PE curriculum Intent	Year 7 boys

To provide a wide range of both sport and physical activity which builds upon the physical literacy and the personal development of each student to help build a rounded learner. PE at New Line Learning is used as a vehicle to enhance all aspects of our pupils, through practical performance, leadership and sportsmanship whilst promoting the importance and value that physical activity brings to our lives. PE at New Line Learning promotes the importance of life long participation by developing the student's character and values whilst increasing their understanding on the importance of health and fitness.

Term 1
Topic/Theme/Enquiry

Basketball (Invasion Games)

Big Picture
What are the main ideas and big questions in this topic?

Pupils will gain knowledge and understanding of invasion games through participation in basketball, developing tactical awareness, rules knowledge, and an appreciation of invasion games. Pupils will have opportunities to improve their overall physical competency through the development of agility, coordination, balance, movement skills, ball handling, passing, shooting, and defensive skills. They will also have opportunities to officiate, score, coach, and lead activities, promoting leadership, communication, teamwork, and personal development skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will develop a range of basketball-specific skills, enabling them to accurately replicate key techniques such as dribbling, passing, shooting, defending, rebounding, and positioning in game-like situations.

Pupils will develop an awareness and understanding of the rules, scoring systems, and tactics used in basketball, as well as the character traits and values that underpin successful participation, including respect, resilience, honesty, teamwork, communication, and sportsmanship.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will need to have an awareness of invasion games and transferable skills such as movement, coordination, balance, and teamwork.
Pupils will need to have a basic understanding of fundamental techniques such as sending, receiving, spatial awareness, and controlled movement, which will be further developed through other invasion games in extra curriculum across the year.

Pitch Up
How will we challenge ourselves?

Students will be exposed to applying their learning within invasion games Basketball game scenarios and problem-solving activities, promoting a greater depth of knowledge, tactical awareness, and decision-making within the sport.
Students will be supported throughout this development through a range of scaffolding strategies, helping to build confidence, improve skill acquisition, and enable success for all learners.

Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Retrieval skills – pupils will be able to access prior learning in areas such as ball control, movement, passing, shooting, defending, rules, and tactics to enhance their progress as they move through each stage of basketball content. Pupils will be encouraged to consider the How, Why, and When within lessons, enabling deeper understanding of skill execution, tactical decision-making, spatial awareness, and game strategies to support further development.	Pupils will have greater access to the content taught if they have prior knowledge of rules, scoring systems, and basic tactics used in net and racket sports such as badminton, tennis, table tennis, and other similar activities. An understanding of teamwork, communication, movement, and sportsmanship from a range of sporting experiences will also support pupils in developing confidence and success within pickleball

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are clear within basketball. Students will regularly apply numeracy skills through scoring, calculating points differences, measuring court spaces, analysing shooting percentages, timing possessions, and using terminology linked to both sport and maths, such as angles, trajectories, and spatial awareness.

Clear and consistent links with science are also evident, particularly when exploring heart rates, fitness, mechanics of breathing, movement, force, balance, speed, and the musculoskeletal system during exercise, further supporting learning linked to NCFE courses at Key Stage 4.

Students will be exposed to a wide range of careers linked to physical education, basketball, sport, and leisure, enabling them to understand the skills, qualities, and qualifications needed to access these roles. This will be developed through lessons, extracurricular clubs, competitions, leadership opportunities, officiating, coaching experiences, and visiting speakers.

Teamwork
Students develop effective communication, cooperation and trust while working towards shared goals. They learn to understand different roles within a team and support others during competitive and recreational activities.

Leadership
Students take responsibility by leading warm-ups, officiating games, organising practices and encouraging teammates. They develop confidence in making decisions and supporting others.

Problem Solving
Students analyse game situations, adapt tactics and make decisions under pressure to outwit opponents and improve team performance.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content adapted to the level of the group and adaptive teaching strategies used to support the development of all pupils. Resource guide and reciprocal teaching used to support the develop of pupils at different stages in their learning.	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 2 Topic/Theme/Enquiry	**Fitness**

Big Picture
What are the main ideas and big questions in this topic?

Year 7 pupils will gain knowledge and understanding through participation in fitness and gym-based activities, developing an awareness of health-related exercise, safe practice, and the components of fitness. Pupils will have opportunities to improve their overall physical competency through the development of coordination, balance, strength, endurance, flexibility, and movement control. They will also have opportunities to lead warm-ups, count repetitions, and support others, promoting leadership, communication, and personal development skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 7 pupils will develop a range of fitness-specific skills, enabling them to accurately perform key techniques such as bodyweight exercises, circuit training movements, use of basic gym equipment, and correct exercise posture in controlled settings.
Pupils will build an understanding of exercise technique, gym etiquette, safety procedures, and the basic components of fitness, while also developing the character and values that underpin participation, including respect, resilience, motivation, responsibility, and perseverance.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will need to have an awareness of movement patterns and transferable skills such as balance, coordination, control, and teamwork. Pupils will need to have a basic understanding of exercises such as squats, lunges, press-ups, core movements, and safe movement patterns, which will be further developed across the year.	Students will be exposed to applying their learning within fitness circuits, personal challenges, and problem-solving activities, promoting a greater depth of knowledge, self-awareness, and decision-making.

	Students will be supported throughout this development through a range of scaffolding strategies, helping to build confidence, improve technique, and enable success for all learners.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Retrieval skills – pupils will be able to access prior learning in areas such as warm-ups, exercise technique, body control, and safety to enhance progress through each stage of fitness content. Pupils will be encouraged to consider the How, Why, and When within lessons, enabling deeper understanding of exercise purpose, correct technique, and healthy lifestyle choices.	Pupils will have greater access to the content taught if they have prior knowledge of healthy lifestyles, exercise routines, and basic body systems.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are clear through fitness. Students will apply numeracy through counting repetitions, timing intervals, calculating sets, and recording scores.
Clear links with science are evident through heart rates, muscles used during exercise, breathing, and energy systems.

Pupils will recognise how the skills developed through fitness can transfer into careers such as personal training, coaching, physiotherapy, sports development, leisure, and health services.
Pupils will also make authentic connections between fitness and wider life skills such as discipline, resilience, goal setting, confidence, and self-management.

Problem Solving
Students make tactical decisions by selecting appropriate technique, identifying opponents' weaknesses and adapting strategies throughout rallies.

Adapting
Students modify technique selection, positioning and positioning depending on the exercise, weight or component.

Speaking
Students provide peer coaching, evaluate performance and use sport-specific vocabulary to explain technical decisions.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content will be adapted to the level of the group, with adaptive teaching strategies used to support progress of all pupils. A range of resources, including task cards, exercise stations, demonstrations, modified equipment, and reciprocal teaching approaches, will support pupils at different stages of learning.	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations. **Summative Assessment:** Students complete a written summative assessment at the end of Terms 2. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term.

Term 3 Topic/Theme/Enquiry		**Badminton**

Big Picture
What are the main ideas and big questions in this topic?

Pupils will gain knowledge and understanding through participation in badminton, developing tactical awareness, rules knowledge, and an appreciation of net-based games. Pupils will have opportunities to improve their overall physical competency through the development of agility, coordination, balance, movement skills, and racket control. They will also have opportunities to officiate, score, and lead activities, promoting leadership, communication, and personal development skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will develop a range of badminton-specific skills, enabling them to accurately replicate key techniques such as serving, overhead clears, drop shots, smashes, net shots, and positioning in game-like situations.
Pupils will develop an awareness and understanding of the rules, scoring systems, and tactics used in badminton, as well as the character traits and values that underpin successful participation, including respect, resilience, honesty, teamwork, and sportsmanship

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will need to have an awareness of net-based games and transferable skills from a range of sporting activities, such as movement, coordination, balance, and teamwork.
Pupils will need to have a basic understanding of fundamental techniques such as sending and receiving an object, spatial awareness, and controlled movement, which will be further developed through their progression in badminton across each term.

Pitch Up
How will we challenge ourselves?

Students will be exposed to applying their learning within badminton game scenarios and problem-solving activities, promoting a greater depth of knowledge, tactical awareness, and decision-making within the sport.

Students will be supported throughout this development through a range of scaffolding strategies, helping to build confidence, improve skill acquisition, and enable success for all learners.

Wider Framework
How does this learning connect to future topics and bigger goals?

Retrieval skills – pupils will be able to access prior learning in areas such as racket control, movement, rules, and tactics to enhance their progress as they move through each stage of badminton content.
Pupils will be encouraged to consider the How, Why, and When within lessons, enabling deeper understanding of skill execution, tactical decision-making, and game awareness to support further development.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Pupils will have greater access to the content taught if they have prior knowledge of rules, scoring systems, and basic tactics used in net and racket sports such as tennis, table tennis, pickleball, and other similar activities.
An understanding of teamwork, communication, movement, and sportsmanship from a range of sporting experiences will also support pupils in developing confidence and success within badminton.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are clear within badminton. Students will regularly apply numeracy skills through scoring, calculating points differences, measuring court spaces, judging angles of shots, and using terminology linked to both sport and maths, such as acute and obtuse angles.

Clear and consistent links with science are also evident, particularly when exploring heart rates, fitness, mechanics of breathing, movement, force, and the musculoskeletal system during exercise, further supporting learning linked to NCFE courses at Key Stage 4.

Problem Solving
Students make tactical decisions by selecting appropriate shots, identifying opponents' weaknesses and adapting strategies throughout rallies.

Adapting
Students modify shot selection, positioning and tactics depending on the opponent, score and playing conditions.

Speaking
Students provide peer coaching, evaluate performance and use sport-specific vocabulary to explain tactical decisions.

Students will be exposed to a wide range of careers linked to physical education, sport, and leisure, enabling them to understand the skills, qualities, and qualifications needed to access these roles. This will be developed through lessons, extracurricular clubs, competitions, and visiting speakers.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content adapted to the level of the group and adaptive teaching strategies used to support the development of all pupils. Resource guides and reciprocal teaching used to support the development of pupils at different stages in their learning.	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 4 Topic/Theme/Enquiry	**Gymnastics**

Big Picture
What are the main ideas and big questions in this topic?

Year 7 pupils will gain knowledge and understanding through participation in gymnastics, developing basic movement awareness, body control, and an appreciation of aesthetic and performance activities. Pupils will have opportunities to improve their overall physical competency through the development of agility, coordination, balance, flexibility, strength, and control. They will also have opportunities to lead warm-ups, support peer assessment, and demonstrate sequences, promoting leadership, communication, and personal development skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 7 pupils will develop a range of gymnastics-specific skills, enabling them to accurately replicate key techniques such as rolls, jumps, balances, travels, and body shapes in both isolated and sequence-based performance contexts.
Pupils will build an understanding of the principles of composition, basic rules of safe practice, and performance criteria in gymnastics, while also developing the character and values that underpin the activity, including honesty, respect, discipline, resilience, and sportsmanship.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will need to have an awareness of gymnastics and transferable skills such as movement, coordination, balance, strength, and body control.
Pupils will need to have a basic understanding of fundamental techniques such as rolls, jumps, balances, shapes, and controlled movement, which will be further developed through gymnastics across the year.

Pitch Up
How will we challenge ourselves?

Students will apply their learning within gymnastics performance and problem-solving activities, developing a greater depth of knowledge, movement quality, and decision-making within the activity.
Students will be supported throughout this development through a range of scaffolding strategies designed to build confidence, improve skill acquisition, and promote success for all learners.

Wider Framework
How does this learning connect to future topics and bigger goals?

Retrieval skills – pupils will be able to access prior learning in areas such as rolls, jumps, balances, shapes, and sequences to enhance progress through each stage of gymnastics content.
Pupils will be encouraged to consider the How, Why, and When within lessons, enabling deeper understanding of skill execution, performance quality, and movement control.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Pupils will have greater access to the content taught if they have prior knowledge of rules, body control principles, and movement concepts used in gymnastics such as rolls, jumps, balances, shapes, and sequences.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are clear through gymnastics. Students will apply numeracy through counting repetitions, timing routines, measuring height and distance in jumps, angles and positions in shapes, and evaluating performance scores.
Clear links with science are evident through heart rates, fitness, movement, force, balance, flexibility, and the musculoskeletal system during exercise.
Pupils will recognise how the skills developed through gymnastics can transfer into careers such as coaching, teaching, sports development, officiating, fitness, choreography, and event management.
Pupils will also make authentic connections between gymnastics and wider life skills such as discipline, teamwork, leadership, resilience, communication, and problem-solving.

Creativity
Students design and perform sequences demonstrating originality while applying compositional principles.

Planning
Students organise routines, considering transitions, apparatus use, timing and sequencing.

Leadership
Students support peers through observation, feedback and safe practice.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content will be adapted to the level of the group, with adaptive teaching strategies used to support the progress of all pupils. A range of resources, including task cards, demonstrations, mats and apparatus, progressions of skills, sequencing activities, and reciprocal teaching approaches, will support pupils at different stages of learning within gymnastics.	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations. **Summative Assessment:** Students complete a written summative assessment at the end of Terms 4. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term.

Term 5 Topic/Theme/Enquiry	**Athletics**

Big Picture
What are the main ideas and big questions in this topic?

Pupils will gain knowledge and understanding through participation in athletics, developing an understanding of track and field events, rules knowledge, and an appreciation of individual and team-based competition. Pupils will have opportunities to improve their overall physical competency through the development of speed, strength, coordination, balance, agility, endurance, and movement skills. They will also have opportunities to officiate, time, measure, and lead activities, promoting leadership, communication, and personal development skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will develop a range of athletics-specific skills, enabling them to accurately replicate key techniques such as sprint starts, pacing, relay exchanges, jumping, throwing, and running technique within competitive situations.
Pupils will develop an awareness and understanding of the rules, scoring systems, and tactics used in athletics, as well as the character traits and values that underpin successful participation, including determination, resilience, honesty, respect, self-discipline, and sportsmanship.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will need to have an awareness of fundamental movement skills and transferable skills from a range of sporting activities, such as running, jumping, throwing, coordination, balance, and teamwork.
Pupils will need to have a basic understanding of movement patterns, spatial awareness, pacing, and controlled body movements, which will be further developed through their progression in athletics across each term.

Pitch Up
How will we challenge ourselves?

Students will be exposed to applying their learning within athletics competitions, personal challenges, and problem-solving activities, promoting a greater depth of knowledge, technical understanding, and performance analysis within the sport.
Students will be supported throughout this development through a range of scaffolding strategies, helping to build confidence, improve skill acquisition, and enable success for all learners.

Wider Framework
How does this learning connect to future topics and bigger goals?

Retrieval skills – pupils will be able to access prior learning in areas such as movement, coordination, rules, pacing, and performance techniques to enhance their progress as they move through each stage of athletics content.
Pupils will be encouraged to consider the How, Why, and When within lessons, enabling deeper understanding of technique execution, tactical decision-making, and performance improvement to support further development.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Pupils will have greater access to the content taught if they have prior knowledge of fitness, movement patterns, and basic techniques used in activities such as cross-country, gymnastics, invasion games, and other physical activities.
An understanding of determination, communication, movement efficiency, and sportsmanship from a range of sporting experiences will also support pupils in developing confidence and success within athletics.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are clear within athletics. Students will regularly apply numeracy skills through timing races, measuring distances and heights, calculating averages, comparing performances, and using terminology linked to both sport and maths, such as speed, acceleration, and trajectory.

Clear and consistent links with science are also evident, particularly when exploring heart rates, fitness, mechanics of breathing, movement, force, momentum, energy systems, and the musculoskeletal system during exercise, further supporting learning linked to NCFE courses at Key Stage 4.

Students will be exposed to a wide range of careers linked to physical education, sport, health, and leisure, enabling them to understand the skills, qualities, and qualifications needed to access these roles. This will be developed through lessons, extracurricular clubs, competitions, leadership opportunities, officiating experiences, and visiting speakers.

Planning

Students set personal performance goals, monitor progress and evaluate improvements using timings and performance data.

Adapting

Students adjust training methods, pacing strategies and techniques based on performance feedback.

Problem Solving

Students identify technical weaknesses and select strategies to improve performance in track and field events.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content adapted to the level of the group and adaptive teaching strategies used to support the development of all pupils. Resource guides and reciprocal teaching used to support the development of pupils at different stages in their learning.	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 6 Topic/Theme/Enquiry		**Cricket**

Big Picture

What are the main ideas and big questions in this topic?

Pupils will gain knowledge and understanding through participation in cricket, developing tactical awareness, rules knowledge, and an appreciation of striking and fielding games. Pupils will have opportunities to improve their overall physical competency through the development of coordination, agility, balance, movement skills, throwing, catching, batting, and bowling techniques. They will also have opportunities to officiate, score, and lead activities, promoting leadership, communication, teamwork, and personal development skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will develop a range of cricket-specific skills, enabling them to accurately replicate key techniques such as batting, bowling, catching, throwing, fielding, and wicket keeping in game-like situations.
Pupils will develop an awareness and understanding of the rules, scoring systems, and tactics used in cricket, as well as the character traits and values that underpin successful participation, including respect, resilience, honesty, teamwork, patience, and sportsmanship.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will need to have an awareness of striking and fielding games and transferable skills from a range of sporting activities, such as movement, coordination, balance, communication, and teamwork.
Pupils will need to have a basic understanding of fundamental techniques such as sending and receiving an object, spatial awareness, reaction time, and controlled movement, which will be further developed through their progression in cricket across each term.

Pitch Up
How will we challenge ourselves?

Students will be exposed to applying their learning within cricket game scenarios and problem-solving activities, promoting a greater depth of knowledge, tactical awareness, and decision-making within the sport.
Students will be supported throughout this development through a range of scaffolding strategies, helping to build confidence, improve skill acquisition, and enable success for all learners.

Wider Framework
How does this learning connect to future topics and bigger goals?

Retrieval skills – pupils will be able to access prior learning in areas such as throwing, catching, movement, rules, and tactics to enhance their progress as they move through each stage of cricket content.
Pupils will be encouraged to consider the How, Why, and When within lessons, enabling deeper understanding of skill execution, tactical decision-making, and game awareness to support further development.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Pupils will have greater access to the content taught if they have prior knowledge of rules, scoring systems, and basic tactics used in striking and fielding sports such as rounders, softball, baseball, and other similar activities.
An understanding of teamwork, communication, movement, and sportsmanship from a range of sporting experiences will also support pupils in developing confidence and success within cricket

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are clear within cricket. Students will regularly apply numeracy skills through scoring, calculating run rates, measuring distances, analysing averages, and using terminology linked to both sport and maths, such as angles, speed, and trajectories.

Clear and consistent links with science are also evident, particularly when exploring heart rates, fitness, mechanics of breathing, movement, force, reaction time, and the musculoskeletal system during exercise, further supporting learning linked to NCFE courses at Key Stage 4.

Students will be exposed to a wide range of careers linked to physical education, cricket, sport, and leisure, enabling them to understand the skills, qualities, and qualifications needed to access these roles. This will be developed through lessons, extracurricular clubs, competitions, leadership opportunities, officiating, coaching experiences, and visiting speakers.

Teamwork

Students work collaboratively when fielding, batting and organising tactics to achieve team success.

Planning

Students develop strategies for batting orders, field placements and game management based on the strengths of their team.

Leadership

Students captain teams, organise fielding positions and support decision-making during games.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content adapted to the level of the group and adaptive teaching strategies used to support the development of all pupils. Resource guides and reciprocal teaching used to support the development of pupils at different stages in their learning.	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations. **Summative Assessment:** Students complete a written summative assessment at the end of Terms 2. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term.