


Band	Year 7 – Curriculum Map	Year 8 – Curriculum Map	Year 9 – Curriculum Map
Intent 	The aim of the sequencing within PE is for Year 7 to learn and develop the core skills. CREATING A LOVE OF PHYSICAL EDUCATION	Advanced skills will be learned and developed during Year 8. DEVELOPING A& BROADENING SPORTING EXPERIENCES	In Year 9 students will be taught tactics, concepts and principles. EXPLORING TACTICS & CONCEPTS IN SPORT
	The main focus topic areas for each lesson will relate to the 5 skill areas and game play that are associated with the GCSE specification. Students will be assessed against the ME in PE format to develop holistic learners Cognitive ME Physical ME Social ME Personal ME Healthy ME		
Higher React, Apply, Manage, Engage, Effort	<ul style="list-style-type: none"> Can adapt and change tactics/strategies/skills to suit a changing competitive environment. Can set clear goals and evaluate progress. Perform more complex skills and techniques with control, accuracy and fluency. Able to choose, link and combine skills and techniques in different situations. Takes the initiative to lead others when officiating or leading activities. Communicates effectively and confidently when leading others. Supports others in their learning and recognises their needs. Shows commitment to participation in a variety of co-curricular activities and teams. Promotes healthy active lifestyle habits. Understands why it is important to exercise regularly. 	<ul style="list-style-type: none"> Reflects on choices made outlining what worked well, what could have been better and why. Plans how to make an activity easier or harder to provide a challenge. Accesses a range of co-curricular and/or community opportunities to extend and develop skills and techniques. Works independently and with others without the need for support. Provides constructive feedback to others setting goals to improve. Engages in sustained physical activity when outside school. Supports and encourages others to choose healthy behaviours. Shows an understanding of how to improve their health and exercise. Explains the importance of a balanced lifestyle and how the combination of exercise and nutrition supports it 	<ul style="list-style-type: none"> Can demonstrate effective decision-making under pressure in a range of activities. Uses and adapts advanced tactics, rules and ideas in different situations. Selects and applies appropriate skills to different situations. Has an influential effect on a performance. Shows excellent confidence and leadership skills. Motivates and encourages good values in others. Shows consistent PLRs and values. Demonstrates resilience and enthusiasm for all activities. Demonstrates resilience and physical fitness by maintaining active for sustained periods of time. Understands the principles of training to improve fitness.
Intermediate Influence, Lead, Organise, Determined, Energy, Resilience	<ul style="list-style-type: none"> Compares performances suggesting ways to improve Reflects and acts upon feedback. Demonstrates simple skills in more competitive situations with control and accuracy. Applies simple movement skills across different activities and situations. Confidently leads a small group warm up activity. Listens to and responds to feedback from teacher. Shows fair play, respect and support for other pupils. Willing to ask for help when needed and answers questions in front of peers. Understands why it is important to exercise regularly. Participates in some co-curricular activities. 	<ul style="list-style-type: none"> Uses a range of skills and ideas to overcome opponents. Analyses performance creating plans to improve. Uses flexibility, balance and strength with control across different activities. Chooses, links and combines skills with control and coordination. Joins in with all activities even when they find them difficult. Works collaboratively with others as part of a team. Demonstrates self-control, responsibility and emotions when winning or losing. Encourages fair play, respect and support for other pupils. Can identify relevant components of fitness needed to be successful. Is committed to a co-curricular club. 	<ul style="list-style-type: none"> Able to transfer knowledge. Adapt and apply this to new/different activities. Changes tactics, strategies and skills to suit changing competitive situations. Perform more complex skills and techniques with control, accuracy and fluency. Able to choose, link and combine skills and techniques in different situations. Listens to and responds to feedback from peers. Assists with officiating or leading in lessons. Shows an understanding of how to improve their health and fitness. Identifies barriers to physical activity and promotes healthy, active lifestyle habits. Understands short- and long-term benefits of exercise. Participates in a wide range of co-curricular activities.
Foundation Respond, Follow, Persistent, Commitment	<ul style="list-style-type: none"> Follows simple rules and instructions in physical activity. Can outline what is good/bad about performance. Shows some success in fundamental skills such as throwing, catching and running. Can perform fundamental skills in isolation and in some instances in combination. Works cooperatively with others in a team. Listens to peers and follows instructions teacher. Has confidence to perform in physical activity. Is enthusiastic about participating in physical activity. Uses equipment safely. Can follow a led warm up. 	<ul style="list-style-type: none"> Compares performances suggesting ways to improve. Suggests ways of making an activity harder and more challenging. Can demonstrate some flexibility, strength, control, technique and balance when performing. Communicates what is good about a performance. Listens to and follows instructions from peers. Controls behaviour appropriately in a range of activities. Enthusiastic toward new activities. Can warm up independently. Can describe the effects exercise has on the body. 	<ul style="list-style-type: none"> Takes risks and learns from mistakes. Can begin to organise equipment and groupings. Uses flexibility, balance and strength with control across different activities. Can confidently lead a small group through a warm up. Demonstrates resilience in tougher activities. Regularly asks or answers questions. Can lead a warm up with some accuracy. Can remain active for some periods of time.