

# 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	<del>2</del>	<del>3</del>	<del>1</del>	2	<del>3</del>	1	<del>2</del>	3	1	<del>2</del>	3
<p>Can master basic fundamental movement skills including running, jumping, throwing and catching. Able to demonstrate these skills in <b>isolation</b> and able to link these skills together as part of a <b>performance</b>.</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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# Year 7 PE Curriculum Map

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

## 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
- Work collaboratively as part of a team to develop leadership, participation and team work skills through the sport education model.

## 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

**Trampoline & gymnastics**

- 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

Year 8

## 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

## Components

**Concepts**

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

# Year 9 PE Curriculum Map

Year 9

## Autumn 1

Invasion Games	
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.	
Develop key principles of an invasion game. E.G. attack with speed in handball.	
Life Skills - Empathy & Teamwork	

## Spring 2

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	

Year 9

## Autumn 2

HRF	
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	

## Summer 1

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	

## 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.	
Develop basic shapes applying key principles to refine and progress.	
Show the required fitness for the activity - balance, core strength.	
Life skills - Excellence	

## Summer 2

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	

  

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

## Components

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

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 defence)
- 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)