



Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Location of resources:	PE Staff Hub and PE Staff Room
Curriculum intent and rationale:	Curriculum Intent: We thoroughly believe that Physical Education is one of the most important subjects on the curriculum. Our curriculum acts as not only a vehicle for students to improve their physical health but also to enhance their social and emotional health. We aim to teach students the basic skills, tactics and rules in a range of different sports and physical activities and also to foster a lifelong enjoyment and appreciation of physical activity. Our department values of Teamwork, Problem Solving, Determination, Sportsmanship, Leadership and Health-Awareness are covered both implicitly and explicitly throughout both Key Stages. Curriculum Organisation: Students are taught in mixed classes in Year 7; usually based in form groups. They have 2 lessons a week. Students complete 10, 7 week blocks of activity with 2, 1 week blocks of values lessons. Due to logistics/facilities, this does work on a carousel style where students complete different activities at different points of the academic year.
National Curriculum Links:	National Curriculum in England: National Curriculum - Physical education key stages 3 and 4

What content needs to be covered? Key Knowledge and skills / misconceptions to address (with vocab in bold and spelling underlined)					
By the end of the year students will know:					
Invasion Games	Swimming	Fitness/Athletics	Gymnastics	Orienteering	Net/Striking Games
Improve individual attacking and defending skills. Develop an understanding of basic principles of attack and defence. To enhance decision-making in competitive situations. To encourage teamwork, communication, and sportsmanship. To begin using basic performance analysis to improve skills. Activities Covered: Football, Rugby, Basketball, Netball National Curriculum: use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Misconceptions: - Dribbling or running with the ball is always the best option - Standing still after passing the ball	Swim competently, confidently, and proficiently over at least 25 metres. Use a range of strokes effectively (front crawl, backstroke, breaststroke). To build confidence, resilience, and safety awareness in and around water. National Curriculum: develop their technique and improve their performance. Misconceptions: - Kicking is the main way to move forward in swimming - Breaststroke kick and arm movements can be done separately without timing	Identify components of fitness and their relevance to health and performance. Develop basic skills in athletics disciplines: running, jumping, and throwing. Set personal goals and self-analyse for improvement. Understand the importance of warm-up and cool-down. National Curriculum: develop their technique and improve their performance. Misconceptions: - You must be naturally fast or strong to improve in athletics - Throwing further means just using more strength - Sprinting at the start of the 800m is the key to running a personal best	Body Awareness: Understanding how different parts of the body move and connect during gymnastic actions. Shapes and Balances: Recognising and performing basic body shapes (tuck, pike, straddle) and static balances (one-legged stand, handstands with support). Movement Types: Knowledge of basic gymnastics movements such as rolls (forward, backward), jumps, travel (cat walk, bear crawl), and swings. Sequence Composition: Understanding how to link movements smoothly into a sequence, including the use of transitions and changes in direction or level. Performance Qualities: Knowledge of tension, extension, control, and flow to enhance the quality of movement.	Map Reading Skills - Understanding basic map symbols and the legend. - Interpreting scale and distances on a map. - Recognising key features such as paths, water bodies, and buildings. Route Planning and Decision-Making - Selecting the most efficient or safest route between control points. - Adjusting plans based on terrain and obstacles encountered. - Time management and pacing to complete the course effectively. 3. Physical Skills - Running or walking across varied terrain with balance and agility. - Developing endurance to sustain effort during longer courses. - Moving safely and confidently through different environments.	Rules and Scoring: Understanding the basic rules, scoring systems, and court layouts for each game. Game Tactics: Awareness of positioning, space, and strategy to outplay opponents or work as a team. Equipment Knowledge: Familiarity with rackets, bats, balls, nets, and safety considerations. Hand-eye Coordination: Tracking the ball/shuttle and timing strikes accurately. Striking Skills: Basic techniques such as forehand/backhand hitting, serving, and volleying. Ball Control: Controlling the direction, height, and speed of the ball/shuttle. Positioning: Knowing where to stand in relation to teammates and opponents.

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- Shooting from anywhere will lead to scoring
- Defending means just following the ball
- Everyone should chase the ball at the same time

National Curriculum: analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Misconceptions:

- Gymnastics is just about being flexible
- You must be able to do advanced skills (like handstands or flips) to be good at gymnastics.

4. Teamwork and Communication

- Sharing navigation responsibilities.
- Communicating effectively to decide on routes and solve problems.
- Supporting and encouraging teammates.

National Curriculum: take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

Misconceptions:

- The map is always oriented north at the top
- Once you start, you can't go back or change your route
- You must run as fast as possible to do well.

Activities Covered: Badminton, Striking and Fielding, Volleyball

National Curriculum: use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.

Misconceptions:

- You must hit the ball as hard as possible to win
- You should stand still and wait for the ball to come to you
- Only the person hitting the ball needs to focus; others can relax.

Previous learning (from KS2) that is particularly relevant:

Mastered basic movements (running, jumping, throwing, catching) and applied them in various sports. Developed fundamental movement skills (agility, balance, coordination).

Understood the importance of exercise for health and could describe how their body feels during activity. Begun to set personal challenges and improvement goals (e.g., beating their personal best in a shuttle run).

Had opportunities to take part in competitive and non-competitive activities.

Future Learning - How content prepares students for future units, Key Stage 4, or Key Stage 5?

KS4 students need advanced sport-specific skills; secure movement foundations enable progression to higher-level techniques.

Builds technical proficiency needed for higher-performance standards in KS4 core and exam PE.

Encourages transferable skills and helps students identify activities they may specialise in or choose for KS4 options (e.g., GCSE PE practical sports).

Outcomes:

By the end of the year pupils will be able to solve/create/produce/write:

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◆ **1. Physical Competence**

Students will:

- Develop proficiency in a broad range of physical skills (e.g., running, jumping, throwing, catching, striking)
- Learn correct technique and body control in sports and physical activities
- Improve flexibility, strength, and coordination through varied activities
- Develop sport-specific skills

◆ **2. Tactical Understanding**

Students will:

- Understand basic rules and strategies in team and individual games (e.g., football, netball, basketball, badminton)
- Begin to make tactical decisions (e.g., positioning, passing, marking)
- Develop spatial awareness and communication in team settings

◆ **3. Health and Fitness**

Students will:

- Understand the importance of warm-up and cool-down routines
- Learn about the short- and long-term effects of exercise on the body
- Begin to take personal responsibility for fitness (e.g., monitoring amount of physical activity completed)

◆ **4. Personal and Social Development**

Students will:

- Work effectively in teams, showing cooperation and communication
- Show respect for others and follow rules and instructions
- Demonstrate resilience, effort, and a positive attitude toward challenges

◆ **5. Evaluation and Improvement**

Students will:

- Begin to observe and give basic feedback to peers
- Reflect on their own performance and identify areas for improvement
- Set simple personal goals related to skill development or fitness

Assessment Strategy How we know our students are knowing and remembering more –

Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.

Formative:	Summative (& cumulative)	Opportunities to revisit past learning:
• Observation & Feedback: Teachers give verbal or visual feedback during drills or games. • Peer and Self-Assessment: Students evaluate their own or others' performance (e.g., using success criteria or checklists). • Questioning & Discussion: Teachers ask open-ended questions about tactics, rules, or fitness principles. • Skill Drills & Progression Tracking: Informal tracking of skill development (e.g., technique refinement in a chest pass or sprint start). • Fitness Baselines: Informal fitness tests (e.g., shuttle runs, sit-and-reach) used to set personal improvement goals.	• Use of KS3 Assessment spreadsheet for students in Year 7, 8 and 9. Teachers will give students an assessment grade at the end of the 7-week block. These are reported in AP1 and AP2 along with other subjects.	Opportunities in all lesson to develop learning/physical literacy from KS2. Opportunities for homework (including apps): Year 7 PE Homework: Physical Activity Tracker <i>Objective: To help you become more aware of your daily physical activity and encourage a healthy, active lifestyle.</i>

How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?



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- ✓ Inclusion over exclusion – All students participate wherever possible, with appropriate adjustments.
- ✓ Personalised progress – Success is measured against *individual starting points*, not just national benchmarks.
- ✓ Choice and flexibility – Offering alternative activities or roles where appropriate.
- ✓ Maintaining high expectations – Adapting how skills are learned, not what is learned.

Wider Curriculum and Enrichment – cultural capital and real world application -

Enriching experiences:

- Broad range of afterschool clubs/practices.
- Opportunities for additional enrichment activities such as the Colour Run, Sports Day, Sports Awards Evening, Sports Tours, etc.

Our curriculum supports the school value of:

Joy	<i>Foster enthusiasm and engagement by aiming to make lessons/activities fun and enjoyable. Low-stakes competition and other games are used to help with this.</i>
Progress	<i>We monitor and support progress through regular completion of the KS3 assessment spreadsheet. We also regularly give learners feedback on their progress in lessons.</i>
Success	<i>We celebrate success by giving regular praise in lessons, encouraging students to join afterschool clubs and inviting students to celebratory events (eg- sports awards evening)</i>
Act with care, kindness, respect, and integrity	<i>We build meaningful connections with our students by encouraging them to try their hardest, regardless of the skill/activity being taught.</i>

Literacy, Oracy and disciplinary language:

Speaking Opportunities through Questioning and Discussion:

- Students explain tactics, rules, or decision-making in games (e.g., “Why did you choose to pass to that player?”).

Reading Opportunities through Scoreboards and Results Tables:

- Students interpret tournament tables, fitness results, or scoring systems.

Writing Opportunities through Self and Peer Assessment:

- Students complete observation sheets, noting strengths and areas for improvement.

Key Vocabulary Development:

- Displayed and regularly use **technical terminology** in lessons (e.g., *pivot, overload, cardiovascular endurance*).

Cross-Curricular opportunities / Opportunities to develop ‘character’:

Our curriculum supports personal development by developing:

Resilience and Perseverance – Students learn to cope with challenges, setbacks, and failure, developing a growth mindset. For example, they might continue to improve their fitness scores or practise a gymnastics skill repeatedly after failed attempts.

Confidence and Self-Esteem – Achieving personal goals and mastering new skills boosts self-belief. A clear example of this is when students perform a dance routine in front of others or represent the school in a fixture.

Independence and Responsibility – Students take ownership of their learning through self-assessment, goal setting, and preparation. For instance, they might lead a warm-up or create a personal training programme.

Self-Discipline – Regular practice, following rules, and managing emotions help students build discipline. This can be seen when they remain focused during skill drills or adhere to game rules consistently.

Empathy and Respect – PE promotes respect for teammates, opponents, and officials. Examples include shaking hands after a match or encouraging less experienced peers during practice.

Integrity and Fair Play – Competitive sports encourage honesty and sportsmanship. Students might demonstrate this by admitting to a foul in netball or scoring fairly in athletics.

Leadership and Communication – Opportunities to lead warm-ups, coach peers, or officiate build leadership skills. For example, students might act as a team captain or lead group problem-solving tasks in Outdoor and Adventurous Activities.

Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement.

When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?
July 2025	Changes to activities/sequencing.	• Regular assessment and feedback • Curriculum review and adaptation • Professional development • Use of data and research (both school and national level)



Curriculum Overview

Key Stage – KS3 Year -7

Joy



Progress



Success



Act with care, kindness, respect and integrity

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