



# Core PE: Curriculum model



# Progression model [CORE PE BOYS]

**Year 11**

Module 1	Module 2	Module 3
<i>Pathways – Student choice for maximal engagement and participation Please see curriculum intent.</i>		

In Year 11 our cultural capital is focused around enthusiasm for sport and ensuring that students are aware of the importance of lifelong physical activity and what clubs are out there in order for students further progress their dedication to physical activity.

**Year 10**

\*Leadership pathway also on offer

Module 1		Module 2		Module 3	
<i>Rugby</i>	Table Tennis	Football	Basketball	Athletics	Striking and Fielding

In year 10 we focus on the importance of thinking strategically and focusing on how we can improve through the use of strategy and tactics. This is linked to particular examples of when this has been done in high level sport in the activities that are being taught.

**Year 9**

Module 1	Module 2	Module 3
<i>Football</i>	Handball	Rugby
		Badminton
		Athletics
		Striking and Fielding

In year 9 students are focused on developing **fluency** through linking skills and movements together to gain a competitive advantage within a sporting situation. In relation to cultural capital we also look for students to develop their commitment and motivation and the importance of this across sport and within wide school life..

**Year 8**

Module 1	Module 2	Module 3
<i>OAA</i>	Handball	Football
		Basketball
		Athletics
		Striking and Fielding

In year 8 students are focused on developing **precision** through performing the component of skills and refine the technique for accuracy. In relation to cultural capital we also look for students to develop their resilience and the importance of this across not only sport, but everyday life.

**Year 7**

Module 1	Module 2	Module 3
<i>Baseline</i>	Dance	Rugby
		Table Tennis
		Athletics
		Striking and Fielding

In year 7 students are focused on developing **control** in order to understand the components of skills and be able to perform the technique effectively. In relation to cultural capital we also look for students to develop their ability to control their emotions and behaviours in order to learn and progress in PE.

**KS4: Why this, Why now?**

The Y10 curriculum allows the ongoing development of skills covered in KS3. Sports selected are traditionally offered in the community and complements competition timetable / schools games programme. Y11 core PE is designed to allow students to display dedication to personal development. Each pathway provides four activities. The pathways provide opportunity for students to follow competitive or noncompetitive routes, with the emphasis placed on keeping physically active. We place ownership onto the student and educate them on the importance of ongoing participation. Pathways are vastly differentiated and satisfies criteria to be taught relating to the national curriculum. We encourage each student to continue their enthusiasm for PE and relate to the importance of being physically active in order to prevent and manage stress (mental health benefits).

**KS3: Why this, Why now?**

At Y7 and Y8, we offer a wide range of sports across a number of different areas in order to develop a broad skills base. This allows students to experience a variety of sports, develop a variety of skills and improve their sports knowledge and performance. It also allows students to have the opportunity to develop a wide range of both technical and transferable skills. In Y9, this is then where students have the opportunity to hone these skills and help to build on their basic knowledge and skills of the sport and apply this with fluency. The sports we chose for this are based on the cultural picture of the school as well as the competitive school sports opportunities on offer within the area. We also consider the opportunities for these students to participate outside of school in order to give the best opportunity at a prolonged healthy and active lifestyle.

Retrieval inbuilt at relevant and frequent points throughout each lesson. Each year group has a particular focus to develop and be assessed against in order to progress each year.

**What came before?**

Running, jumping, throwing and catching.  
Modified sports.  
Elements of dance and gym  
Elements of OAA and athletics



# Progression model [CORE PE GIRLS]

**Year 11**

Module 1	Module 2	Module 3
Pathways – Student choice for maximal engagement and participation Please see curriculum intent.		

In Year 11 our cultural capital is focused around enthusiasm for sport and ensuring that students are aware of the importance of lifelong physical activity and what clubs are out there in order for students further progress their dedication to physical activity.

**Year 10**  
\*Leadership pathway also on offer

Module 1	Module 2	Module 3
Netball	Volleyball	HRF
		Trampolining
		Athletics
		Striking and Fielding

In year 10 we focus on the importance of thinking strategically and focusing on how we can improve through the use of strategy and tactics. This is linked to particular examples of when this has been done in high level sport in the activities that are being taught.

**Year 9**

Module 1	Module 2	Module 3
Trampolining	Handball	Volleyball
		Fitness
		Athletics
		Striking and Fielding

In year 9 students are focused on developing **fluency** through linking skills and movements together to gain a competitive advantage within a sporting situation. In relation to cultural capital we also look for students to develop their commitment and motivation and the importance of this across sport and within wide school life..

**Year 8**

Module 1	Module 2	Module 3
OAA	Dance	Netball
		Fitness
		Athletics
		Striking and Fielding

In year 8 students are focused on developing **precision** through performing the component of skills and refine the technique for accuracy. In relation to cultural capital we also look for students to develop their resilience and the importance of this across not only sport, but everyday life.

**Year 7**

Module 1	Module 2	Module 3
Baseline	Dance	Gymnastics
		Netball
		Athletics
		Striking and Fielding

In year 7 students are focused on developing **control** in order to understand the components of skills and be able to perform the technique effectively. In relation to cultural capital we also look for students to develop their ability to control their emotions and behaviours in order to learn and progress in PE.

### KS4: Why this, Why now?

The Y10 curriculum allows the ongoing development of skills covered in KS3. Sports selected are traditionally offered in the community and complements competition timetable / schools games programme. Y11 core PE is designed to allow students to display dedication to personal development. Each pathway provides four activities. The pathways provide opportunity for students to follow competitive or noncompetitive routes, with the emphasis placed on keeping physically active. We place ownership onto the student and educate them on the importance of ongoing participation. Pathways are vastly differentiated and satisfies criteria to be taught relating to the national curriculum. We encourage each student to continue their enthusiasm for PE and relate to the importance of being physically active in order to prevent and manage stress (mental health benefits).

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