

Year	KS3 (Years 7, 8, 9)					
Foci	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. A representative example of what the curriculum may look like for a student in KS3 is outlined below.					
Time	HT1	HT2	HT3	HT4	HT5	HT6
Category	Individual & Co-operative Activity	Living Well	Sport Education	Sport Education	Individual & Co-operative Activity	Living Well
Potential activity or sports	Net/wall games: tennis, table-tennis, badminton, volleyball. Striking / Fielding games: rounders, softball, cricket.	Healthy Active Lifestyles: a range of training methods Outdoor adventurous activities: Orienteering.	Invasion games: basketball, ultimate, rugby, football, netball, boccia. Aesthetics-based: gymnastics	Invasion games: basketball, ultimate, rugby, football, netball. Aesthetics-based: gymnastics	Net/wall games: tennis, table-tennis, badminton, volleyball. Striking / Fielding games: rounders, softball, cricket.	Healthy Active Lifestyles: a range of training methods Outdoor adventurous activities: Orienteering.
Driving Question	How do I analyse performances and give effective feedback?	What training methods are effective for me?	How do I effectively lead myself and others?	How do I apply my roles and responsibilities consistently to improve the team's performance?	How do I evaluate tactics and perform advanced attacking / defending strategies?	How do I exercise safely, appropriately and effectively for my chosen sport?
Assessment reference	1.11, 1.13-1.16. 2.21, 2.22, 2.23, 2.28, 2.29. 3.11-3.19	1.11, 1.12 2.21-2.28 3.12-3.18	1.11, 1.12-1.16. 2.21, 2.23, 2.28, 2.29 3.11-3.19	1.11, 1.12-1.16. 2.21, 2.23, 2.28, 2.29 3.11-3.19	1.11, 1.13-1.16. 2.21, 2.22, 2.23, 2.28, 2.29. 3.11-3.19	1.11, 1.12 2.21-2.28 3.12-3.18
Topics	Competence in chosen sport / activity Technical fluency Balance, agility, control Time and relationship	Competence in chosen sport / activity Health-related fitness Skill-related fitness Analysis of performance	Competence in chosen sport / activity Spatial awareness Teamwork Leadership	Competence in chosen sport / activity Spatial awareness Teamwork Leadership	Competence in chosen sport / activity Technical fluency Balance, agility, control Time and relationship	Competence in chosen sport / activity Health-related fitness Skill-related fitness Analysis of performance

	awareness Strategies for attacking / defending Analysis of performance Personal best Safe exercise Decision making Sportsmanship Confidence	Safe exercise PEP Nutrition Values Confidence	Analysis of performance Decision making Respect Principles Values	Analysis of performance Decision making Respect Principles Values	awareness Strategies for attacking / defending Analysis of performance Personal best Safe exercise Decision making Sportsmanship Confidence	Safe exercise PEP Nutrition Values Confidence
Assess-ment	Assessment against KS3 outcomes that are highlighted in the PE overview documentation. This is measured as below, at or above expected progress.					
Notes	Example: If a student has football on their timetable for Y7 they will be then taught a different sport or activity for Y8 (e.g. ultimate frisbee). This is to ensure that students are offered a broad-range of activities and sports and is an integral part of our PE aims, values and vision. The above table highlights a representative example of what is taught across the key stage. To see a complete overview and breakdown of each year group please refer to the PE overview documentation.					

Year	KS4 (Years 10&11)					
Foci	Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. A representative example of what the curriculum may look like for a student in KS4 is outlined below.					
Time	HT1	HT2	HT3	HT4	HT5	HT6
Category	Individual & Co-operative Activity	Living Well	Sport Education	Sport Education	Individual & Co-operative Activity	Living Well
Potential activity or sports	Net/wall games: tennis, table-tennis, badminton, volleyball. Striking / Fielding games: rounders, softball, cricket.	Healthy Active Lifestyles: a range of training methods Outdoor adventurous activities: Orienteering.	Invasion games: basketball, ultimate, rugby, football, netball, boccia. Aesthetics-based: gymnastics	Invasion games: basketball, ultimate, rugby, football, netball. Aesthetics-based: gymnastics	Net/wall games: tennis, table-tennis, badminton, volleyball. Striking / Fielding games: rounders, softball, cricket.	Healthy Active Lifestyles: a range of training methods Outdoor adventurous activities: Orienteering.
Driving Question	How do I analyse performances and give effective feedback?	How do I create a safe and effective PEP?	How do I take my leadership skills from PE into my own life?	How can I apply my teamwork skills into other areas of my life?	How do I evaluate tactics and perform advanced attacking / defending strategies?	How can I influence others to become healthier?
Assessment reference	1.11, 1.13-1.16. 2.21, 2.22, 2.23, 2.28, 2.29. 3.11-3.19	1.11, 1.12 2.21-2.28 3.12-3.18	1.11, 1.12-1.16. 2.21, 2.23, 2.28, 2.29 3.11-3.19	1.11, 1.12-1.16. 2.21, 2.23, 2.28, 2.29 3.11-3.19	1.11, 1.13-1.16. 2.21, 2.22, 2.23, 2.28, 2.29. 3.11-3.19	1.11, 1.12 2.21-2.28 3.12-3.18
Topics	Competence in chosen sport / activity Technical fluency Balance, agility, control Time and relationship awareness Strategies for attacking /	Competence in chosen sport / activity Health-related fitness Skill-related fitness Analysis of performance Safe exercise PEP	Competence in chosen sport / activity Spatial awareness Teamwork Leadership Analysis of performance Decision making	Competence in chosen sport / activity Spatial awareness Teamwork Leadership Analysis of performance Decision making	Competence in chosen sport / activity Technical fluency Balance, agility, control Time and relationship awareness Strategies for attacking /	Competence in chosen sport / activity Health-related fitness Skill-related fitness Analysis of performance Safe exercise PEP

	defending Analysis of performance Personal best Safe exercise Decision making Sportsmanship Confidence	Nutrition Values Confidence	Respect Principles Values	Respect Principles Values	defending Analysis of performance Personal best Safe exercise Decision making Sportsmanship Confidence	Nutrition Values Confidence
Assessment	Assessment against KS3 outcomes that are highlighted in the PE overview documentation. This is measured as below, at or above expected progress.					
Notes	Example: If a student has HAL on their timetable for Y10 they will be then taught a different sport or activity for Y11 (e.g. orienteering). This is to ensure that students are offered a broad-range of activities and sports and is an integral part of our PE aims, values and vision. The above table highlights a representative example of what is taught across the key stage. To see a complete overview and breakdown of each year group please refer to the PE overview documentation.					