

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

8N - Navigator Curriculum – Subject PE 2 Subjects/Lessons weekly

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
Developing Skills and Tactics	<p>Topic:</p> <p>Football, Rugby</p> <p>Suggested Key Questions:</p> <p>What is your role? What happens when we lose the ball?</p> <p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> 🏃 Develop short passing accuracy under pressure. 🏃 Use space to receive a pass. 🏃 In rugby: develop pop pass while moving. 🧠 Understand attacking vs. defending roles. 👥 Small group games: work as team of 3–4 with roles. 	<p>Topic:</p> <p>Basketball, Hockey</p> <p>Suggested Key Questions:</p> <p>How do we win back the ball? What is a tactic?</p> <p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> 🏃 Set shot and lay-up (from close range). 🏃 In hockey: intro to slap pass, using side of stick. 🧠 Understand “defend the goal” zone concepts. 🧠 Learn to follow multiple rules in gameplay. 👥 Respect game roles: timekeeper, scorer. 	<p>Topic:</p> <p>Table tennis, Badminton, Gymnastics</p> <p>Suggested Key Questions:</p> <p>What does a rally mean? How do you win a point?</p> <p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> 🏃 Perform flick serve and underarm clear in badminton. 🏃 Forehand and backhand alternation in table tennis. 🧠 Understand scoring to 11 in table tennis. 👥 Begin rallying in pairs with a 5-shot target. 	<p>Topic:</p> <p>Handball, Health related fitness</p> <p>Suggested Key Questions:</p> <p>How do we work as a pair? What does a routine need?</p> <p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> 🏃 Hold balances with a partner: back-to-back, mirror shapes. 🏃 Travel using apparatus (e.g., benches). 🧠 Sequence of 3–4 linked movements (e.g., roll-balance-travel). 👥 Perform and describe a partner’s work. 	<p>Topic:</p> <p>Cricket, Tennis</p> <p>Suggested Key Questions:</p> <p>What helps us run faster or throw further?</p> <p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> 🏃 Refine sprint starts and 60m pacing. 🏃 Use foam or vortex javelin with run-up. 🏃 Standing long jump with arm coordination. 🧠 Compare performance to previous attempts. 👥 Share roles: runner, measurer, timer. 	<p>Topic:</p> <p>Athletics, Fielding and striking</p> <p>Suggested Key Questions:</p> <p>Where should you aim? When do you run or stay?</p> <p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> 🏃 Bowl underarm with control. 🏃 Bat using a flat bat (roll bat). 🧠 Know fielding positions. 👥 Use simple communication.

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

Links to Gatsby Benchmark s:	3: Visual cue cards for rules and roles. 4: Explore how referees or football stewards support games. 5: Invite a football development officer to share their job.	3: Encourage peer modelling and pair work. 4: Link strategic play to coaching and leadership roles. 6: Visit to school sports tournament or local youth club.	3: Provide racket choices based on grip strength/sensory need. 4: Highlight careers in recreation therapy. 5: Video call with inclusive sports coach.	3: Scaffold routines step-by-step with social setting tags. 4: Link sequences to cheerleading or officiating to begin. 5: Observe a KS4 student-led practice starting up an event.	3: Provide adapted equipment (e.g., lighter balls). 4: Discuss teamwork in leisure park activities. 5: Virtual tour of a cricket ground and different roles.
-------------------------------------	---	---	---	--	--

PE Progression Map: Skills & Knowledge (Years 7–9)

Strand	Year 7: Foundation	Year 8: Development	Year 9: Mastery & Independence
Locomotor & Agility (Running, jumping, travelling)	<ul style="list-style-type: none"> - Basic running and walking in different directions - Standing long jump technique - Travelling in straight lines, zig-zags 	<ul style="list-style-type: none"> - Sprint starts, changes of speed and direction - Introduce pacing over distances (60–100m) - Introduce short obstacle agility circuits 	<ul style="list-style-type: none"> - Confident pacing and sprinting in races - Improved long jump with arm/leg coordination - Incorporate agility in game scenarios
Object Control (Throwing, catching, striking)	<ul style="list-style-type: none"> - Basic catching with two hands - Underarm throwing to target - Hit a stationary ball from tee or drop 	<ul style="list-style-type: none"> - Catching moving balls with increasing consistency - Overarm throws with aim and power - Controlled batting (directional hitting) 	<ul style="list-style-type: none"> - Fielding under pressure in games - Throw for accuracy and distance - Select appropriate striking techniques in different games
Ball Skills (Dribbling, passing, shooting)	<ul style="list-style-type: none"> - Dribble a ball in straight line (foot/hand/stick) - Short passes to partner - Begin to shoot towards target 	<ul style="list-style-type: none"> - Dribble and pass while moving - Pass accurately under mild pressure - Shoot with appropriate technique (e.g., lay-up, side foot) 	<ul style="list-style-type: none"> - Dribble and evade in game scenarios - Choose type of pass (e.g., chest, bounce, push) - Shoot under defensive pressure with accuracy
Tactics & Gameplay Understanding	<ul style="list-style-type: none"> - Understand basic roles (attacker, defender) - Learn turn-taking and sharing in games - Understand simple rules 	<ul style="list-style-type: none"> - Begin to apply tactics (e.g., use space, mark opponents) - Follow multi-step rules - Understand scoring systems 	<ul style="list-style-type: none"> - Apply attacking and defending strategies - Adjust tactics based on gameplay - Demonstrate knowledge of multiple game formats
Fitness & Health Knowledge	<ul style="list-style-type: none"> - Recognise physical changes after exercise (e.g., heart rate, sweat) - Join in warm-ups and cool-downs 	<ul style="list-style-type: none"> - Understand reasons for warming up and stretching - Begin to identify different types of fitness (speed, strength, stamina) 	<ul style="list-style-type: none"> - Monitor effort using RPE scale or HR - Recognise how different training impacts the body - Reflect on fitness improvements over time
Gymnastics / Movement	<ul style="list-style-type: none"> - Perform basic balances and body shapes - Complete simple rolls (log, pencil) - Sequence 2–3 movements 	<ul style="list-style-type: none"> - Perform pair/group balances - Travel and balance on low equipment - Link movements in 3–4 part sequences 	<ul style="list-style-type: none"> - Design and perform a group routine with apparatus - Use feedback to improve technique - Perform with control and fluency
Striking & Fielding Games	<ul style="list-style-type: none"> - Hit a ball from a tee - Basic catching and throwing - Understand fielding roles 	<ul style="list-style-type: none"> - Strike with intent and run bases/posts - Field with awareness of team roles - Bowl underarm to target 	<ul style="list-style-type: none"> - Use game tactics (e.g., aim to space, back up fielder) - Bowl or bat with control under game conditions - Work cooperatively in match play
Athletics	<ul style="list-style-type: none"> - Sprint short distances with effort - Standing long jump intro 	<ul style="list-style-type: none"> - Sprint with better technique and pacing - Shot putt or javelin with control 	<ul style="list-style-type: none"> - Time, record, and improve results - Select appropriate technique for each

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

Strand	Year 7: Foundation	Year 8: Development	Year 9: Mastery & Independence
	- Foam javelin or bean bag throwing	- Relay with baton handovers	event - Compete and support others in measured events
Net & Wall Games	- Understand basic rallying (table tennis, badminton) - Serve with support	- Return serves with control - Begin short rallies with consistency	- Play point-based games with serve/return - Use positioning and aim tactically
Communication & Teamwork	- Follow visual/verbal cues - Basic turn-taking and peer interaction	- Cooperate with team roles (passer, marker, captain) - Use short phrases or signals to communicate	- Lead warm-ups or drills - Resolve game situations through discussion - Provide and receive peer feedback respectfully
Reflection & Evaluation	- Say what was fun or hard - Use symbols or sentence starters to self-assess	- Describe progress using “I improved at...” - Begin setting targets (e.g., “I will pass quicker”)	- Reflect on strengths and areas for growth - Use checklists or simple rubrics to evaluate performance