

Inspire, Challenge, Enrich

Core PE Curriculum maps

Department mission/curriculum statement: After five years of core PE, our aim is that you achieve in each of our four strands; enjoyment: actively engage in and enjoy your PE lessons, skills: develop your physical skills and conceptual skill through sport, health and wellbeing: explore how physical activity and sport can improve your wellbeing and lifelong participation: experience a range of activities that inspire you to be active for life.

Year 7	Students take part in each activity on a rotation throughout the year.								
Topic and/or Key Question	Handball	Badminton	Trampolining	Cross Country/OAA	Netball	Rugby	Fitness	Cricket OR Rounders	Athletics
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Concept: Confidence Students will learn the basic rules. They will develop the skills of passing, dribbling, defence and shooting and begin to use these in small sided games.	Concept: Motivation Students will learn the basic rules. They will develop the skills of rallying, overhead clear, drop shot and serving and begin to use these in games.	Concept: Competence Students will learn the health and safety requirements. They will develop the basic shapes, seat landing, swivel hip and front landing and begin to create short routines.	Students will develop problem solving skills, focussing on planning, communication and teamwork. They will develop basic map reading skills and perform a variety of orienteering and cross country.	Concept: Knowledge and Understanding Students will learn the basic rules. They will develop the skills of passing, shooting, dodging and footwork and begin to use these in small sided games.	Concept: Motivation Students will learn the basic rules. They will develop the skills of passing, evading, rucking and tackling and begin to use these in small sided games.	Concept: Knowledge and Understanding Students will learn the components of fitness and different methods of training. They will learn the benefits of exercise and a what a healthy lifestyle is.	Concept: Confidence Students will learn the basic rules. They will develop the skills of fielding, bowling and batting and begin to use these in modified games.	Concept: Competence Students will learn the technique for the following events: sprinting, 800m, long jump, shot put, discus and javelin.
Key Vocabulary (School Improvement Priority)	Jump shot Catching 3 steps Dribbling Blocking	Forehand Serve Flick Drop shot Shuttlecock	Straddle Spotting Tuck Pike Extension	Map Orientate Control Communication Motivation	Footwork Dodging Obstruction Marking Offside	Pop Evade Spin pass Knock-on Try	Cardiovascular Pulse Circuit Benefits Interval	Drive Long barrier Wicket No ball Innings	Sprint Middle distance Flight Throwing action Release
Extended Writing / Disciplinary Reading (School Improvement Priority)	Trust PE reading activities								
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Students are assessed in their practical performance of the practical skills across different activities, as well as the concepts relating to physical literacy linked to each activity. Peer and self-assessment tasks are regularly embedded into the lessons, as well as opportunities to coach each other. Students are assessed informally by the teacher each lesson through observation. Each unit has a relearn lesson in the middle, where students are given feedback on how to improve, before a formal assessment at the end. Students can speak to their class teacher to find out their assessments for individual activities. We report home developing, secure or exceeding based on the following criteria.								
	Entry	Participation		Skill			Health and Well-being		
	Exceeding	Always has kit. Engages with all aspects of the lesson. Takes part in a range of PE co-curricular.		Able to perform a wide range of skills with consistency and accuracy. Is a confident sports performer and/or performs conceptual skills effectively.			Can explain how health and well-being link to physical activity and prioritises being active daily.		
	Secure	Mostly has kit. Engages well most of the time. Takes part in some PE co-curricular.		Able to perform most skills consistency but may not always accurately. Is a confident sports performer and/or performs conceptual skills sometimes.			Understands how health and well-being link to physical activity and is active most days.		
	Developing	Rarely has kit. Lack of engagement in lessons. Doesn't take part in PE co-curricular.		Able to perform some skills but may not be consistent or accurate. Is working towards becoming a confident performer and developing conceptual skills.			Understands how health and well-being link to physical activity and is working towards becoming active more regularly.		

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Year 8	Students take part in each activity on a rotation throughout the year.								
Topic and/or Key Question	Handball	Badminton	Trampolining	Cross Country/OAA	Basketball	Rugby	Fitness	Cricket OR Rounders	Athletics
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Concept: Communication Students will extend their knowledge of the rules. They will develop more advanced passing, dribbling, shooting, defence and attack and use these more regularly in small sided games.	Concept: Resilience Students will extend their knowledge of the rules. They will develop more advanced serving, positioning, drive and smash shot and use these more regularly in games.	Concept: Emotional intelligence Students will recap the health and safety requirements and basic shapes. They will develop seat landing, swivel hips, front landing and back landing and create short routines..	Students will develop problem solving skills, focussing on leadership. They will further develop map reading skills and perform a variety of orienteering and cross country.	Concept: Communication Students will learn the basic rules. They will develop the skills of passing, pivoting, dribbling, shooting and defending and begin to use these in small sided games.	Concept: Intra-personal skills Students will extend their knowledge of the rules. They will develop more advanced passing, tackling and rucking. They will begin to learn basic scrummaging and use these more regularly in games.	Concept: Resilience Students will learn the link between health, fitness and wellbeing. They will explore different activities that can be used to improve these. They will learn different ways to assess fitness.	Concept: Intra-personal skills Students will extend their knowledge of the rules. They will develop more advanced fielding, bowling and batting and start to look at field placement and batting tactics. They will use these more regularly in modified games.	Concept: Emotional intelligence Students will begin to look at more advanced techniques for the following events: sprinting, 800m, long jump, shot put, discus and javelin. They will record personal bests.
Key Vocabulary (School Improvement Priority)	Interception Free throw Pivot Left back 7m Line	Drive High Serve Backhand The T Smash	Tension Control Rotate Swivel Seat landing	Autocratic Laise-faire Democratic Sprint Relay Pacing	Triple Threat Rebound 3 point line Backboard Key	Scrum Forwards Backs Offside Ruck	Health Fitness Wellbeing Assessment Core	Backward Hit Bowling run up Leg side Off side Backing up	Acceleration Relay Grip Landing Take off
Extended Writing / Disciplinary Reading (School Improvement Priority)	Trust PE reading activities								
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Students are assessed in their practical performance of the practical skills across different activities, as well as the concepts relating to personal skills linked to each activity. Peer and self-assessment tasks are regularly embedded into the lessons, as well as opportunities to coach each other. Students are assessed informally by the teacher each lesson through observation. Each unit has a relearn lesson in the middle, where students are given feedback on how to improve, before a formal assessment at the end. Students can speak to their class teacher to find out their assessments for individual activities. We report home developing, secure or exceeding based on the following criteria.								
	Entry	Participation		Skill			Health and Well-being		
	Exceeding	Always has kit. Engages with all aspects of the lesson. Takes part in a range of PE co-curricular.		Able to perform a wide range of skills with consistency and accuracy. Is a confident sports performer and/or performs conceptual skills effectively.			Can explain how health and well-being link to physical activity and prioritises being active daily.		
	Secure	Mostly has kit. Engages well most of the time. Takes part in some PE co-curricular.		Able to perform most skills consistency but may not always accurately. Is a confident sports performer and/or performs conceptual skills sometimes.			Understands how health and well-being link to physical activity and is active most days.		
	Developing	Rarely has kit. Lack of engagement in lessons. Doesn't take part in PE co-curricular.		Able to perform some skills but may not be consistent or accurate. Is working towards becoming a confident performer and developing conceptual skills.			Understands how health and well-being link to physical activity and is working towards becoming active more regularly.		

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Year 9	Students take part in each activity on a rotation throughout the year.								
Topic and/or Key Question	Handball	Badminton	Trampolining	Cross Country/OAA	Basketball OR Netball	Rugby	Gymnastics Dance	Cricket OR Rounders	Athletics
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Concept: Sporting values Students will further develop their knowledge and skills. They will look at tactics and decision making relevant to the sport and how to optimise performance..	Concept: Redefining competition Students will further develop their knowledge and skills. They will look at tactics and decision making relevant to the sport and how to optimise performance.	Concept: Power of positivity Students will recap the health and safety requirements and basic shapes. They will develop seat landing, swivel hips, front landing and back landing and somersaults and create short routines.	Students will further develop their map reading and problem solving skills. They will look at tactics and decision making relevant to the sport and how to optimise performance.	Concept: Redefining competition Students will further develop their knowledge and skills. They will look at tactics and decision making relevant to the sport and how to optimise performance.	Concept: Problem solving Students will further develop their knowledge and skills. They will look at tactics and decision making relevant to the sport and how to optimise performance.	Concept: Problem solving Students will learn the health and safety requirements. They will develop performing jumps, rolls, cartwheels, balances, formations and canon/unison and begin to create short routines	Concept: Power of positivity Students will further develop their knowledge and skills. They will look at tactics and decision making relevant to the sport and how to optimise performance.	Concept: Sporting values Students will begin to look at more advanced techniques for the following events: sprinting, 800m, long jump, shot put and javelin and introduce tactics for competition. They will record personal bests.
Key Vocabulary (School Improvement Priority)	Obstruction Man marking Fast break Free throw Feint	Overhead Clear Tramlines Set Dig Spike	Front landing Execution Flight Travel Fluency	Cross Country Score	Lay up Charge Travel Point guard Centre pass	Line markings Laws Penalty Conversion Turnover	Leap Canon Unison Balance Travel	Wicket keeper Slip Batting order Obstruction Anticipation	Pacing Change over Transition Run up Records
Extended Writing / Disciplinary Reading (School Improvement Priority)	Trust PE reading activities								
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Students are assessed in their practical performance of the practical skills across different activities, as well as the concepts relating to character linked to each activity. Peer and self-assessment tasks are regularly embedded into the lessons, as well as opportunities to coach each other. Students are assessed informally by the teacher each lesson through observation. Each unit has a relearn lesson in the middle, where students are given feedback on how to improve, before a formal assessment at the end. Students can speak to their class teacher to find out their assessments for individual activities. We report home developing, secure or exceeding based on the following criteria.								
	Entry	Participation	Skill			Health and Well-being			
	Exceeding	Always has kit. Engages with all aspects of the lesson. Takes part in a range of PE co-curricular.	Able to perform a wide range of skills with consistency and accuracy. Is a confident sports performer and/or performs conceptual skills effectively.			Can explain how health and well-being link to physical activity and prioritises being active daily.			
	Secure	Mostly has kit. Engages well most of the time. Takes part in some PE co-curricular.	Able to perform most skills consistency but may not always accurately. Is a confident sports performer and/or performs conceptual skills sometimes.			Understands how health and well-being link to physical activity and is active most days.			
	Developing	Rarely has kit. Lack of engagement in lessons. Doesn't take part in PE co-curricular.	Able to perform some skills but may not be consistent or accurate. Is working towards becoming a confident performer and developing conceptual skills.			Understands how health and well-being link to physical activity and is working towards becoming active more regularly.			

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Year 10/11 Performance	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Choice	Trampolining	Choice	Handball	Athletics	Choice
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Refine core and advanced skills of the different shots. Develop tactics for chosen sport. Improve decision making for chosen sport.	Refine core and advanced skills of shooting, passing, dribbling, attacking and defending. Develop compositional ideas and decision making of how to construct a routine.	Refine core and advanced skills of shapes, seat landing, front and back landing and somersault. Develop tactics for chosen sport. Improve decision making for chosen sport.	Refine core and advanced skills passing, shooting, footwork and positions. Develop tactics in relations to formations and attacking principles. Improve decision making of when to pass, shoot and dribble.	Refine core and advanced skills of the different events. Develop tactics and decision making for competition such as pacing.	Refine core and advanced skills for chosen sport. Develop tactics for chosen sport. Improve decision making for chosen sport.
Key Vocabulary (School Improvement Priority)	Perseverance Honesty Recovery Disguise Deception	Organisation Adaptation Routine Aesthetic Tariff	Undivided Inspirational Signal Holding space Swing	Collaboration Projection Zonal marking Transition Formation	Gauge Pursue Explosive Cadence Finishing	Accountable Awareness Tactics Decision making Set plays
Extended Writing Extended writing opportunities and skill development (School Improvement Priority)	Trust PE reading activities					
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Students are assessed on how they have achieved the four strands of the vision statement and the pathway they are on using the following criteria:					
		Participation	Health and Well-being	Performance Pathway		
Exceeding		Always has kit. Engages with all aspects of the lesson. Takes part in a range of PE co-curricular.	Can explain how health and well-being link to physical activity and prioritises being active daily.	Is a confident performer with a high level of skill. Working hard to improve skill level.		
Secure		Mostly has kit. Engages well most of the time. Takes part in some PE co-curricular.	Understands how health and well-being link to physical activity and is active most days.	Is a confident performer in most activities and has a good skill level. Completes tasks but doesn't push themselves to improve.		
Developing		Rarely has kit. Lack of engagement in lessons. Doesn't take part in PE co-curricular.	Understands how health and well-being link to physical activity and is working towards becoming active more regularly.	Lacks confidence in their own performance and is working towards a good skill level. Needs to work harder to complete all tasks in lessons.		

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Year 10/11 Games	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Invasion	New activities	Creative Movements or OAA	Net or Target	Striking and Fielding	Health and Fitness or Personal Performance
Key Knowledge/Skills	Students will take part in a sport education unit which enables them to take autonomy over their lessons by assigning roles to organise the activities in each lesson.	Students will take part in a sport education unit which enables them to take autonomy over their lessons by assigning roles to organise the activities in each lesson.	This half term will encourage students to try a new activity.	Students will focus on improving participation in physical activity.	Students will focus on developing leadership skills and have the opportunity to lead their peers.	Students will focus on understanding how physical activity can improve fitness and improving their own fitness.
Key Vocabulary	Organisation Adaptation Motivation Independent Evaluation	Perseverance Honesty Management Autonomy Team work	Gauge Pursue Innovation Adaptable Open-minded	Collaboration Projection Resilience Promotion Provision	Undivided Inspirational Authoritarian Democratic Laissez-Faire	Demands Anaerobic Striking Accountable Awareness
Extended Writing	Trust PE reading activities					
Assessment [Summative & Formative]	Students are assessed on how they have achieved the four strands of the vision statement and the pathway they are on using the following criteria:					
How knowledge and skills will be assessed formally and informally. How feedback will be given		Participation	Health and Well-being		Games Pathway	
	Exceeding	Always has kit. Engages with all aspects of the lesson. Takes part in a range of PE co-curricular.	Can explain how health and well-being link to physical activity and prioritises being active daily.		Is confident to take on a leadership role in the lessons or actively encourages others.	
	Secure	Mostly has kit. Engages well most of the time. Takes part in some PE co-curricular.	Understands how health and well-being link to physical activity and is active most days.		Is confident when taking part in activities but doesn't take a leadership role.	
	Developing	Rarely has kit. Lack of engagement in lessons. Doesn't take part in PE co-curricular.	Understands how health and well-being link to physical activity and is working towards becoming active more regularly.		Lacks confidence and needs encouragement to take part.	

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Year 10/11 Wellbeing	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Net or Target	New activities	Invasion	Health and Fitness or Personal Performance	Creative Movements or OAA	Striking and Fielding
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Students will work on building positive relationships with physical activity.	This half term will encourage students to try a new activity.	Students will focus on understanding how physical activity can improve wellbeing and improving their own wellbeing.	Students will focus on understanding how physical activity can improve fitness and improving their own fitness.	Students will focus on understanding how physical activity can improve confidence and increasing their confidence when taking part in physical activity.	Students will focus on understanding how physical activity can improve health and improving their own health.
Key Vocabulary (School Improvement Priority)	Affirmations Positivity Mentality Collaboration Projection	Prioritise Drive Personal best Gauge Pursue	Prosperous Connection Forehand Undivided Inspirational	Demands Anaerobic Striking Accountable Awareness	Self-esteem Perception Accuracy Perseverance Honesty	Cardiovascular Respiratory Aerobic Organisation Adaptation
Extended Writing Extended writing opportunities and skill development (School Improvement Priority)	Trust PE reading activities					
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Students are assessed on how they have achieved the four strands of the vision statement and the pathway they are on using the following criteria:					
		Participation	Health and Wellbeing		Wellbeing Pathway	
Exceeding		Always has kit. Engages with all aspects of the lesson. Takes part in a range of PE co-curricular.	Can explain how health and well-being link to physical activity and prioritises being active daily.		Works really hard in lesson to improve fitness and is building a positive relationship with physical activity.	
Secure		Mostly has kit. Engages well most of the time. Takes part in some PE co-curricular.	Understands how health and well-being link to physical activity and is active most days.		Completes activities but could push themselves to work harder. Is working towards building a positive relationship with physical activity.	
Developing		Rarely has kit. Lack of engagement in lessons. Doesn't take part in PE co-curricular.	Understands how health and well-being link to physical activity and is working towards becoming active more regularly.		Lacks confidence and needs encouragement to take part. Is working towards building a positive relationship with physical activity.	