

Yr Group	Topic	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links / Transferable knowledge.	Assessment
Year 7	Fitness Induction	Fitness testing	<p>To develop knowledge of health and skill related fitness.</p> <p>Demonstrate the ability to perform fitness tests using the correct procedures.</p> <p>Identify personal fitness levels in comparison to normative data.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Hand Grip Dynamometer</li> <li>• Sit Ups/Press Ups</li> <li>• Cooper Run</li> <li>• Sit and Reach</li> <li>• BMI (although not required practically)</li> <li>• Standing Broad Jump</li> <li>• Hand Ball Wall Throw</li> <li>• Ruler Drop</li> <li>• Illinois Agility Test</li> <li>• Standing Stork</li> <li>• 30m Sprint</li> </ul>	<p>Independence/ Resilience</p> <p>Enquiry/Research</p> <p>Debate/Oracy</p> <p>Collaboration.</p> <p>Analysing Information.</p> <p>Practical skills</p>	<p>Progressive through KS3</p> <p>GCSE PE/NCFE Health and Fitness – Fitness Testing, Components of Fitness.</p>		<p>KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.</p> <p>KPI 7 Demonstrates appropriate strength, stamina and suppleness across activities, including being able to complete short periods of sustained exercise.</p>
<p>Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p>							

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Year 7	Football	Movement with the ball – Dribbling, Receiving & Turning	To be able to perform the basic dribbling movements with control. To be able to outwit opponents with the use of these techniques. To be able to perform skills in a small sided game making decisions about how best to advance on opposition territory.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.  KPI 2 Successfully employs simple tactics or creative processes in practical settings.  KPI 3 Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.  KPI 4 Successfully leads a partner in a simple activity, showing respect, empathy and good cooperation skills in doing so.
		Passing and movement off the ball.	To be able to replicate passes in a space with changing environment. To understand the importance of width and playing into space in order to attack and outwit opponents. To identify the type of information you might provide team mates when off the ball.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Passing Variations	To be able to accurately replicate the core skills of passing and receiving. To understand and develop the knowledge of the type of pass needed and when. To be able to outwit opponents with a variety of passes in a competitive small sided game.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Shooting	To demonstrate a controlled shooting motion on a goal. To develop an understanding of how to create space to shoot. To understand how to adjust shot selection based on opponents positioning & environment.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Attack/outwitting an opponents	To develop a knowledge of how to outwit an opponent using the core football skills. To understand and appreciate the need to make decisions about skill choice. To begin to refine ideas as a team when unsuccessful.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information.	Progressive through KS3  GCSE PE Practical		

				Practical skills			
		Attack/outwitting an opponents	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To be able to perform basic defensive skills to stop opponents from advancing. To identify strengths and weaknesses when playing small sided games and adapt strategies where necessary.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 5 Understands simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.  KPI 6 Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.
		Leadership to incorporate throughout the unit	Lead a partner effectively for a minimum of 10 minutes. Display respect, empathy and co-operation whilst leading Explain an activity to their partner using at least two verbal and two non-verbal communication skills. Demonstrate enthusiasm whilst leading. Display the understanding of how to overcome a challenge on at least one occasion (if the situation does not arise, the teacher could offer a verbal challenge, eg: "what if this happens...")	Creativity / Imagination Independence / Resilience Collaboration. Problem solving.			
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Year 7	Rugby	Ball familiarisation	To be able to perform fundamental rugby handling skills. To be able to perform these in a small sided game to maintain ball possession & outwit opponents. To develop their understanding and knowledge of the basic rules of rugby league.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.  KPI 2 Successfully employs simple tactics or creative processes in practical settings.  KPI 3 Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.  KPI 7 Demonstrates appropriate strength, stamina and suppleness across activities,
		Intro passing & receiving/ 2 vs 1	To replicate basic passing & receiving skills with the intention of outwitting opponents. To understand the rules regarding the pass and catching the ball (i.e. backwards pass and knock-on). To perform skills in a small sided game making decisions about how best to advance on opposition.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Passing/Use of width.	To understand the importance of width in order to attack. To demonstrate an understanding of the basic rules. To develop their understanding of strategic and tactical plays in rugby league to beat & outwit an opponent.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Tackling technique	To develop their understanding and knowledge of how to tackle safely. To perform and accurately replicate the correct techniques for front and side tackles. To understand the rules regarding tackling within the game. To be able to evaluate tackling technique and 2 vs 1 situation suggesting ways to improve.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Attacking/outwitting an opponent	To be able to outwit opponents using learnt skills and techniques. To develop the decision making process in a game situation. To confidently describe the rules and laws of rugby league. To begin to recognize and identify strengths and	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy	Progressive through KS3  GCSE PE Practical		

			weaknesses when playing small sided games.	Collaboration. Analysing Information. Practical skills			including being able to complete short periods of sustained exercise.
	Competitive Games		To demonstrate knowledge and understanding of the rules related to rugby. To demonstrate the ability replicate core game skills and to outwit an opponent in a game situation.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	GCSE/NCFE Components of Fitness Warm-Up Cool Down Healthy Balanced Lifestyles. Benefits of Exercise.		
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Year 7	Badminton	Introduce the grip and ready position	To be able to demonstrate & use the correct grip. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket from a ready position. To understand the different lines and areas on the court and be able to move around between them quickly.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.  KPI 2 Successfully employs simple tactics or creative processes in practical settings.  KPI 3 Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.  KPI 7 Demonstrates appropriate strength, stamina and suppleness across activities, including being
		Basic underarm service + court lines	To accurately replicate a serving technique. To be able to strike the shuttle consistently with enough height and weight to carry the net. To begin to score & officiate a competitive doubles game using the correct court markings.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Introduce the underarm clear	To perform and replicate underarm clear with control and coordination. To understand when best to use underarm clear. To develop the skill of outwitting an opponent using a combination of shots.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Introduce the overhead clear	To perform and replicate overhead clear with control and fluency. To begin to outwit opponents with movement of the shuttle. To understand court markings and basic scoring.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Introduce the drop shot	To be able to outwit opponents using simple drop shot. To understand the importance of movement and shuttle placement in order to attack. To begin to develop strategic and tactical play during a rally.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Outwitting Opponents in a competitive game situation	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To identify strengths and weaknesses when playing & adapt strategies where necessary.	Creativity / Imagination Independence/ Resilience Enquiry/Research	Progressive through KS3  GCSE PE Practical		

			To demonstrate a variety of tactics based on the movements of others.	Debate/Oracy Collaboration. Analysing Information. Practical skills			able to complete short periods of sustained exercise.
		Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	GCSE/NCFE Components of Fitness Warm-Up Cool Down Healthy Balanced Lifestyles. Benefits of Exercise.		
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Year 7	Athletics	Introduce running style (100/200/400m)	To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and leg action. To evaluate performance of self and others and suggest ways technique may be improved. To understand components of fitness for sprint races.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.  KPI 2 Successfully employs simple tactics or creative processes in practical settings.  KPI 3 Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.  KPI 7 Demonstrates appropriate strength, stamina and suppleness across activities, including being
		Introduce pace running – 800m	To accurately replicate basic technique for an effective paced race. To perform an 800m race refining ability to pace the performance to sustain 2 laps. To understand components of fitness involved in longer distance races.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Jumping- long jump	To accurately replicate the technique for an effective long jump. To perform and record distance achieved. To understand the rules regarding take off and landing. To understand the components of fitness involved in jumping events.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Throwing – shot putt	To accurately replicate the technique for an effective shot putt. To perform and record distance achieved. To understand the rules regarding throwing and ball landing. To understand the fitness needs of throwing events.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Throwing - javelin	To accurately replicate the technique for an effective javelin throw. To perform the event and record distance achieved. To understand the rules regarding the throw and landing. To develop the ability to evaluate technique after each throw.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Hurdles	To perform the event and record time achieved. To accurately replicate an effective hurdling technique. To understand and appreciate the need to make decisions	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE		

			about refinement of technique to maintain speed throughout.		Practical		able to complete short periods of sustained exercise.
		Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination			
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Year 7	Cricket	Ball familiarisation/catching	To accurately replicate a basic throwing and receiving technique. To take part in conditioned games showing an understanding of basic tactics. To develop understanding the laws of cricket. To begin to think about outwitting opponents with the placement of the ball.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.  KPI 2 Successfully employs simple tactics or creative processes in practical settings.  KPI 3 Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.  KPI 4 Successfully leads a partner in a simple activity, showing respect, empathy and good
		Fielding	To use both underarm and over arm throws depending on competitive situation. To accurately replicate the long barrier technique. To begin to outwit opponents with the use of bating skills. To confidently score a kwik cricket game.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Bowling	To be able to accurately replicate basic bowling technique. To understand the laws about bowling deliveries. To play conditioned game understanding rules and tactics. To incorporate bowling, batting, fielding into small sided games of Cricket.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Batting	To accurately replicate the basic batting grip and drive technique. To understand the importance of movement, timing and preparation for an effective batting drive. To develop the ability to adjust shot selection based on field positioning. To develop knowledge of when to play drive.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Game situations/basic strategies	To perform and replicate a combination of skills to outwit opponents in a match situation. To understand basic tactics to outwit batsmen & fielders respectively. To understand all rules of a full cricket game.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration.	Progressive through KS3  GCSE PE Practical		

				Analysing Information. Practical skills			cooperation skills in doing so.
	Outwitting Opponents in a competitive game situation	To demonstrate the ability to outwit an opponent in a game situation using a range of core skills and techniques. To demonstrate a variety of tactics as a bowler and batter. To identify strengths and weaknesses when playing & adapt strategies where necessary.		Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 5 Understands simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.  KPI 6 Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.
		Leadership to incorporate throughout the unit	Lead a partner effectively for a minimum of 10 minutes. Display respect, empathy and co-operation whilst leading Explain an activity to their partner using at least two verbal and two non-verbal communication skills. Demonstrate enthusiasm whilst leading. Display the understanding of how to overcome a challenge on at least one occasion (if the situation does not arise, the teacher could offer a verbal challenge, eg: "what if this happens...")	Creativity / Imagination Independence / Resilience Collaboration. Problem solving.			
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Year 7	Health and Fitness	Introduce heart rate + basic step test	To be able to measure resting heart rate and understand significance. To be able to perform the basic step technique. To evaluate performance of self and others and understand basics about recovery. To understand the meaning of cardiovascular fitness.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration.  Analysing Information. Practical skills	Progressive through KS3  GCSE PE/NCFE Health and Fitness –  Fitness Testing  Components of Fitness.  Methods of Training  Training Zones  Principles of Training		KPI 1 Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.
		Sustained running – cooper test	To be able to measure resting heart rate and understand significance. To accurately replicate a sustained running technique for 12 minutes. To perform and record the distance achieved. To understand the relationship between heart rate recovery and fitness level.				KPI 7 Demonstrates appropriate strength, stamina and suppleness across activities, including being able to complete short periods of sustained exercise.
		Components of skill related fitness	To accurately replicate skill related fitness tests. To perform and record levels achieved. To understand the relationship between test scores and strengths as a performer. To develop the ability to recognise good performances.				KPI 8 Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.
		Components of health related fitness	To accurately replicate health related fitness tests. To perform and record levels achieved. To understand the relationship between test scores and strengths as a performer. To develop the ability to recognise good performances.				KPI 9 Knows and can explain how physical activity contributes to a
		Basic Circuit	To accurately replicate the basic technique at each station. To sustain performance over 2 laps. To understand how to make the circuit harder. To understand components of fitness involved in performance.				
		Circuits – football specific	To accurately replicate the football based techniques at each station. To appreciate the need for a specific circuit and how it can be adapted to suit individual needs. To				

			work cooperatively with partner to ensure improve in skill and football related fitness.				balanced, healthy lifestyle.
		Health to incorporate throughout the unit	<p>Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.</p> <p>Identify benefits of a warm up and cool down</p> <p>Identify the phases of a warm up/cool down.</p> <p>Identify short term effects of exercise on the body systems.</p> <p>Conduct an effective warm up independently that contains a pulse raiser, stretches, and activity specific drills.</p> <p>Identify the health and skill related components.</p> <p>Identify fitness tests for these components of fitness.</p> <p>Define health, fitness, exercise and performance.</p> <p>Explain how physical activity can benefit physical, mental and social wellbeing.</p>				
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Year 8	Fitness Induction	Fitness testing	<p>To further develop knowledge of health and skill related fitness.</p> <p>Demonstrate the ability to perform fitness tests using the correct procedures, linking them to components of fitness.</p> <p>Demonstrate an awareness of personal fitness levels in comparison to normative data.</p> <ul style="list-style-type: none"> <li>• Hand Grip Dynamometer</li> <li>• Sit Ups/Press Ups</li> <li>• Cooper Run</li> <li>• Sit and Reach</li> <li>• BMI (although not required practically)</li> <li>• Standing Broad Jump</li> <li>• Hand Ball Wall Throw</li> <li>• Ruler Drop</li> <li>• Illinois Agility Test</li> <li>• Standing Stork</li> <li>• 30m Sprint</li> </ul>	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE/NCFE Health and Fitness –  Fitness Testing  Components of Fitness.		<p>KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.</p> <p>KPI 7 Sustains stamina for longer periods in specific activities and uses different components of fitness to improve their health and well-being.</p>
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Year 8	Football	Developing Core Skills - Passing	To be able to perform core passing skills in a variety of situations. To be able to perform these techniques in a small sided game to outwit opponents.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.  KPI 2 Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.  KPI 3 Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.
		Dribbling, Turns and Outwitting a defender	To be able to perform and accurately replicate different types of dribbling with control, speed and fluency. To be able to perform techniques in a small sided game making decisions about how best to advance on opposition.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Development of Shooting	To perform and replicate an accurate and controlled shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal. To appreciate how to adjust shot selection based on opponents positioning.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Developing an Attack	To be able to outwit opponents using learnt core skills and techniques. To understand the importance of width and playing into space in order to attack. To develop strategic and tactical play when advancing.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Outwitting an opponent/Teamwork	To develop an ability to outwit an opponent when under pressure. To understand and appreciate the need to make decisions about skill choice. To begin to refine ideas as a team when unsuccessful.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration.	Progressive through KS3  GCSE PE Practical		

				Analysing Information. Practical skills			KPI 4 Leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills.
	Defensive strategies/tactics	To be able to perform and develop defensive strategies i.e. Tackling, jockeying, forcing onto weaker foot. To understand how to set up a defence and how to stop opponents from advancing.		Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 5 Understands more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.
		Leadership to incorporate throughout the unit	Use at least 2 motivational methods whilst leading small groups. Display confidence whilst leading. Organises equipment and people quickly and efficiently Explain and lead an activity to a small group, using at least two verbal and two nonverbal communication skills. Communicate effectively with participants whilst an activity is taking place	Creativity / Imagination Independence / Resilience Collaboration. Problem solving.	Leadership to incorporate throughout the unit		KPI 6 Accurately reflects on progress towards ambitious personal challenges and/or goals in PE and/or leadership.
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Year 8	Rugby	Recap passing & refine handling skills	To develop and replicate fundamental rugby handling skills. To be able to perform these in a small sided game to maintain ball possession & outwit opponents. To confidently describe the rules of rugby union.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.  KPI 2 Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.  KPI 3 Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.  KPI 7 Sustains stamina for longer periods in specific
		Developing passing/4 vs 2	To understand and accurately replicate the scissors & miss pass, and how to receive it. To create and develop varying strategic ways of getting passed defenders. To understand the rules of rugby union. To perform skills in a small sided game with pressure from opposition.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Develop tackling technique	To develop an understanding and knowledge of tackling technique. To replicate the correct technique on advancing opposition. To understand the safety aspects of rugby tackles. To understand the rules regarding tackling within the game.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Kicking	To be able to perform the correct kicking technique from the ground and out of hand with control and accuracy. To begin to combine the use of passing and kicking to outwit opponents. To understand when to use the kick and the advantages gained from it.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Tactical play/outwitting opponents	To develop knowledge and understanding of strategic play used to outwit opponents. To be able to change and refine tactics based on the analysis of certain plays and opposition. To confidently describe the laws	Creativity / Imagination Independence/ Resilience Enquiry/Research	Progressive through KS3  GCSE PE Practical		

			of rugby union and officiate parts of a game.	Debate/Oracy Collaboration. Analysing Information. Practical skills			activities and uses different components of fitness to improve their health and well-being.
	Competitive Games		To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To accurately replicate actions and tactical sequences. To show their knowledge and understanding of the rules in rugby.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	GCSE/NCFE Components of Fitness Warm-Up Cool Down Healthy Balanced Lifestyles. Benefits of Exercise. 'Health' and 'Fitness' Muscular- Skeletal system.		
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Year 8	Badminton	Ready position	To be able to demonstrate & use the ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket consistently. To develop the ability to outwit opponents with movement of the shuttle.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.  KPI 2 Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.  KPI 3 Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.
		The clear	To replicate overhead clear with control and accuracy. To consistently replicate this shot in a match situation implementing strategies for success. To understand court markings and the strong/weak side of an opponent.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Smash shot & preparation	To be able to accurately replicate a smash shot. To understand the movement and preparation for an effective smash. To appreciate how to adjust shot selection based on opponents positioning. To begin to officiate badminton matches fairly and accurately.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Disguised shots (drop shot/flick shot)	To be able to outwit opponents using simple a disguise. To understand the importance of movement and shuttle placement in order to attack. To confidently score a game of singles and doubles.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Doubles/singles game play	To understand and appreciate the need to make decisions about choice of strategy depending on whether attacking of defending. To describe the difference in doubles court markings. To be able to assess & evaluate own performance and weaknesses.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration.	Progressive through KS3  GCSE PE Practical		

				Analysing Information. Practical skills			KPI 7 Sustains stamina for longer periods in specific activities and uses different components of fitness to improve their health and well-being.
		Outwitting Opponents in a competitive game situation	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To demonstrate knowledge and understanding of the rules. To identify strengths and weaknesses when playing & adapt strategies where necessary.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	GCSE/NCFE Components of Fitness Warm-Up Cool Down Healthy Balanced Lifestyles. Benefits of Exercise. 'Health' and 'Fitness' Muscular- Skeletal system.		
Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.							



Yr Group	Topic	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links / Transferable knowledge.	Assessment
Year 8	Athletics	Sprint running technique (100/200/400m)	To accurately replicate sprinting technique. To adjust body movements to create more drive/speed/power. To understand components of fitness involved in short distance races. To adhere to running rules in all track events	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.  KPI 2 Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.  KPI 3 Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.  KPI 7 Sustains stamina for longer
		Middle distance running – 800m	To accurately replicate basic technique for an effective 800m race. To understand the need to pace the race in order to sustain 2 laps. To develop components of fitness involved in 800m. To evaluate performance of self and others and suggest ways technique may be improved.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Jumping - high jump	To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and perform a legal jump. To record and analyse the height achieved. To understand the components of fitness involved in high jump.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Throwing – shot putt	To perform and accurately replicate the technique for an effective shot putt. To record distance achieved in relation to previous best and peers. To understand the rules regarding throwing and ball landing. To develop an understanding of the why some pupils throw further.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Throwing - javelin	To perform and accurately replicate the technique for an effective javelin. To record distance achieved in relation to previous best and peers. To understand the rules regarding the throw and landing. To	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		

			understand factors that may affect the throwing of the javelin.				periods in specific activities and uses different components of fitness to improve their health and well-being.
		Relay	To accurately replicate sprinting technique and demonstrate knowledge of change over skills. To understand rules regarding sprint relay and adhere to them. To make decisions about pupils strengths and placement in the relay teams legs.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Health to incorporate through the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Creativity / Imagination Independence / Resilience Collaboration. Problem solving.	GCSE/NCFE Components of Fitness Warm-Up Cool Down Healthy Balanced Lifestyles. Benefits of Exercise. 'Health' and 'Fitness' Muscular-Skeletal system.		
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Year 8	Cricket	Fielding practice	To use & perform a range fielding techniques depending on competitive situation. To make accurate decision about outwitting opponents with the placement of the ball. To develop a deeper understanding the laws and terminology of cricket.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.
		Batting-drive shot	To develop the basic stance and use the correctly perform the drive shot technique. To develop knowledge of movement, timing and preparation for an effective batting shot execution. To begin to analyse peers batting technique & suggest ways to improve.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 2 Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.
		Batting- pull shot	To understand & accurately replicate the correct pull shot technique. To attempt to use the pull shot in a competitive environment. To Introduce the need for “backing up” in the field during game situation. To further develop the ability to adjust shot direction in order to outwit fielders. To understand basic umpire signals & meaning.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 3 Accurately explains and evaluates the effectiveness of their own and/or others’ performances and suggests appropriate improvements.
		Bowling-run up development	To be able to accurately replicate full over arm bowling technique. To incorporate a small run up & understand the impact it has on bowling speed/power. To understand the rules & infringement related to bowling deliveries. To incorporate full bowling into small sided games of cricket.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration.	Progressive through KS3  GCSE PE Practical		KPI 4 Leads and motivates others in

				Analysing Information. Practical skills			pairs or team/small group situations demonstrating confidence and good organisational skills.
		Batting calls/basic field placement.	To understand the need for basic communication skills and appropriate batting calls. To develop the ability to adjust shot direction based on field positioning. To develop the use of tactics to outwit batsmen & fielders respectively.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 5 Understands more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.
		Outwitting Opponents in a competitive game situation	To demonstrate tactical knowledge based on the placement of the ball in relation to fielders. To develop knowledge and understanding of the laws of cricket through a full game.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 6 Accurately reflects on progress towards ambitious personal challenges and/or goals in PE and/or leadership.
		Leadership to incorporate throughout the unit	Use at least 2 motivational methods whilst leading small groups. Display confidence whilst leading. Organises equipment and people quickly and efficiently Explain and lead an activity to a small group, using at least two verbal and two nonverbal communication skills. Communicate effectively with participants whilst an activity is taking place	Creativity / Imagination Independence / Resilience Collaboration. Problem solving.			
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Year 8	Orienteering	Understanding and Orienteering Map	Understand the map features and key symbols. Be able to match map to ground features and vice versa. Be introduced to orientating and thumbing the map	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	KPI's Progressive through KS3		KPI 1 Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.
		Star Exercises	Understand the importance of orientating and setting map with Magnetic North. Build on their knowledge of map features and symbols.		GCSE PE/NCFE Health and Fitness –		
		Linear Journey – Cone Activities	Understand the importance of 'Thumbing' the map. Build on the skill of setting the map i.e., orientating map to Magnetic North.		Fitness Testing		
		Linear Journey – Loop Course Activities	Understand the importance of resetting their map at each control point. Understand the importance of making a journey plan between controls.		Components of Fitness.		
		Score Course Activity	Develop knowledge about route choice and plan an efficient route to visit as many controls in a given time period. Develop the ability to journey plan.		Methods of Training		
		Competitive Linear Course	Use all previous skills to navigate as efficiently and quickly around a linear course.		Training Zones		
		Health – To incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations. Identify the names of the main muscles used in 3 different types of physical activity Identify 3 long term effects of exercise specific to the physical activity being performed.		Principles of Training		
				Diet and Nutrition	KPI 7 Sustains stamina for longer periods in specific activities and uses different components of fitness to improve their health and well-being.		
					KPI 8 Demonstrates good functional knowledge of basic anatomical structures.		
					KPI 9 Accurately explains the importance of nutrition and hydration for either success in sport or general physical		

			<p>Explain the importance of nutrition, especially carbohydrates, protein and water when participating in physical activity. Explain the importance of a healthy balanced diet for general physical and mental well-being.</p>				<p>and mental well-being.</p>
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Year 9	Fitness Induction	Fitness testing	<p>To further develop knowledge of health and skill related fitness.</p> <p>Show an understanding of how fitness tests are able to measure the components of fitness.</p> <p>Demonstrate an awareness of personal fitness levels and show and understanding of strengths and areas to improve.</p> <ul style="list-style-type: none"> <li>• Hand Grip Dynamometer</li> <li>• Sit Ups/Press Ups</li> <li>• Cooper Run</li> <li>• Sit and Reach</li> <li>• BMI (although not required practically)</li> <li>• Standing Broad Jump</li> <li>• Hand Ball Wall Throw</li> <li>• Ruler Drop</li> <li>• Illinois Agility Test</li> <li>• Standing Stork</li> <li>• 30m Sprint</li> </ul>	<p>Creativity / Imagination</p> <p>Independence/ Resilience</p> <p>Enquiry/Research</p> <p>Debate/Oracy</p> <p>Collaboration.</p> <p>Analysing Information.</p> <p>Practical skills</p>	<p>Progressive through KS3</p> <p>GCSE PE/NCFE Health and Fitness –</p> <p>Fitness Testing</p> <p>Components of Fitness.</p>		<p>KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.</p> <p>KPI 7 Consistently meets the strenuous exercise demands required for specific activities, using combinations of strength, stamina, suppleness and speed to good effect.</p>

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Year 9	Football	Passing, Control & Turning	To understand variations in passes and where different types of passes should be used. To be able to use the different parts of the body to control the ball. To outwit opponents with the combination of advanced turns and passes.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		<p>KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.</p> <p>KPI 2 Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.</p> <p>KPI 3 Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.</p> <p>KPI 4 Confidently undertakes leadership and officiating roles</p>
		Controlling with the body	To develop their understanding and knowledge of how to control the ball from height. To perform the different types of control in different situation e.g. Defensive & Attacking.  To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Shooting	To replicate a variety of shooting techniques on goal. To appreciate how to adjust shot selection based on opponents positioning. To be able to assess & evaluate shooting techniques and suggest ways to improve.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Attack/Beating an opponent	To be able to outwit opponents using dummies & fakes at speed. To understand the importance of width and playing into space in order to attack. To develop basic strategic and tactical play.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		

	Defensive Tactics	To develop their understanding and knowledge of how to stop attack effectively. To perform the different types of defensive techniques in different situation. To understand and appreciate the need to make decisions about choice of defensive strategy.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		showing a good knowledge and application of appropriate rules/laws and effective communication skills.  KPI 5 Sensitive adapts activities (using the STEP principle) when leading peers of different abilities and backgrounds so that they are included and supported to succeed.
	Set Plays	To develop creativity in developing new strategies from set plays in attack and defence. To incorporate corner kicks, goal kicks, defending and attacking strategies in small games.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
	Leadership to incorporate throughout the unit	Act as a choreographer for a minimum of 10 minutes. Use at least two verbal and two non-verbal communication skills on two different occasions whilst leading. Demonstrate at least 1 way that an activity can be adapted to make it less challenging, and at least 1 way to make it more challenging. Act professionally as both a leader and participant within lessons. Display the ability to effectively overcome at least one setback whilst leading, e.g. difficulties with equipment, challenging behaviour etc.	Creativity / Imagination Independence / Resilience Collaboration. Problem solving.			KPI 6 Proves to be an effective role model by applying themselves fully in a range of contexts and showing resilience to overcome setbacks.
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Year 9	Rugby	Passing & Use of space	To accurately replicate prior learnt types of passes. To be able to perform these in a game to retain ball possession & outwit opposition. To describe the difference in rules of rugby league & union. To understand what the use of space means for attacking opportunities.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.
		Outwitting opponents- 3 vs 2 & 5 vs 3	To develop knowledge and understanding of strategic play used to outwit opponents. To be able to develop and refine tactics based on the analysis of opposition. To understand the rules of rugby union and recognise errors.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 2 Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.
		Tackling + rucking	To develop an understanding and knowledge of how to perform a ruck and the roles of support players. To replicate the correct tackling & rucking technique. To understand the safety aspects of rugby tackling and the rules regarding rucking and offside.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 3 Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.
		Restarting play-line outs	To be able to perform a small line out with the correct technique. To understand how a line out is formed and the necessary positions. To develop a confident understanding of the rules and laws of rugby union.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration.	Progressive through KS3  GCSE PE Practical		KPI 7 Consistently meets the strenuous exercise demands required

				Analysing Information. Practical skills			for specific activities, using combinations of strength, stamina, suppleness and speed to good effect.
	Scrum development	To develop the knowledge and understand of how to form a small 3 man scrum. To understand and accurately describe the scrum positions. To develop knowledge of when a scrum is used. To integrate scrumage skills into a small sided game after an infringement.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical			
	Competitive Games	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To accurately replicate actions and tactical sequences. To show their knowledge and understanding of the rules in rugby.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical			
		Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	GCSE/NCFE Components of Fitness Principles of training Benefits of Exercise. 'Health' and 'Fitness' Diet and Nutrition		

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Year 9	Badminton	Movement and forehand rallying	To develop the ability to outwit opponents with movement of the shuttle. To understand the different lines and areas on the court and be able to move around between them quickly. To identify strengths and weaknesses when playing & adapt strategies where necessary.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.  KPI 2 Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.  KPI 3 Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.
		Overhead Clear	To perform and replicate overhead clear with direction and intention to outwitting an opponent. Begin to attempt more advanced variations of this shot including the backhand clear. To score and officiate games fairly.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Smash/Jump Smash	To be able to accurately replicate a smash shot with control and power. To understand the importance of movement and preparation for an effective smash and how to make adjustments. To officiate badminton matches fairly and accurately.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Drop shot (underarm and overarm)	To replicate simple and more complex drop shot variations. To understand drop shot placement to produce a productivity outcome. To begin to develop strategic and tactical play during a rally. To confidently score a game.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Doubles and singles tactics	To develop their understanding and knowledge of basic outwitting strategies. To understand how movement of the shuttle will result in dominating rallies. To understand and appreciate the need to	Creativity / Imagination Independence/ Resilience Enquiry/Research	Progressive through KS3  GCSE PE Practical		

			make decisions about choice of strategy depending on whether attacking of defending.	Debate/Oracy Collaboration. Analysing Information. Practical skills			KPI 7 Consistently meets the strenuous exercise demands required for specific activities, using combinations of strength, stamina, suppleness and speed to good effect.
	Outwitting Opposition		To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To demonstrate knowledge and understanding of the rules.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
	Health to incorporate throughout the unit		Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	GCSE/NCFE Components of Fitness Principles of training Benefits of Exercise. 'Health' and 'Fitness' Diet and Nutrition		
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Year 9	Athletics	Sprint running technique (100/200/400m/relays)	To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a sprint start to create power/speed. To understand the different phases of a race and why they are used. To realise how athletics can promote a healthy lifestyle.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.
		Middle distance running – 800m	To accurately replicate and maintain an effective running technique. To understand how to pace a race reflecting on own ability. To understand the role of heart and lungs and their importance during an 800m. To evaluate self performance against previous bests.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 2 Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.
		Jumping - triple jump	To accurately replicate the technique for an effective triple jump. To perform and record the distance achieved. To understand the rules regarding take off and landing. To understand the components of fitness involved in jumping events and the meaning of 'plyometrics training'.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 3 Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.
		Throwing – shot putt	To perform and accurately replicate the shuffle technique for shot putt. To record distance achieved in relation to previous years bests. To understand the rules regarding the shot putt event. To understand the main phases that forms the full technique and begin to refine individual elements.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration.	Progressive through KS3  GCSE PE Practical		KPI 7 Consistently meets the strenuous exercise demands required for specific

				Analysing Information. Practical skills			activities, using combinations of strength, stamina, suppleness and speed to good effect.
	Throwing - javelin	To perform and accurately replicate the technique for javelin. To incorporate the use of a run up and understand what effect this has on performance. To record distance achieved in relation to previous best. To understand the rules regarding the javelin throw.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical			
	Jumping - High jump	To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and competition. To record the height achieved. To understand the components of fitness involved in high jump.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical			
	Health to incorporate throughout the unit	Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations.	Resilience Practical Skills Creativity/ Imagination	Progressive through KS3  GCSE PE Practical			
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Year 9	Cricket	Fielding fundamentals	To make accurate decision about outwitting opponents as batsmen or fielders. To accurately replicate a full range fielding techniques in response to a competitive environment. To recognise and use the laws of cricket and officiate correctly.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.
		Batting-defensive shots	To understand and correctly perform a batting defensive shot. To attempt to use defensive shot and understand when it might be necessary to use it in a game situation. To understand some components of fitness important to cricket players.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical	KPI 2 Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.	
		Batting- cut	To understand & accurately replicate the cut technique. To attempt to use the cut shot in a competitive game and in response to the type of delivery bowled. To develop communication & teamwork skills as a batting pair during game situation. To encourage quick decision making in order to outwit fielders or a batsman.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical	KPI 3 Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.	
		Bowling-spin/pace	To incorporate disguise into bowling technique with the addition of spin or pace. To understand how spin is created and the effect it will have on the balls bounce. To recognise that run up speed will impact the bowling power/swing on delivery. To understand the rules & infringements related to bowling deliveries.	Independence/ Resilience Collaboration. Practical skills	Progressive through KS3  GCSE PE Practical		
		Wicket keeping	To demonstrate a knowledge of the wicket keepers role and perform basic stance + catching. To replicate a combination of skills to outwit opponents in a match situation. To develop knowledge of fielding positions and correct terminology. To	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy	Progressive through KS3  GCSE PE Practical	KPI 4 Confidently undertakes leadership and officiating roles showing a good	

			encourage the use of leadership & communication in all game roles.	Collaboration. Analysing Information. Practical skills			knowledge and application of appropriate rules/laws and effective communication skills.  KPI 5 Sensitive adapts activities (using the STEP principle) when leading peers of different abilities and backgrounds so that they are included and supported to succeed.
	Competitive game situations		To develop the knowledge of movement and timing needed to produce an effective batting execution. To demonstrate knowledge and understanding of cricket laws.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE Practical		
		Leadership to incorporate throughout the unit	Act as an official for a minimum of 10 minutes. Use at least two verbal and two non-verbal communication skills on two different occasions whilst leading. Demonstrate at least 1 way that an activity can be adapted to make it less challenging, and at least 1 way to make it more challenging. Act professionally as both a leader and participant within lessons. Display the ability to effectively overcome at least one setback whilst leading, e.g. difficulties with equipment, challenging behaviour etc.	Creativity / Imagination Independence / Resilience Collaboration. Problem solving.	Progressive through KS3  GCSE PE Practical		KPI 6 Proves to be an effective role model by applying themselves fully in a range of contexts and showing resilience to overcome setbacks.
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Yr Group	Topic	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links / Transferable knowledge.	Assessment
Year 9	Health and Fitness	Components of Fitness Testing	To accurately replicate tests for health/skill related fitness. To understand the relationship between test scores and strengths as a performer. To develop individual weaknesses by targeting a specific station.	Creativity / Imagination Independence/ Resilience Enquiry/Research Debate/Oracy Collaboration. Analysing Information. Practical skills	Progressive through KS3  GCSE PE/NCFE Health and Fitness –  Fitness Testing  Components of Fitness.  Methods of Training  Training Zones  Principles of Training  Personal Exercise Programme		KPI 1 Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.
		Methods of Training – Interval	To accurately replicate interval training techniques. To understand how interval training is used by elite athletes. To describe the changes in the body in response to exercise. To be able to take rest, working and recovery heart rates.				KPI 7 Consistently meets the strenuous exercise demands required for specific activities, using combinations of strength, stamina, suppleness and speed to good effect.
		Methods of Training – Fartlek	To accurately replicate fartlek training technique. To understand how to set up a fartlek training session. To understand the athletes that would use this training method and the benefits to physical, mental and social wellbeing.				KPI 8 Successfully applies a good understanding of the principles of safe and effective training to improve their health and performance.
		Methods of Training – Resistance	To accurately replicate weight training techniques. To understand how to create a training session based on Muscular Endurance or Muscular Strength. To understand the athletes that would use this training method and the benefits to physical, mental and social wellbeing.				KPI 9 Knows and can explain the importance of a
		Methods of Training – Circuit Training	To accurately replicate the netball/football based techniques/exercises at each station. To appreciate the need for a specific circuit and how it can be adapted to suit individual needs. To work cooperatively with partner to ensure improve in components of fitness and skills related to netball/football related fitness.				
		Group designed circuits	To demonstrate accurate replication of circuit techniques at each station. To				

			sustain performance over 2 circuits. To understand the components of fitness involved in a circuit performance and how it can be made harder. Understand how partaking in a physical activity outside of school or later in life can have a positive impact on physical, mental, and social wellbeing				healthy, active lifestyle in the promotion of mental, social and physical well-being.
	Health to incorporate throughout the unit		Demonstrate a reasonable level of fitness to perform effectively in the activity in which they are participating in, allowing achievement against age related expectations. Identify 3 methods of training and demonstrate understanding of how they may be able to improve health and performance. Identify 2 principles of training and demonstrate understanding of how they are used to improve health and performance. Explain how the long term effects of exercise can have an impact on physical, mental and social wellbeing. Explain how partaking in a physical activity outside of school or later in life can have a positive impact on physical, mental, and social wellbeing.				
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