

Curriculum Intent – Physical Education

Key Stage 3

The Key Stage 3 Physical Education curriculum is designed to provide all students with a broad and balanced experience across a wide range of sports and physical activities. Through participation in activities such as Rugby, Football, Netball, Basketball, Hockey, Badminton, Handball, Swimming, Athletics, Cricket, Rounders, Softball, and a variety of fitness and alternative activities, students will develop a strong foundation of core skills, refined techniques, and tactical awareness. They will build a solid understanding of the rules and strategies that govern each sport, helping them to become more confident, competent, and informed performers.

Our curriculum goes beyond physical development by nurturing essential personal qualities such as perseverance, resilience, determination, and the ability to overcome challenges. Through structured practice, competitive opportunities, and reflective learning, students will build confidence in their abilities and learn to work effectively both independently and as part of a team.

Promoting a healthy, active lifestyle is at the heart of our intent. Students will gain knowledge about the physical, mental, and social benefits of regular physical activity, and understand how to make positive lifestyle choices that support their overall well-being. Our aim is to inspire all students to enjoy being active, to recognise the value of physical activity in everyday life, and to foster a positive attitude that encourages lifelong participation in sport, fitness, and healthy living.

Key Stage 4 Core PE

PE at Sweyne Park School aims to develop further the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved. The aim of the PE staff is to encourage pupils to feel that they: belong as part of a team, believe in their potential and become the best they can be.

GCSE PE

Pupils will continue to develop their confidence, motivation, physical competence, knowledge and understanding and take more responsibility for engagement in physical activities.

Pupils will further develop the knowledge of human anatomy and the effect of exercise on the body's physiology. The course allows the understanding of the different forms of training to develop skills and specific fitness for variety of sporting activities. The course allows understanding the effects of psychology has on optimal sporting performance. The pupils will further develop their awareness and knowledge of sporting current affairs.

Key Stage 5

Pupils will build on their knowledge through their studies at Key Stage 4, be it in GCSE PE or sciences. Through small classes and outstanding and engaging teaching pupils will be able to delve deeper into intricate working of the human body and study the effects that different types of exercise has on the physical, psychological and biomechanical systems. Pupils will also begin to learn the social impact has had throughout history.

By gaining a greater understanding of such topics, pupils will be able to implement these into their own sporting endeavours to boost their performance.

Pupils will be inspired by studying the human body and sport at this level of detail and will be motivated to pursue university placements to further advance their education and beyond.

Year	Knowledge (Topics/Unit of work) What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
7 Term 1	Rugby, Netball, Swimming, Football, Basketball, Hockey, Fitness, Handball, Badminton.	Pupils entering Year 7 PE should have developed a range of fundamental movement skills, including running, jumping, throwing, catching, striking and dribbling, and be able to apply these in a variety of games and physical activities. They should understand basic attacking and defending principles, make simple tactical decisions, work effectively with others, and apply skills under pressure. Pupils should also have experience of evaluating and improving their performance, developing core athletic techniques, and demonstrating competence in swimming and water safety. This provides a foundation for the more advanced skills, tactics and performance demands of the KS3 PE curriculum.	Year 7 will learn fundamental skills such as passing, catching, striking, dribbling, shooting, and movement patterns will be emphasized. Technical aspects, including positioning, footwork, grip, stroke techniques, and body control, will be tailored to suit each sport. Tactics such as spatial awareness, teamwork, communication, strategic play, defensive and offensive formations, and decision-making under pressure will also be introduced and refined. Throughout, there will be a focus on improving physical fitness, promoting cooperation, and encouraging personal and social responsibility in a team environment.	Students will develop an understanding of the key skills, techniques and tactics used across a range of sports. They will learn and apply fundamental skills such as passing, catching, striking, dribbling and shooting, while developing knowledge of positioning, movement, control and decision-making. Students will explore basic attacking and defending strategies, teamwork and communication, and understand the importance of physical fitness, leadership and respect in supporting successful individual and team performance.	Defence Possession Space Positioning Passing Receiving Dribbling Shooting Marking Interception Control Accuracy Coordination Balance Agility Speed Technique Rules Teamwork Communication Performance Endurance Personal Best Sportsmanship	
7 Term 2						
7 Term 3	Athletics, Cricket, Softball, Rounders.					

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
8 Term 1	Rugby, Netball, Swimming, Football, Basketball, Hockey, Fitness, Handball, Badminton.	Students will enter Year 8 with prior knowledge of a range of fundamental movement skills, including passing, catching, striking, dribbling, shooting, running, jumping and throwing, developed through a variety of physical activities and sports. They will understand basic techniques, rules and tactics, including creating and using space, attacking and defending, teamwork and communication. Students will also have experience of applying skills in competitive situations, evaluating their own performance, and working collaboratively with others. This knowledge provides a foundation on which they can further develop their technical proficiency, tactical awareness, decision-making and physical performance across a range of sports and activities.	In Year 8, students will build on their foundational skills by developing greater technical accuracy and tactical understanding across all sports. They will refine positional play, passing, movement, shooting, and game strategies in team sports, while improving stroke technique and endurance in swimming. In racket, athletics, and striking/fielding activities, students will enhance performance through advanced skills, personal best targets, and tactical decision-making. Fitness training will further develop stamina, strength, and agility, while promoting teamwork, resilience, and confidence in both competitive and cooperative environments.	In Year 8, students will develop a deeper understanding of the skills, techniques, and tactics required for success across a range of sports. They will learn how roles and positions influence performance, adapt techniques to different situations, and make effective tactical decisions. Students will analyse performances to identify strengths and areas for improvement, while gaining a greater understanding of how fitness components such as endurance, strength, and agility contribute to success. They will also continue to develop teamwork, resilience, and leadership in both competitive and cooperative environments.	Tactics Strategy Support Play Movement Timing Anticipation Decision-Making Leadership Officiating Precision Consistency Reaction Time Power Stamina Flexibility Acceleration Trajectory Formation Attacking Play Defensive Shape Possession Retention Performance Analysis Feedback Target Setting Competitive Advantage Work Rate	
8 Term 2						
8 Term 3						

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
9 Term 1	Rugby, Netball, Swimming, Football, Basketball, Hockey, Fitness, Handball, Badminton.	Students will enter Year 9 with an understanding of the fundamental skills, techniques and tactics required across a range of sports and physical activities. They will be able to apply basic attacking and defending principles, demonstrate effective teamwork and communication, and perform a variety of skills with increasing control and consistency. Students will have experience of adapting their movements to different situations, making simple decisions during performance, and reflecting on their own strengths and areas for improvement. They will also have developed an awareness of the importance of fitness, including endurance, strength and agility, and understand how these contribute to successful participation and performance in sport.	In Year 9, students will advance their skills with a greater focus on competitive performance, tactical awareness, and leadership. They will refine technical execution, decision-making, and strategic play across a range of sports, while developing more advanced attacking and defensive systems. Swimming, athletics, and fitness activities will emphasise technique, endurance, personal goal-setting, and performance improvement. Students will also enhance their game intelligence, teamwork, and leadership skills, supporting success both on and off the field.	In Year 9, students will develop a more advanced understanding of how to apply skills, techniques, and tactics effectively across a range of sports. They will learn to adapt their performance to different positions, opponents, and game situations, while refining technical accuracy, decision-making, and tactical awareness. Students will evaluate how fitness components and training methods influence performance, and use self-assessment and peer feedback to identify areas for improvement. Leadership, teamwork, and personal responsibility will be key aspects of their development in both individual and team activities.	Spatial Awareness Tactical Adaptation Game Management Counterattack Pressing Transition Play Exploiting Space Decision Efficiency Biomechanics Power Output Recovery Training zones Maximum Heart Rate Progressive overload Training Methods Performance Optimisation Self-Evaluation Technique Refinement Consistency Resilience Strategy Implementation Tactical Awareness Analysis Competitive Performance	
9 Term 2						
9 Term 3						

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
KS4 Core PE	Rugby, Football, Badminton, Basketball, Health related fitness, Netball and Striking and Fielding games.	Students will enter KS4 with a secure understanding of a range of sport-specific skills, techniques and tactics, and the ability to apply them effectively in a variety of activities and competitive situations. They will have experience of adapting their performance to different roles and game scenarios, making informed decisions under pressure, and using tactical awareness to support both attacking and defensive play. Students will be able to analyse and evaluate performance, identify areas for improvement, and use feedback to refine their skills. They will also have developed an understanding of key components of fitness and their impact on performance, alongside demonstrating leadership, resilience and effective collaboration in both individual and team activities.	In KS4 there is a strong focus on active participation, enjoyment, and personal well-being. They will learn how regular physical activity can support mental health, reduce stress, and contribute to a balanced lifestyle. Through both team and individual sports, students will explore the benefits of being active in a competitive yet supportive environment, developing confidence, focus, and resilience. In Rugby and Football, they will refine their understanding of team dynamics and tactics, while in Badminton and Basketball, they will work on precision, agility, and decision-making in fast-paced settings. Striking and Fielding games will emphasise coordination, timing, and strategic thinking, while alternate activities will give students the chance to explore new ways to stay active and engaged. Throughout, the importance of consistent effort, teamwork, and enjoyment will be highlighted to encourage lifelong participation in physical activity.	Students will develop a deeper understanding of the benefits of physical activity through Rugby, Football, Badminton, Basketball, Alternative Activities, and Striking and Fielding games. They will learn how regular exercise supports physical and mental well-being, while building resilience, motivation, and teamwork. Students will deepen their knowledge of rules, tactics, and positional responsibilities, and learn how to adapt strategies to different situations. Through a variety of activities, they will also recognise the value of lifelong participation in sport and physical activity.	Rules Competition Participation Technique Skill Accuracy Control Coordination Communication Teamwork Positioning Space Possession Attack Defence Passing Receiving Movement Performance	

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
10 GCSE PE Term 1	Structure of the skeletal system Functions of the skeletal system Muscles of the body Structure of a synovial joint. Types of freely movable joints that allow different movements. How joints differ in design to allow certain types of movement at a joint. How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints. Pathway of air. Gaseous exchange. Blood vessels. Structure of the heart. The cardiac cycle and the pathway of the blood. Cardiac output and stroke volume. Mechanics of breathing – the interaction of the	Prior knowledge from Key Stage 3 PE provides a strong foundation for GCSE PE, particularly in understanding how the body responds to exercise and how fitness can be developed. Students will have learned the major muscle groups and how they are used in movement, as well as the importance of warming up and cooling down to prepare the body for activity and reduce injury risk. They will have been introduced to heart rate and how it changes during exercise, along with basic ideas of training zones. Students will also have explored simple principles of training such as specificity, overload, and progression, and been exposed to basic training methods including circuit, continuous, and interval training. In addition, they will have	Critical thinking: Evaluating how body systems interact and adapt during exercise. Problem-solving: Applying biomechanical principles to improve performance or prevent injury. Data interpretation: Reading and analysing spirometry traces, fitness test results, and training metrics. Scientific reasoning: Understanding physiological processes like gaseous exchange, cardiac output, and muscle contraction. Movement analysis: Breaking down sporting actions into joint, muscle, and plane/axis components. Technique refinement: Applying anatomical and biomechanical knowledge to improve form and efficiency. Training design: Creating personalized fitness plans	Students will explore the skeletal system, learning how bones form the framework of the body and support vital functions such as protection, movement, blood cell production, and mineral storage. They'll examine the muscular system, identifying major muscles and understanding how they contribute to posture and movement through antagonistic muscle action. Joint anatomy and design will be covered in depth, including synovial joints, types of freely movable joints, and how joint structure enables specific movements like rotation and flexion. Lever systems and mechanical advantage will be introduced to explain how the body maximizes force and speed during physical activity. Learners will trace the pathway of air from the nose and mouth to the lungs, studying the mechanics of breathing and the role of the diaphragm, ribs, and intercostal muscles. They'll understand gaseous exchange in the alveoli and interpret	Cartilage Ligament Protection Mineral storage Tendon Origin Insertion Agonist (prime mover) Antagonist Synovial joint Synovial fluid Joint capsule Articular cartilage Ball and socket joint Hinge joint Flexion Extension Abduction Adduction Rotation Circumduction Antagonistic muscle pair Concentric contraction Eccentric contraction Isometric contraction	Clear, structured scientific explanations rather than essays or creative writing. Most responses involve describing body structures and explaining how they function, such as how muscles, joints, the heart, lungs, and blood vessels work together during movement and exercise. Students are often required to explain processes step-by-step (for example, breathing, blood flow, or muscle action), link anatomical structure to sporting performance, and interpret simple diagrams or data such as spirometry traces. Answers should be precise, use correct technical terminology, and clearly show cause-and-effect relationships.

	intercostal muscles, ribs and diaphragm in breathing. Interpretation of a spirometry trace.	taken part in fitness testing to measure components such as strength, speed, and endurance. This prior knowledge supports GCSE PE by building understanding of anatomy, physiology, training, and performance analysis. Prior knowledge from Key Stage 3 Science provides students with a foundation for understanding the cardiovascular and respiratory systems. Students will have studied the structure and function of the heart, blood vessels, lungs, and airways, learning how oxygen is taken into the body, exchanged in the alveoli, and transported to working muscles through the circulatory system. They will understand how the heart and lungs work together to meet the body's increased demand for oxygen during exercise, as well as how heart rate and breathing	using principles of overload, specificity, and progression. Injury prevention: Recognizing risk factors and implementing safe training practices. Fitness testing: Conducting and evaluating tests for strength, endurance, flexibility, and more. Performance assessment: Linking fitness components to sport-specific demands and outcomes. Recovery planning: Understanding and applying recovery strategies post-exercise, including EPOC and cool-down routines. Explaining concepts: Articulating how body systems function and respond to exercise. Teamwork: Collaborating in training, testing, and analysis activities. Exercise selection: Choosing appropriate aerobic or	spirometry traces to analyse lung volumes and breathing patterns. The cardiovascular system will be explored through the structure of the heart, blood vessels, and the cardiac cycle. Students will calculate cardiac output and stroke volume to understand how blood circulates during exercise and rest. Students will differentiate between aerobic and anaerobic exercise, examining the energy systems involved and applying these concepts to sports like marathon running and sprinting. They'll study the body's recovery process, including EPOC (excess post-exercise oxygen consumption), oxygen debt, and how the body returns to its resting state. Immediate, short-term, and long-term effects of exercise will be discussed, highlighting changes in heart rate, muscle fatigue, and adaptations such as increased strength and endurance. Learners will break down basic movements like jumping and throwing into their component parts, using planes and axes of movement to understand how the body operates in space.	Trachea Bronchi Bronchioles Alveoli Diaphragm Intercostal muscles Inhalation (inspiration) Exhalation (expiration) Diffusion Gaseous exchange Oxygen diffusion Carbon dioxide removal Atria Ventricles Aorta Pulmonary artery Pulmonary vein Vena cava Arteries Veins Capillaries Valves Cardiac cycle Stroke volume Heart rate Cardiac output Oxygenated blood Deoxygenated blood Spirometer Tidal volume	
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		rate change in response to physical activity. This scientific understanding supports students' learning about aerobic and anaerobic exercise, fitness training, recovery, and the role of the cardiovascular and respiratory systems in improving performance, endurance, and overall health.	anaerobic activities based on goals and intensity. Training adjustments: Modifying intensity and type based on performance data and recovery needs	They'll classify lever systems and calculate mechanical advantage to analyse how different joints and muscles contribute to athletic performance. Students will define health and fitness, exploring their interrelationship and the components of fitness such as strength, flexibility, speed, and agility. They'll link these traits to specific sports and evaluate fitness through various testing methods. Principles of training—including specificity, progression, and overload—will be applied using the FITT framework. Different types of training (interval, continuous, resistance, circuit) will be assessed for their benefits and limitations, and students will learn to calculate training intensities using heart rate zones. To ensure safe and effective training, students will study injury prevention strategies, the benefits of warming up and cooling down, and the impact of high-altitude training on aerobic capacity. These insights will help them design well-rounded fitness programs that optimize	Vital capacity Inspiratory reserve volume Expiratory reserve volume Lung capacity Spirometry trace Aerobic respiration Anaerobic respiration Exercise intensity Excess Post-Exercise Oxygen Consumption (EPOC) Lactic acid accumulation Lactate removal Heart rate recovery Blood lactate clearance Increased cardiac output Stroke volume Heart rate Vasodilation Muscle temperature increase Sweating (thermoregulation) Delayed onset muscle soreness (DOMS) Micro-tears in	
10 GCSE PE Term 2	Understanding the terms aerobic exercise (in the presence of oxygen) and anaerobic exercise (in the absence of enough oxygen). The use of aerobic and anaerobic exercise in practical examples of differing intensities. The use of aerobic and anaerobic exercise in practical examples of differing intensities. Excess post-exercise oxygen consumption (EPOC)/oxygen debt as the result of muscles respiring anaerobically during vigorous exercise and producing lactic acid. The recovery process from vigorous exercise. Immediate effects of exercise (during exercise).					Describe physiological and biomechanical processes, and apply them to sporting examples. This includes explaining aerobic and anaerobic exercise, energy systems at different intensities, EPOC, recovery, and short- and long-term effects of exercise, as well as analysing lever systems, planes and axes of movement, and mechanical advantage in sport. Students must also explain health and fitness concepts, components of fitness, and fitness testing, including its uses and limitations. In higher-mark questions, they are expected to evaluate, discuss, and justify their answers by weighing up advantages and disadvantages, making reasoned judgments, and

	Short-term effects of exercise (24 to 36 hours after exercise). Long-term effects of exercise (months and years of exercising). First, second and third class lever systems within sporting examples Mechanical advantage – an understanding of mechanical advantage in relation to the three lever systems. Analysis of basic movements in sporting examples. Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions. Health and fitness. The components of fitness. Reasons for and limitations of fitness testing.			performance while minimizing risk.	muscle fibres Hypertrophy Cardiac hypertrophy Resting heart rate reduction (bradycardia) Fulcrum Effort Load Mechanical advantage Sagittal plane Frontal plane Transverse plane Longitudinal axis Transverse axis Frontal axis Rotation Flexion / Extension Abduction / Adduction Biomechanics Health-related fitness Skill-related fitness Sedentary lifestyle Physical fitness components Energy balance Validity Reliability Accuracy Normative data	supporting conclusions with relevant sporting examples and accurate terminology.
10 GCSE PE Term 3	Measuring the components of fitness.				Validity Reliability Accuracy	They must explain different types of training, their advantages and

	Demonstration of how data are collected for fitness testing. The principles of training and overload. Application of the principles of training. Types of training. Identification of the advantages and disadvantages (the effects on the body) of training types linked to specific aims. Calculating intensities to optimise training effectiveness. Considerations to prevent injury. Specific training techniques – high altitude training as a form of aerobic training. Seasonal aspects. Warming up and cooling down. Use of data				Normative data Quantitative data Qualitative data Baseline data Principle of training (FITT) Frequency Intensity Time Type Progressive overload Specificity Reversibility Tedium Adaptation Training threshold Work-to-rest ratio Continuous training Interval training Fartlek training Circuit training Resistance training Weight training Plyometric training Flexibility training Speed training Aerobic training Anaerobic training Maximum heart rate (220 – age) Training zone Exercise intensity Injury prevention Dynamic stretching Static stretching	disadvantages for specific performance goals, and calculate training intensities such as heart rate zones to optimise effectiveness. Students are also required to explain injury prevention strategies, including warm-ups, cool-downs, and environmental considerations, as well as specialised methods like altitude training and seasonal training (pre-, in-, and off-season). In higher-mark questions, students should evaluate, justify, and discuss training choices and methods, and interpret and use data from fitness tests, graphs, and training records to support conclusions about performance and improvement.
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11 GCSE PE Term 1	Skill classifications. Definitions of types of goals. The use and evaluation of setting performance and outcome goals in sporting examples. The use of SMART targets to improve and/or optimise performance. Basic information processing model. Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers. Identify examples of, and evaluate, the effectiveness of the use of types of feedback,	Year 11 students can use prior knowledge from their own experiences in sport, such as being coached in school or clubs, watching live or televised sport, and learning about nutrition in food technology, to understand key GCSE PE concepts (Physical Education). These experiences help explain ideas like intrinsic and extrinsic motivation through real examples of enjoyment, effort, rewards, and selection. Watching sport also supports understanding of commercialisation, sponsorship, media influence, and	Critical Thinking: Evaluating the effectiveness of goals, feedback, guidance, and motivation strategies in different sporting contexts. Decision-Making: Applying models like SMART targets and the information processing model to real-life scenarios. Problem-Solving: Identifying challenges in performance and participation, and proposing solutions using psychological and sociocultural frameworks. Evaluation and Justification: Weighing the pros and cons of performance-enhancing drugs, sponsorship, and	Students will explore how different types of skills are classified and how goal-setting can enhance performance. They'll learn to distinguish between outcome and performance goals, and evaluate their effectiveness in sporting contexts. The SMART target framework will be introduced as a tool for setting structured, achievable goals. Students will also understand the basic information processing model, which explains how athletes receive, interpret, and respond to stimuli during performance. Guidance and feedback will be examined in depth, with comparisons between their use for beginners and elite performers, helping students appreciate how	Goal setting Performance goal Outcome goal Process goal Short-term goal Medium-term goal Long-term goal Guidance Visual guidance Verbal guidance Manual guidance Mechanical guidance Feedback Intrinsic feedback Extrinsic feedback Concurrent feedback Terminal feedback Arousal Optimal arousal Under arousal Over arousal	Describe how fitness components are measured, how fitness testing data is collected, and how training principles such as FITT, progressive overload, specificity, and reversibility are applied in practice. They must explain different types of training, their advantages and disadvantages for specific performance goals, and calculate training intensities such as heart rate zones to optimise effectiveness. Students are also required to explain injury prevention strategies, including warm-ups, cool-downs, and

	with reference to beginners and elite level performers. Arousal Inverted-U theory How optimal arousal levels vary according to the skill being performed in a physical activity or sport. Understand the difference between direct and indirect aggression with application to specific sporting examples. Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types.	engagement patterns across different social groups. Real sporting events help make sense of technology in sport, performer conduct, prohibited substances, and spectator behaviour, including both positive atmosphere and issues like hooliganism. Knowledge from PE and food lessons also links to nutrition, energy use, hydration, somatotypes, obesity, and sedentary lifestyles, helping students connect theory to everyday life and sporting performance.	media influence, and forming reasoned arguments. Goal Setting: Creating and applying performance and outcome goals tailored to specific sports and athletes. Performance Optimization: Using arousal theories and stress management techniques to enhance focus and execution during competition. Nutritional Planning: Understanding dietary needs and hydration strategies to support athletic performance and general health. Exercise Prescription: Matching physical activity types to individual needs, body types (somatotypes), and health conditions. Empathy and Inclusivity: Recognizing how social factors affect participation and tailoring approaches to engage diverse groups. Ethical Reasoning: Understanding the moral implications of drug use,	coaching strategies vary across skill levels. This section delves into the psychological factors that influence athletic performance. Students will understand the concept of arousal and how it affects performance, including the Inverted-U theory which illustrates the relationship between arousal and success. They'll explore how optimal arousal levels differ depending on the type of skill being performed and learn stress management techniques to regulate arousal. The differences between direct and indirect aggression will be discussed with sporting examples, alongside personality traits like introversion and extroversion and how they align with specific sports. Motivation will be unpacked through intrinsic and extrinsic types, with students evaluating which is more effective in various sporting scenarios. Students will investigate how different social groups engage with physical activity and the factors that influence participation. They'll explore the role of commercialisation in sport, including types of	Inverted-U theory Performance curve Aggression Introvert Extrovert Personality traits Sport suitability Closed skill/Open skill	environmental considerations, as well as specialised methods like altitude training and seasonal training (pre-, in-, and off-season). In higher-mark questions, students should evaluate, justify, and discuss training choices and methods, and interpret and use data from fitness tests, graphs, and training records to support conclusions about performance and improvement
11 GCSE PE Term 2	Definition of intrinsic and extrinsic motivation, as used in sporting examples. Evaluation of the merits of intrinsic and extrinsic motivation in sport. Engagement patterns of different social groups and the factors affecting participation. Commercialisation. Types of sponsorship and the media.				Intrinsic motivation Extrinsic motivation Commercialisation Media coverage Media influence Mass media Social media Sponsorship Endorsement deals Brand association Advertising revenue Merchandising Sportsmanship Gamesmanship	define key social and lifestyle factors affecting participation and performance in sport. This includes explaining intrinsic and extrinsic motivation, engagement patterns across different groups, and the influence of commercialisation, sponsorship, media, and technology on sport. Students must also

	Positive and negative impacts of sponsorship and the media. Positive and negative impacts of technology. Conduct of performers. Prohibited substances. Spectator behaviour (the positive and the negative effects of spectators at events). Strategies employed to combat hooliganism/spectator behaviour. Linking participation in physical activity, exercise and sport to health, well-being and fitness, and how exercise can suit the varying needs of different people. The consequences of a sedentary lifestyle. Obesity and how it may affect performance in physical activity and sport. Somatotypes. Energy use. Nutrition – reasons for having balanced diet Nutrition – the role of carbohydrates, fat, protein and vitamins/minerals. Reasons for maintaining water balance (hydration).		aggression, and conduct in sport. Media Literacy: Interpreting the role of commercialisation, sponsorship, and technology in shaping public perception and athlete behaviour. Self-Regulation: Managing arousal and aggression to maintain composure and control in competitive environments. Motivational Awareness: Differentiating between intrinsic and extrinsic motivation and applying them to personal and team settings.	sponsorship and media involvement. The positive and negative impacts of sponsorship, media, and technology will be critically assessed. This section also covers the conduct expected of performers and the ethical issues surrounding performance-enhancing drugs (PEDs), including blood doping and beta blockers. Students will examine which athletes might use these substances, the pros and cons for the individual, and the broader consequences for the sport. Here, students will understand how spectators can influence sporting events both positively and negatively. They'll explore the causes of hooliganism and the strategies used to combat disruptive spectator behaviour. This includes examining how crowd dynamics can affect athlete performance and the integrity of competitions. Students will link participation in physical activity to overall health, well-being, and fitness. They'll learn how exercise can be tailored to meet the needs of different individuals and understand the risks associated with a sedentary lifestyle. The	Doping Performance-enhancing drugs (PEDs) Hooliganism Sedentary lifestyle Body mass index (BMI) Somatotypes Ectomorph Mesomorph Endomorph Metabolism Macronutrients Micronutrients Carbohydrates Fats (lipids) Proteins Vitamins Minerals Hydration	describe and apply knowledge of conduct in sport, including prohibited substances and spectator behaviour, as well as strategies used to manage issues such as hooliganism. In addition, they are expected to explain links between physical activity, health, fitness, and well-being, including the effects of sedentary lifestyles, obesity, somatotypes, energy use, nutrition, and hydration. In higher-mark questions, students should evaluate, discuss, and justify ideas by considering positive and negative impacts and making reasoned judgements supported by sporting examples and accurate terminology.
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				impact of obesity on physical performance will be discussed, along with somatotypes (body types) and how they relate to sport. Energy use and nutrition will be explored in detail, including the importance of a balanced diet and the roles of carbohydrates, fats, proteins, vitamins, and minerals. Students will also understand the significance of hydration and maintaining water balance for optimal performance.		
11 GCSE PE Term 3	Revision paper 1 and paper 2.					

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
7 Term 1	Rugby, Netball, Swimming, Football, Basketball, Hockey, Fitness, Handball, Badminton.	Diagnostic assessment is used at the start of a unit to identify ability and areas for development. Formative assessment is used during lessons to give ongoing feedback and improve performance. Summative assessment is used at the end of a unit to measure overall performance and attainment. Across all stages, students are assessed in specific skills and techniques, tactical understanding, and their knowledge of rules and regulations for each activity.	KS2: Movement skills, including running, jumping, throwing, catching, striking and dribbling, basic attacking and defending principles, simple tactical decisions.	Simplify skills, break techniques into smaller parts, use demonstrations, provide visual cues, or adjust rules and equipment to reduce difficulty. To challenge more able students, they can increase task complexity, introduce tactical decision-making, apply time or pressure constraints, or extend activities into more competitive or game-like situations. Considered groupings, providing different success criteria, or giving targeted feedback so all students can progress appropriately.	Prepares for Year 8 where key skills and techniques, knowledge of tactics and rules are developed. Extra-curricular clubs. Competing in and outside of school. GCSE links for specific sports.
7 Term 2					
7 Term 3	Athletics, Cricket, Softball, Rounders.				
8 Term 1	Rugby, Netball, Swimming, Football, Basketball, Hockey, Fitness, Handball, Badminton.	Use of Year 7 data/knowledge of students. Diagnostic assessment is used at the start of a unit to identify ability and areas for development. Formative assessment is used during lessons to give ongoing feedback and improve performance. Summative assessment is used at the end of a unit to measure overall performance and attainment. Across all stages, students are assessed in specific skills and techniques, tactical understanding, and their knowledge of rules and regulations for each activity.	Revisit previous skills/techniques, tactics, rules learnt in Year 7.	Simplify skills, break techniques into smaller parts, use demonstrations, provide visual cues, or adjust rules and equipment to reduce difficulty. To challenge more able students, they can increase task complexity, introduce tactical decision-making, apply time or pressure constraints, or extend activities into more competitive or game-like situations. Considered groupings, providing different success criteria, or giving targeted feedback so all students can progress appropriately.	Prepares for Year 9 where key skills and techniques, knowledge of tactics and rules are developed. Extra-curricular clubs. Competing in and outside of school. GCSE links for specific sports.
8 Term 2					
8 Term 3	Athletics, Cricket, Softball, Rounders.				

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
9 Term 1	Rugby, Netball, Swimming, Football, Basketball, Hockey, Fitness, Handball, Badminton.	Use of Year 8 data/knowledge of students. Diagnostic assessment is used at the start of a unit to identify ability and areas for development. Formative assessment is used during lessons to give ongoing feedback and improve performance. Summative assessment is used at the end of a unit to measure overall performance and attainment. Across all stages, students are assessed in specific skills and techniques, tactical understanding, and their knowledge of rules and regulations for each activity.	Revisit previous skills/techniques, tactics, rules learnt in Year 7 and 8.	Simplify skills, break techniques into smaller parts, use demonstrations, provide visual cues, or adjust rules and equipment to reduce difficulty. To challenge more able students, they can increase task complexity, introduce tactical decision-making, apply time or pressure constraints, or extend activities into more competitive or game-like situations. Considered groupings, providing different success criteria, or giving targeted feedback so all students can progress appropriately.	Prepares for Year 10 where key skills and techniques, knowledge of tactics and rules are developed. Extra-curricular clubs. Competing in and outside of school. GCSE links for specific sports.
9 Term 2					
9 Term 3	Athletics, Cricket, Softball, Rounders.				
GCSE PE 10 Term 1	Applied anatomy and physiology.	Diagnostic: PART A- end of topic tests, learning checkpoints, do now tasks, whole class feedback- misconceptions. Summative: end of topic tests (PART B)- Musculo-skeletal, cardio-respiratory, anaerobic and aerobic exercise, long and short-term effects of exercise.	KS3 knowledge of KS3 PE- warm ups and names of muscles.	Modelling, key words, diagrams, scaffolded worksheets, break down command words, low stakes tests and guided questions to support understanding of complex topics. Extended exam questions, considered groups.	Preparation for Paper 1 exam. Links to A- Level PE.
GCSE PE 10 Term 2	Movement analysis Physical training	Diagnostic: PART A- end of topic tests, learning checkpoints, do now tasks, whole class feedback- misconceptions. Summative: end of topic tests (PART B)- Movement analysis, health and fitness.	All previous topics are revisited using Do Now tasks, Part A section on end of topic tests, low stake tests and learning checkpoints.		Preparation for Paper 1 exam. Links to A- Level PE.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
GCSE PE 10 Term 3	Physical training	Diagnostic: PART A- end of topic tests, learning checkpoints, do now tasks, whole class feedback- misconceptions. Summative: end of topic tests (PART B)- Methods and principles of training.	All previous topics are revisited using Do Now tasks, Part A section on end of topic tests, low stake tests and learning checkpoints.		Preparation for Paper 1 exam. Links to A-Level PE.
GCSE PE 11 Term 1	Sport psychology	Diagnostic: PART A- end of topic tests, learning checkpoints, do now tasks, whole class feedback- misconceptions. Summative: end of topic tests (PART B)- Sport Psychology	All previous topics are revisited using Do Now tasks, Part A section on end of topic tests, low stake tests and learning checkpoints.	Modelling, key words, diagrams, scaffolded worksheets, break down command words, low stakes tests and guided questions to support understanding of complex topics. Extended exam questions, considered groups.	Preparation for Paper 2 exam. Links to A-Level PE.
GCSE PE 11 Term 2	Socio-cultural influences Commercialisation of sport.	Diagnostic: PART A- end of topic tests, learning checkpoints, do now tasks, whole class feedback- misconceptions. Summative: end of topic tests (PART B)- Socio-cultural influences, commercialisation of sport.	All previous topics are revisited using Do Now tasks, Part A section on end of topic tests, low stake tests and learning checkpoints.		Preparation for Paper 2 exam. Links to A-Level PE.
GCSE PE 11 Term 3	Exam preparation				

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
12 Term 1	<u>Applied Anatomy and Physiology-</u> Skeletal, muscular, cardiovascular and respiratory systems, joints and movement.	Apply anatomical terminology, identify structures, explain causes/effects, analyse movement in sporting situations, use practical examples.	GCSE Anatomy, components of fitness, movement analysis, training principles.	Baseline knowledge test, retrieval quizzes, end of unit extended answer questions.	Diagrams, models, labelled resources, vocab banks, worked examples, stretch through application.	Exercise Physiology, biomechanics, practical performance analysis.
	<u>Skill Acquisition</u>	Classify skill, apply learning theories, evaluate practice methods.	GCSE skill learning.	Acquisition skill assessment.	models, labelled resources, vocab banks, worked examples, stretch through application.	practical performance analysis.
	<u>Social Cultural</u>		GCSE skill learning.			
12 Term 2	<u>Exercise Physiology</u> Energy systems, diet, nutrition, training principles and methods.	Analyse Physiological responses, interpret data, calculate/ interpret training variables, evaluate training methods.	Anatomy, cardiovascular systems, components of fitness, GCSE training	Topic tests, data analysis, practical investigation. Timed 6/10-mark questions.	Scaffolds for calculations/data Practical demonstration. Challenge through data.	Advanced exercise physiology, training programmes, EAPI
	<u>Sports Psychology</u>	Personality, motivation, anxiety,	Apply psychological theories to sporting scenarios, evaluate interventions, analyse performance. GCSE sports psychology.	Scenario questions, knowledge tests, extended response practical application tasks.	Case studies, visual models, key term glossaries,	Sports Psychology, Coaching, Performance Psychology.

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
	Social Cultural			Scenario questions, knowledge tests, extended response practical application tasks.	structured PEEL paragraphs.	
12 Term 3	<u>Biomechanics</u> <u>Sports and Society</u> <u>Sports Psychology</u>	Analyse movement using biomechanical principles Emergence and development of modern sport arousal and aggression.	Anatomy, movement analysis, components of fitness. Explain social factors, analyse historical change, evaluate influence of class. Gender and ethnicity.	Biomechanics test, video analysis. Social analysis, retrieval tests. 8/10/15 mark questions, end of unit assessment.	Video modelling, annotated diagrams, sentence starters. Timelines, source scaffolds, vocab, support and model answers.	Advanced d biomechanics feedback. Sociology, sport development, pe teaching.
13 Term 1	Exercise Physiology-advance application	Analyse acute/chronic, response, evaluate training methods, interpret physiological data.	Year 12 energy system, training and anatomy.	Data, practical investigations, exam questions. Interpretation.	Scaffolding calculations, data exemplars, practical demonstrations.	Exercise Physiology, strength and conditioning.

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
13 term 1	Psychology Group and Team Dynamics	Analyse group formations , cohesion and social processes, apply psychological principles to team performance.	Motivation, personality, confidence and attribution.	Scenario questions, group-dynamics case studies, timed exam questions.	Visual models, case studies, vocab banks, structured evaluation, paragraphs.	Leadership, social facilitation, practical performance.
13 term 1	Social Cultural Ethics and deviance in sport	Analyse ethical issues, distinguish between ethical and unethical behaviour, apply theories and sporting examples, evaluate arguments.	Social class, professionalism, sporting values, commercialisation.	Retrieval quizzes, scenario questions 6/10 mark questions.	Scenario cards, key term banks, argument maps structured evaluation.	Contemporary sporting ethics, media technology.
13Term 2	Biomenchanics Linear and angular movement.	Calculate and interpret velocity, acceleration, momentum, angular velocity and angular momentum.	Newtons laws, forces, levers centre of mass stability.	Calculation tests, graph interpretation, practical movement analysis. 10-15 mark questions.	Formula mats, worked examples, practical demonstrations, challenge through unfamiliar data.	Technology in sport.
13 term 2	Psychology Leadership	Compare leadership styles analyse effectiveness in different sporting situations, apply	Personlity, motivation, confidence.	Leadership scenorios 6/10 mark questions, extended evaluation mock questions.	Leadership comparison tables,	

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
Term 2 Social	Modern technology in sport	leadership theories to practical context Evaluate how technology changes performance, participation and spectatorship, analyse benefit and limitations using contemporary examples.	Biomechanics performance, commercialisation media.	Technology case study, data interpretation 10 mark responses.	sporting examples model paragraph. Images, examples, sentence starters, worked examples.	EAPI, coaching practical performance. EAPI performance, analysis, sport science.
13 Term 3	Anatomy/ biomechanics	Advanced biomechanical, analysis, angular motion, performance and application to elite performers.	Biomechanics performance, commercialisation media.	10 mark questions and responses. Extended evaluation mock questions.	Video modelling, annotated diagrams, sentence starters. Timelines, source scaffolds, vocab, support and model answers.	EAPI performance, analysis, sport science.
	Psychology	Skill acquisition, learning theories, information processing, guidance, motivation and arousal.	Theories of leadership, stress and anxiety.	10 mark questions and responses. Extended evaluation mock questions.	Modelling, key words, diagrams, scaffolded worksheets, break down command words, low stakes tests and guided questions to support understanding of complex topics. Extended exam	
	Social and Cultural	Participation in sport, social groups,	Modern Technology, Elite performance and participation.	structured PEEL paragraphs.		

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
		commercialisation, media, sponsorship, porting behaviour and ethics.		EAPI- deadlines for submitting all NEA marks. March.	questions, considered groups.	