

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

## 8V - Venture 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><b>Topic:</b></p> <p>Football, Rugby</p> <p><b>Suggested Key Questions:</b></p> <p>What is your role? What happens when we lose the ball?</p> <p><b>Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>🏃 Develop short passing accuracy under pressure.</li> <li>🏃 Use space to receive a pass.</li> <li>🏃 In rugby: develop pop pass while moving.</li> <li>🧠 Understand attacking vs. defending roles.</li> <li>👥 Small group games: work as team of 3–4 with roles.</li> </ul>	<p><b>Topic:</b></p> <p>Basketball, Hockey</p> <p><b>Suggested Key Questions:</b></p> <p>How do we win back the ball? What is a tactic?</p> <p><b>Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>🏃 Set shot and lay-up (from close range).</li> <li>🏃 In hockey: intro to slap pass, using side of stick.</li> <li>🧠 Understand “defend the goal” zone concepts.</li> <li>🧠 Learn to follow multiple rules in gameplay.</li> <li>👥 Respect game roles: timekeeper, scorer.</li> </ul>	<p><b>Topic:</b></p> <p>Table tennis, Badminton, Gymnastics</p> <p><b>Suggested Key Questions:</b></p> <p>What does a rally mean? How do you win a point?</p> <p><b>Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>🏃 Perform flick serve and underarm clear in badminton.</li> <li>🏃 Forehand and backhand alternation in table tennis.</li> <li>🧠 Understand scoring to 11 in table tennis.</li> <li>👥 Begin rallying in pairs with a 5-shot target.</li> </ul>	<p><b>Topic:</b></p> <p>Handball, Health related fitness</p> <p><b>Suggested Key Questions:</b></p> <p>How do we work as a pair? What does a routine need?</p> <p><b>Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>🏃 Hold balances with a partner: back-to-back, mirror shapes.</li> <li>🏃 Travel using apparatus (e.g., benches).</li> <li>🧠 Sequence of 3–4 linked movements (e.g., roll-balance-travel).</li> <li>👥 Perform and describe a partner's work.</li> </ul>	<p><b>Topic:</b></p> <p>Cricket, Tennis</p> <p><b>Suggested Key Questions:</b></p> <p>What helps us run faster or throw further?</p> <p><b>Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>🏃 Refine sprint starts and 60m pacing.</li> <li>🏃 Use foam or vortex javelin with run-up.</li> <li>🏃 Standing long jump with arm coordination.</li> <li>🧠 Compare performance to previous attempts.</li> <li>👥 Share roles: runner, measurer, timer.</li> </ul>	<p><b>Topic:</b></p> <p>Athletics, Fielding and striking</p> <p><b>Suggested Key Questions:</b></p> <p>Where should you aim? When do you run or stay?</p> <p><b>Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>🏃 Bowl underarm with control.</li> <li>🏃 Bat using a flat bat (rhythm).</li> <li>🧠 Know fielding positions.</li> <li>👥 Use simple communication.</li> </ul>

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<b>Links to Gatsby Benchmarks:</b>	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 personalised targets. 4: Link sequences to cheerleading dance official in the event. 5: Observe a KS4 student-led gymnastics setting.	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.
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### PE Progression Map: Skills & Knowledge (Years 7–9)

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

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<b>Strand</b>	<b>Year 7: Foundation</b>	<b>Year 8: Development</b>	<b>Year 9: Mastery &amp; Independence</b>
	- Foam javelin or bean bag throwing	- Relay with baton handovers	event - Compete and support others in measured events
<b>Net &amp; Wall Games</b>	- 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
<b>Communication &amp; Teamwork</b>	- 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
<b>Reflection &amp; Evaluation</b>	- 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

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