



Core PE Curriculum Map



Year	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2	Fundamental Learning
7	Baseline Testing and Fundamental Skills- Movement PSHCE - Health and puberty	Fundamental Skills – Object Control, Stability, Games and Rules Careers: Lesson 1: skills required to have a successful career in sport. PSHCE - Health and puberty	Gymnastics/ Football	Netball/ Volleyball Careers: Lesson 2: skills required to have a successful career in sport.	Athletics/ Rounders/ Tennis Maths	Tennis/Cricket/ Rounders Careers: Lesson 3: leadership skills	
	To develop and promote basic understanding of Health, Fitness and underpinning fundamental skills. To have baseline data to monitor progress. To develop basic control in the movement skills required in sport and exercise activities. To establish why these skills are important	To continue to develop basic control in the movement skills required in sport and exercise activities. To establish why these skills are important transferrable fundamentals. To experience a range of different game activities and applying in game situations. To understand the importance of fair play and safety by following	To experience a range of different game activities building on the skills from term 1 and applying in game situations. To understand the importance of fair play and safety by following rules. (Football - Rules, regulations, scoring systems, emotional control, teamwork,	To experience a range of different game activities building on the skills from term 1 and applying in game situations. To understand the importance of fair play and safety by following rules. (Netball/ Volleyball - Rules, regulations, scoring systems, emotional control, teamwork, communication, application of fundamentals, tactical awareness, applying	To experience and develop a range of running, throwing and jumping skills building upon previous physical performance skills. Develop knowledge of event rules and measured performance. Developing knowledge of movement, object control, stability through application of previous learning. Beginning to	Application of physical skills, tactical and positional awareness and understanding of rules. To develop appreciation of specific positional responsibilities and qualities. (Coordination, object control, rules, regulations, scoring systems, positioning, tactical awareness, aesthetic appreciation)	Importance of health and fitness. Body control, coordination, fundamental movement, communication, balance, agility, spatial awareness, muscles, skeleton, heart rate. Rules, regulations and scoring systems. Teamwork. Definitions of key words. Application of key skills/actions.



transferrable fundamentals.

Developing a knowledge of components of fitness. Developing knowledge of the skeletal and muscular systems, healthy lifestyles, heart rate, importance of warm up's)

rules. To experience and understand basic rules and application of basic tactics in a range of game activities, focussing on teamwork.

communication, application of fundamentals, tactical awareness, applying fundamental skills and components of fitness) (**Gymnastics** – applying fundamental skills and components of fitness. Developing rolls, jumps, turns, travel, movement, safe use of equipment and performance).

fundamental skills and components of fitness)

develop running, throwing, jumping, techniques, scoring systems, measuring.

Leadership skills – basic skills to warm up, officiate, organisation

Prior Knowledge Needed

Basic throwing and catching skill. Basic movement skills.

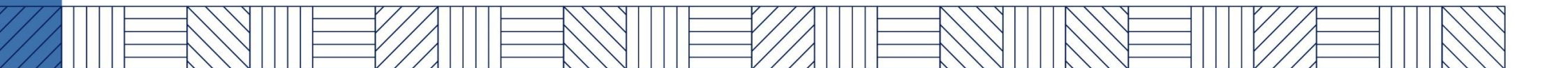
Basic throwing, catching and movement skills. Balance and basic ability to control body movements.

Basic throwing, catching and movement skills. Balance and basic ability to control body movements Basic rules that may be used in a variety of games. Basic knowledge of reasons for rules. Ability to talk to others and be part of a team.

Basic throwing, catching and movement skills. Balance and basic ability to control body movements Basic rules that may be used in a variety of games. Basic knowledge of reasons for rules. Ability to talk to others and be part of a team.

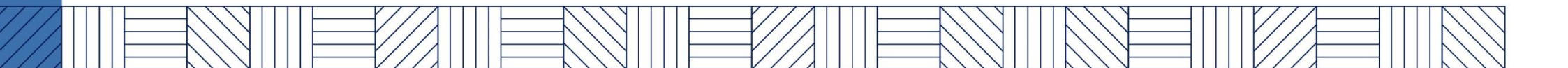
Ability to understand key safety messages and adhere to these. Ability to be able to focus on own performance. Throwing, catching and movement skills. Teamwork. Counting/addition

Ability to understand key safety messages and adhere to these. Ability to be able to focus on own performance. Throwing, catching and movement skills. Teamwork. Counting/addition





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8	HRF – warmups and cool downs	Badminton/ Hockey Careers: Lesson 4: career exploration – coaching – how to PSHCE – Community and Careers	Basketball/ Trampolining/ Football	Trampolining/ Football/ Tag Rugby Careers: Lesson 5: career exploration – teaching – how to	Athletics/ Tennis/ Outdoor games and Orienteering	Tennis/ Outdoor games and Orienteering/ Cricket Careers: Lesson 6: career exploration – professional athlete – how to	
	To further develop the understanding of Health and Fitness. To develop understanding of training methods and principles. Students also building on knowledge of health and safety of warmups and cool downs. Using this knowledge to understand structure of lessons and to apply this knowledge into creating their own warmups and cool downs.	To experience game situations and develop physical skills and knowledge in different activities. To promote the wider awareness of personal qualities and recognise strengths and weaknesses in performance. Key skills and techniques – object control, movement skills, stability, aesthetic appreciation, rules, regulations, scoring systems.	To experience game situations and develop physical skills and knowledge in different activities. To promote the wider awareness of personal qualities and recognise strengths and weaknesses in performance. Key skills and techniques – object control, movement skills, stability, aesthetic appreciation, rules, regulations, scoring systems.	To experience and develop individual and partner/group performance- based skills and routines. To appreciate and understand what contributes to a good performance. Key skills and techniques – object control, movement skills, stability, aesthetic appreciation, etiquette).	To further develop a range of running, throwing and jumping skills building upon previous experience. To identify strengths and areas to develop in individual performance. Movement, object control, stability (application of previous learning) running, throwing, jumping, techniques, scoring systems, measuring, map reading and navigation.	To promote the application of physical skills, tactical and positional awareness. To develop specific skills in orienteering, promoting individual confidence. Working with others to complete a challenge. Key skills and techniques – object control, movement skills, stability, aesthetic appreciation, rules, regulations, scoring systems, teamwork, map reading and navigation.	Building on year 7 knowledge. Development of key skills and techniques specific to individual sports. Development of rules, regulations and scoring systems. Development of map reading skills. Leadership skills – warm up, officiate, organisation of equipment, begin to deliver short activities/sort games etc. Emotional development. Reaction to win/loss.





**Prior
Knowledge
Needed**

Knowledge of why fitness is important. Key vocabulary understood and able to apply to questions within lesson. Throwing, catching and movement skills used and applied

Ability to perform basic passing, dribbling, shooting and movement skills. Ability to coordinate the hands, eyes and feet. Ability to work as part of a team to put skills into action.

Ability to perform basic passing, dribbling, shooting and movement skills. Ability to coordinate the hands, eyes and feet. Ability to work as part of a team to put skills into action.

Ability to move and control own body. Ability to challenge own ability and move out of comfort zone. To be able to work both alone and as part of a team.

Knowledge of each event from year 7. How to perform events. How to work with others to help support peer development.

Hand-eye coordination. Understanding of what a map is and its purpose. Teamwork – supporting each other and encouragement. Ability to follow rules, work away from a class (orienteeing).





Year	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2	Fundamental Learning
9	<p>HRF/ Table Tennis/ Gymnastics PSHCE - Healthy lifestyles</p>	<p>HRF/ Table Tennis/ Gymnastics Careers: Lesson 7: career exploration – official (referee/umpire) – how to</p>	<p>Sports Leadership: -Teamwork -Organisation -Communication</p>	<p>Sports Leadership: -Problem solving -Resilience -Making decisions Careers: Lesson 8: career exploration – emergency services (visitor if possible)</p>	<p>Athletics/Tennis/ Rounders</p>	<p>Tennis/ Softball/ Rounders Careers: Lesson 9: career exploration – armed forces (visitor if possible)</p>	
	<p>To further develop pupils' knowledge and understanding of training programmes and principles of training. To identify specific training methods to improve performance. Reaffirmation of skills, aerobic endurance, muscular endurance, circuit training, continuous training, interval training (endurance and speed), fartlek training, hollow sprints, acceleration sprints, independence, intensity, self-evaluation) To promote the identification and recognition strengths and</p>	<p>To experience game situations and develop physical skills and knowledge in different activities. To promote the identification strengths and weaknesses in performance. To identify strategies to improve individual and team performance. Development of key skills and techniques - object control, movement skills, stability, aesthetic appreciation, rules, regulations, scoring systems, self-evaluation, independent learning. To promote the identification and</p>	<p>Applying knowledge learnt and skills to leadership scenarios within sport. Students working as a team to develop key leadership skills across a variety of sports. To experience game/performance situations and develop physical skills and knowledge in different activities. Development of key skills and techniques, rules, regulations, scoring systems, self-evaluation, independent learning.</p>	<p>Applying knowledge learnt and skills to leadership scenarios within sport. Students working as a team to develop key leadership skills across a variety of sports. To experience game/performance situations and develop physical skills and knowledge in different activities. Development of key skills and techniques, rules, regulations, scoring systems, self-evaluation, independent learning.</p>	<p>To identify strengths and areas for development in a range of running, throwing and jumping events. To identify aspects of skill and physical abilities to develop to improve performance. Movement, object control, stability, running, throwing, jumping, techniques, scoring systems, measuring)</p>	<p>(Development of key skills and techniques - object control, movement skills, stability, aesthetic appreciation, rules, regulations, scoring systems, self-evaluation, independent learning)</p>	<p>Building on year 7 & 8 knowledge. Development of key skills and techniques specific to individual sports. Development of rules, regulations and scoring systems. Leadership skills – warm up, officiate, organisation of equipment, begin to deliver short activities/sort games etc. Self-evaluation. Intensity and how to control this. Emotional development, reaction to win/loss. Independent learning.</p>





**Prior
Knowledge
Needed**

weaknesses in performance.
To identify strategies to improve individual and partner/group performance.

Good knowledge of fitness, how we test fitness and why.
Ability to perform skills to the best of your ability and be prepared to complete activities to develop these further.
Prepared to challenge own current levels to improve ability.
Preparedness to push self to perform more difficult gymnastic skills using varying levels of equipment/ apparatus.

recognition strengths and weaknesses in performance.
To identify strategies to improve individual and partner/group performance.

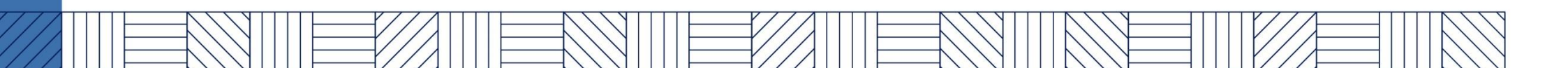
Ability to perform skills to the best of your ability and be prepared to complete activities to develop these further.
Prepared to challenge own current levels to improve ability.
Ability to apply control to actions – especially in volleyball.
Ability to control frustration as new skills become more difficult to master.
Preparedness to push self to perform more difficult gymnastic skills using varying levels of equipment/ apparatus.

Hand-eye coordination at a good standard.
Ability to control force and power.
Ability to follow more complex rules and regulations to ensure fair and safe play.
Preparedness to push self to perform more difficult gymnastic skills using varying levels of equipment/ apparatus.

Hand-eye coordination at a good standard.
Ability to control force and power.
Ability to follow more complex rules and regulations to ensure fair and safe play.
Preparedness to push self to perform more difficult dance and gymnastic skills using varying levels of equipment/ apparatus.

Knowledge of each event from previous years.
High safety knowledge.
How to perform events to a good standard.
How to work with others to help support peer development.
Understanding of ability for each event and where improvements are required.

Hand-eye coordination.
Teamwork – supporting each other and encouragement.
Ability to follow rules correctly and play games to a good standard.
Ability to follow rules, work away from a class (orienteering) and take risks that you may be wrong.



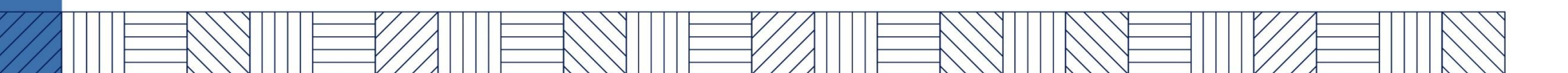


Year	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2	Fundamental Learning
10	<p>1st lesson back introduction and choices</p> <p>Competitive Games: -Dodgeball</p> <p>Recreational Sport: -Badminton</p> <p>Health and Fitness: Fitness Training</p>	<p>Competitive Games: -Basketball -Netball</p> <p>Recreational Sport: -Table Tennis -Volleyball</p> <p>Health and Fitness: -Yoga and Pilates</p>	<p>Competitive Games: -Handball</p> <p>Recreational Sport: -Trampolining</p> <p>Health and Fitness: -Insanity/HIIT</p>	<p>Competitive Games: -Football</p> <p>Recreational Sport: -Dodgeball</p> <p>Health and Fitness: -Trampolining</p>	<p>Athletics/ Cricket/ Tennis</p>	<p>Rounders/Cricket/ Tennis</p>	<p>Recreational sport Vs competitive sport. Sport for life. Sporting education for post-education. Teamwork. Leadership – organisation of own learning.</p>
	<p>To further develop key skills and techniques to perform at a standard appropriate for a year 10 student.</p> <p>To nurture lifelong participation in sporting activities, developing enjoyment and strong team-work values.</p> <p>PSHCE - Mental Health</p>	<p>To further develop key map reading skills and techniques to navigate to a good standard.</p> <p>To develop enjoyment of dance and working with friends to move and perform to a good standard.</p> <p>To nurture lifelong participation in sporting activities, developing enjoyment and strong team-work values.</p>	<p>To further develop key skills and techniques to perform at a standard appropriate for a year 10 student.</p> <p>To nurture lifelong participation in sporting activities, developing enjoyment and strong team-work values.</p>	<p>To further develop key skills and techniques to perform at a standard appropriate for a year 10 student.</p> <p>To nurture lifelong participation in sporting activities, developing enjoyment and strong team-work values.</p>	<p>To continue to identify strengths and areas for development in a range of running, throwing, and jumping events.</p> <p>To identify aspects of skill and physical abilities to develop to improve performance.</p> <p>To use key skills effectively in own performance of each of the athletics events.</p>	<p>To further develop key skills and techniques to perform at a standard appropriate for a year 10 student.</p> <p>To nurture lifelong participation in sporting activities, developing enjoyment and strong team-work values.</p>	
Prior Knowledge Needed	<p>Performance of key skills in game-based situations.</p> <p>Ability to work as a team.</p> <p>Knowledge of movement skills and body control to ensure own and others safety.</p>	<p>Map reading skills – orientation of a map and reading a key.</p> <p>Movement skills.</p>	<p>Performance of key skills in game-based situations.</p> <p>Ability to work as a team.</p> <p>Knowledge of movement skills and body control to ensure own and others safety.</p>	<p>Performance of key skills in game-based situations.</p> <p>Ability to work as a team.</p> <p>Knowledge of movement skills and body control to ensure own and others safety.</p>	<p>Knowledge of all events.</p> <p>Safety points for each event and how to maintain own and others' safety.</p>	<p>Performance of key skills in game-based situations.</p> <p>Ability to work as a team.</p> <p>Knowledge of movement skills and body control to ensure own and others safety.</p>	





Year	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2	Fundamental Learning
11	1 st lesson back introduction and choices. Competitive Games Recreational Sport Health and Fitness	Competitive Games Recreational Sport Health and Fitness	Competitive Games Recreational Sport Health and Fitness	Competitive Games Recreational Spor Health and Fitness	Competitive Games Recreational Sport Health and Fitness		Recreational sport Vs competitive sport. Sport for life. Sporting education for post-education. Teamwork. Leadership – organisation of own learning.
	To further develop key skills and techniques to perform at a standard appropriate for a year 11 student. To nurture lifelong participation in sporting activities, developing enjoyment and strong team-work values.	To further develop key skills and techniques to perform at a standard appropriate for a year 11 student. To nurture lifelong participation in sporting activities, developing enjoyment and strong team-work values.	To further develop key skills and techniques to perform at a standard appropriate for a year 11 student. To nurture lifelong participation in sporting activities, developing enjoyment and strong team-work values.	To further develop key skills and techniques to perform at a standard appropriate for a year 11 student. To nurture lifelong participation in sporting activities, developing enjoyment and strong team-work values.	To further develop key skills and techniques to perform at a standard appropriate for a year 11 student. To nurture lifelong participation in sporting activities, developing enjoyment and strong team-work values.		
Prior Knowledge Needed	Performance of key skills in game-based situations. Ability to work as a team. Knowledge of movement skills and body control to ensure own and others safety	Performance of key skills in game-based situations. Ability to work as a team. Knowledge of movement skills and body control to ensure own and others safety.	Performance of key skills in game-based situations. Ability to work as a team. Knowledge of movement skills and body control to ensure own and others safety.	Performance of key skills in game-based situations. Ability to work as a team. Knowledge of movement skills and body control to ensure own and others safety.	Performance of key skills in game-based situations. Ability to work as a team. Knowledge of movement skills and body control to ensure own and others safety.	Performance of key skills in game-based situations. Ability to work as a team. Knowledge of movement skills and body control to ensure own and others safety.	





Year 7	Year 8	Year 9	Year 10	Year 11
Sports fixture opportunities Waterpark Professional football match (2022 Womens Euros/Womens FA Cup Final 2023)	Sports fixture opportunities Waterpark Professional football match (2022 Womens Euros/Womens FA Cup Final 2023)	Sports fixture opportunities Duke of Edinburgh Professional football match (2022 Womens Euros/Womens FA Cup Final 2023)	Sports fixture opportunities Duke of Edinburgh Professional football match (2022 Womens Euros/Womens FA Cup Final 2023)	Sports fixture opportunities

