

The PE Curriculum

Knowledge			
Types of knowledge	<u>1. Physical competence</u>	<u>2. Rules, strategies and tactics</u>	<u>3. Healthy participation</u>
Declarative knowledge (Know what)	Know what safe and successful movement looks like in specific activities/sport.	Know what the rules, strategies and tactics are for participation in specific activities/sport.	Know what health and fitness mean in context, including what to do to improve and factors affecting performance.
Procedural knowledge (know how)	Know how to perform safe and effective movements	Know how to perform the rules, strategies and tactics in an activity/sport.	Know how to participate in activity/sport.

Concepts

Skills (Practice)			Rules, tactics and safety			Evaluating performance			Fitness		
1	2	3	1	2	3	1	2	3	1	2	3
<p>Can master basic fundamental movement skills including running, jumping, throwing and catching. Able to demonstrate these skills in isolation and able to link these skills together as part of a performance.</p> <p>Demonstrate ability to perform and link basic skills needed for the activity showing the correct technique competently.</p>			<p>To be able to identify and understand the rules and safety principles across a range of activity areas in order to keep safe and perform effectively.</p> <p>Understand how to warm up effectively Know what the rules, strategies and tactics are for participation in specific activities/sport.</p>			<p>Demonstrate the ability to identify strengths and weaknesses in personal performance. Show the ability to set targets for improvement and discuss what went well/found difficult and give reasoning why.</p> <p>Identify and understand the factors affecting performance</p>			<p>Able to show the required fitness to cope with the activity competently and be physically active for sustained periods of time.</p> <p>Develop understanding of the different components of fitness required for the activity and their impact on health and fitness.</p>		

RESPECT Life Skills framework

Resilience	Empathy	Self awareness	Positivity	Excellence	Communication	Teamwork
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Context

Multi Skills	Invasion Games	Net/Wall	Gymnastics	Trampolining	Health Related Exercise	Paralympic activities	Badminton	Problem solving	Cycling	Athletics
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Willows PE Curriculum Map

Willows

Autumn 1	
Multi Sports	
Understanding the rules and safety principles of the activity	
Developing basic skills in a range of multi sport activities.	
Explore basic principles for attacking and defending	
Use running, jumping and throwing skills in isolation and in combination.	
Be physically active for sustained periods of time	
Explore assessing and evaluating of performance	
Life skills – Empathy & Teamwork	

Spring 2	
Paralympic activities/Cycling	
Understanding the rules and safety principles of the activity.	
Developing basic skills in a range of paralympic sports	
Explore basic fundamental skills needed for paralympic sports such as boccia, goalball and seated volleyball.	
Explore a range of adapted bikes to support engagement with a healthy and active lifestyle. .	
Be physically active for sustained periods of time..	
Explore assessing and evaluating performance.	
Life skills – Positivity	

Willows

Autumn 2

HRF/Fundamental movements	
Understanding rules and safety principles of the activity.	
Explore fundamental movements and engage in fitness based activities.	
Develop understanding of effective technique.	
Be physically active for sustained periods of time.	
Develop strength, flexibility and balance.	
Explore assessing and evaluating of performance	
Life Skills - Resilience	

Summer 1

Problem Solving	
Understanding the rules and safety principles of the activity	
Developing basic skills for problem solving such as teamwork, communication and confidence skills.	
Develop observation and memory skills.	
Be physically active for sustained periods of time	
Life skills – Communication	
Explore assessing and evaluating performance.	

Spring 1

Wellbeing & movement	
Understanding rules and safety principles of the activity.	
Explore fundamental movement sequences.	
Explore basic compositional aspects for gymnastics – Travel, balance, rolling	
Explore areas of dance and expression	
Be physically active for sustained periods of time.	
Develop strength, flexibility, technique, control and balance.	
Explore assessing and evaluating performance.	
Life Skills - Excellence	

Summer 2

Athletics	
Understanding rules and safety principles of the activity.	
Explore and develop fundamental movements to support success in athletic activities.	
Develop understanding of effective technique.	
Demonstrate fundamental skills needed for athletics such as running, jumping, throwing.	
Be physically active for sustained periods of time.	
Life skills – Self -Awareness	
Explore assessing and evaluating performance.	
Dance – 3 weeks	
Understanding rules and safety principles of the activity.	
Explore and develop an understanding of beat and rhythm.	
Popular trends to engage with dance - Tik tok Fortnite dances/.	
Introduce time, tempo and movement.	
Be Physically active for sustained periods of time.	

Components

Concepts

Skills

Rules and safety

Evaluating performance

Fitness

RESPECT (Life Skills)

Year 7 PE Curriculum Map

		Autumn 1			Autumn 2			Spring 1			Components	
Year 7	Multi Sports		HRF			Gymnastics			Concepts			
		Understanding the rules and safety principles of the activity. Developing basic skills in a range of multi sport activities.		Understanding rules and safety principles of the activity.			Understanding rules and safety principles of the activity.					
		Develop ideas around attacking and defending principles. Apply running, jumping and throwing skills in isolation and attempt to apply these in team performances.		Apply fundamental movement sequences alongside exploring circuit training ideas.			Apply basic compositional aspects for gymnastics -travel, balance and expression.					
		Be physically active for sustained periods of time.		Develop understanding of effective technique and begin to apply this as part of performance.			Demonstrate balances, counter balances, canon and unison.			Skills		
		Evaluate performance.		Be physically active for sustained periods of time.			Be physically active for sustained periods of time.					
		Life skills – Empathy & Teamwork		Develop strength, flexibility and balance.			Develop strength, flexibility, technique, control and balance.			Rules and safety		
Year 7	Spring 2		Summer 1			Summer 2				Evaluating performance		
	Paralympic Activities		Problem Solving & Orienteering			Athletics – 4 weeks				Fitness		
		Understanding the rules and safety principles of the activity. Developing basic skills in a range of paralympic sports Explore basic fundamental skills needed for paralympic sports such as boccia, goalball and seated volleyball.		Understanding the rules and safety principles of the activity. Developing basic skills for problem solving such as teamwork, communication and confidence skills.			Understanding rules and safety principles of the activity.					
		Be physically active for sustained periods of time..		Develop observation and memory skills.			Demonstrate techniques across a range of athletic activities. E.G. Spring start technique.					
		Evaluate performance.		Map reading skills			Develop understanding of effective technique and begin to apply this as part of performance.					
		Life skills – Positivity		Be physically active for sustained periods of time			Be physically active for sustained periods of time.			RESPECT (Life Skills)		
			Evaluate performance.				Evaluate performance.					
			Life skills – Communication & Empathy				Life Skills - Excellence.					
						Dance – 3 weeks						
						Understanding rules and safety principles of the activity.						
						Explore and develop an understanding of beat and rhythm.						
						Popular trends to engage with dance - Tik tok Fortnite dances/.						
						Introduce time, tempo and movement.						
						Be Physically active for sustained periods of time.						
						Life Skills - Positivity						

Year 8 PE Curriculum Map

Year 8

Year 8

Autumn 1

- Invasion Games - Football, basketball, handball. Sport Education model**
- Understanding rules and safety principles for the activity.
 - Evaluate performance
 - Developing basic skills in a range of invasion games.
 - Understanding the attacking and defending principles of invasion games.
 - Develop ability to be physically active for longer periods of time.
 - Life Skills - Empathy & Teamwork

Autumn 2

- HRF**
- Understanding rules and safety principles for the activity.
 - Evaluate performance.
 - Identify a range of circuit training exercises and apply training techniques to improve performance.
 - Understand the impact HRF has on your body. E.G. increased heart rate.
 - Identify the components of fitness needed for the activity
 - Life skills -Resilience
 - Life Skills - Self Awareness

Spring 1

- Trampolining**
- Understanding rules and safety principles for the activity.
 - Evaluate performance
 - Develop basic shapes in isolation
 - Explore concepts of tension, extension, control and fluency.
 - Link basic shapes as part of a performance.
 - Develop required fitness for the activity – balance, core strength,
 - Life skills - Excellence

Spring 2

- Net/Wall games**
- Understanding rules and safety principles for the activity
 - Evaluate performance
 - Hand eye coordination skills
 - Introduction to correct grip, stance and footwork.
 - Explore a range of activities using a variety of equipment. E.g. balloons, low net, wide head racquet.
 - Be physically active for sustained periods of time..
 - Life Skills Positivity

Summer 1

- Commando Joe**
- Understanding rules and safety principles for the activity.
 - Evaluate performance
 - Developing basic skills in a range of invasion games.
 - Understanding the attacking and defending principles of invasion games.
 - Develop ability to be physically active for longer periods of time.
 - Life Skills - Empathy
 - Life Skills - Communication

Summer 2

- Athletics – 4 Weeks**
- Understanding rules and safety principles for the activity.
 - Evaluate performance.
 - Develop technique in athletics in preparation for completion (Sports Day)
 - Be physically active for sustained periods of time..
 - Identify the components of fitness needed for the activity
 - Life skills -Self Awareness
- Dance – 3 weeks**
- Understanding rules and safety principles for the activity.
 - Recap beat and rhythm and apply to specifics of dance.
 - Dance through the ages
 - Explore and use canon, unison, motif, levels and dynamics.
 - Be Physically active for sustained periods of time.
 - Life skills - Positivity

Component Concepts

- Skills
- Rules and safety
- Evaluating performance
- Fitness
- RESPECT (Life Skills)

Year 9 PE Curriculum Map

	Autumn 1	Autumn 2	Spring 1
Year 9	Invasion Games <ul style="list-style-type: none"> Understand rules and safety principles for the activity. Develop skills in invasion games and apply these as part of a team based environment. Evaluate performance Identify and develop the components of fitness needed for the activity. Work collaboratively as part of a team to develop leadership, participation and team work skills through the sport education model. Life Skills - Empathy & Teamwork 	HRF <ul style="list-style-type: none"> Understanding rules and safety principles for the activity. Evaluate performance Explore a range of training styles. Continuous, circuit and interval training. To demonstrate competent technique when training. Identify the components of fitness needed for the activity and the impact they have on performance. Life Skills – Resilience 	Trampolining <ul style="list-style-type: none"> Understanding rules and safety principles for the activity. Evaluate performance Explore concepts of tension, extension control and fluency and link as part of a performance. Develop basic shapes applying key principles to refine and progress. Show the required fitness for the activity – balance, core strength. Life skills – Excellence
	Spring 2 <ul style="list-style-type: none"> Net/Wall games Understand rules and safety principles for the activity. Evaluate performance Attacking and defensive shots Overhead clear, drop shot - badminton Forehand serve and backhand serve - badminton Explore appropriate fitness needed for the activity e.g. agility Life Skills - Positivity 	Summer 1 <ul style="list-style-type: none"> Cycling Understand rules and safety principles for the activity. Develop skills in invasion games and apply these as part of a sport education model. Evaluate performance Identify and develop the components of fitness needed for the activity. Work collaboratively as part of a team to develop leadership, participation and team work skills through the sport education model. Life Skills - Self awareness 	Summer 2 <ul style="list-style-type: none"> Athletics – 4 weeks Understanding rules and safety principles for the activity. Evaluate performance Explore a range of training styles. Continuous, circuit and interval training. To demonstrate competent technique when training. Identify the components of fitness needed for the activity and the impact they have on performance. Life Skills – Self Awareness <ul style="list-style-type: none"> Dance – 3 weeks Understanding rules and safety principles for the activity. Recap and develop beat, rhythm and use to apply to areas of dance. Street Dance - workshops Use canon, unison, motif, levels and dynamics and include as part of a performance. Be Physically active for sustained periods of time. Life Skills - Positivity

Components
Concepts
Skills
Rules and safety
Evaluating performance
Fitness
RESPECT (Life Skills)

Year 10 Entry Level PE

Year 10

Autumn 1

Handball

- Understand rules and safety principles for the activity.
- Develop skills in handball e.g catching, passing, Dribbling, shooting .
- Evaluate performance
- Identify and develop the components of fitness needed for the activity.
- Select and use appropriate skills i.e Run, pass. shoot.
- Life Skills - Empathy & Teamwork
- Awareness of rules, apply tactics, understanding roles.

Spring 2

Badminton/Dance

- Understand rules and safety principles for the activity.
- Evaluate performance
- Attacking and defensive shots
- Overhead clear, drop shot - badminton
- Forehand serve and backhand serve - badminton
- Explore appropriate fitness needed for the activity e.g. agility
- Life Skills - Positivity
- Applying tactics – attack and defence
- Understanding of roles and positions

Dance

- Understand rules and safety principles for the activity.
- Posture, alignment, tension, space, levels and height
- Specialise in specific dance - Contemporary, Street
- Contemporary – Leaps, balances, turns and travelling, step patterns.
- Street Dance – Jumps, Holds/Grabs, Strep patterns, turns and travelling
- Be Physically active for sustained periods of time.
- Life Skills - Positivity

Autumn 2

Circuit Training/Weight Training

- Understanding rules and safety principles for the activity.
- Evaluate performance
- Identify focus of training programme
- Design training programme
- Show a range of exercises and develop technique required
- Life Skills – Resilience

Summer 1

Cycling

- Understand rules and safety principles for the activity.
- Riding posture, Leg action, hand/arm position, head carriage, steering, balance.
- Evaluate performance
- Identify and develop the components of fitness needed for the activity.
- Use of skills e.g. adjusting riding posture
- Life Skills - Self awareness

Boxing

- Understand rules and safety principles for the activity.
- Stance, footwork, guard, balance
- Punching – jab, cross, hook, uppercut, simple 'one, two' combinations.
- Selection and use of skills(e.g. which punch to throw)
- Applying tactics (attack and defence)
- Be Physically active for sustained periods of time.
- Life Skills - Self Awareness

Spring 1

Trampolining

- Understanding rules and safety principles for the activity.
- Evaluate performance
- Explore concepts of tension, extension control and fluency and link as part of a performance.
- Create and perform routines .
- Show the required fitness for the activity – balance, core strength.
- Life skills – Excellence
- Select and use appropriate skills and apply compositional skills .

Summer 2

Athletics – 4 weeks

- Understanding rules and safety principles for the activity.
- Evaluate performance
- Track, jumping, throwing events,

Track	Throwing	Jumping
Skills		
<ul style="list-style-type: none"> Starting Finishing Posture Leg action Arm action Head carriage 	<ul style="list-style-type: none"> Stance Grip Throwing action Release phase Recovery phase/follow through 	<ul style="list-style-type: none"> Approach Take off Flight Landing
Understanding		
<ul style="list-style-type: none"> Time of kick for finish line When to dip Adjusting for conditions. 	<ul style="list-style-type: none"> Stationary or rotational technique Length of run up 	<ul style="list-style-type: none"> Length of run up Adjustment of run up Awareness of rules/conventions

Components

- Concepts
- Skills
- Rules and safety
- Evaluating performance
- Fitness
- RESPECT (Life Skills)

Year 11 Entry Level PE

Year 11

Autumn 1

Handball

- Understand rules and safety principles for the activity.
- Develop skills in handball e.g catching, passing, Dribbling, shooting .
- Evaluate performance
- Identify and develop the components of fitness needed for the activity.
- Select and use appropriate skills i.e Run, pass. shoot.
- Life Skills - Empathy & Teamwork
- Awareness of rules, apply tactics, understanding roles.

Year 11

Spring 2

Badminton

- Understand rules and safety principles for the activity.
- Evaluate performance
- Attacking and defensive shots
- Overhead clear, drop shot - badminton
- Forehand serve and backhand serve - badminton
- Explore appropriate fitness needed for the activity e.g. agility
- Life Skills - Positivity
- Applying tactics – attack and defence
- Understanding of roles and positions

Dance

- Understand rules and safety principles for the activity.
- Posture, alignment, tension, space, levels and height
- Specialise in specific dance - Contemporary, Street
- Contemporary – Leaps, balances, turns and travelling, step patterns.
- Street Dance – Jumps, Holds/Grabs, Strep patterns, turns and travelling
- Be Physically active for sustained periods of time.
- Life Skills - Positivity

Autumn 2

Circuit Training/Weight Training

- Understanding rules and safety principles for the activity.
- Evaluate performance
- Identify focus of training programme
- Design training programme
- Show a range of exercises and develop technique required
- Life Skills – Resilience

Summer 1

Cycling

- Understand rules and safety principles for the activity.
- Riding posture, Leg action, hand/arm position, head carriage, steering, balance.
- Evaluate performance
- Identify and develop the components of fitness needed for the activity.
- Use of skills e.g. adjusting riding posture
- Life Skills - Self awareness

Boxing

- Understand rules and safety principles for the activity.
- Stance, footwork, guard, balance
- Punching – jab, cross, hook, uppercut, simple 'one, two' combinations.
- Selection and use of skills(e.g. which punch to throw)
- Applying tactics (attack and defense)
- Be Physically active for sustained periods of time.
- Life Skills - Self Awareness

ENTRY LEVEL MODERATION

Spring 1

Entry Level coursework

- What are the key skills of the activity?
- What is the performer doing well in their performance? What are their strengths?
- How could the performer do better in their performance? – What are their weaknesses?
- How could they improve their performance?
- Can you give an example of a practice or drill they could use to improve?

Summer 2

End of year activities

Life Skills

- Cycling
- Walking

Components

Concepts

- Skills
- Rules and safety
- Evaluating performance
- Fitness
- RESPECT (Life Skills)