-style-type: none"> • (HRE) application of training principles within fitness activities. • Assessment of pupils training exercises/plans. • (Net/Wall Games) skills & knowledge of tactics in isolated practise and game scenarios. • Combinations & variety of skills and tactics in competition to utilise space & outwit. • (Emerging) application of skills & rules to organise & manage new ‘popular’ activities. • Leadership skills in the set-up, officiating & scoring of new sports. 	<ul style="list-style-type: none"> • (Athletics) more advanced techniques in controlled practise situations. • Refining techniques in competitive events to maximise performance. • Self-assessment using school Gold, Silver & Bronze benchmarks to strive for personal best. • (S&F Games) skills & tactical knowledge in isolated practise & game scenarios. • Modification of techniques & tactics in small-sided competition to utilise space & outwit. • Leadership skills in the set-up, officiating & scoring of activities.
Learning at Home	N/A	N/A	N/A
Key Vocabulary	Utilise, outwit, utilise, continuous, problem-solving, strategy, organisation, communication.	Progression, aerobic, adaptation, variation, strategy, utilise, emerging, trend, leadership.	Effective, procedure, modify, refine, maximise, tactics, overcome, leadership.

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 Sports Administration & policy makers Teaching and sports coaching Researchers and sports science Professional athletes</p>