PE Curriculum Long Term Planning

		Term 1		Term 2		Term 3	
Year 7	**Big Idea**	***Developing fundamental skills in…*** **Girls** – Gymnastics and Netball **Boys** – Rugby and Basketball	***Developing fundamental skills in…*** **Girls** – Hockey and Fitness **Boys** – Football and Table Tennis	***Developing fundamental skills in…*** **Girls** – Badminton and Football **Boys** – Gymnastics/Dance and Handball	***Developing fundamental skills in…*** **Girls** – Rugby and Dance **Boys** – Fitness and Hockey	***Developing fundamental skills in...*** Rounders, Cricket and Athletics	***Developing fundamental skills in…*** Rounders, Cricket and Athletics
	Key Knowledge and Skills	**Gymnastics** – Shapes, Rolls, Travel, Balance. **Netball** – Passing, Receiving, Footwork, Shooting. **Rugby –** Playing the Ball, Passing, Tackling. **Basketball** – Passing, Dribbling, Shooting.	**Hockey** – Passing and Receiving, Shooting, Dribbling. **Fitness** – Cardiovascular Endurance, Testing. **Table Tennis** – Serve, Backhand, Forehand. **Football** – Passing, Dribbling, Shooting.	**Dance** – Canon, Unison, Choreograph. **Football** – Passing, Dribbling, Shooting. **Badminton** – Serve, Backhand, Forehand. **Handball** – Passing, Dribbling, Shooting.	**Rugby –** Playing the Ball, Passing, Tackling. **Dance** – Canon, Unison, Choreograph. **Fitness** – Cardiovascular Endurance, Testing. **Hockey** – Passing and Receiving, Shooting, Dribbling.	**Rounders** – Batting, Fielding, Bowling. **Cricket** – Batting, Fielding, Bowling. **Athletics** – Sprinting, Speed, Power, Discus, Javelin, Shotput, Relay.	**Rounders** – Batting, Fielding, Bowling. **Cricket** – Batting, Fielding, Bowling. **Athletics** – Sprinting, Speed, Power, Discus, Javelin, Shotput, Relay.
	End Point	Students have developed a range of fundamental skills and can attempt in competitive or formal situations.	Students have developed a range of fundamental skills and can attempt in competitive or formal situations.	Students have developed a range of fundamental skills and can attempt in competitive or formal situations.	Students have developed a range of fundamental skills and can attempt in competitive or formal situations.	Students have developed a range of fundamental skills and can attempt in competitive or formal situations.	Students have developed a range of fundamental skills and can attempt in competitive or formal situations.

Year 8	**Big Idea**	***To further develop understanding and knowledge of…*** **Girls** – Gymnastics and Netball **Boys** – Rugby and Basketball	***To further develop understanding and knowledge of…*** **Girls** – Hockey and Fitness **Boys** – Football and Table Tennis	***To further develop understanding and knowledge of…*** **Girls** – Badminton and Football **Boys** – Fitness and Handball	***To further develop understanding and knowledge of…*** **Girls** – Rugby and Dance **Boys** – Badminton and Hockey	***To further develop understanding and knowledge of…*** Rounders, Cricket, Softball and Athletics	***To further develop understanding and knowledge of…*** Rounders, Cricket, Softball and Athletics
	Key Knowledge and skills	**Gymnastics** – Shapes, Rolls, Travel, Balance. **Netball** – Passing, Receiving, Footwork, Shooting. **Rugby –** Playing the Ball, Passing, Tackling. **Basketball** – Passing, Dribbling, Shooting.	**Hockey** – Passing and Receiving, Shooting, Dribbling. **Fitness** – Cardiovascular Endurance, Testing. **Table Tennis** – Serve, Backhand, Forehand. **Football** – Passing, Dribbling, Shooting.	**Football** – Passing, Dribbling, Shooting. **Badminton** – Serve, Backhand, Forehand. **Fitness** – Cardiovascular Endurance, Testing. **Handball** – Passing, Dribbling, Shooting.	**Rugby –** Playing the Ball, Passing, Tackling. **Dance** – Canon, Unison, Choreograph. **Hockey** – Passing and Receiving, Shooting, Dribbling. **Badminton** – Serve, Backhand, Forehand.	**Rounders** – Batting, Fielding, Bowling. **Cricket** – Batting, Fielding, Bowling. **Softball** – Batting, Fielding, Pitching. **Athletics** – Sprinting, Speed, Power, Discus, Javelin, Shotput, Relay.	**Rounders** – Batting, Fielding, Bowling. **Cricket** – Batting, Fielding, Bowling. **Softball** – Batting, Fielding, Pitching. **Athletics** – Sprinting, Speed, Power, Discus, Javelin, Shotput, Relay.
	End Point	Students have developed understanding of rules, tactics and strategies and are attempting to apply them in competitive situations.	Students have developed understanding of rules, tactics and strategies and are attempting to apply them in competitive situations.	Students have developed understanding of rules, tactics and strategies and are attempting to apply them in competitive situations.	Students have developed understanding of rules, tactics and strategies and are attempting to apply them in competitive situations.	Students have developed understanding of rules, tactics and strategies and are attempting to apply them in competitive situations.	Students have developed understanding of rules, tactics and strategies and are attempting to apply them in competitive situations.

Year 9	**Big Idea**	***Making effective decisions to lead, analyse and improve performance in…*** **Girls** – Gymnastics and Netball **Boys** – Rugby and Basketball	***Making effective decisions to lead, analyse and improve performance in…*** **Girls** – Hockey and Fitness **Boys** – Football and Table Tennis	***Making effective decisions to lead, analyse and improve performance in…*** **Girls** – Badminton and Football **Boys** – Fitness and Handball	***Making effective decisions to lead, analyse and improve performance in…*** **Girls** – Rugby and Dance **Boys** – Badminton and Hockey	***Making effective decisions to lead, analyse and improve performance in…*** Rounders, Cricket, Softball and Athletics	***Making effective decisions to lead, analyse and improve performance in…*** Rounders, Cricket, Softball and Athletics
	Key Knowledge and skills	**Gymnastics** – Shapes, Rolls, Travel, Balance. **Netball** – Passing, Receiving, Footwork, Shooting. **Rugby –** Playing the Ball, Passing, Tackling. **Basketball** – Passing, Dribbling, Shooting.	**Hockey** – Passing and Receiving, Shooting, Dribbling. **Fitness** – Cardiovascular Endurance, Testing. **Table Tennis** – Serve, Backhand, Forehand. **Football** – Passing, Dribbling, Shooting.	**Football** – Passing, Dribbling, Shooting. **Badminton** – Serve, Backhand, Forehand. **Fitness** – Cardiovascular Endurance, Testing. **Handball** – Passing, Dribbling, Shooting.	**Rugby –** Playing the Ball, Passing, Tackling. **Dance** – Canon, Unison, Choreograph. **Hockey** – Passing and Receiving, Shooting, Dribbling. **Badminton** – Serve, Backhand, Forehand.	**Rounders** – Batting, Fielding, Bowling. **Cricket** – Batting, Fielding, Bowling. **Softball** – Batting, Fielding, Pitching. **Athletics** – Sprinting, Speed, Power, Discus, Javelin, Shotput, Relay.	**Rounders** – Batting, Fielding, Bowling. **Cricket** – Batting, Fielding, Bowling. **Softball** – Batting, Fielding, Pitching. **Athletics** – Sprinting, Speed, Power, Discus, Javelin, Shotput, Relay.
	End Point	Students can confidently apply rules, tactics, strategies and techniques across a range of activities.	Students can confidently apply rules, tactics,	Students can confidently apply rules, tactics, strategies and	Students can confidently apply rules, tactics, strategies and techniques	Students can confidently apply rules, tactics, strategies and techniques	Students can confidently apply rules, tactics, strategies and techniques

			strategies and techniques across a range of activities.	techniques across a range of activities.	across a range of activities.	across a range of activities.	across a range of activities.
Year 10	**Big Idea**	**GCSE PE** – Structure and Function of Body Systems	**GCSE PE** – Effects of Exercise and Movement Analysis	**GCSE PE** – Components of Fitness and Fitness Testing	**GCSE PE** – Methods and Principles of Training	**GCSE PE** – Injury Prevention and Optimising Performance	**GCSE PE –** Personal Exercise Programme (Coursework)
	Key Knowledge and skills	**GCSE PE** – Cardiovascular system, muscular system, skeletal system, respiratory system.	**GCSE PE** – Short and long-term effects of exercise on the body systems, lever systems and planes and axes of movement.	**GCSE PE** – Range of components of fitness e.g. cardiovascular endurance, speed, their relevant fitness test and their application to a range of sports.	**GCSE PE** – Methods of training e.g. continuous, interval, fartlek, resistance, fitness classes, principles of training e.g. FITT and progressive overload.	**GCSE PE** – Performing a warm-up and cool-down, performance enhancing drugs, RICE, types of injuries and prevention methods.	**GCSE PE** – Goal setting, methods of training, fitness testing, principles of training.
	End Point	**GCSE PE** - Students can identify and explain the structure and function of the cardiovascular, respiratory, muscular and skeletal systems, and explain how these systems work together to enable movement and physical activity.	**GCSE PE -** Students can explain the short- and long-term effects of exercise on the body, identify lever systems, planes and axes of movement, and apply this knowledge to analyse movement in a	**GCSE PE** - Students can identify the components of fitness, select and perform appropriate fitness tests, interpret results, and justify their relevance to different sports and performers.	**GCSE PE** - Students can select and justify appropriate methods of training, apply the principles of training (including FITT and progressive overload), and design training programmes to improve performance.	**GCSE PE** – Students can identify a range of sports injuries, evaluate a range of prevention methods that could be used to reduce the risk of injury and evaluate the effects of a range of performance	**GCSE PE -** Students can design a personal exercise programme using fitness test data, SMART goal setting, appropriate training methods and principles, and reflect on its effectiveness in

			range of sporting activities.			enhancing drugs for athletes.	improving performance.
	Big Idea	**BTEC SPORT** Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 1 :Preparing Participants to Take Part in Sport and Physical Activity	Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 2: Taking Part and Improving Other Participants Sporting Performance	Component 2: Taking Part and Improving Other Participants Sporting Performance
	Key Knowledge and skills	In this unit pupils will explore types and provision of sport looking at the advantages and disadvantages of each provider. They will learn about different types of physical activity for different types of participants, this will include disability sport and the types and needs of sport and physical activity participants. Pupils will experience some practical lessons taking part in a range of different sport	Pupils will understand how to answer a case study. They will know and understand the characteristics of different types of participants and how this affects their different physical, social and mental health needs. Pupils will understand the barriers facing participants with disabilities to include visual, hearing and physical disabilities and understand the barriers facing participants with long-term health conditions to include asthma, type 2 diabetes, high blood pressure, coronary heart disease	Pupils will sit the PSA released by Pearson for approximately 10 hours. This will consist of both theory and practical video recorded evidence to complete the assignment/ case study Pupils will learn about the equipment and technology required for participants to use when taking part in sport and physical activity. They will also learn about the different types of sports clothing and equipment required for participation in	In this unit pupils will learn how to prepare participants to take part in physical activity. They will learn how to plan a warm-up, adapting their warm-up for different categories of participants and different types of physical activities. Pupils will then learn how to deliver their warm-up preparing participants for physical activity	In this unit pupils will demonstrate ways to improve participants sporting techniques They will learn how to plan drills and conditioned practices to develop participants' sporting skills. Pupils will know how to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations. They will also know and understand the key rules and regulations as stated by the National Governing Body for their chosen sport.	In this unit pupils will have finalised their skills and drills in their presentations. They will have practiced their skills and drills and will have recorded them to submit for the PSA deadline.

			To know and understand what the barriers to participation are in sport and physical activity are preventing some from taking part regularly – Cost, Access, Time, Personal and Cultural. Pupils will experience some practical lessons taking part in a range of different sports and disability sports.	sport and physical activity			
	End Point	To prepare learners for internal assessment – learning outcome A. To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.	To prepare learners for internal assessment – learning outcome A and B To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.	To prepare learners for internal assessment – learning outcome C To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.	To prepare learners for internal assessment – learning outcome C To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.	To prepare learners for internal assessment – learning outcome A To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.	To prepare learners for internal assessment – learning outcome B To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.
Year 11	**Big Idea**	**GCSE PE –** Personal Exercise Programme (Coursework)	**GCSE PE –** Health, Fitness and Wellbeing	**GCSE PE –** Sports Psychology	**GCSE PE –** Socio-Cultural Influences on Sport	**GCSE PE –** Exam Preparation and Revision	

	Key Knowledge and skills	**GCSE PE** – Goal setting, methods of training, fitness testing, principles of training.	**GCSE PE -** Physical, emotional and social health, lifestyle choices, diet.	**GCSE PE –** Guidance, feedback, practice types, skill classification, goal-setting, mental preparation for performance.	**GCSE PE –** Barriers to participation, sportsmanship, deviance and gamesmanship, the impact of media and commercialisation on sport.	**GCSE PE –** Range of Paper 1 and Paper 2 content.	
	End Point	**GCSE PE -** Students can design, implement and evaluate a personal exercise programme using fitness test data, SMART goal setting, appropriate training methods and principles, and reflect on its effectiveness in improving performance.	**GCSE PE** – Students can define the three types of health and understand how a range of lifestyle choices related to alcohol, smoking, diet and activity levels contribute to positive health and a reduced risk of long-term health conditions.	**GCSE PE** – Students can confidently place skills on the three skill continua and apply types of feedback, guidance and practice to a range of skills and athletes, both beginner athletes and elite.	**GCSE PE** – Student understand a range of barriers to participation for a number of different social groups and can evaluate the relationship between media, sponsorship and sport, both positive and negative.	**GCSE PE** – Paper one and paper two examination.	
	Big Idea	Component 2: Taking Part and Improving Other Participants Sporting Performance	Component 2: Taking Part and Improving Other Participants Sporting Performance	**Component 3: Exam**	**Component 3: Exam**		
	Key Knowled	In this unit pupils will know and understand how different components of fitness are	Pupils will be able to participate in sport understanding the	How to answer the longer mark questions fully in	How to answer the longer mark questions fully in		

	ge and skills	used in different physical activities. They will learn about both health and skill related components.	techniques, strategies, rules and regulations in sports and the type of fitness required for different sports. They will also understand the roles and responsibilities of officials in sport.	order to gain the maximum 6 marks	order to gain the maximum 6 marks		
	End Point	To prepare learners for internal assessment – learning outcome C To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.		Pupils will be able to gain as many marks on the exam as they possibly can being well prepared.	Pupils will be able to gain as many marks on the exam as they possibly can being well prepared.		