



Curriculum Overview

Physical Education *Mission Statement*

Rationale:

Behind our Curriculum Design - Structure

Sequenced curricula support long-term memory and progression (Tulving, Bjork, Sweller, Rosenshine).

Retrieval practice, interleaving, and modelling strengthen learning and retention.

A broad, balanced, and inclusive curriculum designed for all learners.

Clearly sequenced curriculum maps (long term plans) with defined end points at each Key Stage.

Content aligned to exam board requirements and disciplinary knowledge.

Rationale:

Behind our Curriculum Design – Content

Each topic is chosen with a clear purpose and place in the sequence.

Students experience a broad range of sports

Key Structures

Assessments aligned to curriculum sequencing.
Department SEF (Self Evaluation) and SDP (Development Plans) driving improvement.

Robust Quality Assurance (QA) cycle:
Curriculum reviews
Internal moderation
Cross-trust moderation

Key Practices: How the Curriculum is Delivered

Lesson Structure (Consistent Features)

- WWF
 - Do Now, Retrieval and review of prior learning.
 - EVI
 - New learning introduced in small, well-sequenced chunks.
 - Explicit modelling and guided practice.
 - Opportunities for independent practice and application.
 - Reading and writing embedded in every lesson.
 - Regular opportunities for review and consolidation.
- Assessment and Feedback

Identification of clear end points and progression routes.			-Use of assessment data to inform teaching and intervention. Teaching Practices -High-quality explanations with expert subject knowledge. - -Regular curriculum review and refinement. Find out more: -Department handbook
Inclusion and Adaptation Universal Inclusion Adaptations booklet High expectations for all learners. Consistent application of behaviour policy. Reading prioritised across subjects. Scaffolded learning (models, chunking, task ladders).	Staff Development Faculty meetings focused on curriculum design and review. Collaborative practices: Book looks Moderation Planning sessions Ongoing professional learning: Disciplined inquiry	Quality Assurance: Seeing It in Action Leaders evaluate curriculum impact through: Student books and assessment outcomes Learning walks, drop-ins, and observations Pupil voice and book studies	The Lived Experience (Student Perspective) Students understand what they are learning and why. Lessons are structured, with clear modelling and scaffolds. Regular checkpoints and feedback support progress. All students are supported to achieve ambitious outcomes. Opportunities beyond the curriculum

Annotated seating plans with targeted strategies. Collaborative planning with LSAs. Targeted interventions based on assessment data. Focus on closing cultural capital gaps. Find out more: SEND policy, EHCPs, OPPs	Challenge and stretch initiatives Find out more: Faculty meeting minutes CPD programme	Curriculum presence in student work (LTPs visible in books) Find out more: QA overview Website and published materials	
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SUBJECT Long-Term Plan
Subject Mission Statement

Key Stage 3
Long-Term
Plan

Year 7

Year 8

Year 9

Autumn 1

Acquiring basic skills

Students will learn basic skills which are used in a variety of sports

Via – A range of team and individual sports

Skill development to succeed

Students develop and refine specific skills in a variety of sports

Via – A range of team and individual sports

Health and skill related components

Students will gain knowledge of components of fitness and when they are used in a variety sports

Via – A range of team and individual sports

Autumn 1
Assessment:

Students will be assessed through ongoing monitoring of their performance in class

Students will be assessed through ongoing monitoring of their performance in class

Students will be assessed through ongoing monitoring of their performance in class

Autumn 2

Acquiring basic skills

Students will learn basic skills which are used in a variety of sports

Via – A range of team and

Skill development to succeed

Students develop and refine specific skills in a variety of sports

Via – A range of team and individual sports

Health and skill related components

Students will gain knowledge of components of fitness and when they are used in a variety sports

Via – A range of team and individual

	individual sports		sports
Autumn 2 Assessment:	Students will be assessed through ongoing monitoring of their performance in class	Students will be assessed through ongoing monitoring of their performance in class	Students will be assessed through ongoing monitoring of their performance in class
Spring 1	Acquiring basic skills Students will learn basic skills which are used in a variety of sports Via – A range of team and individual sports	Skill development to succeed Students develop and refine specific skills in a variety of sports Via – A range of team and individual sports	Health and skill related components Students will gain knowledge of components of fitness and when they are used in a variety sports Via – A range of team and individual sports
Spring 1 Assessment:	Students will be assessed through ongoing monitoring of their performance in class	Students will be assessed through ongoing monitoring of their performance in class	Students will be assessed through ongoing monitoring of their performance in class
Spring 2	Acquiring basic skills Students will learn basic skills which are used in a variety of sports Via – A range of team and individual sports	Skill development to succeed Students develop and refine specific skills in a variety of sports Via – A range of team and individual sports	Health and skill related components Students will gain knowledge of components of fitness and when they are used in a variety sports Via – A range of team and individual sports
Spring 2 Assessment:	Students will be assessed through ongoing monitoring of their	Students will be assessed through ongoing monitoring of their	Students will be assessed through ongoing monitoring of their

	performance in class	performance in class	performance in class
Summer 1	Acquiring basic skills Students will learn basic skills which are used in a variety of sports Via – A range of team and individual sports	Skill development to succeed Students develop and refine specific skills in a variety of sports Via – A range of team and individual sports	Health and skill related components Students will gain knowledge of components of fitness and when they are used in a variety sports Via – A range of team and individual sports
Summer 1 Assessment:	Students will be assessed through ongoing monitoring of their performance in class	Students will be assessed through ongoing monitoring of their performance in class	Students will be assessed through ongoing monitoring of their performance in class
Summer 2	Acquiring basic skills Students will learn basic skills which are used in a variety of sports Via – A range of team and individual sports	Skill development to succeed Students develop and refine specific skills in a variety of sports Via – A range of team and individual sports	Health and skill related components Students will gain knowledge of components of fitness and when they are used in a variety sports Via – A range of team and individual sports
Summer 2 Assessment:	Students will be assessed through ongoing monitoring of their performance in class	Students will be assessed through ongoing monitoring of their performance in class	Students will be assessed through ongoing monitoring of their performance in class

What will a student know by the end of each year?	Students will have learnt a number of fundamental skills, such as passing, shooting, and movement techniques, which can be transferred across a variety of sports and applied effectively in game situations. Why? Developing these fundamental movement and sport-specific skills provides students with the confidence and competence to participate successfully in a range of physical activities. These foundations support future learning, encourage lifelong participation in physical activity, and help students understand the importance of teamwork, communication, and physical literacy.	Students will have developed and refined specific skills across a variety of activities through outwitting opponents, exercising safely, identifying and solving problems, and performing at increasingly effective levels. Why? As students become more skilled performers, they are able to apply tactics, strategies, and decision-making in competitive and cooperative situations. This helps them develop resilience, confidence, leadership, and the ability to analyse and improve their own performance and that of others.	Students will have been taught the health-related and skill-related components of fitness, including cardiovascular endurance, muscular strength, muscular endurance, flexibility, agility, balance, coordination, power, reaction time, and speed, and understand how these relate to different sports and physical activities. Why? Understanding the components of fitness enables students to make informed decisions about their own health, wellbeing, and physical performance. This knowledge helps students appreciate how training can improve performance, supports active lifestyles beyond school, and prepares those who choose to continue their studies at GCSE PE.
Extra-Curricular Opportunities Opportunity to compete in netball and football fixtures			



SUBJECT Long-Term Plan
Subject Mission Statement

Key Stage 4 Long-Term Plan	Core PE Year 10	Core PE Year 11	GCSE PE Year 10	GCSE PE Year 11
Autumn 1	Participation Students will engage and participate in a range of activities and sports Delivered via a range of sports	Participation Students will engage and participate in a range of activities and sports Delivered via a range of sports	The Musculoskeletal System	Classification of skills Goal setting Information Processing Guidance and Feedback Mental Preparation for Performance
Autumn 1 Assessment:	N/A	N/A	End of topic assessment (1)	End of topic assessment (5)
Autumn 2	Participation Students will engage and participate in a range of activities and sports	Participation Students will engage and participate in a range of activities and sports	The Cardiorespiratory System Aerobic and Anaerobic exercise The Effects of Exercise	Engagement Patterns Commercialisation Ethnic & Socio-cultural issues in sport Health, Fitness & Well-Being Diet & Nutrition

	Delivered via a range of sports	Delivered via a range of sports		
Autumn 2 Assessment:	N/A	N/A	End of topic assessment (2)	Assessment Point 1 (30/11/26-18/12/26) Mock Paoer 1 and 2
Spring 1	Participation Students will engage and participate in a range of activities and sports Delivered via a range of sports	Participation Students will engage and participate in a range of activities and sports Delivered via a range of sports	Aerobic and Anaerobic exercise The effects of exercise Lever systems Planes and Axes of Movement Health and Fitness The components of Fitness	Mock Assessments NEA coursework catch up Practical prep for moderation
Spring 1 Assessment:	N/A	N/A	Assessment Point 1 (18/01/27-29/01/27) End of topic assessment (3)	N/A
Spring 2	Participation Students will engage and participate in a range of activities and sports	Participation Students will engage and participate in a range of activities and sports	The principles of training and types of training Injury prevention Warm up and cool down	Revision – recap of work/gaps in knowledge

	Delivered via a range of sports	Delivered via a range of sports		
Spring 1 Assessment:	N/A	N/A	End of topic assessment (4)	GCSE Exams
Summer 1	Participation Students will engage and participate in a range of activities and sports Delivered via a range of sports	Participation Students will engage and participate in a range of activities and sports Delivered via a range of sports	NEA coursework	
Summer 1 Assessment:	N/A	N/A	N/A	
Summer 2	Participation Students will engage and participate in a range of activities and sports Delivered via a range of sports		NEA coursework	
Summer 2 Assessment:	N/A	N/A	Assessment Point 2 (21/06/27-02/07/27)	N/A

			Mock Paper 1	
What will a student know by the end of each year?	Students will have experienced a wide range of sports and physical activities, developing their practical skills, tactical understanding, and knowledge of health and fitness. Through participation in different activities, they will gain an understanding of which sports and forms of exercise best suit their interests, strengths, and personal goals. Why? Year 10 is designed to broaden students' experiences and build confidence across a variety of physical activities. By exploring different sports and fitness opportunities, students can make informed choices about how they stay active,	Students will have experienced a wide range of sports and physical activities and will understand how these can contribute to maintaining an active and healthy lifestyle beyond school. They will recognise the physical, mental, and social benefits of regular participation in sport and exercise. Why? Year 11 focuses on preparing students for life beyond education by developing the knowledge, confidence, and motivation to remain physically active. Through positive experiences in sport and physical activity, students are encouraged to develop a lifelong love of sport and exercise, enabling them to make healthy lifestyle	Content of paper 1 in preparation for GCSE exam	Content for paper 1 and 2 in preparation for GCSE exam

	improve their physical wellbeing, and engage in sport both now and in the future.	choices and enjoy the benefits of physical activity throughout adulthood. fitness		
Extra-Curricular Opportunities				
Opportunity to compete in netball and football fixtures				

See also PE Sports for details of the Sports students will engage with across the year.