

Physical Education Key Stage 4 Curriculum Overview

	Year 7	Year 8	Year 9
Athletics	Procedural knowledge (To know how...) - Sprinting techniques - Throwing techniques - Jumping techniques - Relay strategies and techniques - Long distance pacing Declarative knowledge (To know what...) 100m/200m/300m - Starting position/arm and leg technique/ Finishing – Dipping for the line at the appropriate time 1,500m - Pace of race/arm and leg technique/ Finishing – Dipping for the line at the appropriate time Relay (100m) - Sweep or down sweep and awareness of change over boxes/ Finishing – Dipping for the line at the appropriate time. Long jump - Hitting the board at the appropriate speed for take-off. Remain in control of all phases of jump. - Hips driven up to aid performance Shot Put/Howler - Grip/stance - Movement into throwing action - Release and follow through - All events: awareness of how jumping events are measured. Which mark should be measured etc.	Procedural knowledge (To know how...) - Sprinting techniques - Throwing techniques - Jumping techniques - Relay strategies and techniques - Long distance pacing Declarative knowledge (To know what...) 100m/200m/300m - Starting position - Arm and leg technique (stride length) - Changing and adapting race tactics (400m) - Finishing – Dipping for the line at the appropriate time 1,500m/800m - Pace of the race (kicking for the finish line) Relay (100m) - Select an appropriate leg for each member of the team to complete – tactical awareness - Receive the baton in the appropriate hand depending on the incoming runner - Awareness of the rules and regulations of the event. Triple Jump - Hop/step/jump and the use of arms to aid distance. - Driving the knees upwards Long Jump: - Driving the hips forward and legs upwards - Hitting the board at the appropriate speed for take-off. Shot Put/Discus - Grip/stance - Rhythm and timing of movement - Reaching the top of the circle (glide motion) - Release/follow through and recovery	Procedural knowledge (To know how...) - Sprinting techniques - Throwing techniques - Jumping techniques Declarative knowledge (To know what...) 200m/300m - Body position at the start of the race gradually raising upwards - Arm and leg technique (stride length) - Finishing – Dipping for the line at the appropriate time 800m/1,500m (boys) - Pace of the race (kicking for the finish line) - Changing and adapting race tactics Javelin - Grip/stance - Rhythm and timing of movement - Movement: the glide motion - Release/follow through and recovery Discus - Movement: the turn motion for power - Release/follow through and recovery. Triple Jump - Hop/step/jump and the use of arms to aid distance. - Driving the knees upwards

Football	Procedural knowledge (To know how...) • Ball control • Types of passing • Types of dribbling • Types of shooting • Attacking principles • Defending principles Declarative knowledge (To know what...) • Dominant football control • Short and long (boys) passing • Dominant foot dribbling • Short shooting • Attacking; Using the width by changing speed and direction • Defending; marking	Procedural knowledge (To know how...) • Ball control • Types of passing • Types of shooting • Attacking principles • Defending principles including tackling • Rules, tactics and strategies Declarative knowledge (To know what...) • Ball Control using chest, thigh and both feet. • Short and long passing: (dominant foot), short passing with non-dominant foot. • Short- and long shooting. • Tackling: Jockeying opponent and interceptions. • Attacking positioning on the field • Defensive positioning on the field • Awareness of team strategies/tactics in both attacking and defending situations. • Awareness of the rules and regulations of the game and their application.	Procedural knowledge (To know how...) • Types of shooting • Attacking principles • Defending principles • Decision making • Awareness of strengths/weaknesses of the team and other players • Awareness of the rules and regulations of the game of football. Declarative knowledge (To know what...) • Dominant foot shooting: including use of swerve and use of volleys (boys) • Non dominant foot shooting • Heading: both defensive or attacking • Advanced marking: including the player without the ball. • Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, corners (boys) • Defensive plays – man to man marking, zonal marking, positioning and organisation at set pieces. • Awareness of strengths/weaknesses and actions of other players. • Awareness of the rules and regulations of the game and their application (including refereeing signals). *Boys*
Netball	Procedural knowledge (To know how...) • Types of passing (when, where) • Footwork • Types of shooting • Court positions and roles • Attacking principles • Defending principles • Awareness of the basic rules Declarative knowledge (To know what...) • Chest, bounce, shoulder and overhead passing (short distance) • Pivoting and landing on one. • Static shooting • Attacking; the drive, the dodge, and the double dodge. • Defending; man to man marking	Procedural knowledge (To know how...) • Types of passing (when, where) • Footwork • Types of shooting • Court positions and roles • Attacking principles • Defending principles Declarative knowledge (To know what...) • Chest, bounce, shoulder and overhead passing (mid-long distance) • Jump stop footwork on the move. • Ball handling; catching in the air • Attacking; dodging, spin dodge and clearing out • Defending; marking the player without the ball • Rebounding under the post Shooting; long and short distance	Procedural knowledge (To know how...) • Types of passing (one-handed) • Footwork • Attacking principles • Defending principles • Decision making • Awareness of the rules and regulations of the game of Netball Declarative knowledge (To know what...) • One handed catch- chest, overhead and shoulder. • Running pass on the move • Advanced marking: including the player without the ball. • Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, and centre passes • Defensive plays – man to man marking, zonal marking, positioning and organisation at set pieces. • Awareness of strengths/weaknesses and actions of other players. Awareness of the rules and regulations of the game and their application (including refereeing signals).

Rounders	Procedural knowledge (To know how...) • Types of throws • Types of catches • Batting technique • Basic underarm bowling • Basic fielding techniques • Positions on the pitch • Basic rules of the game Declarative knowledge (To know what...) • 2 handed and 1 handed catches • Underarm and overarm throw • Batting stance (placing of the ball) • Fielding positions (backstop, 2nd and 4th base) • Awareness of the rules and regulations of the game	Procedural knowledge (To know how...) • Types of throws • Types of catches • Batting technique (backhand) • Types of bowls • Tactical awareness when batting, bowling and fielding • Rules of the game Declarative knowledge (To know what...) • 2 handed and 1 handed catches on the move • Backhand batting • Direction and placement when batting • Donkey drop and spin bowling • Awareness of tactics when batting and fielding • Awareness of the rules and regulations of the game and their application.	Procedural knowledge (To know how...) • Batting technique • Tactical awareness when batting, bowling and fielding • Decision making • Awareness of the rules and regulations of the game of Rounders Declarative knowledge (To know what...) • Direction and placement of the balls when batting • Awareness of team strategies/tactics when to run, backward hits, batting order. • Awareness of strengths/weaknesses and actions of other players. • Awareness of the rules and regulations of the game and their application (including refereeing a rounders match) • Using of a score card when refereeing
Cricket	Procedural knowledge (To know how...) • Types of throws • Types of catches • Batting technique • Basic overarm bowling • Basic fielding techniques • Positions on the pitch • Basic rules of the game Declarative knowledge (To know what...) • 2 handed and 1 handed catches • Underarm and overarm throw • Front foot batting (defensive and attacking) • Overarm bowling • Fielding techniques (one hand pick up and long barriers) • Awareness of the rules and regulations of the game	Procedural knowledge (To know how...) • Types of throws • Types of catches • Batting technique • Fast Pace overarm bowling • Positions on the pitch • Rules of the game • Wicket Keeping (Standing up/Standing back) Declarative knowledge (To know what...) • 2 handed and 1 handed catches • Underarm and overarm throw • Back foot batting (defensive and attacking) • Overarm bowling with speed • Fielding techniques (one hand pick up and long barriers) • Awareness of the rules and regulations of the game • Stumping and recovery work as a keeper	Procedural knowledge (To know how...) • Batting technique • Spin overarm bowling • Positions on the pitch • Rules of the game • Bowling tactics • Decision making • Awareness of the rules and regulations of the game of Cricket Declarative knowledge (To know what...) • 2 handed and 1 handed catches • Underarm and overarm throw • Off and Onside batting (defensive and attacking) • Overarm bowling with spin (off and on) • Fielding techniques (one hand pick up and long barriers) • Awareness of the rules and regulations of the game • Stumping and recovery work as a keeper

Handball (Year 9)			Procedural knowledge (To know how...) • Types of passing • Types of dribbling • Types of shooting • Attacking principles • Defending principles including tackling/blocking • Rules, tactics and strategies Declarative knowledge (To know what...) • Shoulder, bounce and side passes • Non/dominant hand dribbling • 3 steps • Jump shot • Attacking: using the width and the corners on the pitch • Tackling and blocking the ball around the D • Awareness of team tactics in both attacking and defending situations. • Awareness of the rules and regulations of the game and their application.
Badminton	Procedural knowledge (To know how...) • How to set up and put the posts and nets up and down • Court layout, name the lines of the court. • Singles game rules, particularly relating to service. • Types of serves • Types of basic shots • How to keep a rally (hand and eye co-ordination) Declarative knowledge (To know what...) • Hitting the shuttle with dominant hand • Keeping a rallying going • Forehand and backhand serves • Basic overhead forearm shot • Basic underarm forehand shot • Drop shot	Procedural knowledge (To know how...) • Court layout, name the lines of the court. • Types of serves • Types of shots • Combination on shots • Scoring system with service rules • Tactics Declarative knowledge (To know what...) • Forehand and backhand serve • Smash shot • Net shot • Combining a range of shots to outwit opponent • Introduce tactics to outwit your opponent in the game, hit shuttle into the open court	

Procedural Knowledge (To know how...)

- Follow and apply safe practices during a range of outdoor adventurous activities (OAA and Climbing)
- Navigate and move confidently through different outdoor environments and challenges.
- Work effectively as part of a team to solve problems and complete tasks.
- Use communication, cooperation and leadership skills during group activities.
- Develop and apply strategies for orienteering and navigation.
- Read and follow maps, symbols and simple routes.
- Assess risk and make safe decisions when participating in outdoor activities.
- Demonstrate balance, coordination and agility when overcoming obstacles and challenges.
- Adapt to changing situations and environments during outdoor tasks.
- Reflect on personal and team performance and provide constructive feedback.

Declarative Knowledge (To know what...)

- What outdoor adventurous activities (OAA) are and their purpose.
- The importance of teamwork, communication and trust in outdoor activities.
- Basic navigation skills, including map symbols, directions and compass points.
- Safety procedures, rules and risk-awareness when participating in outdoor activities.
- Different problem-solving and team-building strategies.
- The roles and responsibilities of individuals within a team.
- The importance of resilience, determination and perseverance when facing challenges.
- How effective communication can support successful task completion.
- Methods for approaching and solving practical outdoor challenges.
- How to evaluate performance by identifying strengths, successes and areas for development in both individual and team activities.

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Gymnastics (Year 7 boys/Year 8 girls)

Procedural Knowledge (To know how...)

- Perform a range of gymnastics movements and skills with control, precision and confidence.
- Demonstrate correct body tension, balance and posture during individual and paired activities.
- Travel, jump, roll and balance safely using a variety of apparatus and floor-based movements.
- Link movements together to create a gymnastics sequence.
- Apply the gymnastics compositional principles of matching, mirroring, unison and canon.
- Use different levels, directions, pathways and speeds within a performance.
- Perform partner and group balances safely and effectively.
- Transition smoothly between movements and balances.
- Show control when taking off, landing and maintaining balances.
- Evaluate and improve performance through observation, feedback and reflection.

Declarative Knowledge (To know what...)

- What gymnastics is and the different types of gymnastic activities.
- The importance of safety rules and correct use of apparatus.
- The key gymnastics actions: travel, balance, jump, roll and rotation.
- The principles of body tension, extension, control and alignment.
- Different types of balances, including individual and partner balances.
- The meaning of compositional devices such as matching, mirroring, unison and canon.
- What makes an effective gymnastics sequence.
- How to identify strengths and areas for improvement through self and peer evaluation.

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Rugby Union	Procedural knowledge (To know how...) • Handling and carrying skills • Ball control • Types of pass • Receiving the ball • Attacking principles • Defending principles • Introducing contact • Basic rules of the game Declarative knowledge (To know what...) • Passing and catching (both hands in dominant direction)- basic and pop pass. • Receiving the ball- stationary/on the move • Basic contact skills including tackling with basic technique (front and side). • Rucking • Off-loading the ball in contact • Try scoring • Line outs • Awareness of the rules and regulations of Rugby.	Procedural knowledge (To know how...) • Handling and carrying skills • Ball control • Types of pass • Receiving the ball • Attacking skills • Defending principles (contact + defensive principles) • Rules, tactics and strategies Declarative knowledge (To know what...) • Passing (both hands in dominant direction)- spin pass • Attacking- side-step/feint/dodging with pace and direction • Try scoring including grounding • Basic defensive positioning on the field including a straight collective line. • Kicking the ball from ground • Awareness of team strategies/tactics in attacking situations e.g. set piece plays including attacking positioning on the field • Awareness of the basic rules and regulations of the game and their application.	
Dance	Procedural knowledge (To know how...) • Dance styles/genres • Dance components (actions and space) • Choreograph devices • Relationships • Performance appreciation • Feedback and analysis of performance Declarative knowledge (To know what...) • Contemporary style of dance (Greatest Showman- Circus girls +haka/parkour for boys) • Dance actions- jump, turn, gesture, travel and balance • Space- directions, levels and pathways • Devices- Unison, canon and formations • Facial expressions, confidence, and movement memory. • Strengths and improvements of the performance from a peer and self-analysis.	Procedural knowledge (To know how...) • Dance styles/genres • Dance components (actions and space) • Choreograph devices • Relationships • Motif/stimuli based within a style of dance. • Performance appreciation • Feedback and analysis of performance Declarative knowledge (To know what...) • Contemporary style of dance (Musical Theatre) • The use of a motif and ways to develop a motif • Contact work with a partner • Space- directions, levels, and pathways • Devices- Unison, canon, and formations • Mirroring and contact • Creating a motif based on the style of dance • Facial expressions, confidence, and movement memory. • Strengths and improvements of the performance from a peer and self-analysis.	

Aesthetic Activities (Year 9)			Procedural Knowledge (To know how...) • Perform basic trampolining skills safely, including body tension, controlled bouncing, stopping and simple jumps. • Demonstrate and link a sequence of movements in dance, yoga and trampolining. • Use movement components such as actions, space, levels, speed and direction. • Apply choreographic devices when creating movement sequences. • Work independently and with others through mirroring, synchronisation and partner activities. • Perform and transition between a range of yoga poses with control, balance and correct technique. • Show expression, rhythm and timing within a dance performance. • Develop a movement sequence from a given stimulus, theme or motif. • Demonstrate safe practice, body awareness and spatial awareness during activities. • Observe, evaluate and provide constructive feedback on their own and others' performances. • Identify strengths and areas for improvement through self and peer assessment. Declarative Knowledge (To know what...) • What aesthetic activities are and how they promote creativity, expression and movement quality. • The key principles of trampolining, including safety rules, body position and basic skills. • The benefits of yoga, including flexibility, balance, strength, mindfulness and relaxation. • Different dance styles and their characteristics. • The meaning of a motif and ways a motif can be developed within a sequence. • The use of space, including directions, levels, pathways and formations. • Choreographic devices such as unison, canon, mirroring and repetition. • The importance of posture, balance, control and coordination in aesthetic activities.
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