



PE Long Term Plan – PE 2025/26

Vision: Our aim is to provide a broad, engaging and inclusive curriculum that fosters a love of sport, physical activity and being healthy and active, regardless of sporting ability. We hope that this will continue after students have left school. On 6 activities, we want to develop a deeper knowledge and understanding. In these activities we will spend double the amount of time than we have in previous years. These activities combine Invasion games, Net/Wall, Gymnastics/Dance (Girls), Striking and Fielding and Fitness/Athletics events to give our breadth, balance and variety.

We aim to give knowledge and understanding of skills, tactics, rules of each sporting activity, but more importantly, develop leadership, communication, trust, friendship and cultural cohesion in our students.

	HT1		HT2		HT3		HT4		HT5		HT6		Threshold concepts
Year 7	<u>Boys</u> Football	<u>Girls</u> Netball	<u>Boys</u> Badminton and Table Tennis	<u>Girls</u> Gymnastics	<u>Boys</u> Volleyball and HPEX	<u>Girls</u> Badminton and Table Tennis	<u>Boys</u> Basketball and Handball	<u>Girls</u> Dance	<u>Boys</u> Dance	<u>Girls</u> Athletics Rounders	<u>Boys</u> Athletics Rugby Cricket	<u>Girls</u> Rounders Football	<u>Year 7 - Establishing</u> Cognitive: Understanding the basic rules and principles of the activities Physical: Understanding the basic skills and knowledge of how to perform them in a range of activities Wellbeing and Personal Development: Understanding fair play, social benefits of working in a team, importance of a warm up and the benefits of PE to wider physical and mental health.
Year 8	<u>Boys</u> Football	<u>Girls</u> Netball	<u>Boys</u> Badminton Table Tennis Touch Tennis	<u>Girls</u> Gymnastics	<u>Boys</u> Volleyball and HPEX	<u>Girls</u> Badminton Table Tennis Touch Tennis	<u>Boys</u> Basketball and Handball	<u>Girls</u> Dance	<u>Boys</u> OAA	<u>Girls</u> Athletics Rounders	<u>Boys</u> Athletics Rugby Cricket	<u>Girls</u> Rounders OAA	<u>Year 8 - Developing</u> Cognitive: Understanding and applying basic and more complex rules, tactics and strategies of the activities. Physical: Understanding and applying basic and more complex skills and knowledge of how to perform them in a range of activities Wellbeing and Personal Development: Understanding and applying knowledge of sportsmanship, fair play, social benefits of working in a team, importance of a warm up and the benefits of PE to wider physical and mental health.
Year 9	<u>Boys</u> Football	<u>Girls</u> Netball	<u>Boys</u> Badminton and Table Tennis	<u>Girls</u> Gymnastics	<u>Boys</u> Volleyball and HPEX	<u>Girls</u> Badminton and Table Tennis	<u>Boys</u> Basketball and Handball	<u>Girls</u> Dance	<u>Boys</u> Rugby	<u>Girls</u> Rounders Athletics	<u>Boys</u> Athletics Cricket	<u>Girls</u> Handball Basketball	<u>Year 9 - Embedding</u> Cognitive: Understanding, applying rules, tactics and strategies to gain an advantage Physical: Understanding and applying advanced skills and



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													<p>knowledge of how to perform them in a range of activities</p> <p>Wellbeing and Personal Development: Understanding, applying and modelling sportsmanship, fair play, social benefits of working in and leading a team, importance of and leading warm ups and cool downs and the benefits of PE to wider physical, mental health and self esteem</p>
Year 10	<p><u>Boys</u></p> <p>Football</p> <p>Basketball</p> <p>Badminton</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Girls</u></p> <p>Netball</p> <p>Uni Hoc</p> <p>Fitness</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Boys</u></p> <p>Table Tennis</p> <p>Volleyball</p> <p>Football</p> <p>Fitness</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Girls</u></p> <p>Tramp</p> <p>Indoor Football</p> <p>Badminton</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Boys</u></p> <p>Badminton</p> <p>Volleyball</p> <p>Handball</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Girls</u></p> <p>Invasion Games</p> <p>Health & fitness</p> <p>Table Tennis</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p> <p>Routines</p> <p>Different styles of dance</p>	<p><u>Boys</u></p> <p>Volleyball</p> <p>Football</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Girls</u></p> <p>Fitness</p> <p>Basketball</p> <p>Rounders</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p> <p>Routines</p>	<p><u>Boys</u></p> <p>Athletics x 2</p> <p>Cricket</p> <p>Tactics</p> <p>Full sided games</p> <p>Field events</p> <p>Track Events</p>	<p><u>Girls</u></p> <p>Rounders</p> <p>Invasion Games</p> <p>Fitness</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Boys</u></p> <p>Softball</p> <p>Football</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Girls</u></p> <p>Rounders</p> <p>Football</p> <p>Frisbee</p> <p>Full sided games</p> <p>Health & fitness</p> <p>Tactics & Strategies</p>	<p><u>Year 10</u></p> <p>Cognitive: Applying rules, tactics and strategies to gain an advantage</p> <p>Physical: Applying advanced skills and knowledge of how to perform them in a range of activities. Applying knowledge of health and fitness regularly and outside school.</p> <p>Wellbeing and Personal Development: Understanding, applying and modelling sportsmanship, fair play, social benefits of working in and leading a team, importance of a and leading warm ups and cool downs and the benefits of PE to wider physical, social, mental well being, confidence, stress relief and self esteem. Much bigger emphasis on Wellbeing and Personal Development in Year 10 and 11</p>
Year 11	<p><u>Boys</u></p> <p>Football</p> <p>Basketball x 2</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Girls</u></p> <p>Netball</p> <p>Uni Hoc</p> <p>Fitness</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Boys</u></p> <p>Options</p> <p>Table Tennis</p> <p>Football</p> <p>Volleyball</p> <p>SHOKK</p> <p>Tactics</p> <p>Full sided games</p> <p>Routines</p> <p>Health & fitness</p>	<p><u>Girls</u></p> <p>Tramp</p> <p>Indoor Football</p> <p>Badminton</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Boys</u></p> <p>Options</p> <p>Badminton</p> <p>Fitness</p> <p>Football</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Girls</u></p> <p>Invasion Games</p> <p>Tramp</p> <p>Table Tennis</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p> <p>Routines</p> <p>Different styles of dance</p>	<p><u>Boys</u></p> <p>Options</p> <p>Table Tennis</p> <p>Volleyball</p> <p>Football</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Girls</u></p> <p>Fitness</p> <p>Basketball</p> <p>Rounders</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p> <p>Routines</p>	<p><u>Boys</u></p> <p>Options</p> <p>Cricket</p> <p>Badminton</p> <p>Football</p> <p>Tactics</p> <p>Full sided games</p> <p>Field events</p> <p>Track Events</p>	<p><u>Girls</u></p> <p>Rounders</p> <p>Invasion Games</p> <p>Fitness</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Boys</u></p> <p>Options</p> <p>Softball</p> <p>Athletics</p> <p>Football</p> <p>Tactics</p> <p>Full sided games</p> <p>Health & fitness</p>	<p><u>Girls</u></p> <p>Rounders</p> <p>Athletics</p> <p>Frisbee</p> <p>Full sided games</p> <p>Health & fitness</p> <p>Tactics & Strategies</p>	<p><u>Year 11</u></p> <p>Cognitive: Applying rules, tactics and strategies to gain an advantage. Leading and refereeing.</p> <p>Physical: Applying advanced skills and knowledge of how to perform them in a range of activities. Applying knowledge of health and fitness regularly and outside school.</p> <p>Wellbeing and Personal Development: Understanding, applying and modelling sportsmanship, fair play, social benefits of working in and leading a team, importance of a and leading</p>



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													<p>warm ups and cool downs and the benefits of PE to wider physical, social, mental well being, confidence, stress relief and self esteem.</p> <p>Increased focus on knowledge of Wellbeing and Personal Development in and 11</p>
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Curriculum Intent:

Year 7	Year 8	Year 9	Year 10	Year 11
<p>ESTABLISHING</p> <p>By the end of Year 7 students will <u>establish</u></p> <p>and build on knowledge of safe, <u>basic</u>, less complex movements, techniques, sequences of movement, tactics, strategies.</p> <p>Knowledge of how to improve their own performance in each activity.</p> <p>their knowledge through physical challenges, through teamwork, problem solving and building trust and taking part competitively.</p> <p><u>Physical (Motor Competence)</u></p> <p>Have established foundational knowledge of all activities and developed motor, object control and stability skills. Competition with others will be developed in small conditioned activities and sequences of movement.</p> <p><u>Cognitive (Rules, Strategies, Tactics)</u></p> <p>Knowledge of basic tactics and strategies based on foundational knowledge in all activities. Rules run throughout each activity and are developed within conditioned games and sequences of movement.</p> <p><u>Wellbeing and personal development (Healthy Participation)</u></p>	<p>DEVELOPING</p> <p>By the end of Year 8 students will <u>develop</u> . . .</p> <p>Knowledge of safe, <u>complex</u> movements, techniques, more advanced sequences of movement and tactics and strategies.</p> <p>Further Knowledge of how to improve their own performance in each activity and be able to demonstrate improvements.</p> <p>their knowledge further through physical challenges through teamwork, problem solving and building trust and taking part competitively.</p> <p><u>Physical (Motor Competence)</u></p> <p>Foundational knowledge for all activities will be secure and established, leading to more complex movements, motor, object control and stability skills. Competitions with others will be further developed and have more complexity in small conditioned activities and sequences of movement.</p> <p><u>Cognitive (Rules, Strategies, Tactics)</u></p> <p>Knowledge of tactics and strategies are developed further and understanding more complex concepts. Rules are developed, taking account of the complexity of conditioned activities and sequences of movement.</p> <p><u>Wellbeing and personal development (Healthy Participation)</u></p>	<p>EMBEDDING</p> <p>By the end of Year 9 students will <u>embed</u> . . .</p> <p>developed knowledge of safe, complex movements, techniques, a range advanced sequences of movement and tactics and strategies.</p> <p>and further develop how to improve their own performance in each activity and be able to demonstrate improvements and be able to improve theirs and others` performances.</p> <p>their knowledge through physical challenges, teamwork, problem solving and building trust. Providing opportunities to take part in competitive sports.</p> <p><u>Physical (Motor Competence)</u></p> <p>The complexity of the knowledge will be increased securing more complex movements and sequences. Competitions with others are developed in the use of small sided games or sequences of movement.</p> <p><u>Cognitive (Rules, Strategies, Tactics)</u></p> <p>Increased complexity of tactics and strategies will reflect on the complexity of the movements, sequences of movement and awareness of games knowledge. Knowledge will be applied to gain an advantage in competition. Small officiating roles will be allocated throughout the curriculum.</p> <p><u>Wellbeing and personal development (Healthy Participation)</u></p>	<p>SELF MANAGING</p> <p>By the end of Year 10 students will <u>apply</u> . . .</p> <p>developed knowledge of safe, complex movements, techniques, a range advanced sequences of movement and tactics and strategies.</p> <p>and further develop how to improve their own performance in each activity and be able to demonstrate improvements and be able to improve theirs and others` performances. Be responsible for their own curriculum path through guidance.</p> <p>knowledge through physical challenges, teamwork, problem solving and building trust. Have the confidence, maturity and independence to self manage competitive game situations in PE.</p> <p><u>Physical (Motor Competence)</u></p> <p>The complexity of the knowledge will be secure and able to be applied to complex movements and sequences. Competitions with others is developed in bigger games or sequences of movement.</p> <p><u>Cognitive (Rules, Strategies, Tactics)</u></p> <p>Increased complexity of tactics and strategies will reflect on the complexity</p>	<p>SELF MANAGING AND INDEPENDENT</p> <p>By the end of Year 11 students will continue to <u>apply</u> . . .</p> <p>developed knowledge of safe, complex movements, techniques, a range advanced sequences of movement and tactics and strategies.</p> <p>and further develop how to improve their own performance in each activity and be able to demonstrate improvements and be able to improve theirs and others` performances. Be responsible for their own curriculum pathway independently.</p> <p>knowledge through physical challenges, teamwork, problem solving and building trust. Have the confidence, maturity and independence to self manage competitive game situations in PE.</p> <p><u>Physical (Motor Competence)</u></p> <p>The complexity of the knowledge will be secure and able to be applied to complex movements and sequences. Competitions with others is developed in bigger games</p>



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<p>Foundational knowledge of the stages of a warm up including heart raising activities, stretching. Basic knowledge of short and long term effects of exercise, wellbeing, mental health, all components of fitness. Knowledge of some basic anatomy. Developing knowledge of how we can use this knowledge to improve performance and develop importance of diet, sleep, rest, exercise. Foundational knowledge of mental and social benefits of taking part in PE and sport.</p>	<p>Developed and secure knowledge of the stages of a warm up including heart raising activity, stretching and related practices. Developed knowledge of key components including the immediate and long term effects of exercise well being, mental health, physical health, speed, power, cardiovascular fitness, speed, strength, endurance, flexibility, balance. Knowledge of basic anatomy of muscles, bones, heart and lungs. Secure knowledge of how we can use this knowledge to improve our performance including the benefits on a healthy lifestyle taking into consideration, diet, sleep/rest and exercise. More developed and secure knowledge of mental and social benefits of sports participation.</p>	<p>Be able to lead a warm up including pulse raising activity, stretching and related practices. Demonstrate how key knowledge of key components has an impact on your healthy active lifestyle including the immediate and long term effects of exercise well being, mental health, physical health, speed, cardiovascular fitness, strength, endurance, flexibility, balance. Embedded knowledge of basic anatomy of muscles, bones, heart and lungs. Embedded knowledge of how we can improve our performance and use this to manage our own personal health and well being including diet, sleep/rest and exercise. Knowledge and awareness of mental and social benefits of sports participation, fair play and sportsmanship is embedded.</p>	<p>of the movements, sequences of movement and awareness of games knowledge. Knowledge will be applied to gain an advantage in competition. Small officiating roles will be allocated throughout the curriculum.</p> <p><u>Wellbeing and personal development (Healthy Participation)</u></p> <p>Be able to lead a warm up including pulse raising activity, stretching and related practices. Demonstrate how key knowledge of key components has an impact on your healthy active lifestyle including the immediate and long term effects of exercise well being, mental health, physical health, speed, cardiovascular fitness, strength, endurance, flexibility, balance. Application of Embedded knowledge of basic anatomy of muscles, bones, heart and lungs. Embedded knowledge of how we can improve our performance and use this to manage our own personal health and well being including diet, sleep/rest and exercise. Application of Knowledge and awareness of mental and social benefits of sports participation, fair play and sportsmanship.</p>	<p>or sequences of movement and officiated and organised by students.</p> <p><u>Cognitive (Rules, Strategies, Tactics)</u></p> <p>Increased complexity of tactics and strategies will reflect on the complexity of the movements, sequences of movement and awareness of games knowledge. Knowledge will be applied to gain an advantage in competition. Small officiating roles will be allocated throughout the curriculum. <u>Wellbeing and personal development (Healthy Participation)</u></p> <p>Be able to lead a warm up including pulse raising activity, stretching and related practices. Demonstrate how key knowledge of key components has an impact on your healthy active lifestyle including the immediate and long term effects of exercise well being, mental health, physical health, speed, cardiovascular fitness, strength, endurance, flexibility, balance. Application of Embedded knowledge of basic anatomy of muscles, bones, heart and lungs. Embedded knowledge of how we can improve our performance and use this to manage our own personal health and well being including diet, sleep/rest and exercise. Application of Knowledge and awareness of mental and social benefits of sports participation, fair play and sportsmanship.</p>
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