

Subject: PE	Year 7	Year 8	Year 9
Key Knowledge	• Delivery of the core skills in a wide range of activities in a broad and balanced curriculum. • Develop communication skills and decision making through small sided games.	• Introduce pathways to cater for individual needs and ability levels. • Build on knowledge and performance acquired in year 7 by learning to use their skills effectively to outwit opponents. • In aesthetic activities such as gymnastics and dance pupils will further develop their range of performing and compositional skills.	• Consolidate learning from years 7 and 8. • Pupils will focus on developing and implementing attacking and defending strategies and techniques. All games activities involve pupils thinking about how to use skills, strategies and tactics to outwit the opposition. • In aesthetic activities pupils will be able to fully utilise a range of compositional and choreographic skills to independently produce a piece of work.
Progression	• Peer and self-evaluation encouraged.	• Start to develop basic strategies and tactics to outwit opponents. • More emphasis and use of peer and self-evaluation (TRIO) as a means to improve.	• Make links across activities to further develop techniques and tactics in a range of activities.
Challenge	• Leadership opportunities such as officiating and coaching. • Opportunities to lead warm ups/parts of the lesson. • Encourage participation in extra curricular clubs to enable inter-school competition.	• Differentiation by groupings to facilitate greater challenge in competitive situations. • Manipulation of individual tasks and activities. • Encourage participation in extra curricular clubs to enable inter-school competition.	• Use of GCSE criteria and terminology to stretch the more able and link to KS4 exam courses. • Sports leader academy programme. • Focus for the more able should be to develop consistency of performance under competitive pressure whilst maintaining a high level of technical skill. • Encourage participation in extra curricular clubs to enable inter-school competition. •

Skills	• Develop the use and performance of fundamental motor skills, hitting, running, jumping, throwing, catching and striking through a wide range of physical activities. • Importance of 'fairplay', etiquette and resilience encouraged throughout.	• Recap and develop the core skills in each activity to improve performance and consistency. • • Importance of 'fairplay', etiquette and resilience encouraged throughout.	• Reinforcement of core skills acquired in year 7 and 8. • Delivery of advanced skills in accordance with the GCSE NEA (Non-exam assessment) where appropriate. • Importance of 'fairplay', etiquette and resilience encouraged throughout.
Local/Global	• Extensive use of the Springfield campus throughout KS3 to give students the opportunity and awareness of what is available in their local community. • Make students aware of the growing levels of inactivity and the means to combat this by providing them with the skills and a pathway for pursuing physical activity in later life.		
Assessment	Will happen at the end of each activity block (usually at the end of each (new) term.) Assessment will be carried out in accordance with the department assessment policy.	Will happen at the end of each activity block (usually at the end of each (new) term.) Assessment will be carried out in accordance with the department assessment policy.	Will happen at the end of each activity block (usually at the end of each (new) term.) Assessment will be carried out in accordance with the department assessment policy.