

Physical Education

Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge; skills and understanding to be gained at each stage*			
		Cycle 1	Cycle 2	Cycle 3	
YEAR 1	Developing fundamental movements	New learning	Individual pursuit (movement development) Moving with coordination and control; move confidently in space; awareness of others when moving in small spaces Ball skills Control of a ball; moving a ball around a space using different parts of the body; throwing and catching	Individual pursuit (gymnastics) Safety with equipment; balancing; shapes of the body; forms of travel and climbing equipment Target Bouncing; throwing; rolling; kicking and catching of different objects; sending an object towards a target	Individual pursuit (dance) Copy and remember moves and positions; communicate a mood; feeling; idea; move with control and coordination Invasion (Games) Individual and team games; directional invasion; space in a game
YEAR 2	Developing fundamental movements	New learning	Individual pursuit (Athletics) Moving with agility; balance and coordination through running; jumping; hopping and skipping Ball skills Control of a ball; moving a ball around a space using different parts of the body; throwing and catching in small games	Individual pursuit (Gymnastics) Copy and remember actions with control and awareness of space; show contrast (levels); stretch and curl to develop flexibility Target Sending an object towards a target; using different types of bat to send a ball towards a target; developing hitting and kicking skills	Individual pursuit (dance) Copy and remember moves and positions; communicate a mood; feeling; idea; move with control and coordination Invasion (games) Using running; jumping and catching in combination; basic concepts of attack and defence; invading an area; using different sports
YEAR 3	Building independence and autonomy	New learning	Individual pursuit (athletics) Running and jumping skills in combination; range of throwing skills; competing with others; variety of jumps with balance and control Team work Working as part of a team; solving problems; leading others; outdoor activities including orienteering	Individual pursuit (gymnastics) Plan; perform and repeat sequences; alignment of body parts; move with fluency and expression; changes of speed; direction and level; travel in a variety of ways Target Returning a ball sent by an opponent; send and receive; using skills in combination; throwing and hitting with a degree of accuracy	Individual pursuit (dance) Plan; perform and repeat sequences; alignment of body parts; move with fluency and expression; changes of speed; direction and level; travel in a variety of ways Invasion (games) Maintain possession of the ball; invasion; compete with others; begin making decisions when in possession of the ball (team); game sports such tag rugby and netball
YEAR 4	Building independence and autonomy	New learning	Individual pursuit (athletics) Running for speed; running for stamina; combination of running and jumping; throwing techniques; compete with others Invasion (games) Develop tactics with teammates; lead others; cause problems for the opposition; use skills to maintain possession; activities to include football, tag rugby, netball	Individual pursuit (gymnastics) Plan sequences with fluency and control; travel in a variety of ways; changes of speed; direction and level; use of equipment within sequence Target Identify space in a field; work as a team to gain points; tactics for striking and fielding; consistently aim and hit targets; choose the appropriate skill	Individual pursuit (dance) Plan sequences with fluency and control; travel in a variety of ways; changes of speed; direction and level; movements that convey an idea Invasion (games) Develop tactics with teammates; lead others; cause problems for the opposition; use skills to maintain possession; activities to include football, tag rugby, netball
YEAR 5	Formalisation and consolidation	New learning	Individual pursuit (athletics) Running technique; pacing; jumping for height; jumping for distance; introduction of hurdles (mini); compete with others	Individual Pursuit (gymnastics) Refine movements into sequences; move in clear and expressive manner; flight; transfer of weight	Individual Pursuit (dance) Fluency; refine movements in sequences; creative ideas; strength and suppleness through moves and stretching



		Knowledge; skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 5		Invasion (games) Gaining possession; combining with team mates; concept of invasion; work alone and with team to win points	and power in movements; balances and begin to analyse performance Target Strike a bowled / volleyed ball; choose appropriate tactics in a game; fielding techniques	Invasion (games) Gaining possession; combining with team mates; concept of invasion; work alone and with team to win points
YEAR 6	Application and extension of skills	Individual pursuit (fitness) Components of fitness; exercises and sports related to components of fitness; improving performance. Invasion (games) Combine techniques in game situations; anticipating play; defending and attacking	Individual pursuit (gymnastics) Travel; balance; rotations; spring; twist; gestures; flight; linking movements as an individual Target Consistency when striking a ball; striking into space; appropriate tactics in a game	Individual pursuit (dance) Strength; stamina; gymnastics moves; expression; extension and tension; perform and create imaginative sequences Invasion (games) Combine techniques in game situations; anticipating play; defending and attacking
YEAR 7	Formalisation and consolidation	New learning	Baseline: components of fitness Agility in basketball; power in dodgeball; reaction time in netball; coordination in Danish longball; cardiovascular endurance in athletics and muscular endurance in kabaddi Tag rugby Passing; offloading; moving forwards; outwitting; support in attacking play; defensive play	Gymnastics Travel; balance; roles; routine development with start and finish positions; paired and grouped with music Handball Different types of passing; passing and receiving; shooting; goal keeping and defending one v one Netball Passing and receiving; outwitting opponents and footwork
		Review	Do Now questioning recapping previous topics; assessment of fitness levels and mastery of skills	Do Now questioning recapping previous topics; assessment of fitness levels and mastery of skills
		Domain	Are you fit to play: students understanding the components of fitness required for different sports	Sports Showcase
YEAR 8	Application of skills into competitive practices and retrieval of skills in isolation	New learning	Baseline: Components of fitness Agility in basketball; power in dodgeball; reaction time in netball; coordination in Danish longball; cardiovascular endurance in athletics and muscular endurance in kabaddi Tag Rugby Handling; passing and receiving to move forward; tackling; outwitting the opponent in the attacking phase; kicking for territory	Dance Travelling; balance; rotations; gestures and motifs; jumps and elevations Handball Passing and receiving; moving with the ball; defending as a unit; attacking as a unit; goal keeping Hockey Stick control; moving with the ball and passing under pressure; creating an attack
		Review	Do Now questioning recapping previous topics; Learning Intention 1 for each lesson is to recap the specific skill focus	Do Now questioning recapping previous topics; Learning Intention 1 for each lesson is to recap the specific skill focus
		Domain	Are you fit to play: students understanding the components of fitness required for different sports	Sports Showcase
YEAR 9		New Learning (Paper 1)	311 Applied anatomy and physiology Structure and function of the musculoskeletal system; cardio-respiratory system; anaerobic and aerobic exercise; the short and long term effects of exercise	312 Movement Analysis Lever systems; examples in sporting activities and mechanical advantage; place and axes 313 Physical Training Relationship between health and fitness; components of fitness and benefits to sport
		Review	Do Nows recapping previous topics covered; practice testing	Do Nows recapping previous topics covered; brain dumps and practice testing
				313 Physical Training How fitness is measured and improved; reasons and limitations of fitness testing; principles of training and application; optimise training and prevent injury; effective use of warm up and cool down
				Do Nows recapping previous topics covered; brain dumps and practice testing



		Knowledge; skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 9	Formalisation and consolidation (GCSE) Application and extension (Core)	Core PE Health and Fitness Rowing for muscular endurance; Running for cardiovascular endurance; circuit training for strength and SAQ Handball Retrieval of skills; playing the game; attacking plays; defensive plays Football Retrieval of skills; in possession play; out of possession play; set pieces	Table Tennis Push shot rally; serving; shot technique development; competitive rallies Netball Retrieval of skills; using the channels; defending in the thirds; attacking in the thirds Dodgeball Rules of the game; hitting a moving target; defensive tactics; attacking tactics	Cricket Batting in relation to the field; increase variety of shots; setting up the field; bowling to a field (line and length variation) Rounders Rules of the game; batting and bowling; variation of bowling; setting up the field Athletics Sprinting technique; pacing; throwing disciplines
	Domain	Do you know how to play: students understanding how to apply their skills into competitive situations		
YEAR 10	Formalisation and consolidation (GCSE) Application and extension (Core)	New learning (Paper 2) 321 Sports psychology Classification of skills; use of goal setting and SMART targets; Basic information processing; guidance and feedback; mental preparation for performance	321 Socio-cultural influences Engagement patterns of different social groups; commercialisation of physical activity; ethical and socio-cultural issues in sport	323 Health; fitness and well-being Physical; emotional and social health; fitness and well-being; consequence of a sedentary lifestyle; energy use; diet; nutrition and hydration 44 NEA practical performance in physical activity and sport Demonstrate and apply relevant skills and techniques in physical activity and sport; analyse and evaluate performance
	Review	Do Nows recapping previous topics covered; brain dumps and practice testing	Do Nows recapping previous topics covered; brain dumps and practice testing	Do Nows recapping previous topics covered; brain dumps and practice testing
	Core PE	Health and Fitness Rowing for muscular endurance; running for cardiovascular endurance; circuit training for strength and SAQ Handball Attacking and defending tactics; umpiring the game Football Attacking and defending tactics; umpiring the game	Table Tennis Retrieval and development of shot technique; singles play; doubles play; umpiring the game Netball Attacking and defending tactics; umpiring the game Tchoukball Rules of the game; defensive tactics; attacking tactics; umpiring the game	Cricket Attacking and defending tactics; umpiring the game Rounders Attacking and defending tactics; umpiring the game
	Domain	Do you know the rules of play: students will be able to organise and lead their own tournaments within lessons - applying the laws of the game (social health)		
YEAR 11	Application and extension	Application and extension of key skills 44 NEA practical performance in physical activity and sport Demonstrate and apply relevant skills and techniques in physical activity and sport; analyse and evaluate performance	Review and revision of all GCSE topics with a particular focus on AO3 content and Sporting Intelligence	
	Review	Y11 MOCK Exam: Paper 1 and Paper 2	Practice testing; Brain dumps	
	Core PE	Physical Health and fitness Students will engage in activities from across the curriculum (Y7-Y10) Mental Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning Social Students will organise and lead their own tournaments across a range of activities	Physical Health and fitness Students will engage in activities from across the curriculum (Y7-Y10) Mental Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning Social Students will organise and lead their own tournaments across a range of activities	
	Domain	The physical, mental and social importance of taking part in physical activity		



See link to GCSE Physical Education specification:

<https://www.qa.org.uk/subjects/physical-education/gcse/physical-education-8582>

*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

