Subject PE – Key Stage 3 Curriculum Overview 2022/23

	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	Baseline assessments across the six strands of the National Curriculum	National strand (1) using a range of tactics and strategies to overcome opponents in direct competition and (2) develop their technique and improve their performance in other competitive sports. covered through a variety of sports from (Games-Traditional and modified Individual –Aesthetic (Gymnastics and Dance) Net & Wall - Indoor Individual	National strand (3) Be able to understand the science of physical exercise. National strand (4) Evaluate performances of people in a sporting context. covered through a variety of sports from (Games-Traditional and modified Individual – Aesthetic (Gymnastics and Dance) Net & Wall - Indoor Individual	National strand (4) and (5) To be able to sequence a plan to minimize time and maximise outcome as in orienteering. Covered through a range of sports from (Orienteering Athletics Striking and fielding Health and Fitness Leadership)	National strand (1) To learn how to transfer skills between activities eg. the motor programme of throwing adapted to bowling in rounders and cricket. National strand (2) Understand the transferable skills evident in industry and be able to adapt them to any given situation. Covered through a range of sports from (Orienteering Athletics Striking and fielding Health and Fitness Leadership)	National strand (3) To understand the roles of; organising teams and using strategy to decide how to select the team; learn how to accept winning and losing, National strand (4) To be able to learn and adapt from situations; to motivate people to work towards a goal. Covered through a range of sports from (Orienteering Athletics Striking and fielding Health and Fitness Leadership)
Cross curricular links		Drama- link to the Dance unit- devising from stimulus. RPSE- Healthy active lifestyles -	Music- creating motifs through dance and Gymnastics. Key words cross over Counting in, in time (1, 2, 3, 4) Use of the word 'tempo' to describe how fast or slow the music is		RPSE- Healthy lifestyles.	PHSE- Mental health and well-being.

			Use of BPM in dance and music Retrograde Inversion			
Year 8	National strand (1) Ability to apply accuracy and precision to passes/shots to outwit their opponent. National strand (2) Look at the scientific reasons for taking part in sport and the role of a Fitness trainer. Covered through a range of sports from Games-Traditional and modified Individual –Aesthetic (Gymnastics and Dance) Net & Wall - Indoor Individual - H & F	National strand (3) Create and develop the confidence to implement routines that have movements that can be performed with control and fluency. National strand (4) Communicate effectively with people in the role as coach, umpire and official Covered through a range of sports from Games-Traditional and modified Individual –Aesthetic (Gymnastics and Dance) Net & Wall - Indoor Individual - H & F	National strand (5) To be able to select and describe the appropriate fitness movement for maximum performance. National strand (6) To understand the protocol of using a fitness gym and be able to take that understanding into a private gym	National strand (1 and 2) Transfer of skills – summer games require the knowledge and understanding of how to transfer the skills of throwing and jumping to achieve an effective outcome with accuracy. Covered through a range of sports from Orienteering Athletics Striking and fielding Health and Fitness Leadership.		National strand (3) and (4) Be able to organise groups of people into effective teams and discuss potential strategies to achieve an outcome.
Cross curricular links	Drama- link to the Dance unit- devising from stimulus. RPSE- Healthy active lifestyles -	Music- creating motifs through dance and Gymnastics.		RPSE- healthy lifestyles.		PHSE- mental health and wellbeing.

Year 9	Strand (1) and (2) Be able to analyse data improve sports performance – coach to an elite performer.	National strand (3) and (4) To develop the use of core gymnastic skills in combination with other link movements while incorporating various apparatus. To demonstrate control, creativity and aesthetics into flight based sequences. To develop an ability to evaluate and assess movements and sequences to produced refined outcomes.	National strand (5) and (6) To further develop specific fitness based skills in a range of different contexts. To evaluate and refine movements to produce a more effective performance. To understand the broad range of training methods and different outcomes. To develop knowledge of the immediate effects of exercise and reasoning for these bodily responses	National strand (1) and (2) To develop communication and teamwork skills in a variety of different challenges. To further develop the ability to respond effectively to problem solving tasks and physical challenges. To stimulate a mental challenge using learning and thinking skills throughout.	National strand (3) and (4) To allow students to accurately replicate techniques across a range of disciplines. To develop a detailed understanding of fitness and its effect on performance. To allow planning and preparation prior to competing in a range of athletic events.	National strand (3) and (4) Students will be able to challenge what has been learnt in a competitive environment, through the completion of the Level 2 Sports Leadership award and through Sport Education unit.
Cross curricular links	Drama- link to the Dance unit- devising from stimulus. RPSE- Healthy active lifestyles -	Music- creating motifs through dance and Gymnastics. Key words cross over Counting in, in time (1, 2, 3, 4) Use of the word 'tempo' to describe how fast or slow the music is Use of BPM in dance and music Retrograde Inversion	Science- Year 7 and 8 skeletal and muscular system.	RPSE- Healthy lifestyles.	PHSE- Mental health and well-being.	