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	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
Developing Skills and Tactics	**Topic:** Football, Rugby **Suggested Key Questions:** What is your role? What happens when we lose the ball? **Key Skills and Knowledge:** ⛹ 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.	**Topic:** Basketball, Hockey **Suggested Key Questions:** How do we win back the ball? What is a tactic? **Key Skills and Knowledge:** ⛹ 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.	**Topic:** Table tennis, Badminton, Gymnastics **Suggested Key Questions:** What does a rally mean? How do you win a point? **Key Skills and Knowledge:** ⛹ 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.	**Topic:** Handball, Health related fitness **Suggested Key Questions:** How do we work as a pair? What does a routine need? **Key Skills and Knowledge:** ⛹ 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.	**Topic:** Cricket, Tennis **Suggested Key Questions:** What helps us run faster or throw further? **Key Skills and Knowledge:** ⛹ 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.	**Topic:** Athletics, Fielding and striking **Suggested Key Questions:** Where should you aim? When do you run or stay? **Key Skills and Knowledge:** ⛹ Bowl underarm with c ⛹ Bat using a flat bat (ro 🧠 Know fielding position 🤝 Use simple communic

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Links to Gatsby Benchmarks:	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 visual cards. 4: Link sequences to cheerleading or dance routines. 5: Observe a KS4 student-led gymnastics routine.	3: Use personalised targets and visual progress charts. 4: Introduce officiating roles at local events. 6: Practise setting up an event with measuring tape and cones.	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)	- Basic running and walking in different directions - Standing long jump technique - Travelling in straight lines, zig-zags	- Sprint starts, changes of speed and direction - Introduce pacing over distances (60–100m) - Introduce short obstacle agility circuits	- Confident pacing and sprinting in races - Improved long jump with arm/leg coordination - Incorporate agility in game scenarios
Object Control (Throwing, catching, striking)	- Basic catching with two hands - Underarm throwing to target - Hit a stationary ball from tee or drop	- Catching moving balls with increasing consistency - Overarm throws with aim and power - Controlled batting (directional hitting)	- Fielding under pressure in games - Throw for accuracy and distance - Select appropriate striking techniques in different games
Ball Skills (Dribbling, passing, shooting)	- Dribble a ball in straight line (foot/hand/stick) - Short passes to partner - Begin to shoot towards target	- Dribble and pass while moving - Pass accurately under mild pressure - Shoot with appropriate technique (e.g., lay-up, side foot)	- Dribble and evade in game scenarios - Choose type of pass (e.g., chest, bounce, push) - Shoot under defensive pressure with accuracy
Tactics & Gameplay Understanding	- Understand basic roles (attacker, defender) - Learn turn-taking and sharing in games - Understand simple rules	- Begin to apply tactics (e.g., use space, mark opponents) - Follow multi-step rules - Understand scoring systems	- Apply attacking and defending strategies - Adjust tactics based on gameplay - Demonstrate knowledge of multiple game formats
Fitness & Health Knowledge	- Recognise physical changes after exercise (e.g., heart rate, sweat) - Join in warm-ups and cool-downs	- Understand reasons for warming up and stretching - Begin to identify different types of fitness (speed, strength, stamina)	- Monitor effort using RPE scale or HR - Recognise how different training impacts the body - Reflect on fitness improvements over time
Gymnastics / Movement	- Perform basic balances and body shapes - Complete simple rolls (log, pencil) - Sequence 2–3 movements	- Perform pair/group balances - Travel and balance on low equipment - Link movements in 3–4 part sequences	- Design and perform a group routine with apparatus - Use feedback to improve technique - Perform with control and fluency
Striking & Fielding Games	- Hit a ball from a tee - Basic catching and throwing - Understand fielding roles	- Strike with intent and run bases/posts - Field with awareness of team roles - Bowl underarm to target	- 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	- Sprint short distances with effort - Standing long jump intro	- Sprint with better technique and pacing - Shot putt or javelin with control	- Time, record, and improve results - Select appropriate technique for each

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	- 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