PE curriculum Intent	Year 8 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 develop their knowledge and understanding of invasion games through participation in basketball, building on prior learning to develop tactical awareness, rules knowledge, and an appreciation of teamwork and game strategy. Pupils will improve their overall physical competency through the development of agility, coordination, balance, movement skills, ball handling, passing, shooting, and defending within competitive situations. They will also have opportunities to officiate, score, and lead small-sided activities, promoting communication, cooperation, leadership, 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 within conditioned and competitive game situations. Pupils will begin to apply these skills with increasing consistency and confidence while developing their tactical awareness and decision-making.
Pupils will develop an awareness and understanding of the rules, scoring systems, and basic tactics used in basketball, alongside 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?*	**Pitch Up** *How will we challenge ourselves?*
Students will build on their understanding of invasion games, applying transferable skills such as movement, coordination, balance, communication, and teamwork with greater consistency and purpose.	Students will apply their learning within invasion games, including basketball, through a variety of small-sided game scenarios and problem-solving activities. Pupils will develop a deeper understanding of tactics, improving their decision-making, spatial awareness, and ability to select appropriate skills in different game situations.

Pupils will develop and apply fundamental techniques such as passing, receiving, spatial awareness, ball control, and movement off the ball within modified and competitive basketball situations. These skills will be increasingly linked to simple tactical decisions and game understanding across invasion games throughout the year.	Students will be supported through structured scaffolding strategies, with increasing opportunities to work independently and collaboratively, building confidence, consistency, and improving overall skill execution in competitive contexts.
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 consistently apply prior learning in areas such as ball control, movement, passing, shooting, defending, rules, and tactics to improve performance within basketball and other invasion games. Pupils will begin to make more independent links between previous and current learning, using this knowledge to support more effective decision-making in game situations. Pupils will be encouraged to consider the How, Why, and When within lessons, developing a more secure understanding of skill execution, tactical decision-making, spatial awareness, and game strategies, leading to improved consistency in competitive play.	Pupils will deepen their understanding of net and invasion-based sports by linking prior learning from activities such as basketball, badminton, and other team games. They will begin to recognise similarities in tactics, movement patterns, and decision-making across different sports, supporting improved understanding of how skills transfer between activities. Knowledge of rules, scoring systems, and basic tactical principles will be revisited and applied more effectively, helping pupils make clearer connections between different sporting experiences. An increased focus on communication, teamwork, movement, and sportsmanship will support pupils in applying these consistently within both practice and competitive situations.
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 apply numeracy skills more consistently through scoring, working out point differences, interpreting simple statistics such as shooting accuracy, and using basic data to compare individual and team performance. Pupils will also begin to develop their understanding of angles, space, and movement pathways when making decisions in game situations, supporting more effective performance analysis. Clear links with science are developed further through exploration of fitness, heart rate, breathing, movement, force, balance, and coordination during physical activity. Pupils will begin to understand how these factors affect performance in basketball and how they can be improved through training and practice, linking to progression in Key Stage 4 PE pathways. Students will be introduced to a wider range of roles within sport and physical activity, including coaching, officiating, sports leadership, and sports science support roles. They will begin to understand the basic skills and qualities required for these careers through structured lesson activities and extracurricular opportunities.	

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 will continue to be adapted to meet the needs of the group, with a greater focus on structured differentiation and targeted support to help pupils progress within lessons. Adaptive teaching strategies will be used more deliberately to challenge pupils appropriately and extend learning, particularly within competitive and conditioned activities. Resource guides will be used to support recall and application of key skills, with increasing emphasis on pupil independence when accessing information and applying feedback. Reciprocal teaching will continue to be used to support pupils at different stages of learning, encouraging more effective peer support, discussion, and collaborative 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?

Pupils will develop and build upon their knowledge and understanding through participation in fitness and gym-based activities, applying health-related exercise knowledge, safe practice, and a deeper understanding of the components of fitness. Pupils will have opportunities to improve their overall physical competency through the development of strength, endurance, flexibility, coordination, balance, and movement efficiency, with increasing control and consistency. They will also

have opportunities to lead warm-ups, support peers, and take responsibility for aspects of sessions such as timing, counting, and organisation, promoting leadership, communication, and personal development skills.

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

Year 8 pupils will refine and apply a range of fitness-specific skills, enabling them to accurately perform and sustain key techniques such as bodyweight exercises, circuit training movements, use of basic gym equipment, and correct exercise posture within more demanding and varied training contexts.
Pupils will develop a stronger understanding of exercise technique, gym etiquette, safety procedures, and the components of fitness, applying this knowledge more independently during sessions. They will also develop the character and values that underpin successful participation, including respect, resilience, motivation, responsibility, perseverance, and self-discipline.

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

Students will build on prior knowledge of movement patterns and transferable skills such as balance, coordination, control, and teamwork, applying these more consistently within fitness-based activities.
Pupils will need to recall and apply a developing understanding of exercises such as squats, lunges, press-ups, core movements, and safe movement patterns, refining technique and increasing accuracy across a range of fitness tasks throughout the year.

Pitch Up
How will we challenge ourselves?

Students will be exposed to applying their learning within more structured fitness circuits, personal challenge activities, and increasingly independent problem-solving tasks, promoting deeper understanding of training methods, self-evaluation, and performance improvement.
Students will be supported through adaptive teaching strategies, but will be expected to show greater independence in technique application, decision-making, and self-correction, helping to build confidence, consistency, and sustained success for all learners.

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

Retrieval skills – pupils will confidently access prior learning in areas such as warm-ups, exercise technique, body control, components of fitness, and safety to enhance performance and progress through more advanced fitness content.
Pupils will be encouraged to consistently consider the How, Why, and When within lessons, demonstrating a deeper understanding of exercise purpose, training effects, correct technique, and healthy lifestyle choices to support long-term physical development.

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

Pupils will build on prior knowledge of healthy lifestyles, training methods, and body systems, applying this understanding more effectively to explain the impact of exercise on the body and performance.
An increasing understanding of fitness principles, recovery, and lifestyle choices will support pupils in making informed decisions about health, wellbeing, and physical activity beyond the classroom

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 skills more independently through tracking training data, timing intervals, calculating work-to-rest ratios, recording results, and comparing performance improvements over time.
Clear links with science are developed further through understanding heart rate response, muscular adaptation, energy systems, breathing efficiency, and the effects of exercise on the body, supporting progression towards Key Stage 4 learning pathways.
Pupils will begin to explore careers in greater depth, including personal training, sports coaching, physiotherapy, strength and conditioning, sports science, and health and leisure industries, developing awareness of qualifications and skills required for progression. Pupils will also make stronger connections between fitness and wider life skills such as discipline, resilience, goal setting, time management, and self-motivation.

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?

Content will be adapted to ensure appropriate challenge for all pupils, with a greater emphasis on independence and self-correction in Year 8. A range of resources including task cards, structured circuits, demonstration models, video analysis, and reciprocal teaching strategies will support pupils in refining technique and understanding at different stages of learning.

Assessment
How will we show what we know, remember and can apply?

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 develop and extend their knowledge and understanding through participation in badminton, applying tactical awareness, rules knowledge, and a deeper appreciation of net-based games in more competitive contexts. Pupils will build on prior learning to improve consistency, decision-making, and shot selection under pressure.
Pupils will have opportunities to enhance their overall physical competency through the continued development of agility, coordination, balance, movement skills, and refined racket control. They will also take on greater responsibility when officiating, scoring, and leading activities, promoting leadership, communication, teamwork, and personal development skills.

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

Year 8 pupils will refine and apply a range of badminton-specific skills, enabling them to perform key techniques such as serving, overhead clears, drop shots, smashes, net shots, and positional play with increased consistency and accuracy in game situations.
Pupils will develop a deeper understanding of rules, scoring systems, and tactics used in badminton, applying this knowledge more effectively to outwit opponents and adapt during rallies. The character traits and values underpinning success will be further embedded, including respect, resilience, honesty, teamwork, sportsmanship, and increasing self-discipline.

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

Students will build on prior experience of net-based games and transferable skills from a range of sporting activities, such as movement, coordination, balance, communication, and teamwork, applying these more consistently in competitive situations.
Pupils will need to recall and develop fundamental techniques such as sending and receiving, spatial awareness, and controlled movement, refining these skills to improve performance in more challenging badminton game scenarios across the year.

Pitch Up
How will we challenge ourselves?

Students will be exposed to increasingly competitive badminton scenarios and problem-solving activities, promoting deeper tactical awareness, improved decision-making, and greater consistency in skill execution under pressure.
Students will be expected to apply learning with more independence, while still being supported through targeted scaffolding strategies where necessary. This will help pupils develop confidence, improve adaptability, and achieve success across a range of competitive situations.

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 confidently access and apply prior learning in areas such as racket control, movement, rules, and tactics to improve performance and decision-making across badminton content. Pupils will be encouraged to consistently consider the How, Why, and When within lessons, developing a deeper understanding of skill execution, tactical decision-making, and game awareness to support more advanced and effective performance.	Pupils will build on prior knowledge of net and racket sports, including badminton, tennis, table tennis, and similar activities, recognising similarities in tactics, movement patterns, and skill application. This will support improved transfer of skills between sports. An understanding of teamwork, communication, movement, and sportsmanship from a range of sporting experiences will be further developed and applied more consistently to support confident and successful performance in 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 apply numeracy skills more consistently through scoring, calculating point differences, analysing simple performance data, measuring court space, and using terminology linked to angles, trajectories, and spatial awareness.
Clear links with science are further developed through understanding heart rate, fitness, breathing, movement, force, reaction time, and the musculoskeletal system during exercise, supporting progression towards Key Stage 4 PE pathways such as NCFE.
Students will explore a wider range of careers linked to physical education, sport, and leisure, including coaching, officiating, sports development, and fitness instruction. They will begin to understand the skills, qualifications, and personal attributes required for these roles through structured lessons, extracurricular opportunities, competitions, and visiting speakers.

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.

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 support progression for all learners, with a greater emphasis on independence and application of skills in Year 8. A range of resources such as task cards, structured progressions, demonstrations, video modelling, and reciprocal teaching strategies will be used to support learning at different stages of development	**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?

pupils will develop and extend their knowledge and understanding through participation in gymnastics, applying greater control, fluency, and consistency within movement and performance-based activities. Pupils will build on prior learning to refine body control, improve movement quality, and create more structured and effective sequences with increased independence.
Pupils will have opportunities to improve their overall physical competency through the continued development of agility, coordination, balance, flexibility, strength, and control, demonstrating improved precision and sustained performance. They will also take on increased responsibility when leading warm-ups, supporting peer assessment, and demonstrating sequences, promoting leadership, communication, teamwork, and personal development skills.

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

pupils will refine and apply a range of gymnastics-specific skills, enabling them to perform key techniques such as rolls, jumps, balances, travels, body shapes, and linking movements with increased accuracy, control, and fluency in both isolated and sequence-based performance contexts.
Pupils will develop a deeper understanding of principles of composition, including fluency, transitions, levels, timing, and use of space, applying these more effectively to improve performance quality. They will also demonstrate improved understanding of safe practice, performance criteria, and evaluation of movement, beginning to identify strengths and areas for improvement more independently.
Pupils will continue to develop the character and values that underpin gymnastics, including honesty, respect, discipline, resilience, responsibility, and sportsmanship, with a stronger emphasis on consistency and self-improvement.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will build on prior experience of gymnastics and transferable skills such as movement, coordination, balance, strength, flexibility, and body control, applying these more consistently and with greater accuracy. Pupils will need to recall and refine fundamental techniques such as rolls, jumps, balances, shapes, and controlled movement, using these as a foundation to develop more complex and structured sequences throughout the year.	Students will apply their learning within more structured gymnastics performance and problem-solving activities, developing greater depth of understanding, improved movement quality, and more effective decision-making when constructing and performing sequences. Students will be supported through a range of scaffolding strategies, but will be expected to show increased independence in refining skills, improving performance, and responding to feedback to promote 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 confidently apply prior learning in areas such as rolls, jumps, balances, shapes, and sequences to enhance performance and progression through increasingly complex gymnastics content. Pupils will be encouraged to consistently consider the How, Why, and When within lessons, developing a deeper understanding of skill execution, performance quality, movement control, and sequencing to improve overall performance outcomes.	Pupils will build on prior knowledge of gymnastics concepts, including body control, movement principles, and composition, applying these more effectively to create higher-quality and more fluent sequences. An understanding of coordination, discipline, teamwork, and body awareness from a range of physical activities will support pupils in improving performance quality and consistency within gymnastics.
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 skills more accurately through timing sequences, measuring height and distance in jumps, analysing angles in body positions, and using spatial awareness to improve movement quality and composition. Clear links with science are further developed through understanding forces, balance, flexibility, coordination, muscle engagement, and the musculoskeletal system, supporting progression towards Key Stage 4 learning pathways. Pupils will explore careers in greater depth, including coaching, teaching, choreography, physiotherapy, sports development, fitness instruction, and event management, understanding the skills and qualifications required for these pathways. Pupils will also make stronger connections to wider life skills such as discipline, resilience, problem-solving, creativity, teamwork, and communication.	
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 support progression for all pupils, with increased emphasis on independence, refinement, and performance quality in Year 8. A range of resources including task cards, apparatus stations, demonstration models, video analysis, progression pathways, and reciprocal teaching strategies will support pupils at different stages of learning within gymnastics. **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.	**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 develop and extend their knowledge and understanding through participation in athletics, applying improved technical awareness, rules knowledge, and a deeper appreciation of both individual and team-based competition. Pupils will build on prior learning to develop greater consistency, control, and efficiency across a range of track and field events.
Pupils will enhance their overall physical competency through the continued development of speed, strength, coordination, balance, agility, endurance, and movement efficiency, demonstrating improved control and performance under competitive conditions. They will also take on increased responsibility when officiating, timing, measuring, and leading 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 refine and apply a range of athletics-specific skills, enabling them to perform key techniques such as sprint starts, pacing strategies, relay changeovers, jumping techniques, throwing mechanics, and efficient running form with greater consistency in competitive situations.
Pupils will develop a deeper understanding of rules, scoring systems, and tactics used in athletics, applying this knowledge more effectively to improve performance and competition outcomes. The character traits and values underpinning success will be further embedded, including determination, resilience, honesty, respect, self-discipline, and sportsmanship, with a stronger focus on consistency and self-improvement.

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

Students will build on prior knowledge of fundamental movement skills and transferable skills such as running, jumping, throwing, coordination, balance, pacing, and teamwork, applying these more consistently and effectively across different athletic events.
Pupils will need to recall and refine understanding of movement patterns, spatial awareness, pacing strategies, and controlled body movements, using these skills to improve performance and efficiency in athletics across the year.

Pitch Up
How will we challenge ourselves?

Students will be exposed to applying their learning within more structured athletics competitions, personal best challenges, and performance-based problem-solving activities, promoting deeper technical understanding, improved consistency, and greater performance analysis.
Students will be supported through adaptive teaching strategies, but will be expected to show increasing independence in refining technique, evaluating performance, and making improvements to achieve success across a range of events.

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

Retrieval skills – pupils will confidently access and apply prior learning in areas such as movement, coordination, rules, pacing, and technique to improve performance across athletics disciplines.
Pupils will be encouraged to consistently consider the How, Why, and When within lessons, developing a deeper understanding of technique execution, tactical decision-making, and performance improvement to support progression into more advanced physical education content.

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

Pupils will build on prior knowledge of fitness, movement patterns, and basic techniques from activities such as cross-country, gymnastics, and invasion games, applying these more effectively to enhance performance in athletics.
An understanding of determination, communication, movement efficiency, and sportsmanship from a range of sporting experiences will support pupils in developing greater confidence, consistency, and success in competitive athletics settings.

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 apply numeracy skills more consistently through timing performances, measuring distances and heights, calculating averages and improvements, comparing results, and using terminology linked to speed, acceleration, trajectory, and performance data.

Clear and consistent links with science are further developed through understanding heart rate, fitness, biomechanics, force, momentum, energy systems, breathing, and the musculoskeletal system, supporting progression towards Key Stage 4 PE study and NCFE pathways.
Students will explore a wide range of careers linked to physical education, sport, health, and leisure in greater depth, including coaching, sports science, physiotherapy, strength and conditioning, performance analysis, officiating, and fitness instruction. They will understand the skills, qualifications, and personal attributes required for these roles through practical experiences, leadership opportunities, extracurricular clubs, 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 will be adapted to support progression for all pupils, with increased emphasis on independence, consistency, and performance improvement in Year 8. A range of resources including task cards, measurement tools, timing equipment, demonstration models, video analysis, progression pathways, 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.

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

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

pupils will develop and extend their knowledge and understanding through participation in cricket, applying improved tactical awareness, rules knowledge, and a deeper appreciation of striking and fielding games in more competitive situations. Pupils will build on prior learning to improve consistency, decision-making, and execution of skills under pressure.

Pupils will enhance their overall physical competency through the continued development of coordination, agility, balance, movement efficiency, throwing, catching, batting, and bowling techniques, demonstrating greater control and accuracy. They will also take on increased responsibility when officiating, scoring, and leading 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 refine and apply a range of cricket-specific skills, enabling them to perform key techniques such as batting, bowling, catching, throwing, fielding, and wicket keeping with greater consistency and control in game situations.
Pupils will develop a deeper understanding of rules, scoring systems, and tactics used in cricket, applying this knowledge more effectively to make decisions during gameplay. The character traits and values that underpin success will be further embedded, including respect, resilience, honesty, teamwork, patience, and sportsmanship, with a stronger focus on consistency and self-improvement.

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

Students will build on prior knowledge of striking and fielding games and transferable skills such as movement, coordination, balance, communication, and teamwork, applying these more consistently in competitive situations.
Pupils will need to recall and refine fundamental techniques such as throwing, catching, sending and receiving, spatial awareness, reaction time, and controlled movement, using these skills to improve performance in increasingly challenging cricket contexts.

Pitch Up
How will we challenge ourselves?

Students will be exposed to applying their learning within structured cricket game scenarios, competitive matches, and problem-solving activities, promoting deeper tactical awareness, improved decision-making, and more consistent skill execution.
Students will be supported through adaptive teaching strategies, but will be expected to demonstrate greater independence in applying skills, responding to game situations, and improving performance through feedback.

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

Retrieval skills – pupils will confidently apply prior learning in areas such as throwing, catching, movement, rules, and tactics to enhance performance and understanding in cricket.
Pupils will be encouraged to consistently consider the How, Why, and When within lessons, developing a deeper understanding of skill execution, tactical decision-making, and game awareness to support improved performance across striking and fielding activities.

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

Pupils will build on prior knowledge of striking and fielding sports, including rounders, softball, and baseball, recognising similarities in tactics, field placement, and decision-making to support skill transfer and game understanding.
An understanding of teamwork, communication, movement, and sportsmanship from a range of sporting experiences will support pupils in developing greater 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 apply numeracy skills more consistently through scoring, calculating run rates, measuring distances, analysing averages, and interpreting performance data, as well as using terminology linked to angles, speed, and trajectories.
Clear and consistent links with science are further developed through understanding heart rate, fitness, breathing, movement, force, reaction time, and the musculoskeletal system during exercise, supporting progression into Key Stage 4 PE pathways such as NCFE.
Students will explore a wide range of careers linked to physical education, cricket, sport, and leisure in greater depth, including coaching, officiating, performance analysis, physiotherapy, strength and conditioning, and sports development. They will understand the skills, qualifications, and personal attributes required for these roles through lessons, extracurricular clubs, competitions, leadership opportunities, 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?

Content will be adapted to support progression for all pupils, with increased emphasis on independence, consistency, and performance improvement in Year 8. A range of resources including task cards, structured game scenarios, skill progressions, demonstrations, video analysis, and reciprocal teaching approaches will support pupils at different stages of learning.

Assessment
How will we show what we know, remember and can apply?

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 6. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term.