

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<u>Invasion Games Core Skills</u> (Netball, Rugby, Basketball, Table Tennis) Through Isolated drills, invasion of space and principles of attacking, students will build on the confidence and fundamental motor skills from Primary lessons.		<u>Athletics Core Skills</u> The technical process of a range of track and field events are introduced so students have a wide and precise understanding of how to enhance speed, distance and force.	<u>Outdoor Adventurous Activity Introduction</u> Students are introduced to the core principles of orienteering: trust, problem solving, map reading and communication.	<u>Striking and Fielding Core Skills</u> (Rounders, Cricket, Tennis) Students' confidence in holding and using an instrument with effective force and placement is established. The principles of space established in term one are developed in relation to fielding and shot placement.	
Year 8	<u>Invasion Games Strategy</u> (Netball, Rugby, Basketball, Table Tennis) The core skills from Year 7 are now combined within a modified competitive game, specific sporting rules are refined and more advanced defensive principles introduced.		<u>Athletics Techniques</u> The core skills are developed by introducing students to specific competitive event requirements and strategy is introduced.	<u>Outdoor Adventurous Activity Development</u> More complex problems and routes are introduced to students to test the principles introduced in Year 7 and develop students' map reading skills further & confidence	<u>Striking and Fielding Roles</u> (Rounders, Cricket, Tennis) The competitive match is introduced to allow students to build their effective placement of the ball. Defensive principles are introduced to better understand how to develop the match.	
Year 9	<u>Invasion Games Competitive Performance</u> (Netball, Rugby, Basketball, Table Tennis) To develop the tactical and competitive elements of a match, more advanced formations are introduced with students robustly evaluating strengths & weaknesses in performance.		<u>Athletics Competitive Events</u> Through repeated competition, students are supported to hone their technique and strategy to work on their personal bests.	<u>Outdoor Adventurous Activity Advancement</u> The focus In Year 9 seeks to develop effective communication as a leader and a more competitive element is introduced.	<u>Striking and Fielding Strategy</u> (Rounders, Cricket, Tennis) To compete effectively tactics will be cultivated and students expected to be able to fulfil a range of different roles within the team. Analysis of performance is introduced to minimise weakness & enforce strengths.	
Year 10 core	<u>Invasion Games Tactics & Officiating</u> (Netball, Handball, Rugby, Football, Basketball, Table Tennis) Competitive skill and advantage are honed through a range of match situations to enable students to refine their defensive and tactical prowess. Previous rule knowledge is developed and put into practice within the role of an official. Players will be asked to select & review sporting tactics and decision making.			<u>Athletics Tactics</u> Students will refine their understanding of tactics to enhance speed, distance and force to establish a stronger sense of how to develop a competitive advantage.	<u>Striking and Fielding Advanced Skills & Officiating</u> (Rounders, Cricket, Tennis) Students will continue to develop their sense of tactics and competitive advantage. More developed defensive and attacking strategies will be introduced to further enhance a competitive match.	
Year 11 core	<u>Promoting Physical Participation: The role of the participant</u> The focus shifts to encouraging lifelong engagement in physical activity for health and leisure. This is through the choice of activities both new and previously experienced within the role of participant.	<u>Promoting Physical Participation: The role of the Leader</u> The focus shifts to encouraging lifelong engagement in physical activity for health and/or leisure. This is through the choice of activities both new and previously experienced within the role of leader e.g. coach/ captain.	<u>Promoting Physical Participation: The role of the Official</u> The focus shifts to encouraging lifelong engagement in physical activity for health and/or leisure. This is through the choice of activities both new and previously experienced within the role of official e.g. Netball Umpire.			Exams
Year 10 NCFE	<u>NCFE Health & Fitness - Body Systems</u> Students will study the skeleton, Joints, Muscles, Respiratory System, Cardiovascular System & Energy Systems in relation to sport. This is assessed by a written exam and synoptic task (in year 11)		<u>NCFE Health & Fitness - Effects of Exercise</u> Students will study the short term of exercise, long term effects of exercise, components of fitness, fitness testing & Training Methods. This is assessed by a written exam and synoptic task (in year 11)		<u>NCFE Health & Fitness - Training Programmes</u> Students will study the principles of training, lifestyle factors, diet, recovery & Goal setting. This is assessed by a written exam and synoptic task (in year 11)	
Year 11 BTEC	<u>NCFE Health & Fitness - Synoptic Project Preparation</u> Students will draw on the knowledge from year 10 to complete a draft synoptic project to practise all six coursework tasks This is assessed as coursework in preparation for the official project.		<u>NCFE Health & Fitness - Synoptic Project Completion</u> Students will draw on the knowledge from year 10 to complete the official synoptic project set by the exam board. This is assessed as coursework under controlled settings (deadline is the end of April).		<u>NCFE Health & Fitness - Revision</u> Students will revisit the topics from year 10 in preparation for the written exam paper. This is assessed by a written exam	