

**Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

## Subject PE 2 *Subjects/Lessons weekly* 9E - Explorer Curriculum –

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
Mastery and Independence	<p><u>Topic:</u></p> <p>Football, Rugby</p> <p><u>Suggested Key Questions:</u></p> <ul style="list-style-type: none"> <li>- What makes a good team?</li> <li>- What tactics can we use?</li> <li>- How can we support each other?</li> </ul> <p><u>Key Skills and Knowledge:</u></p> <p><b>Football:</b> Using space effectively in matches.</p> <p><b>Rugby:</b> Linking passes, evaluating competition formats.</p>	<p><u>Topic:</u></p> <p>Basketball, Hockey</p> <p><u>Suggested Key Questions:</u></p> <ul style="list-style-type: none"> <li>- How do we stay in control?</li> <li>- What is a successful attack?</li> <li>- What is good defence?</li> </ul> <p><u>Key Skills and Knowledge:</u></p> <p><b>Basketball:</b> Zone defence, fast breaks, shooting under pressure, leading a warm-up.</p> <p><b>Hockey:</b> Intercepting, tracking movement, using width, team roles. Leadership and strategy development.</p>	<p><u>Topic:</u></p> <p>Table tennis, Badminton, Gymnastics</p> <p><u>Suggested Key Questions:</u></p> <ul style="list-style-type: none"> <li>- What does fitness mean?</li> <li>- How does training help us?</li> <li>- What is your heart rate?</li> </ul> <p><u>Key Skills and Knowledge:</u></p> <p><b>HRF:</b> RPE scale use, personal fitness log, benefits of aerobic and strength training, HIIT circuits.</p> <p><b>Handball:</b> Movement in defence, jump shot intro, team shape, positional play. Emphasise personal targets and self-reflection.</p>	<p><u>Topic:</u></p> <p>Handball, Health related fitness</p> <p><u>Suggested Key Questions:</u></p> <ul style="list-style-type: none"> <li>- What makes a good routine?</li> <li>- Can you lead a warm-up?</li> <li>- How do we perform confidently?</li> </ul> <p><u>Key Skills and Knowledge:</u></p> <p>Full routines with balances, rolls and apparatus, group sequence creation, peer feedback. Emphasis on independence and presentation.</p>	<p><u>Topic:</u></p> <p>Cricket, Tennis</p> <p><u>Suggested Key Questions:</u></p> <ul style="list-style-type: none"> <li>- How can we improve our scores?</li> <li>- What events do you enjoy?</li> <li>- What does personal best mean?</li> </ul> <p><u>Key Skills and Knowledge:</u></p> <p>Sprint (timed), 200m pacing, standing long jump, javelin with control, relay with handover zones. Focus on setting goals and reviewing progress.</p>	<p><u>Topic:</u></p> <p>Athletics, Fielding and striking</p> <p><u>Suggested Key Questions:</u></p> <ul style="list-style-type: none"> <li>- What skills do you need in a game?</li> <li>- What's your role in a team?</li> <li>- How can we support each other?</li> </ul> <p><u>Key Skills and Knowledge:</u></p> <p><b>Rounders:</b> Bowling with accuracy, tactical fielding, scoring strategies, team communication.</p> <p><b>Tennis:</b> Rallying with consistency, scoring a set, net play, adapting tactics. Final focus on autonomy, fair play and peer coaching.</p>

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<b>Links to Gatsby Benchmarks:</b>	3: Pupils encouraged to lead warm-ups. 4: Link teamwork and communication to sports coaching. 5: Invite from a SEN football club (e.g., PAN disability league).	3: Increased use of peer feedback and communication boards. 4: Highlight roles like first aiders, referees, game organisers. 6: Pupils to organise a mini tournament or festival.	3: Monitor own HR using adapted Paces (start, lay, rest) and self-assessment symbols. 4: Link to personal trainer, gym coach to perform fitness tests. 5: Meet a gym coach in school to record routines to reflect on and show to others.	3: Personal best charts and self-assessment symbols. 4: Explore sports officiating and coaching at events. 5/6: Invite ex-pupil now in college sports course to speak.	3: Increased independence in roles and teaching roles (scorer, umpire, captain). 4: Talk about seasonal jobs in sports camps. 5: Run a sports day and invite visitors to act as event officials.
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### Progression Map: Skills and Knowledge (Years 7–9)

Strand / Domain	Year 7 Foundation	Year 8 Development	Year 9 Mastery and Independence
<b>Locomotor Skills</b> (Running, Jumping)	<ul style="list-style-type: none"> <li>- Explore basic movement patterns</li> <li>- Walk, jog, sprint in short bursts</li> <li>- Standing long jump intro</li> </ul>	<ul style="list-style-type: none"> <li>- Pacing and sprint technique</li> <li>- Running over varied distances (e.g. 60m, 100m)</li> <li>- Jumping with control (vertical and horizontal)</li> </ul>	<ul style="list-style-type: none"> <li>- Sprint start and transitions</li> <li>- Combine movement in sequences</li> <li>- Record personal bests and refine technique</li> </ul>
<b>Object Control</b> (Throwing, Catching, Striking)	<ul style="list-style-type: none"> <li>- Catch and throw large/small objects</li> <li>- Use of underarm throw in games</li> <li>- Hit a stationary ball (e.g., off a tee)</li> </ul>	<ul style="list-style-type: none"> <li>- Develop catching accuracy in small games</li> <li>- Overarm and underarm throw with target</li> <li>- Striking with bat/racket with direction</li> </ul>	<ul style="list-style-type: none"> <li>- Strike with intent and control</li> <li>- Throw for distance and accuracy</li> <li>- Consistent catching in gameplay</li> </ul>
<b>Ball Skills</b> (Passing, Dribbling, Ball Control)	<ul style="list-style-type: none"> <li>- Basic passing (chest, bounce)</li> <li>- Stationary dribbling (feet/hands)</li> <li>- Basic control with foot/stick</li> </ul>	<ul style="list-style-type: none"> <li>- Move while dribbling (both hands/feet)</li> <li>- Pass under pressure</li> <li>- Trap/control incoming ball</li> </ul>	<ul style="list-style-type: none"> <li>- Use of tactics in passing</li> <li>- Maintain control while changing direction</li> <li>- Combine dribbling and passing in games</li> </ul>
<b>Spatial Awareness</b>	<ul style="list-style-type: none"> <li>- Stay in set zones</li> <li>- Recognise teammate/opponent positions</li> <li>- Understand safe movement</li> </ul>	<ul style="list-style-type: none"> <li>- Move into space to receive ball</li> <li>- Begin to mark opponents</li> <li>- Use width in team games</li> </ul>	<ul style="list-style-type: none"> <li>- Create space with movement</li> <li>- Cover space defensively</li> <li>- Direct others into space</li> </ul>
<b>Game Understanding</b> (Tactics, Rules)	<ul style="list-style-type: none"> <li>- Follow 1–2 step rules</li> <li>- Learn what attack/defence mean</li> <li>- Begin to take turns</li> </ul>	<ul style="list-style-type: none"> <li>- Understand simple tactics (e.g. finding space, keeping possession)</li> <li>- Apply more rules independently</li> </ul>	<ul style="list-style-type: none"> <li>- Choose appropriate tactics (e.g. press/hold in defence)</li> <li>- Lead warm-ups or explain rules</li> <li>- Apply strategies during game play</li> </ul>
<b>Teamwork and Communication</b>	<ul style="list-style-type: none"> <li>- Take part in team games with support</li> <li>- Follow group cues and visual instructions</li> <li>- Use simple phrases to interact (e.g. "pass", "my turn")</li> </ul>	<ul style="list-style-type: none"> <li>- Use agreed signals or Makaton for passing/defence</li> <li>- Share simple responsibilities (e.g. bib monitor)</li> <li>- Begin to resolve minor disagreements</li> </ul>	<ul style="list-style-type: none"> <li>- Lead a partner/small group</li> <li>- Communicate clearly in a team setting</li> <li>- Offer encouragement or direction to peers</li> </ul>
<b>Fitness and Health Awareness</b>	<ul style="list-style-type: none"> <li>- Know when body feels tired or sweaty</li> <li>- Take part in warm-up routines</li> <li>- Recognise stretching</li> </ul>	<ul style="list-style-type: none"> <li>- Identify heart rate increase</li> <li>- Learn how exercise affects the body (sweating, breathing)</li> <li>- Understand why fitness is important</li> </ul>	<ul style="list-style-type: none"> <li>- Use RPE scale to self-assess</li> <li>- Name fitness components (e.g. strength, stamina)</li> <li>- Reflect on personal progress and effort</li> </ul>
<b>Gymnastics / Body Control</b>	<ul style="list-style-type: none"> <li>- Create body shapes on floor</li> <li>- Basic balances alone</li> <li>- Simple rolling (log, pencil)</li> </ul>	<ul style="list-style-type: none"> <li>- Balances with partner</li> <li>- Combine movement and shape in sequences</li> <li>- Use low-level apparatus</li> </ul>	<ul style="list-style-type: none"> <li>- Full sequence with multiple movements</li> <li>- Refine technique with peer/teacher feedback</li> <li>- Perform confidently to peers</li> </ul>
<b>Athletics Events</b>	<ul style="list-style-type: none"> <li>- Try a range of events (run, jump, throw)</li> <li>- Use basic techniques for each</li> <li>- Understand take-off, run-up</li> </ul>	<ul style="list-style-type: none"> <li>- Apply rules of each event (e.g. no stepping on take-off board)</li> <li>- Measure distance/time</li> </ul>	<ul style="list-style-type: none"> <li>- Improve scores with refined techniques</li> <li>- Record and analyse own performance</li> <li>- Lead/support others in events</li> </ul>

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<b>Striking &amp; Fielding Games</b>	<ul style="list-style-type: none"> <li>- Hit a ball off tee</li> <li>- Understand positions (batter, fielder)</li> <li>- Know when to run</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to compete against self</li> <li>- Bowl underarm with some control</li> <li>- Anticipate where to throw the ball</li> <li>- Catch under pressure</li> </ul>	<ul style="list-style-type: none"> <li>- Tactical positioning (e.g. backing up)</li> <li>- Hit into space to score</li> <li>- Take on leadership in small-sided games</li> </ul>
<b>Reflection &amp; Self-Evaluation</b>	<ul style="list-style-type: none"> <li>- Say what they enjoyed or found hard</li> <li>- Recognise when they improved</li> <li>- Use thumbs up/down or symbols</li> </ul>	<ul style="list-style-type: none"> <li>- Identify strengths with support</li> <li>- Begin to use visual scales (1–5, emoji faces) for effort</li> <li>- Talk about what to improve next time</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect using structured sentence starters</li> <li>- Record personal bests</li> <li>- Offer feedback to others constructively</li> </ul>

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