

			Curriculum - Overview			
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Students will start with a fundamentals unit of work looking at developing the skills of throwing, catching and jumping taught at KS2. They will then gain knowledge across a range of activities looking at developing core skills. Throughout KS3 students will be assessed against Head, Heart and Hand demonstrating a holistic approach to PE.	Where new activities are introduced, the focus will remain on developing core skills. For new activities students will develop their confidence and consistency in the core skills. There will also be opportunities to develop their leadership, officiating and self / peer evaluation.	Students in year 9 will be beginning to learn advanced skills within the activities completed in Year 7 and Year 8. They will also be demonstrating these core and advanced skills in competitive situations. There will be a continued development of leadership, officiating and self/ peer evaluation.	All students will continue with compulsory PE with the aim of inspiring lifelong participation. GCSE Physical Education In Y10 GCSE students will complete component 1, physical factors affecting performance. This component introduces and explores some of the physical factors which underpin participating and performance in physical activities and sports.	All students will continue with compulsory PE with the aim of inspiring lifelong participation. GCSE Physical Education In Y11 GCSE students will complete component 2, socio- cultural issues and sports psychology. This is a broad and varied curriculum which equips students with a good grounding to go onto A-Level study, other academic pathways or into sporting apprenticeships.	an apprenticeship or en A wide range of centre practical and wider pro opportunities, as well a the body systems and t impacts of sport and pl sport is organised and t	students to achieve gress to the next stage that's higher education, mployment. assessed units with ject-based assessment as examined units on the long and short term hysical activity; how the purpose of sports nd safety requirements ctivity; the purpose of, search in sport and ow businesses in sport



	Curriculum – Topic Sequencing					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Fundamentals	Volleyball	Volleyball	1.1a The structure	2.1a Engagement	Unit 1 Body systems	Unit 18 Practical
To build on the	To build on the basic	To develop	and function of the	patterns of different	and the effects of	skills in sport and
fundamental	principles of attack	consistency in	skeletal system	social groups in	physical activity –	physical activities.
principles of running,	and defence and aim	replication of core	Learners will be able	physical activities	examination unit.	This unit gives
jumping and	to get the ball to land	skills through	to name and locate	and sports		learners the
throwing. A bridge	in a target area so	conditioned	the major bones of	Learners will develop	In this unit learners	opportunity to
between primary	that the opponent	situations. To further	the body and be able	their knowledge and	will gain an	participate in a
school and secondary	cannot return it. To	develop the ability to	to apply examples of	understanding of	understanding of the	number of different
school Physical	develop the	land the ball in a	how the skeletal	current participation	structures and	sports and outdoor
Education.	replication of the	target area with	system allows the	trends using a range	functions of the key	and adventurous
Introducing Head,	core skills necessary	control and refine	functions such as	of valid and respected	body systems, how	activities which
Heart and Hands.	to outwit opponents	game tactics with the	posture and	sources. The factors	these support and	allows them to
	with increasing	intention of	protection.	affecting participation	impact performance	experience first-hand
Fitness	pressure. To begin to	outwitting an	Learners will be able	for a range of	in sport and physical	situations that
To learn and	accurately score and	opponent. To develop	to identify major	different groups in	activity and the effect	participants they may
accurately replicate	officiate games using	confidence	joints along with	society will be	that physical activity,	later be coaching or
specific techniques in	the correct	in movement and	associated	understood, along	training and lifestyle	leading will come
a range of fitness-	terminology	demonstrate the	articulating bones in	with strategies to	can have on them.	across. In this unit
based activities. To	throughout.	ability to score and	the knee, elbow,	promote		students will learn
investigate the		officiate games	shoulder and hip.	participation, using		how to apply skills,
bodies' ability to			Knowledge will be	practical examples		tactics, techniques
exercise and the			developed of the	from physical		and knowledge in
reasoning behind			types of movement at	activities and sports.		individual sports,
such principles. To			hinge joints and ball			team sports and
gain an			and socket joints, as			outdoor and



understanding of			well as being able to			adventurous activities
warm-ups, cool			apply these			which will allow them
downs and health			movements to			to participate
related exercise			examples from			effectively, safely and
through physical			physical activities and			enjoyably.
tasks.			sports.			
Badminton	Fitness	Fitness	1.1b The structure	2.1b	Unit 2 Sports	Unit 19 Sports and
Students to build on	To experience specific	To further develop	and function of the	Commercialisation of	coaching and activity	exercise psychology
the basic principles of	fitness-based skills in	specific fitness-based	muscular system	physical activity and	leadership	
attack and defense	a range of different	skills in a range of	Learners will develop	sport		In this unit learners
for badminton.	contexts. To further	different contexts. To	their knowledge of	Learners will develop	This unit will give	will learn different
To develop the	develop an ability to	evaluate and refine	the location of the	their knowledge and	leaners an	motivations that
replication of the	evaluate and assess	movements to	major muscle groups	understanding of the	understanding behind	people have for
core skills necessary	core techniques to	produce a more	and be able to apply	commercialisation of	the theory of what	participating in sport
to outwit opponents	produced	effective	muscle use to	physical activity and	makes good sports	and exercise and how
with increasing	refined outcomes. To	performance. To	examples from	sport including	coaches and activity	performance can be
pressure.	investigate ways of	understand the broad	physical activities and	sponsorship, along	leaders and methods	managed through an
To develop	warming up and	range of training	sport. Learners will	with the influences of	that can be employed	understanding of
component of fitness	understand the	methods and	also develop their	the media with	to improve the	attribution theory,
which are	importance of health	different outcomes.	knowledge of the	examples showing	performance of	stress and group
transferrable to other	through completion	To develop	roles of muscles as	the positive and	participants. Learners	dynamics. Students
activities. Students	of physical task.	knowledge of the	agonists, antagonists,	negative effects on	will explore the roles	will also learn the
begin to accurately		immediate effects of	fixators and how they	participation and	and responsibilities of	impacts that
score and officiate	OAA	exercise and	operate as	performance in	coaches and leaders	participation in sport
mini badminton	To develop map	reasoning for these	antagonistic pairs,	physical activities and	and how these differ	and exercise can have
games.	reading skills with	bodily responses.	again by applying to	sports.	from each other, and	on a person's mental
	increasing		examples from		others involved in	health and wellbeing,
Football	confidence. To	Badminton	physical activities and	2.1c Ethical and	delivering and	whether an elite
To build on the	understand the	To develop more	sports.	socio-cultural issues	teaching sport and	performer or a
fundamental skills	importance of	advanced techniques		in physical activity	physical activity. The	member of the
required to perform	accurately reading a	and implement and		and sport	main part of the unit	general public.



at maximum levels in	map. To work with	refine strategic play	1.1c Movement	Learners will develop	is related to learners
small sided games.	others effectively to	to outwit opponents.	Analysis	their knowledge and	developing the skills
Development of the	plan routes.	Students will	Learners will develop	understanding of	and understanding
basic principles of		demonstrate the	their knowledge of	ethics in sport	necessary to
attack and defence in	Badminton	essential elements of	the three classes of	including definitions	effectively plan and
football. To develop		attack and defence in	lever and will be able	of the key terms of	deliver a series of
the ability to use	Sportshall Athletics	competitive	to use examples from	sportsmanship,	sports or activity
simple tactics and	To develop the	situations. To	physical activities and	gamesmanship and	sessions reflecting on
strategies to outwit	fundamental skills of	develop confidence in	sport to show where	deviance. The effects	learners' own
the opposition.	running, jumping and	directing the shuttle	these levers might	of drugs in sport and	practice and using
	throwing and	to land in a target	operate to produce	the reasons why	this feedback to
OAA	improve the	area so that the	movement. Learners	sports performers use	improve their
To work with others	efficiency and	opponent cannot	will become aware of	drugs will be	performance as a
to solve problems.	techniques in the	return	the mechanical	understood along	sports coach or
Describe their work	events.	it. Students will	advantage provided	with reasons for	activity leader.
and use different	Rugby	independently score	by levers in	player violence with	
strategies to solve	To build the	and officiate	movement.	practical examples in	Unit 3 Sports
problems. Lead	fundamental skills	badminton games	Learners will know	physical activities and	organisation and
others and be led.	required to perform	unassisted.	the three planes of	sports.	development –
Differentiate	at maximum levels in		movement and be		examination unit
between when a task	small sided games. To	Basketball	able to give examples	2.2 Sports Psychology	
is competitive and	develop the use of	To focus on	of these different	Learners will develop	In this unit learners
when it is	basic principles	developing,	physical activities and	their knowledge and	will gain an
collaborative.	relating to attack and	implementing and	sports. Frontal,	understanding of the	understanding of the
	defence. To offer the	refining team and	transverse and	psychological factors	organisations
Sportshall athletics	opportunity to	individual game plans	longitudinal axes of	that can affect	involved in sport in
To build on the	explore simple tactics	to outwit opponents.	rotation will be	performers. They will	the UK, their roles
fundamental skills of	and strategies to	Students will be	recognised by	also develop their	and responsibilities
running, jumping and	outwit	expected to use core	learners who will be	knowledge and	and how they work
throwing and develop	the opposition. To	skills, implement	able to apply these to	understanding of how	together. Learners
them into athletics	develop physical	them in different	examples from	movement skills are	will also gain an
events.	literacy/body	competitive		learned and	understanding of



	movement	situations and refine	physical activities and	performed in physical	sports development,
Basketball	competence.	unsuccessful	sports.	activities and sports.	including the
o build on the		attempts. To			organisations
undamental skills	Football	understand games	1.1d The	The characteristics	involved, who sports
equired to perform	To focus on	rules, play a number	cardiovascular and	and classification of	development is
t maximum levels in	developing team	of roles and physically	respiratory systems	skilful movement will	targeted at and why,
nall-sided games.	attacking and	exert themselves	Learners will develop	be understood, along	how sports
evelopment of the	defending strategies	throughout.	their knowledge and	with the role of goal	development is
isic principles of	and associated core		understanding of the	setting and mental	carried out and how
tack and defence in	techniques required	Handball	structure and	preparation to	the success of sports
asketball. To	to support this. To	To understand and	function of the	improve performance	development
velop the ability to	encourage students	develop basic skills in	cardiovascular	in physical activities	initiatives can be
e simple tactics and	to select and apply	isolation and	system. Blood vessels	and sports.	measured.
rategies to outwit	the appropriate core	moderated game	and blood cells with		
e opposition.	football skills, using	situations.	their pathway	Learners will develop	
	them tactically with		through the heart will	their knowledge and	
hletics	the intention of	Table Tennis	be understood along	understanding of	
accurately	outwitting their	To develop the basic	with definitions of	guidance and	
plicate running,	opponents. To	principles of attack	key cardiac terms.	feedback that affects	
mping and throwing	develop an improved	and defence and aim	Learners will	the learning and	
ills for athletic	knowledge of small	to get the ball to land	understand the	performance of	
ents showing an	sided competitive	in a target area so	pathway of air	movement skills.	
provement in	games and rules than	that the opponent	through the		
erformances.	underpin the game.	cannot return it. To	respiratory system	Learners will be able	
o explore variations		develop the	and know the role of	to identify key terms	
o core techniques	Basketball	replication of	the respiratory	and describe	
nd use knowledge to	To focus on	the core skills	muscles and alveoli	psychological	
ecome more	developing team	necessary to outwit	during breathing,	concepts, using	
chnically proficient.	attacking and	opponents with	along with an	practical examples	
record and	defending strategies	increasing pressure.	understanding of key	from their own	
nprove upon	and associated core	To begin to accurately	definitions.	performances.	
ersonal bests in		score and officiate		Learners will show	



relation to speed,	techniques required	games using the	Learners will also be	that they can explain	
height and distance.	to support this. To	correct terminology	able to define aerobic	and evaluate sports	
	encourage students	throughout.	and anaerobic	psychology theories	
Tennis	to select and apply		exercise and be able	and principles and be	
To build on the basic	the appropriate core	Football	to give practical	able to apply theory	
principles of attack	basketball skills, using	To focus on	examples of aerobic	to practice.	
and defence in tennis.	them tactically with	developing,	and anaerobic		
To develop the	the intention of	implementing and	activities.	2.3 Health, Fitness	
replication	outwitting their	refining team and		and Well-being	
of the core skills	opponents. To	individual game plans	1.1e Effects of	Learners will develop	
necessary to outwit	develop an improved	to outwit opponents.	exercise on body	their knowledge and	
opponents. To	knowledge of small	Students will be	systems	understanding of the	
develop components	sided competitive	expected to use core	Learners will develop	benefits of	
of fitness which are	games and rules than	skills, implement	their knowledge and	participating in	
transferrable to other	underpin the game.	them in different	understanding of the	physical activities and	
activities. Students		competitive	short and long term	sport to health,	
begin to accurately	Athletics	situations and refine	effects of exercise on	fitness and well-being	
score and officiate	To use knowledge of	unsuccessful	muscles and bones,	as well as having a	
mini tennis games.	athletics events,	attempts. To	the heart and the	clear definition of	
	strategies and core	understand games	respiratory system.	health and fitness.	
Cricket	techniques to	rules, play a number	They will be able to	Learners will know	
To build on the basic	develop skill	of roles and physically	apply understanding	about the physical,	
principles of batting	replication and	exert themselves	of these effects to	emotional and social	
and fielding for	performance. To	throughout.	examples from a	benefits as well as the	
cricket. To develop	develop an		range of physical	consequences of a	
the replication of the	understanding of	Athletics	activities and sports.	sedentary lifestyle.	
core skills necessary	fitness and its	To allow students to	Learners will be able		
to outwit opponents	relationship to	accurately replicate	to collect and use	Learners will develop	
with increasing	performance. To	techniques across a	data in this section	their knowledge and	
pressure. To develop	improve core skills	range of disciplines.	related to both short	understanding of diet	
component of fitness	and personal bests in	To develop a detailed	term and long term	and nutrition.	
which are	relation to speed,	understanding of	effects of exercise.	Learners will	



transferrable to other	height, distance and	fitness and its effect		understand the main	
activities. Students	accuracy. Develop	on performance. To	1.2a Components of	components of a	
begin to accurately	confidence in	allow planning and	fitness	balanced diet,	
score and officiate	movement and	preparation prior to	Learners will develop	including the effects	
mini cricket games.	challenge mental	competing in a range	their knowledge and	of these components	
	capacity.	of athletic events. To	understanding of the	and hydration on	
		develop an	components of	performers using a	
	Tennis	understanding of the	fitness, including	range of examples	
	To develop	immediate effects of	cardiovascular	from physical	
	consistency in	exercise and fatigue	endurance, muscular	activities and sports.	
	replication of core	factors.	endurance, speed,		
	skills through		strength, flexibility		
	conditioned	Tennis	and agility.		
	situations. To further	To develop more	Learners will be able		
	develop the ability to	advanced techniques	to define each		
	land the ball in a	and implement and	component and be		
	target area with	refine game tactics to	able to apply using a		
	control and refine	outwit opponents.	range of practical		
	game tactics with the	Confidently	examples from		
	intention of	demonstrate the	physical activities and		
	outwitting an	essential elements of	sports. Learners will		
	opponent. To develop	attack and defence in	also develop their		
	confidence in	competitive	knowledge of suitable		
	movement and	situations. To	tests for each		
	demonstrate the	understand the	component.		
	ability to score and	games rules and			
	officiate games.	accurately score/	Learners will be able		
		officiate unassisted.	to collect and use		
	Rounders	To replicate skills	data related to the		
	To replicate and	consistently and	identified		
	improve core skills in	physically exert	components of		
	batting, bowling and	themselves	fitness.		



Intention of outwitting opponents. To develop an ability to striking the ball using deception in a competitive context. To develop confidence and fielding games and an understanding of the basic rules.Rounders/Cricket To demonstrate to immove the skill of outwitting an execution of core skills for batting, of outwitting an gene lating and fielding. to improve the skill to improve the skill of outwitting and decision making skills through game play. Students to work independently and define their knowledge and understanding of the games.1.2b Applying the principles of training their knowledge and understanding of the understanding of the stain gam fielding. to improve the skill to optimise training to optimise training training their knowledge and understanding of the key components and physical benefits of the warm up and cool down applied to physical activities and sports.1.2b Applying the principle and the warm up and cool down applied to physical activities and sports.	fielding with the	throughout.			
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1.2c Preventing injury in physical activity and training Learners will develop their knowledge and understanding of how to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings. Learners will know how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of