Physical Education Curriculum Overview - Spring 2027

Year 7	
What are you teaching? Spring 1	**What are you teaching? Spring 2**
Fitness / Trampolining / Dance / Badminton	Dance / Badminton / Football / Handball
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**
Fitness / Trampolining / Dance / Badminton	Dance / Badminton / Football / Handball
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? Spring 1	**What \are you teaching? Spring 2**
Fitness / Dance / Badminton / Football	Football / Handball / Trampolining / 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? Spring 1	**What are you teaching? Spring 2**
Boys - Sportshall (Basketball / Handball / Futsal) Girls - Gymnasium (Tchoukball/Benchball/Dodgeball/Bucketball/Volleyball) Mixed - Fitness suite	Boys - Fitness suite Girls - Sportshall (Basketball / Handball / Badminton) Mixed - Gymnasium (Tchoukball/Benchball/Dodgeball/Bucketball/Volleyball)
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? Spring 1	**What are you teaching? Spring 2**
R185 - Leadership in Sports performance 3.1-3.3 Organisations of sports activity sessions Venues Equipment Timing Supervision Contingency plans Risk assessments	R185 - Leadership in Sports performance 4.1 Leading a sports activity session Safe practice Timing Adaptability Reliability 5.1 Review your leadership of a sports activity session Positive and negatives of your leading (Planning/Leading /Improvements)
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
Use of sports areas in timetable Continuation of the unit	Use of sports areas in timetable Continuation of the unit
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?**
• Consider how to plan a lesson • Plan a lesson with progressive practices • Ensure and risks and hazards have been identified and strategies put in place to minimise risks	• Step out of comfort zone to lead a sports session • Use skills learnt to lead a lesson with a clear warm up/main activity/drill progression/modified game and cool down • To be self reflective in a review of the leading of a lesson
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? Spring 1	**What are you teaching? Spring 2**
Boys - Sportshall (Basketball / Handball / Futsal) Girls - Gymnasium (Tchoukball/Benchball/Dodgeball/Bucketball/Volleyball) Mixed - Fitness suite	Boys - Fitness suite Girls - Sportshall (Basketball / Handball / Badminton) Mixed - Gymnasium (Tchoukball/Benchball/Dodgeball/Bucketball/Volleyball)
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? Spring 1	**What are you teaching? Spring 2**
2-1c Ethical and socio-cultural issues in physical activity and sport Sportsmanship / Gamesmanship / Deviance Know and understand the reasons athletes use drugs Violence in sports Practical performance	2-2 Sports Psychology Characteristics of a skilful movement (PFACE) Classification of skills (open/closed) (simple/complex) Goal setting (SMART) Mental Preparation 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?**
• Understanding of ethics including definitions of sportsmanship, gamesmanship and deviance • The effects of drugs in sport and the reasons why sports performers use drugs • Reasons for player violence with practical examples in physical activity and sport	• The characteristics and classification of skillful movement will be understood • Understand the role of goal setting i n sports participation • Understand how different mental preparation techniques can support a performers performance
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? Spring 1	**What are you teaching? Spring 2**
R184 - Contemporary issues in Sport 1.1 User groups 1.2 Possible barriers 1.3 Possible barrier solutions 1.4 Positive and negative impacts on the popularity of the sports in the UK 1.5 Emerging / New sports in the UK	R184 - Contemporary issues in Sport 2.1 Sporting Values 2.2 Olympic and Paralympic values 2.3 Sporting initiatives and campaigns 2.4 Etiquette and sporting behaviours of performers and spectators 2.5 The use of performance enhancing drugs in sport (PEDS)
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?**
• Recognise different user groups in sport (Gender/Families/Carers/Age/Disability/ Employment • To be able to recognise possible barriers that exist and ways to prevent these from affecting sports involvement • Identify new and emerging sports the the importance of these	• To identify and explain the values sports offers at local and international level (Olympics) • |recognise different initiatives to help engagement in sports • To understand reasons for drug taking in sport and the terms sportsmanship/gamesmanship
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.