

**SUBJECT Curriculum Map - PE**

**St. Cuthbert's Curriculum Vision**










The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil the Catholic Mission to bring about the Common Good.

**Intent**

In PE we aim to provide a safe, inclusive, stimulating and purposeful, high achieving learning environment that empowers each student to reach their potential.



**Curriculum Icons Key**


Catholic Mission	Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and communication	Skills for Life
						

**Subject at a 'glance'**

	<u>AUTUMN</u>	<u>SPRING</u>	<u>SUMMER</u>

<p><b>Year 7</b></p> 	<p>Students will all participate in the following sports, on a 'carousel' model which allows every student to have the experience of taking part in:</p> <p><b><u>Dance, Football, Netball, Volleyball, Indoor Athletics, Basketball, Gymnastics, Badminton, O.A.A, Rugby.</u></b></p>	<p>Students will all participate in the following sports, on a 'carousel' model which allows every student to have the experience of taking part in:</p> <p><b><u>Dance, Football, Netball, Volleyball, Indoor Athletics, Basketball, Gymnastics, Badminton, O.A.A, Rugby.</u></b></p>	<p>Students will all participate in the following sports, on a 'carousel' model which allows every student to have the experience of taking part in:</p> <p><b><u>Athletics, Cricket, Rounders, Danish Longball</u></b></p>
<p><b>Year 8</b></p> 	<p>Students will all participate in the following sports, on a 'carousel' model which allows every student to have the experience of taking part in:</p> <p><b><u>Badminton, Trampolining, Basketball and Football</u></b></p>	<p>Students will all participate in the following sports, on a 'carousel' model which allows every student to have the experience of taking part in:</p> <p><b><u>Badminton, Trampolining, Basketball and Football</u></b></p>	<p>Students will all participate in the following sports, on a 'carousel' model which allows every student to have the experience of taking part in:</p> <p><b><u>Athletics, Cricket, Rounders, Danish Longball</u></b></p>
<p><b>Year 9</b></p> 	<p>Students will all participate in the following sports, on a 'carousel' model which allows every student to have the experience of taking part in:</p> <p><b><u>Badminton, Trampolining, Basketball/Netball and Football</u></b></p>	<p>Students will all participate in the following sports, on a 'carousel' model which allows every student to have the experience of taking part in:</p> <p><b><u>Badminton, Trampolining, Basketball/Netball and Football</u></b></p>	<p>Students will all participate in the following sports, on a 'carousel' model which allows every student to have the experience of taking part in:</p> <p><b><u>Athletics, Cricket, Rounders, Danish Longball</u></b></p>

<p><b>Year 10</b></p> 	<p>Students have a more bespoke curriculum at KS4, choosing from two pathways, active lifestyles and competitive sport, with girls participating in:</p> <p><b><u>Football, Badminton, Netball, Trampolining, Dance, Fitness</u></b></p> <p>Students have a more bespoke curriculum at KS4, choosing from two pathways, active lifestyles and competitive sport, with boys participating in:</p> <p><b><u>Football, Badminton, Rugby, Basketball, Dance, Fitness</u></b></p>	<p>Students have a more bespoke curriculum at KS4, choosing from two pathways, active lifestyles and competitive sport, with girls participating in:</p> <p><b><u>Football, Badminton, Netball, Trampolining, Dance, Fitness</u></b></p> <p>Students have a more bespoke curriculum at KS4, choosing from two pathways, active lifestyles and competitive sport, with boys participating in:</p> <p><b><u>Football, Badminton, Rugby, Basketball, Dance, Fitness</u></b></p>	<p>Students have a more bespoke curriculum at KS4, choosing from two pathways, active lifestyles and competitive sport, with girls participating in:</p> <p><b><u>Athletics, O.A.A and Rounders, Danish Longball</u></b></p>
<p><b>Year 11</b></p> 	<p>Students have a more bespoke curriculum in Year 11, with students having the opportunity to choose which sport they participate in to increase participation rates among all Year 11. Our pathways consist of active lifestyles and competitive sport.</p> <p><b><u>Football, Badminton, Basketball, Dance, Fitness, First Aid</u></b></p>	<p>Students have a more bespoke curriculum in Year 11, with students having the opportunity to choose which sport they participate in to increase participation rates among all Year 11. Our pathways consist of active lifestyles and competitive sport.</p> <p><b><u>Football, Badminton, Basketball, Dance, Fitness, First Aid</u></b></p>	

YEAR 7		AUTUMN	SPRING	SUMMER
<u>Title of unit</u>		Games, OAA, Dance, Gymnastics	Games, OAA, Dance, Gymnastics	Rounders, Cricket, Athletics, Danish Longball
 Year 7	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Knowledge of a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Knowledge of how to develop their technique and improve their performance in other competitive sports</li> <li>Knowledge of how to analyse their performance compared to previous performances and improve upon their personal best</li> <li>Knowledge and understanding of basic rules in every activity</li> </ul>		<ul style="list-style-type: none"> <li>Knowledge of how to analyse their performance compared to previous performances and improve upon their personal best in athletic competition</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>Perform dances using advanced dance techniques within a range of dance styles and forms</li> <li>Developing team work, build on trust and develop problem solving skills as an individual and in a group</li> <li>Develop a range of running, kicking, catching, throwing, hitting, jumping in a range of team sports to utilise in a competitive situation to overcome opponents in direct competition</li> <li>Develop balance, coordination and power in gymnastic activities</li> </ul>		<ul style="list-style-type: none"> <li>Develop a range of running, throwing and jumping in athletic events utilise in a competitive situation to overcome opponents in direct competition</li> <li>Developing team work, build on trust and develop problem solving skills as an individual and in a group</li> </ul>
	<b>Key vocabulary</b>	Tactics, strategies, opponent, competition, communication, teamwork, technique, attack, defence, resilience, confidence, competence, expert, etiquette. GCSE PE Terminology used throughout lessons i.e. anatomy and physiology, energy systems, training zones, heart rate, this knowledge is built on year on year in preparation for GCSE PE, Sports Studies and beyond.		Hitting, striking, fielding, catching, performance, positioning, accuracy
	<b>Assessment outline</b>	Students are assessed using the standards booklet through the Head, Hands, Heart model which then allows staff to assess students abilities within PE such as fundamental skill development, fitness, participation, empowering character, understanding of teamwork, respect and sportsmanship, identifying tactics, strategies and solving problems and evaluating skills and movements. Students are given a percentage on each sport which is recorded and this is then averaged across all sports for reporting home.		
	<b>Links to prior learning</b>	As part of the National Curriculum within Physical Education at KS3, students will build on and embed the physical development and skills learned in key stages 1 and 2, to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Students come to St Cuthbert's with a wide range of different experiences, it is down to individual teacher to identify what students have covered before and build upon these foundations.		
	<b>Links to future learning</b>	Performing in a broad range of sports, will allow students to embed the foundation skills and then build upon these throughout KS3 to access the higher skills and techniques, allowing students to achieve the PE standards. Participating in these sports throughout key stage 3 will provide students in their future learning to recall and revisit previous skills taught in the previous year.		



YEAR 7		AUTUMN	SPRING	SUMMER
<u>Title of unit</u>		Games, OAA, Dance, Gymnastics	Games, OAA, Dance, Gymnastics	Rounders, Cricket, Athletics, Danish Longball
	<b>Why this now</b>	In Year 7, we offer a pathway that ensures our students experience a wide range of sports as per the National Curriculum and Ofsted findings. We offer all students the opportunities to take part in physical activities such as Dance, Games, Gymnastics, Athletics and O.A.A which should be taught at KS3 in accordance with the national curriculum. Our pathways deliver 'The 3 pillars of progression' which include motor competence; rules, strategies and tactics; and healthy participation. Students will experience a breadth of learning in a variety of sports, which allow students to secure transferrable skills as well as learn a range of tactics and strategies to overcome opponents in practise and direct competition through team and individual games. We teach a variety of sports at these particular times in the year (Spring, Autumn, Summer), to provide students with a secure foundation in which they can acquire the basic building blocks of skills and techniques first, before progressing to more complex skills later in KS3. Linking previous learning throughout KS3 will also help deepen their knowledge and understanding as students can recall, apply and practise their skills over time.		

### Y7 SUBJECT

YEAR 7		AUTUMN	SPRING	SUMMER
Year 7	<b>Knowledge</b>	<u>Dance, Football, Netball, Volleyball, Indoor Athletics, Basketball, Gymnastics, Badminton, O.A.A, Rugby,</u> <ul style="list-style-type: none"> <li>Understanding of basic rules in all activities</li> <li>Where and when to utilise skills in a competitive situation</li> <li>Key vocabulary and scoring, focusing on numeracy and literacy development in PE. Learning GCSE PE terminology and applying it to learning in PE</li> </ul> Games <ul style="list-style-type: none"> <li>Understanding of principles of attack and defence</li> <li>Understanding and applying the skills learnt, knowing the impact/benefit they have on a game situation.</li> </ul>		<u>Athletics, Cricket, Rounders, Danish Longball</u>
	<b>Skills</b>	1) Understand a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders and rugby). 2) Perform dances using advanced dance techniques within a range of dance styles and forms [for example, athletics and gymnastics] 3) Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust + developing skills to solve problems, either individually or as a group		



YEAR 7		AUTUMN	SPRING	SUMMER
		4) Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best 5) Take part in competitive sports and activities outside school through community links or sports clubs.		
<p>Why this now:</p> <p>In Year 7, we offer a pathway that ensures our students experience a wide range of sports as per the NC and Ofsted findings. We offer all students the opportunities to take part in physical activities such as Dance, Games, Gymnastics, Athletics and O.A.A which should be taught at KS3 in accordance with the national curriculum. Our pathways deliver ‘The 3 pillars of progression’ which include motor competence; rules, strategies and tactics; and healthy participation. Students will experience a breadth of learning in a variety of sports, which allow students to secure transferrable skills as well as learn a range of tactics and strategies to overcome opponents in practise and direct competition through team and individual games. We teach a variety of sports at these particular times in the year (Spring, Autumn, Summer), to provide students with a secure foundation in which they can acquire the basic building blocks of skills and techniques first, before progressing to more complex skills later in KS3. Linking previous learning throughout KS3 will also help deepen their knowledge and understanding as students can recall, apply and practise their skills over time.</p>				

## Declarative & Procedural Knowledge

### Year 7

Activity Area	Declarative Knowledge (Know What)	Procedural/Disciplinary Knowledge (Know How)



Invasion Games	<ul style="list-style-type: none"> <li>• Basic rules: scoring systems, boundaries, player positions.</li> <li>• Key terms: attack, defence, space, possession.</li> <li>• Principles of play: creating space, simple passing lanes.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fundamental movement patterns (running, dodging, stopping).</li> <li>• Basic sending/receiving skills (passing, catching, dribbling).</li> <li>• Introduction to marking and simple defensive positioning.</li> </ul>
Net & Wall Games	<ul style="list-style-type: none"> <li>• Court markings, scoring systems, service rules.</li> <li>• Key terms: rally, serve, forehand, backhand.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic racket/hand striking skills.</li> <li>• Develop hand-eye coordination.</li> <li>• Simple rallies with consistency.</li> </ul>
Striking & Fielding	<ul style="list-style-type: none"> <li>• Field layout, scoring zones, batting order.</li> <li>• Basic rules of striking, running, and fielding.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop batting stance and striking technique.</li> <li>• Underarm/overarm throwing and catching.</li> <li>• Awareness of base running and backing up fielders.</li> </ul>
Accurate Replication (Gym, Dance, Tramp)	<ul style="list-style-type: none"> <li>• Safety rules for equipment use.</li> <li>• Key shapes (tuck, pike, straddle), and dance terminology (canon, unison).</li> </ul>	<ul style="list-style-type: none"> <li>• Perform balances, rolls, and jumps with control.</li> <li>• Replicate simple sequences with timing.</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• Rules of sprint starts, relay baton exchanges, jumping and throwing events.</li> <li>• Measurement and timing basics.</li> </ul>	<ul style="list-style-type: none"> <li>• Fundamental running, jumping, and throwing techniques.</li> <li>• Experiment with different events.</li> </ul>
OAA	<ul style="list-style-type: none"> <li>• Basic map symbols, compass directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow simple maps/routes.</li> <li>• Work collaboratively in team-building activities.</li> </ul>




	<ul style="list-style-type: none"> <li>• Importance of safety and teamwork.</li> </ul>	
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### Y8 SUBJECT

YEAR 8		AUTUMN	SPRING	SUMMER
Year 8	Theme	<p><u>Dance, Football, Netball, Volleyball, Indoor Athletics, Basketball, Gymnastics, Badminton, Trampolining, O.A.A, Rugby,</u></p> <p>Our pathways ensure we teach more than the average time on a specific sport, allowing for recall and further retention throughout the year on particular sports.</p> <p>Through a whole school pupil voice, we have selected the most appropriate activities for our students and prioritised these, enabling a more ambitious curriculum that promotes healthy active lifestyles, more physical participation and less contestation.</p>		<p><u>Athletics, Cricket, Rounders, Danish Longball</u></p>



YEAR 8		AUTUMN	SPRING	SUMMER
		We have therefore reduced the number of physical activities across the year to improve the intended curriculum outcome whilst still providing extra-curricular provision for other sports that students may wish to participate in.		
	Knowledge	<ul style="list-style-type: none"><li>Performing in a broad range of sports, will allow students to embed the foundation skills and then build upon these throughout KS3 to access the higher skills and techniques, allowing students to achieve the PE standards. Participating in these sports throughout key stage 3 will provide students in their future learning to recall and revisit previous skills taught in the previous year. In addition, Key vocabulary and scoring will be built on from year 7, focusing on numeracy and literacy development in PE. Learning more GCSE PE terminology and applying it to learning in PE.</li></ul>		
	Skills	<ol style="list-style-type: none"><li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders and rugby].</li><li>Perform dances using advanced dance techniques within a range of dance styles and forms [for example, athletics and gymnastics]</li><li>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust + developing skills to solve problems, either individually or as a group</li><li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li><li>Take part in competitive sports and activities outside school through community links or sports clubs.</li></ol>		



## Declarative & Procedural Knowledge

### Year 8


Activity Area	Declarative Knowledge (Know What)	Procedural/Disciplinary Knowledge (Know How)
Invasion Games	<ul style="list-style-type: none"> <li>• Rules on fouls, infringements, and restarts.</li> <li>• Tactical principles: width, depth, support.</li> <li>• Awareness of officiating roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply skills under pressure in small-sided games.</li> <li>• Begin to make tactical decisions (when to pass, shoot, retain).</li> <li>• Develop teamwork and communication.</li> </ul>
Net & Wall Games	<ul style="list-style-type: none"> <li>• Rules around faults, doubles play, rotation (volleyball).</li> <li>• Tactical concepts: shot placement, positioning.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary shots (e.g., clears vs. drop shots in badminton).</li> <li>• Anticipate opponent's return and adjust positioning.</li> <li>• Play sustained rallies under game conditions.</li> </ul>
Striking & Fielding	<ul style="list-style-type: none"> <li>• Rules for dismissals/outs.</li> <li>• Tactical awareness: field placements, batting strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Execute overarm bowling or pitching with accuracy.</li> <li>• Use tactical hitting (finding gaps, controlled placement).</li> <li>• Communicate effectively in fielding units.</li> </ul>
Accurate Replication (Gym, Dance, Tramp)	<ul style="list-style-type: none"> <li>• Rules for judging (aesthetics, control, execution).</li> <li>• Choreographic devices (mirroring, levels, pathways).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop routines with transitions.</li> <li>• Perform sequences in pairs/groups with synchronisation.</li> <li>• Use apparatus safely and effectively.</li> </ul>



Athletics	<ul style="list-style-type: none"> <li>• Rules on lane infringements, relay changeover zones, fouls in throws/jumps.</li> <li>• Principles of speed, power, and endurance.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine techniques (use of sprint starts, stride pattern, take-off angles).</li> <li>• Develop pacing strategies in middle distance.</li> <li>• Record and evaluate personal performance.</li> </ul>
OAA	<ul style="list-style-type: none"> <li>• More complex map reading (contours, scales).</li> <li>• Concepts of planning and risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Navigate independently in pairs/groups.</li> <li>• Solve problems and challenges requiring cooperation.</li> </ul>

#### Y9 SUBJECT

YEAR 9		AUTUMN	SPRING	SUMMER
Year 9	Theme	<p><u>Dance, Football, Netball, Volleyball, Indoor Athletics, Basketball, Gymnastics, Badminton, Trampolining, O.A.A, Rugby,</u></p> <p>Our pathways ensure we teach more than the average time on a specific sport, allowing for recall and further retention throughout the year on particular sports.</p> <p>Through a whole school pupil voice, we have selected the most appropriate activities for our students and prioritised these, enabling a more ambitious curriculum that promotes more physical participation and less contestation.</p> <p>We have therefore reduced the number of physical activities across the year to improve the intended curriculum outcome whilst still providing extra-</p>		<p><u>Athletics, Cricket, Rounders, Danish Longball</u></p>

YEAR 9		AUTUMN	SPRING	SUMMER
		curricular provision for other sports that students may wish to participate in.		
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>The sports and activities taught throughout the different terms, teach students a range of tactics and strategies to overcome opponents in direct competition through team and individual games. In addition, Key vocabulary and scoring will be built on from year 8 , focusing on numeracy and literacy development in PE. Learning more GCSE PE terminology and applying it to learning in PE.</li> </ul>	<p>We teach the sports shown above at these particular times in the year (Spring, Autumn, Summer), to provide students with a foundation in which they can acquire the basic building blocks in their skills and techniques and then further their knowledge and understanding throughout KS3. This provides progression and allows more complex skills to be taught ensuring the level of challenge is increased as students move through KS3.</p>	
	<b>Skills</b>	<ol style="list-style-type: none"> <li>1) Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, Volleyball, netball, rounders and rugby).</li> <li>2) Perform dances using advanced dance techniques within a range of dance styles and forms [for example, athletics and gymnastics]</li> <li>3) Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust + developing skills to solve problems, either individually or as a group</li> <li>4) Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>5) Take part in competitive sports and activities outside school through community links or sports clubs.</li> </ol>		



## Declarative & Procedural Knowledge

### Year 9

Activity Area	Declarative Knowledge (Know What)	Procedural/Disciplinary Knowledge (Know How)
Invasion Games	<ul style="list-style-type: none"> <li>• More complex tactics (pressing, fast breaks, zonal vs. man-to-man defence).</li> <li>• Detailed positional responsibilities.</li> <li>• Strategies for adapting play against different opponents.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply advanced skills with control (e.g., long passing, set plays).</li> <li>• Analyse and adapt tactics mid-game.</li> <li>• Lead small groups in drills or officiating.</li> </ul>
Net & Wall Games	<ul style="list-style-type: none"> <li>• Advanced tactics: exploiting weaknesses, angles of play.</li> <li>• More detailed rules (e.g., let in table tennis, advantage in tennis).</li> </ul>	<ul style="list-style-type: none"> <li>• Combine skills into competitive play with tactical intent.</li> <li>• Use deception, disguise, and variation in strokes/serves.</li> <li>• Officiate and coach peers in basic drills.</li> </ul>
Striking & Fielding	<ul style="list-style-type: none"> <li>• Advanced rules (LBW in cricket, tactical time-outs).</li> <li>• Understanding of captaincy roles and decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine batting, bowling, and fielding skills in full games.</li> <li>• Adapt strategies based on opposition strengths/weaknesses.</li> <li>• Lead warm-ups and officiate innings.</li> </ul>



Accurate Replication (Gym, Dance, Tramp)	<ul style="list-style-type: none"> <li>• Composition principles (flow, variety, performance quality).</li> <li>• Criteria for evaluating and refining routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Choreograph complex sequences independently.</li> <li>• Refine movements for precision and aesthetic quality.</li> <li>• Provide feedback to peers using technical language.</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• Advanced rules for competition standards.</li> <li>• Understanding training principles (specificity, progression).</li> </ul>	<ul style="list-style-type: none"> <li>• Apply refined techniques in competitive contexts.</li> <li>• Use analysis to adapt and improve technique.</li> <li>• Lead aspects of officiating (timing, measuring).</li> </ul>
OAA	<ul style="list-style-type: none"> <li>• Advanced navigational strategies (handrails, attack points, pacing).</li> <li>• Roles within leadership and group decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and execute a route independently.</li> <li>• Take leadership roles in group tasks.</li> <li>• Reflect on strategies and teamwork effectiveness.</li> </ul>



YEAR 10		AUTUMN	SPRING	SUMMER
Year 10	Theme	<p>It has become a priority to ensure students have high quality PE lessons that they want to participate in at KS4. We have completed a pupil voice to gauge which sports students would like to participate in, to increase participation at key stage 4 and provide an ambitious curriculum for our students.</p> <p>The two pathways are Active Lifestyles (First Aid Fitness &amp; Well-being) and Competitive Sport (Motor Competence, Skills &amp; Tactics) These pathways allow our students access all areas of the National Curriculum tailored to the needs of our students.</p>	<u>Athletics, Cricket, Rounders, Danish Longball</u>	
	Knowledge	<p>The sports and activities taught throughout the different terms, teach students a range of tactics and strategies to overcome opponents in direct competition through team and individual games. We teach the sports shown above, to provide students with opportunities to demonstrate more advanced/complex skills, having learned the foundation skills in KS3 and then further their knowledge and understanding throughout KS4.</p> <p>Key vocabulary and scoring will continue to be used throughout lessons, focusing on numeracy and literacy development in PE. Building on knowledge learnt from KS3 and continuing to enrich students further using GCSE PE terminology and applying it to learning in PE and leading into Y11 and beyond.</p>		
	Skills	<p>1) Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, volleyball, netball, rounders and rugby].</p> <p>2) Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]</p>		



		<p>3) Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <p>4) Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</p> <p>5) Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p>
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## Declarative & Procedural Knowledge

### Year 10


Activity Area	Declarative Knowledge (Know What)	Procedural/Disciplinary Knowledge (Know How)
Invasion Games	<ul style="list-style-type: none"> <li>• Advanced tactical principles (overloads, transitions, pressing).</li> <li>• Greater understanding of officiating signals and laws.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply tactics under pressure.</li> <li>• Adapt strategies mid-game.</li> <li>• Lead warm-ups and officiate full-sided matches.</li> </ul>
Net & Wall Games	<ul style="list-style-type: none"> <li>• Rules of competitive play (tie-break systems, advanced faults, officiating roles).</li> </ul>	<ul style="list-style-type: none"> <li>• Perform under competition conditions.</li> <li>• Vary serves/strokes.</li> <li>• Coach peers in drills.</li> </ul>

Striking & Fielding	<ul style="list-style-type: none"> <li>• Complex rules (e.g., field restrictions, powerplays in rounders/cricket).</li> </ul>	<ul style="list-style-type: none"> <li>• Tactical decision-making in batting/bowling/fielding.</li> <li>• Take on captaincy/leadership roles.</li> </ul>
Accurate Replication (Gym, Dance, Tramp)	<ul style="list-style-type: none"> <li>• Choreographic and compositional devices in performance assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and refine sequences for performance.</li> <li>• Evaluate peers with technical vocabulary.</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• Training principles (progressive overload, specificity, periodisation).</li> </ul>	<ul style="list-style-type: none"> <li>• Apply fitness training methods.</li> <li>• Officiate at competition level.</li> </ul>
OAA	<ul style="list-style-type: none"> <li>• Map strategy, team dynamics, leadership principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead team building, problem-solving, and navigation tasks under pressure.</li> </ul>
First Aid	<ul style="list-style-type: none"> <li>• Basic first aid knowledge (CPR steps, recovery position, shock, bleeding).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate CPR, recovery position, and safe responses in practical simulations.</li> </ul>

### Y11 SUBJECT

YEAR 11		AUTUMN	SPRING	SUMMER
Year 11	Theme	<p>It has become a priority to ensure students have high quality PE lessons that they want to participate in at KS4. We have completed a pupil voice to gauge which sports students would like to participate in, to increase participation at key stage 4 and provide an ambitious curriculum for our students. The two pathways are Healthy Active Lifestyles (First Aid, Fitness &amp; Well-being) and Competitive Sport (Motor Competence, Skills &amp; Tactics) These pathways allow our students access all areas of the National Curriculum tailored to the needs of our students.</p>		



	<b>Knowledge</b>	<p>The sports and activities taught throughout the different terms, teach students a range of tactics and strategies to overcome opponents in direct competition through team and individual games. We teach the sports shown above, to provide students with opportunities to demonstrate more advanced/complex skills, having learned the foundation skills in KS3 and then further their knowledge and understanding throughout KS4.</p> <p>Key vocabulary and scoring will continue to be used throughout lessons, focusing on numeracy and literacy development in PE. Building on knowledge learnt from KS3/Y10 and continuing to enrich students further using GCSE PE terminology and applying it to learning in PE and equipping our students with essential knowledge leading into their next stage of their education/careers and beyond.</p>		
	<b>Skills</b>	<ul style="list-style-type: none"> <li>6) Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, volleyball, netball, rounders and rugby].</li> <li>7) Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]</li> <li>8) Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</li> <li>9) Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> <li>10) Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li> </ul>		



## Declarative & Procedural Knowledge

### Year 11

Activity Area	Declarative Knowledge (Know What)	Procedural/Disciplinary Knowledge (Know How)
Invasion Games	<ul style="list-style-type: none"> <li>Analyse performance using tactical/technical frameworks.</li> <li>Officiate externally assessed matches.</li> </ul>	<ul style="list-style-type: none"> <li>Lead teams in high-pressure situations.</li> <li>Adapt play dynamically against varied opposition.</li> <li>Take lead officiating roles.</li> </ul>
Net & Wall Games	<ul style="list-style-type: none"> <li>Advanced anticipation, exploiting opponents' weaknesses.</li> <li>Coach/mentor peers in skills.</li> </ul>	<ul style="list-style-type: none"> <li>Execute advanced skills consistently in competition.</li> <li>Mentor peers in tactical play.</li> <li>Officiate competitive games.</li> </ul>
Striking & Fielding	<ul style="list-style-type: none"> <li>Apply and evaluate strategies.</li> <li>Manage a team and umpire games.</li> </ul>	<ul style="list-style-type: none"> <li>Lead batting, bowling, and fielding units.</li> <li>Make strategic decisions during matches.</li> <li>Act as team captain/umpire.</li> </ul>



Accurate Replication (Gym, Dance, Tramp)	<ul style="list-style-type: none"> <li>• Refine and polish performances for assessment.</li> <li>• Critique with depth.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver assessed performances with accuracy and creativity.</li> <li>• Provide detailed feedback to peers using performance criteria.</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• Apply training principles to improve performance.</li> <li>• Analyse biomechanics.</li> <li>• Support others in officiating.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply biomechanical analysis to refine performance.</li> <li>• Take leadership in competition officiating.</li> <li>• Track and review personal progress.</li> </ul>
OAA	<ul style="list-style-type: none"> <li>• Design, lead, and review group expeditions/routes.</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for group safety.</li> <li>• Demonstrate advanced navigation and leadership skills.</li> <li>• Reflect critically on expedition outcomes.</li> </ul>
First Aid	<ul style="list-style-type: none"> <li>• Apply first aid knowledge to sporting scenarios.</li> <li>• Manage incidents.</li> <li>• Communicate with emergency services.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead first aid scenarios under assessment conditions.</li> <li>• Demonstrate confidence in CPR and injury management.</li> <li>• Take leadership in emergency response simulations.</li> </ul>



**Y10 SUBJECT (GCSE & Sport Studies)**

YEAR 10		AUTUMN		SPRING		SUMMER	
		GCSE PE	Sport Studies	GCSE PE	Sport Studies	GCSE PE	Sport Studies
Year 10	Theme						
	Knowledge	Paper 1 theory - Physical factors affecting performance Individual activity assessment	R185- Performance and leadership in sporting activities	Paper 1- The human body and movement in physical activity Paper 1 – Physical training Paper 1 – Preventing injury in a physical activity and training Assessment of team game activity	R185- Performance and leadership in sporting activities	Analysing and evaluating performance Controlled assessment Assessment of 3rd sport (individual/team)	R185- Performance and leadership in sporting activities  Start R186: Sport and the media



YEAR 10		AUTUMN		SPRING		SUMMER	
		GCSE PE	Sport Studies	GCSE PE	Sport Studies	GCSE PE	Sport Studies
	<b>Skills</b>	<p>Structure and function of the skeletal system.</p> <p>The structure and function of the muscular system.</p> <p>Movement analysis The cardiovascular and respiratory systems.</p> <p>Assessment of individual sport.</p>	<p>In this unit students will learn how to develop skills as both a performer, in two different sporting activities, and as a leader in one activity.</p> <p>Students will also have the opportunity to develop a range of transferable skills and work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. Students will perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions.</p> <p>Students will demonstrate the required skills and techniques in either: Two individual activities Two team activities One individual activity One team activity.</p>	<p>Effects of exercise on the human body. '</p> <p>Components of fitness.</p> <p>Applying the principles of training.</p> <p>Prevention of injury. Assessment of team sport.</p>	<p>As a leader, students will have the opportunity to plan, lead and review safe and effective sporting activity sessions.</p> <p>Evaluate your own strengths and weaknesses and consider how weaknesses could be improved.</p> <p>Applying practice methods to support improvement in a sporting activity and measuring improvement in performance</p>	<p>Skill Acquisition &amp; Application.</p> <p>Tactical and Strategic Understanding.</p> <p>Physical Fitness and Conditioning.</p> <p>Communication and Leadership.</p> <p>Evaluating and Improving Performance.</p>	<p>Plan and deliver a sporting activity session. Followed by an evaluation, strengths weaknesses and areas to improve/recommendations for future sessions.</p> <p>The different sources of media that cover sport</p> <p>Distinguish between different media sources and how they cover sport</p> <p>Digital and social media and how they are a fast-changing aspect of sports coverage; allowing fans and spectators to watch when and wherever they want</p> <p>Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media sources:</p>



**Y11 SUBJECT (GCSE & Sport Studies)**

YEAR 11		AUTUMN		SPRING	
		GCSE PE	Sport Studies	GCSE PE	Sport Studies
Year 11	Theme				
	Knowledge	Paper 2 theory – Socio-cultural issues and sports psychology Video evidence collection of all off site activities	Unit R186: Sport and the media. Positive effects of the media in sport Negative effects of the media in sport  R184- Contemporary Issues in sport:	Revision and exam preparation	R184- Contemporary Issues in sport:
	Skills	Health, Fitness and Wellbeing.  Ethical and socio-cultural issues in physical activity and sport.  Sports Psychology.	In this unit, students will learn the knowledge they need to explore both sides of the media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. Students will develop their ability to evaluate and interpret	Finalisation of practical marks.  Practical standardization & moderation.  Revision of all paper 1 and 2 content including preparation for different types of exam questions.	In this unit students will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies



YEAR 11		AUTUMN		SPRING	
		GCSE PE	Sport Studies	GCSE PE	Sport Studies
		<p>Engagement patterns of different social groups in physical activities and sports.</p> <p>Commercialisation of physical activity and sport.</p>	<p>the different ways sport is represented by the media. Exploring the positive and negative effects media can have.</p> <p>In this unit students will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.</p>		<p>and how technology is used within sport.</p> <p>Revision, Exam preparation and interim assessments</p>

### What to Read

1. **"I Am Zlatan Ibrahimović: Young Readers Edition"** by Zlatan Ibrahimović & David Lagercrantz  
The compelling story of Zlatan's journey from a tough childhood to football stardom.
2. **"Who Is Serena Williams?"** by Kirsten Anderson  
A biography of the tennis legend Serena Williams, focusing on her rise and impact on the sport.
3. **"Becoming Muhammad Ali (Young Readers Edition)"** by James Patterson & Kwame Alexander  
A beautifully written biography exploring the life and career of the boxing great Muhammad Ali.
4. **"My Story: Jessica Ennis-Hill"** by Jessica Ennis-Hill  
The autobiography of the British Olympic heptathlon champion, sharing her journey and dedication.



5. **"Lewis Hamilton: My Story So Far"** by Lewis Hamilton

A young reader's biography of the Formula 1 racing champion.

6. **"Who Was Pele?"** by James Buckley Jr.

The story of Pelé, one of football's greatest players, highlighting his impact on the sport and culture.

7. **"The Youngest Olympian"** by Jean Davies Okimoto

Based on the true story of an 11-year-old gymnast who competed in the 1936 Olympics.

8. **"Rafa: My Story" (Young Readers Edition)** by Rafael Nadal & John Carlin

The story of tennis star Rafael Nadal's life and career, adapted for younger readers.

9. **"Megan Rapinoe: The Story of the Soccer Star Who Fought for Equality"** by Kathleen Krull

Biography of the soccer player and activist, highlighting her achievements on and off the field.

10. **"Michael Jordan: The Life"** (Young Readers Edition) by Roland Lazenby

A biography exploring the legendary basketball player's career and influence.

11. **"The Boy Who Harnessed the Wind"** (Young Readers Edition) by William Kamkwamba & Bryan Mealer

Not a sports biography but an inspiring true story of perseverance and innovation, great for motivation.

12. **"Jason Kenny: My Olympic Story"** by Jason Kenny

The story of the British track cyclist's journey to multiple Olympic gold medals.

13. **"The Running Dream"** by Wendelin Van Draanen

A moving story about a girl's recovery and determination after losing a leg, emphasizing resilience and sportsmanship.

14. **"Shaun White: Gold Medalist"** by Stephanie Sammartino McPherson

Biography of the famous snowboarder, inspiring students with stories of dedication and success.