Physical Education Curriculum Overview - Autumn 2026

Year 7	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Basketball / Football / Tchoukball / Netball	Table Tennis / Badminton / Netball / Fitness
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
In line with the schools sports calendar / preparing pupils for extra curricular sporting opportunities / seasonal sports	In line with the schools sports calendar / preparing pupils for extra curricular sporting opportunities / seasonal sports
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• Motor skills / Tactics & Rules / Healthy participation (3 pillars of Physical education)	• Motor skills / Tactics & Rules / Healthy participation (3 pillars of Physical education)
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** No	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** No

Year 8	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Basketball / Football / Tchoukball / Netball	Table Tennis / Badminton / Netball / Fitness
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
In line with the schools sports calendar / preparing pupils for extra curricular sporting opportunities / seasonal sports	In line with the schools sports calendar / preparing pupils for extra curricular sporting opportunities / seasonal sports
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• Motor skills / Tactics & Rules / Healthy participation (3 pillars of Physical education)	• Motor skills / Tactics & Rules & /healthy participation (3 pillars of Physical education)
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** No	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** No

Year 9	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Basketball / Football / Tchoukball/ Netball	Table Tennis / Badminton / Netball / Fitness
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
In line with the schools sports calendar / preparing pupils for extra curricular sporting opportunities / seasonal sports	In line with the schools sports calendar / preparing pupils for extra curricular sporting opportunities / seasonal sports
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• Motor skills / Tactics & Rules / Healthy participation (3 pillars of Physical education)	• Motor skills / Tactics & Rules / Healthy participation (3 pillars of Physical education)
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** No	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** No

Year 10 Core PE	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Mixed - Gymnasium (Tchoukball/Benchball/Dodgeball//Volleyball/Futsal) Girls - Outside - (Football/Tchoukball) Boys - Sportshall (Basketball/Handball/Badminton/Football)	Boys - Outside - Football Girls - Sportshall (Basketball / Handball / Badminton) Mixed - Gymnasium (Tchoukball/Benchball/Dodgeball//Volleyball/Futsal)
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
Student led discussions with emphasis placed on autonomy in PE. Fits in with the school sports calendar	Student led discussions with emphasis placed on autonomy in PE. Fits in with the school sports calendar
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• Creating a habit for taking part in regular sporting activities • Developing social skills with peers • Understanding the importance of staying active and healthy	• Creating a habit for taking part in regular sporting activities • Developing social skills with peers • Understanding the importance of staying active and healthy
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** No	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** No

Year 10 Cambridge National Sport studies	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
R185 - Leadership in Sports performance 1.1-1.5 Performance in 2 sporting activities (1 team/ 1 individual) Use of Tactics and Strategies Decision making	R185 - Leadership in Sports performance 2.1-2.3 Identifying strengths and weaknesses Practices to improve selected weaknesses
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
A chance to see the pupils work together and interact with one another in a practical setting. Becoming comfortable leading small parts of lessons in front of peers. Developing sports understanding in a 2 x team and/or 2 x individual sports.	The unit continued, starting to understand the skills and how they are performing them. Beginning to analyse their own ability.
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• Develop a range of skills for a selected sport (Badminton / Basketball / Football/ Netball / Boxing) • Identify and explain tactics involved in the selected sport. • To improve decision making skills when performing in the selected sport.	• Identify and explain their strengths in the chosen sport(s) • Identify and explain their weaknesses in a chosen sport(s) • Start to plan different practices/drills to improve selected weakness in the selected sport
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes
Year 10 Cambridge National Sport studies	
What are you teaching? Spring 2	**What are you teaching? Spring 2**

R185 - Leadership in Sports performance	R185 - Leadership in Sports performance
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
A chance to see the pupils work together and interact with one another in a practical setting. Becoming comfortable leading small parts of lessons in front of peers. Developing sports understanding in a 2 x team and/or 2 x individual sports.	Unit continued, starting to understand the skills and how they are performing them. Beginning to analyse their own ability.
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• Develop a range of skills for a selected sport (Badminton / Basketball / Football/ Netball / Boxing) • Identify and explain tactics involved in the selected sport. • To improve decision making skills when performing in the selected sport.	• Identify and explain their strengths in the chosen sport(s) • Identify and explain their weaknesses in a chosen sport(s) • Start to plan different practices/drills to improve selected weakness in the selected sport •
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes

Year 11 Core PE	
What are you teaching? Autumn 1	**What are you**
Girls - Gymnasium (Tchoukball/Benchball/Dodgeball/Bucketball) Boys - Outside (football) Mixed - Sportshall (Badminton) North side - Mixed - (Badminton/Handball/Basketball/Netball) Girls - Fitness suite / Outside Boys Gymnasium - Tchoukball / Dodgeball	Girls - Sportshall ((Basketball / Handball / Badminton) Boys - Gymnasium (Tchoukball/Benchball/Dodgeball/Volleyball) Mixed - Fitness suite North side - Mixed (Badminton/Handball/Basketball/Netball) Girls - Gymnasium - Tchoukball / Dodgeball Boys Fitness suite / Outside
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
Participation and higher engagement levels. Student led discussions with emphasis placed on autonomy in PE. Fits in with the school sports calendar	Participation and higher engagement levels. Student led discussions with emphasis placed on autonomy in PE. Fits in with the school sports calendar
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• Creating a habit for taking part in regular sporting activities • Developing social skills with peers • Understanding the importance of staying active and healthy	• Creating a habit for taking part in regular sporting activities • Developing social skills with peers • Understanding the importance of staying active and healthy
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** No	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** No
Year 11 GCSE PE	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**

2-1a Engagement patterns of different social groups in physical activity and sport Barriers to participation Social groups Positive and negative factors affecting participation Practical performance	2-1b Commercialisation of physical activity and sport Practical performance
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
Follows the recommended teaching schema set out by OCR	Follows the recommended teaching schema set out by OCR
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• Understand how/why engagement in physical activity differs for different social groups. • Interpret data and draw appropriate conclusions on participation rates. • Describe how different factors can impact on participation rates and discuss strategies to improve this.	• Know and understand how different types of media can influence physical activity and sport • Describe the positive and negative effects of the media on commercialisation in sport • Know the meaning of commercialisation and the golden triangle
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes

Year 11 Cambridge National Sport studies	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
R187 - Increasing awareness of Outdoor & Adventurous activities (controlled assessment scenario specific) 3.1 Key considerations when planning an outdoor activity in a specified location 3.2 Outdoor activity Risk assessment 3.3 Emergency procedure plans 3.4 Practical skills	R187 - Increasing awareness of Outdoor & Adventurous activities (controlled assessment scenario specific) 3.4 Practical skills 4.1 Evaluating practical abilities/skills Mental / Physical / Social benefits
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
Specification requirement	Specification requirement
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• To design a risk assessment for an activity on the specification brief • Recognise emergency procedure plans • Participate in a range of OAA activities	• Participate in a range of OAA activities • Being self reflective on your participation in practical activities • Understanding the different benefits of involvement in OAA activities
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes

Curriculum thread - Physical education

Throughout their studies in key stage 3 PE, students are taught each lesson based on the 3 pillars of PE; Motor skills, Rules and tactics and Healthy lifestyles. These start with fundamental skills and basic rules in year 7, building each year to more advanced skills and tactics to outwit opponents. For example, in Basketball the basic passing, dribbling and shooting skills and simple rules are taught in year 7 to enable students to be able to play the game. These are then built on in year 8 and 9 when more difficult techniques are taught like jump shots and layups. Defensive and attacking plays, tactics and more complex rules are introduced to further develop their practical ability in basketball towards the later stages of key stage 3.

In key stage 4 core PE this skill development, rules and tactics and healthy lifestyle knowledge are frequently applied to gameplay in order to create a healthy ‘habit for life’. If students opt to take GCSE PE 30% of the course is assessed based on their practical performance across 3 different sports (at least one team and one individual). To achieve this, students have to display a high knowledge of each sport, and will be assessed on their range and quality of skill, their decision making and use of physical attributes in both isolation and competition situations. If students opt to take Level 2 Cambridge Nationals in Sport, unit R185 assesses students on their application of skills and techniques; their creativity, fluency, decision making; and the role they played in the team or performance in 2 activities. In Level 3 BTEC Sport, students use their knowledge of fitness components from key stage 3 and 4 in unit 5 where they have to select, justify and lead a client through appropriate fitness tests for the sport and position they play. They also use their knowledge of healthy lifestyles and fitness training programming in unit 2 where they evaluate and make recommendations on a case study to improve their health.