



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>2. NET & WALL - SHORT TENNIS (Boys & Girls)</p> <p>Big question: How can control a rally and win points using placement and consistency?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils learn racket control, serving, forehand/backhand strokes, positioning and using space to outwit opponents.</p>	<p>3. INVASION GAMES - RUGBY & FOOTBALL (Boys & Girls)</p> <p>Big question: How do teamwork, communication and space creation help us advance the ball safely in rugby?</p> <p>How can I use basic attacking and defending tactics to beat an opponent in football?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils cover evasion, passing backwards, defensive line organisation, safe contact (touch/tackle depending on stage), and decision making under pressure.</p> <p>Pupils develop dribbling, passing, marking, movement into space and basic pressing principles. They learn tactical.</p>	<p>4. GYMNASTICS - CORE MOVEMENT & PAIRED SEQUENCES (Boys & Girls)</p> <p>Big question: How can I combine balance, control and creativity to produce a fluent gymnastic sequence?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils develop shapes, balances, flight, rotations, transitions and work in pairs to produce and refine routines.</p>	<p>5. INVASION GAMES - BASKETBALL (Boys) - NETBALL (Girls)</p> <p>Big question: How do I use movement, passing and defensive positioning to influence a game of basketball or netball?</p> <p>Overview of knowledge, understanding and skills (key concepts): Focus on protecting the ball, creating overloads, defending 1v1, pivoting and applying tactical choices in small- sided games.</p>	<p>7. ATHLETICS - RUNNING JUMPING & THROWING (Boys & Girls)</p> <p>Big question: How can I improve my performance in running, jumping and throwing through technique and analysis?</p> <p>Overview of knowledge, understanding and skills (key concepts): Covers sprint technique, pacing for middle distance, throwing mechanics, long/ high jump technique and core officiating roles.</p>	<p>6. STRIKING & FIELDING - ROUNDEES (Boys & Girls)</p> <p>Big question: How do batting choices and fielding organisation influence success in rounders?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils learn effective striking, tactical placement, bowling accuracy, positional fielding and decision making in gameplay.</p>	<ul style="list-style-type: none"> • Developing and Applying Skills I can perform and apply skills in isolation and in competitive situations • Decision Making I can make decisions in sporting situations which enhance my performance • Performance Analysis I can analyse sporting performances • Leadership I can lead and officiate in sports activities • Developing Fitness I have good levels of fitness to participate in sports activities



SUMMER 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	AREs
<p>1. INVASION GAMES - RUGBY (Boys & Girls)</p> <p>Big question: How can strategic teamwork, communication and tactical decision making help us outwit opponents in rugby?</p> <p>Overview of knowledge, understanding and skills (key concepts): Students develop handling, evasive running, defensive organisation, creating overloads, and tactical kicking (if appropriate). Emphasis on teamwork and decision-making under pressure.</p>	<p>2. NET & WALL - BADMINTON (Boys & Girls)</p> <p>Big question: How can I use technical accuracy and tactical placement to outmanoeuvre my opponent in badminton?</p> <p>Overview of knowledge, understanding and skills (key concepts): Covers serving variations, clear, drop, smash, footwork patterns, court positioning, and tactical decision making in singles and doubles play.</p>	<p>3. STRENGTH & CONDITIONING (Boys & Girls)</p> <p>Big question: How can developing strength, mobility and cardiovascular fitness improve my long term health and sporting performance?</p> <p>Overview of knowledge, understanding and skills (key concepts): Students explore functional movement patterns, safe technique (bodyweight & light resistance), mobility training, basic fitness principles and designing their own functional WOD.</p>	<p>4. INVASION GAMES - BASKETBALL (Boys only) NETBALL (Girls only)</p> <p>Big question: What tactical choices help my team retain possession, create space and convert scoring opportunities?</p> <p>Overview of knowledge, understanding and skills (key concepts): Focus on movement off the ball, fast breaks, defensive strategies (zone/person to person), ballhandling, shooting technique and officiating basics.</p>	<p>5. OUTDOOR & ADVENTUROUS ACTIVITIES (Boys & Girls)</p> <p>Big question: How can teamwork, communication and problem solving help us overcome outdoor adventure challenges?</p> <p>Overview of knowledge, understanding and skills (key concepts): Students take part in navigation tasks, team challenges, problem solving scenarios on the climbing wall, and develop trust, leadership, and resilience in varied outdoor environments.</p>	<p>6. STRIKING & FIELDING - CRICKET (Boys & Girls)</p> <p>7. ATHLETICS - RUNNING, JUMPING, THROWING (Boys & Girls)</p> <p>Big question: How do individual skills and tactical choices influence success in cricket? How can I refine technique and use performance feedback to achieve my personal best in athletics?</p> <p>Overview of knowledge, understanding and skills (key concepts): Students develop bowling accuracy, batting technique, fielding strategies (ring/close/deep fielding), communication, and tactical game play. Covers sprint mechanics, pacing, endurance running, long/high jump technique, throwing events (javelin/discus/shot), and peer assessment for performance improvements.</p>	<ul style="list-style-type: none"> • Developing and Applying Skills I can perform and apply skills in isolation and in competitive situations • Decision Making I can make decisions in sporting situations which enhance my performance • Performance Analysis I can analyse sporting performances • Leadership I can lead and officiate in sports activities • Developing Fitness I have good levels of fitness to participate in sports activities



SUMMER 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	PQEs
<p>1. INVASION GAMES - RUGBY (Boys & Girls)</p> <p>Big question: How can I adapt physicality, tactical structure, and decisionmaking to succeed in contact invasion games like rugby?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils refine handling skills, dynamic evasion, rucking/mauling (non-contact/contact depending on policy), defensive shape, and tactical kicking. Emphasis on strategy, physical competence, and coordinated team play.</p>	<p>2. INVASION GAMES - FOOTBALL (Boys & Girls)</p> <p>Big question: How can we adjust and refine tactical approaches to maintain possession, exploit space and break opposition lines in football?</p> <p>Overview of knowledge, understanding and skills (key concepts): Focus on pressing systems, switching play, overlapping runs, combination play, transitional moments, and defensive structure.</p>	<p>3. NET & WALL - PICKLEBALL (Boys & Girls)</p> <p>Big question: How do shot selection, anticipation and spatial awareness help me outwit opponents in pickleball?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils learn shot control, placement, dink rallies, volley control, serving strategy, doubles positioning and tactical point construction.</p>	<p>4. STRENGTH & CONDITIONING (Boys & Girls)</p> <p>Big question: How can targeted strength and fitness training enhance my athletic performance and personal health?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils develop load management knowledge, correct lifting/form technique (bodyweight and light resistance), mobility work, core stability and create progressive conditioning programmes.</p>	<p>5. INVASION/COMPETITIVE GAMES - DODGEBALL (Boys & Girls)</p> <p>Big question: How can I use movement, deception, timing and team coordination to gain an advantage in dodgeball?</p> <p>Overview of knowledge, understanding and skills (key concepts): Focus on evasive footwork, throwing biomechanics, tactical grouping, pressure creation, counterattacks, catching under pressure and rule dependent strategic adaptations.</p>	<p>6. OUTDOOR & ADVENTUROUS ACTIVITIES (Boys & Girls)</p> <p>7. ATHLETICS - RUN, JUMP, THROW (Boys & Girls)</p> <p>Big question: How do teamwork, resilience and strategic thinking contribute to success in outdoor challenges? How can I use technical refinement and performance analysis to achieve my personal best in athletics?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils undertake map reading tasks, team challenges, communication scenarios, trust exercises and multistage problem solving activities. Covers sprints, endurance runs, relay changeovers, triple/long jump, high jump, shot, discus or javelin. Students analyse performance to improve technique and set personal targets.</p>	<ul style="list-style-type: none"> • Developing and Applying Skills I can perform and apply skills in isolation and in competitive situations • Decision Making I can make decisions in sporting situations which enhance my performance • Performance Analysis I can analyse sporting performances • Leadership I can lead and officiate in sports activities • Developing Fitness I have good levels of fitness to participate in sports activities



CURRICULUM PLANS

PE YEAR 10 GCSE



SUMMER 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
<p>UNIT 1 – APPLIED ANATOMY & PHYSIOLOGY (PART 1)</p> <p>Big question: How do the body systems work together to allow effective sporting performance?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils explore the skeletal and muscular systems, including types of bones, joints, movement classification, and antagonistic muscle pairs. They study how muscles contract, how levers operate, and how movement is generated.</p>	<p>UNIT 2 – APPLIED ANATOMY & PHYSIOLOGY (PART 2)</p> <p>Big question: How do the cardiovascular and respiratory systems support the physical demands of sport?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils examine the structure and function of the heart, blood vessels, and lungs. They analyse short-term and long-term exercise responses, aerobic and anaerobic exercise, and recovery processes such as EPOC.</p>	<p>UNIT 3 – MOVEMENT ANALYSIS</p> <p>Big question: How do biomechanical principles help us understand and improve sports performance?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils cover levers, mechanical advantage, planes of movement, and axes of rotation. They apply mechanical principles to sporting techniques such as throws, jumps, and strokes.</p>	<p>UNIT 4 – PHYSICAL TRAINING (PART 1)</p> <p>Big question: What principles underpin effective training and how can we use them to improve performance?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils study components of fitness and link them to different sports. They learn about the principles of training (FITT, SPORT), types of training, and how to select appropriate training methods.</p>	<p>UNIT 5 – PHYSICAL TRAINING (PART 2)</p> <p>Big question: How do we measure, record, and interpret fitness to develop meaningful training programmes?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils' complete fitness tests, analyse data, explore warm-up/cool-down principles, and understand the consequences of overtraining and undertraining.</p>	<p>UNIT 6 – PRACTICAL PERFORMANCE & CONTROLLED ASSESSMENT INTRODUCTION</p> <p>Big question: How can I maximise my performance in my chosen practical sports?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils develop and refine skills in their three chosen sports while learning assessment criteria. They begin to gather video evidence and receive targeted coaching to strengthen performance marks.</p>



SUMMER 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
R185 – PERFORMANCE AND LEADERSHIP IN SPORTS ACTIVITIES					R187 – INCREASING AWARENESS OF OAA
<p>UNIT R185.1 – KEY COMPONENTS OF PERFORMANCE</p> <p>Big question: What makes an effective sports performer and how do performance components link together?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils analyse and develop skills, techniques and decision-making in two sports, understanding how these underpin successful performance.</p>	<p>UNIT R185.2 – APPLYING PRACTICE METHODS FOR IMPROVEMENT</p> <p>Big question: How can targeted practice and training improve my performance in sport?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils select and use practice methods to address performance weaknesses, applying appropriate drills based on identified skill gaps.</p>	<p>UNIT R185.3 – ORGANISING AND PLANNING A SPORTS ACTIVITY SESSION</p> <p>Big question: How do I design a safe, effective and engaging sports session for a group?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils create a structured session plan with clear learning objectives, risk considerations, and adaptations for participants.</p>	<p>UNIT R185.4 – LEADING A SPORTS ACTIVITY SESSION</p> <p>Big question: What leadership behaviours and communication strategies make a session successful?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils deliver their planned session, demonstrating leadership qualities, communication, safety management and engagement strategies.</p>	<p>UNIT R185.5 – REVIEWING LEADERSHIP PERFORMANCE (Moderated May)</p> <p>Big question: How can reflection improve my coaching and leadership skills?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils use feedback and evidence to evaluate their session and create an improvement plan based on leadership criteria.</p>	<p>UNIT R187.1 – PROVISION FOR OUTDOOR & ADVENTUROUS ACTIVITIES</p> <p>Big question: What types of outdoor activities exist, and how accessible are they to different groups?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils analyse local, national and specialist providers, categorising OAA and understanding their purposes.</p>
R184 – CONTEMPORARY ISSUES IN SPORT					
<p>UNIT R184.1 – USER GROUPS, BARRIERS & SOLUTIONS</p> <p>Big Question: Why do different groups face barriers to sport, and how can they be overcome?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils learn which groups are under represented in sport, what stops them participating, and how barriers can be reduced through targeted programmes and support.</p>	<p>UNIT R184.2 – POPULARITY OF SPORT & EMERGING SPORTS</p> <p>Big Question: What influences how popular sports become in the UK?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils explore why some sports are more popular than others, what influences participation, and why new or emerging sports grow in the UK.</p>	<p>UNIT R184.3 – SPORTING VALUES & INITIATIVES</p> <p>Big Question: How do values shape behaviour and fairness in sport?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils study Olympic/Paralympic values, fair play, etiquette and why good or poor behaviour happens in sport.</p>	<p>UNIT R184.4 – WADA, DOPING & GAME INTEGRITY</p> <p>Big Question: How do governing bodies protect fairness and integrity in sport?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils understand the role of WADA, why athletes use banned substances, and how doping affects fairness and integrity.</p>		



CURRICULUM PLANS

PE YEAR 11 GCSE



SUMMER 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
<p>UNIT 7 – SPORTS PSYCHOLOGY (PART 1)</p> <p>Big question: How do psychological factors influence the way athletes learn, develop, and perform skills?</p> <p>Overview of knowledge, understanding and skills (key concepts): Students study skill classification, goals, information processing, guidance, and feedback. They evaluate how these factors influence learning and performance in sport.</p>	<p>UNIT 8 – SPORTS PSYCHOLOGY (PART 2)</p> <p>Big question: What motivates athletes and how does arousal impact performance?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils explore arousal theories, aggression, personality, motivation, and mental preparation techniques used by athletes to optimise performance.</p>	<p>UNIT 9 – SOCIO-CULTURAL INFLUENCES</p> <p>Big question: Why do some people participate in sport while others face barriers to access and opportunity?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils learn about socio-cultural factors (gender, ethnicity, age, disability, socio-economic group) and the impact of commercialisation, media, sponsorship, and ethical issues such as gamesmanship and deviance.</p>	<p>UNIT 10 – HEALTH, FITNESS & WELLBEING</p> <p>Big question: How does physical activity contribute to a healthy, balanced lifestyle?</p> <p>Overview of knowledge, understanding and skills (key concepts): Covers physical, emotional, and social health; fitness definitions; consequences of a sedentary lifestyle; diet and balanced nutrition; and the impacts of lifestyle choices on performance and wellbeing.</p>	<p>UNIT 11 – NEA COURSEWORK: ANALYSIS & EVALUATION (AEP)</p> <p>Big question: How can I analyse my performance and design an effective training programme based on data?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils complete their AEP coursework: analysing strengths/weaknesses, applying training principles, designing and justifying a training programme, and evaluating its effectiveness.</p>	<p>UNIT 12 – EXAM PREPARATION & RETRIEVAL FOCUS</p> <p>Big question: How can I use prior learning, retrieval strategies and exam technique to maximise my grade?</p> <p>Overview of knowledge, understanding and skills (key concepts): Interleaved revision, exam practice, question breakdown, extended writing development, and targeted reteach sessions.</p>



SUMMER 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
R187 – INCREASING AWARENESS OF OUTDOOR AND ADVENTUROUS ACTIVITIES					
<p>UNIT R187.1 – PROVISION FOR OUTDOOR & ADVENTUROUS ACTIVITIES</p> <p>Big question: What types of outdoor activities exist, and how accessible are they to different groups?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils analyse local, national and specialist providers, categorising OAA and understanding their purposes.</p>	<p>UNIT R187.2 – EQUIPMENT, CLOTHING & SAFETY REQUIREMENTS</p> <p>Big question: How do we participate safely in outdoor and adventurous environments?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils understand safety protocols, correct kit, environmental risks, and how to prepare for OAA activities.</p>	<p>UNIT R187.3 – PLANNING & PARTICIPATING IN OAA ACTIVITIES</p> <p>Big question: How do planning and teamwork contribute to successful outdoor activity performance?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils plan and take part in two OAA activities, applying navigation, teamwork, communication and safety strategies.</p>	<p>UNIT R187.4 – REVIEW PERFORMANCE FROM PARTICIPATING IN OAA ACTIVITIES</p> <p>Big question: What were my strengths and areas for development in my OAA?</p> <p>What are the wider benefits of taking part in a range of OAAs?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils review their own performance and explain the physical, social and mental benefits of taking part in selected OAAs.</p>		
R184 – CONTEMPORARY ISSUES IN SPORT					
<p>UNIT R184.4 – WADA, DOPING & GAME INTEGRITY</p> <p>Big Question: How do governing bodies protect fairness and integrity in sport?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils understand the role of WADA, why athletes use banned substances, and how doping affects fairness and integrity.</p>	<p>UNIT R184.5 – MAJOR SPORTING EVENTS</p> <p>Big Question: What impact do major sporting events have on a nation and its people?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils examine different types of major sporting events and the positive and negative effects they have on host countries and communities.</p>	<p>UNIT R184.6 – ROLE OF NATIONAL GOVERNING BODIES</p> <p>Big Question: How do NGBs influence participation, performance and the structure of sport?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils learn what NGBs do from setting rules to funding, talent pathways, competitions and growing participation.</p>	<p>UNIT R184.7 – TECHNOLOGY IN SPORT</p> <p>Big Question: How is technology shaping modern sporting performance and experiences?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils explore how technology impacts performance, officiating and the spectator experience, including both advantages and disadvantages.</p>	<p>EXAM PREPARATION & RETRIEVAL FOCUS</p> <p>Big Question: How can I use prior learning, retrieval strategies and exam technique to maximise my grade?</p> <p>Overview of knowledge, understanding and skills (key concepts): Interleaved revision, exam practice, question breakdown, extended writing development, and targeted reteach sessions.</p>	