

Edward Peake CofE Middle School  
PE Curriculum Progression

Curriculum Intent:

The intention of the PE curriculum is to teach our children the positive impacts being active has on their social, mental and physical wellbeing. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. To support this, we have an in-depth curriculum plan which aims to provide students with access to a range of activities but to also prepare students for our GCSE programme in KS4. Some of the sports students will participate in are: Football, Netball, Cricket, Rounders, Handball, OAA, Health Related Fitness, Softball, Basketball to name a few. Students will have a focus for each year they are with us allowing students to learn how to complete skills, understand the decision-making process and tactics behind skills as well as become leaders within their lessons. We offer an enriched sports leaders programme that allows our pupils to explore leadership qualities in their chosen area of interest, Thus, allowing pupils who participate in extracurricular activities the opportunity to gain experience in leadership. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle.

This is delivered through a golden thread approach, with key concepts running throughout each year's group curriculum. These key concepts are **skill development, active thinkers, sports leadership**. This enables children to make informed choices about physical activities throughout their lives.

Our main aims are to:

- **Live:** Broaden pupil choices around their social, physical & mental wellbeing.
- **Love:** Encourage passionate, engaged and enthusiastic learners
- **Learn:** Develop independent, confident and successful learners who engage with the full PE curriculum

Skills and Knowledge	Year 6 Physical Literacy	Year 7 How to	Year 8 Active Thinkers	Year 9 Leadership
<p><b>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</b></p>	<p>Pupils know: How to use running, jumping and catching skills in isolation and combination.  Pupils can apply core skills of movement,</p>	<p>Pupils know: Develop knowledge and understanding of techniques, concepts, tactics and game play in invasion games.  Use a variation of passes and apply basic movement patterns</p>	<p>Pupils know: Adapt and develop core skills and tactics and apply them in full sided games. Pupils will be able to verbalise their justifications on skill selection.</p>	<p>Pupils know: Embed skills and tactics in full sided games consistently. Pupils will be able to justify their reasons for skill and tactical application.</p>

	communication and basic decision making into small sided competitive game situations.	for possession in competitive games.	Apply a variety of attacking and defensive tactics based on small-sided conditioned games.  Pupils will begin to demonstrate a greater understanding and apply tactics to competitive game play.	Pupils will continue to develop a deeper understanding of tactical decisions within a game.  Pupils will be able to model, design and develop skill based activities.
	<p><b>Where in the curriculum this is taught:</b></p> <p>Autumn- Tag Rugby Netball</p> <p>Spring - Football, Basketball, Badminton</p> <p>Summer - Tennis</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>Autumn- Netball Basketball Rugby Badminton</p> <p>Spring - Football, Hockey</p> <p>Summer - Rounders, Cricket, Interform Sports</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>Autumn- Handball Basketball Rugby</p> <p>Spring - Football, BAdminton Table Tennis Netball</p> <p>Summer - Rounders, Cricket, Tennis</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>Autumn- Netball Football Badminton</p> <p>Spring - Hockey Volleyball Gaelic Football</p> <p>Summer - Softball Tennis Table Tennis</p>
<b>Develop technique and improve performance in aesthetic disciplines.</b>	<p>Pupils know:</p> <p>Pupils develop and apply running, jumping and throwing skills into athletic specific disciplines.</p>	<p>Pupils know:</p> <p>Develop knowledge and understanding of techniques and concepts across aesthetic disciplines: Gymnastics (flight) and Athletics.</p>	<p>Pupils know:</p> <p>Develop knowledge, understand techniques and concepts across aesthetic disciplines: Trampolining and athletics.</p>	<p>Pupils know:</p> <p>Pupils will embed basic landings and spins into 10 bounce routines. Pupils will begin to explore rotation and advanced landings.</p>

	<p>Pupils know key terminology - Motifs, counting - unison, canon, mirroring and timing that dance requires to perform and create basic choreography.</p> <p>Pupils demonstrate control when balancing on points and patches, rotating and locomoting during floor gymnastics.</p>	<p>Develop an understanding of regulations and rules to ensure safety and how to apply them in the role of a performer.</p>	<p>Pupils will begin to demonstrate basic landings and skills in isolation within the discipline of trampolining.</p> <p>Pupils will develop their technique within the disciplines of run, jump and throw within athletics.</p> <p>Develop an understanding of regulations and safety requirements of trampolining and how to ensure the safety of a peer performer and apply them to the role of the performer.</p>	<p>Pupils will continue to demonstrate control when performing aesthetic disciplines.</p> <p>Pupils will understand the importance of aesthetic skills such as lining out and the impact on performance outcomes.</p> <p>Pupils will refine and improve technique in athletics events.</p>
	<p><b>Where in the curriculum this is taught:</b></p> <p>Autumn: James Bond Dance</p> <p>Spring: Gymnastics</p> <p>Summer: Athletics</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>Spring: Gymnastics</p> <p>Summer: Athletics</p> <p>Creativity Rota - Dance</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>Spring: Trampolining</p> <p>Summer: Athletics</p> <p>Creativity Rota - Dance</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>Spring: Trampolining</p> <p>Summer: Athletics:</p>
<p><b>Use of OAA and problem solving to develop and build on intellectual and physical challenges.</b></p>	<p>Pupils know:</p> <p>How to communicate effectively within their team and group.</p> <p>How to approach intellectual and physical challenges as a team.</p> <p>How to reflect on their strategies and improve their</p>	<p>Pupils know:</p> <p>Pupils will utilise fundamental skills of teamwork to overcome problems that may arise within lessons.</p> <p>The fundamental components of teamwork: Communication, Listening Cooperation</p>	<p>Pupils know:</p> <p>Pupils will encounter a sports education module which will encourage students to continue to utilise and embed fundamental teamwork components and problem solving skills including leadership, team cohesion, co-operation and communication in a competitive sporting context.</p>	<p>Pupils know:</p> <p>Pupils will utilise embedded problem solving skills to support map reading skills.</p> <p>Pupils will work together in small teams to overcome intellectual challenges using co-operation and communication.</p>

	<p>outcomes to include all participants.</p>	<p>Leadership Resilience Problem solving</p> <p>Pupils will be able to reflect on their strategies and improve their outcomes to all performers and begin to reflect on their own learning journey.</p> <p>Optional residential OAA trip.</p>	<p>Pupils will be able to reflect on their strategies and improve their outcomes.</p>	
	<p><b>Where in the curriculum this is taught:</b> Summer: Problem Solving</p>	<p><b>Where in the curriculum this is taught:</b> Autumn: Netball Basketball Rugby Badminton</p> <p>Spring: Residential OAA Trip Football Gymnastics Hockey</p> <p>Summer: Rounders Interform</p>	<p><b>Where in the curriculum this is taught:</b> Spring: Hockey</p>	<p><b>Where in the curriculum this is taught:</b> Autumn/Spring: Orienteering/Leadership</p>
<p><b>Analyse performances based on previous ones and demonstrate improvements including participating in school sport and</b></p>	<p>Pupils know: Apply basic rules into small sided game situations. Pupils are able to comment on What Went Well and - Even Better If when</p>	<p>Pupils know: Develop an understanding of rules in an invasion game and how to apply them as the performer.</p>	<p>Pupils know: Develop an understanding of rules in an invasion game and how to apply them as the performer and as a coach.</p>	<p>Pupils know: Have a secure understanding of rules and are able to apply rules correctly to competitive games or activities as a performer, coach or official.</p>

<p><b>extra-curricular activities.</b></p>	<p>watching a partner's performance.</p> <p>Can apply success criteria to compare performances with a (WAGOLL) What a good one looks like model.</p> <p>Participate in intra-school competition and extra curricular clubs and begin exploring clubs outside of school.</p>	<p>Pupils are able to comment on What Went Well and - Even Better If when watching a partner's performance.</p> <p>Pupils begin to analyse their own performance and can suggest improvements based on success criteria.</p> <p>Opportunities to represent the school at sporting events as well as working with local sports clubs to increase participation.</p>	<p>Pupils are able to analyse their own performance and can suggest and apply improvements on success criteria. Pupils can use this analysis and verbalise how it may impact the game.</p> <p>Opportunities to represent the school at sporting events as well as working with local sports clubs to increase participation</p>	<p>Pupils are able to analyse and evaluate their own performance and others performance and apply improvements based on success criteria and embedded knowledge. Pupils can use this analysis to develop practices to improve their game or activity.</p> <p>Opportunities to represent the school at sporting events as well as working with local sports clubs to increase participation</p>
	<p><b>Where in the curriculum this is taught:</b></p> <p>All sports throughout the year.</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>All sports throughout the year.</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>All sports throughout the year.</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>All sports throughout the year.</p>
<p><b>To develop an understanding of how to lead a healthy active lifestyle.</b></p>	<p>Pupils develop their understanding of physical activity guidelines for children.</p> <p>Participate in sport specific warm ups to develop understanding of how to prepare effectively for exercise.</p>	<p>Pupils know:</p> <p>Develop knowledge of components of fitness, muscles, heart rate and an introduction to methods of training.</p> <p>Pupils will understand and demonstrate an effective warm up, whilst understanding the short term effects of exercise on the body.</p>	<p>Pupils know:</p> <p>Build an understanding of the basic muscles within the human body and how they create and support movements within sport and physical activity.</p> <p>Pupils will lead an effective sport specific warm up.</p> <p>Pupils will verbalise short term effects of exercise on the body.</p>	<p>Pupils know:</p> <p>Develop their understanding of heart rate and physical activity guidelines and can relate the importance to real life examples.</p> <p>Pupils will be able to design sport specific training methods to meet the needs of the performer.</p> <p>Pupils will gain an</p>

				understanding of heart rate zones and the long term effects of exercise on the body.
	<p><b>Where in the curriculum this is taught:</b></p> <p>All sports throughout the year.</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>All sports throughout the year.</p> <p>*Health Related Fitness unit</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>All sports throughout the year.</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>All sports throughout the year.</p> <p>*Health Related Fitness unit</p>

**Curriculum Impact:**

Pupils achieve academically, are ready for their next steps in their Physical education and have high aspirations for their future.

They become confident in participating in a wide range of activities and discuss the benefits of a better physical, mental and social lifestyle. They should be able to make decisions and be critical thinkers about their work/ practice and how to adapt and refine. This should help them develop into independent learners and be confident about sharing and speaking about their experiences.

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- **Love:** Encourage passionate, engaged and enthusiastic learners
- **Learn:** Develop independent, confident and successful learners who engage with the full PE curriculum