

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

9N - 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
Mastery and Independence	<p>Topic:</p> <p>How can we score more goals? How do you support a teammate?</p> <p>Suggested Key Questions:</p> <ul style="list-style-type: none"> - What makes a good team? - What tactics can we use? - How can we support each other? <p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> 🏃 Combine dribbling and defensive tracking 🏃 In rugby: support runs 🧠 Choose and apply skills 👏 Lead warm-ups or cool-downs 	<p>Topic:</p> <p>Basketball, Hockey</p> <p>Suggested Key Questions:</p> <p>What makes a successful team? What are your strengths in this sport?</p> <p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> 🏃 Combine fast breaks, rebound shots in basketball. 🏒 In hockey: attack in triangles, intercept passes. 🧠 Know basic game formations (e.g., 2-2, 3-1). 👏 Officiate and coach peers in friendly matches. 	<p>Topic:</p> <p>Table tennis, Badminton, Gymnastics</p> <p>Suggested Key Questions:</p> <p>Why is fitness important? How do we build stamina?</p> <p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> 🏃 Complete short fitness circuits with technique (e.g., squats, skipping, lunges). 🏐 In handball: shoot while jumping, work in 2–3 passes. 🧠 Record heart rate and RPE scale pre/post session. 👏 Lead a partner through circuit activities. 	<p>Topic:</p> <p>Handball, Health related fitness</p> <p>Suggested Key Questions:</p> <p>How can you improve your performance? What makes a routine exciting?</p> <p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> 🏃 Design and perform a group sequence (5+ movements). 🏐 Transition between floor and apparatus smoothly. 🧠 Use criteria to assess self and others. 👏 Take turns giving peer feedback and suggestions. 	<p>Topic:</p> <p>Cricket, Tennis</p> <p>Suggested Key Questions:</p> <p>Can you beat your PB? What role could you take in an event?</p> <p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> 🏃 Sprint with focus on drive and finish. 🏏 Use full run-up in javelin. 🏏 Measure and compare distances/times over weeks. 🧠 Identify personal strengths (e.g., throwing vs. running). 👏 Support a peer by giving instructions or timing. 	<p>Topic:</p> <p>Athletics, Fielding and striking</p> <p>Suggested Key Questions:</p> <p>How do you choose the best shot? What is your role in the game?</p> <p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> 🏃 Play forehand and backhand rallies, basic volleying. 🏏 Bat with intention: find gaps in field. 🧠 Understand scoring system in tennis and rounders. 👏 Act as umpire or coach in mini tournament.

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Links to Gatsby Benchmarks :	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 scales (entirety of pupils) 4: Link to personal trainer, gym in school or performance assistance 5: Meet a gym coach in school or Read 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 (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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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

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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"> - Perform with control and fluency - 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 - Foam javelin or bean bag throwing 	<ul style="list-style-type: none"> - Sprint with better technique and pacing - Shot putt or javelin with control - Relay with baton handovers 	<ul style="list-style-type: none"> - Time, record, and improve results - Select appropriate technique for each event - Compete and support others in measured events
Net & Wall Games	<ul style="list-style-type: none"> - Understand basic rallying (table tennis, badminton) - Serve with support 	<ul style="list-style-type: none"> - Return serves with control - Begin short rallies with consistency 	<ul style="list-style-type: none"> - Play point-based games with serve/return - Use positioning and aim tactically
Communication & Teamwork	<ul style="list-style-type: none"> - Follow visual/verbal cues - Basic turn-taking and peer interaction 	<ul style="list-style-type: none"> - Cooperate with team roles (passer, marker, captain) - Use short phrases or signals to communicate 	<ul style="list-style-type: none"> - Lead warm-ups or drills - Resolve game situations through discussion - Provide and receive peer feedback respectfully
Reflection & Evaluation	<ul style="list-style-type: none"> - Say what was fun or hard - Use symbols or sentence starters to self-assess 	<ul style="list-style-type: none"> - Describe progress using "I improved at..." - Begin setting targets (e.g., "I will pass quicker") 	<ul style="list-style-type: none"> - Reflect on strengths and areas for growth - Use checklists or simple rubrics to evaluate performance

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Progression Map: Skills and Knowledge (Years 7–9)

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

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	- Understand take-off, run-up	- Measure distance/time - Begin to compete against self	- Lead/support others in events
Striking & Fielding Games	- Hit a ball off tee - Understand positions (batter, fielder) - Know when to run	- Bowl underarm with some control - Anticipate where to throw the ball - Catch under pressure	- Tactical positioning (e.g. backing up) - Hit into space to score - Take on leadership in small-sided games
Reflection & Self-Evaluation	- Say what they enjoyed or found hard - Recognise when they improved - Use thumbs up/down or symbols	- Identify strengths with support - Begin to use visual scales (1–5, emoji faces) for effort - Talk about what to improve next time	- Reflect using structured sentence starters - Record personal bests - Offer feedback to others constructively