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PE curriculum Intent	**Year 8 Girls**

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

Fitness (Health related)

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

Year 8 pupils will deepen their knowledge and understanding through participation in fitness and gym-based activities, developing greater awareness of training methods, safe practice, and the components of fitness. Pupils will refine their physical competency through improved coordination, balance, muscular strength, muscular endurance, cardiovascular endurance, flexibility, and movement control. They will also take greater responsibility through leading warm-ups, organising stations, and supporting others, 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 develop and refine a wider range of fitness-specific skills, enabling them to consistently perform exercises such as resistance movements, bodyweight circuits, core training, aerobic stations, and flexibility routines with improved control and technique.
Pupils will build a deeper understanding of exercise technique, gym etiquette, safety procedures, and training methods such as circuits, interval training, and continuous training, while continuing to develop values including resilience, motivation, respect, and perseverance.

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

Pitch Up
How will we challenge ourselves?

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Students will need prior experience of movement patterns and transferable skills such as coordination, balance, control, and bodyweight exercise technique. Pupils should have a secure understanding of fundamental exercises such as squats, lunges, press-ups, plank variations, and safe use of equipment, which will be built upon throughout Year 8.	Students will apply their learning within increasingly challenging circuits, fitness programmes, and problem-solving activities, promoting a greater depth of self-awareness, decision-making, and independence. Students will be supported through differentiated tasks, questioning, demonstrations, and peer feedback to build confidence and improve performance.
Wider Framework *S* *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 expected to recall and apply prior learning in warm-ups, exercise technique, safety, and components of fitness to enhance progress. Pupils will consider the How, Why, and When within lessons, enabling deeper understanding of exercise selection, training methods, and healthy lifestyle choices	Pupils will benefit from prior knowledge of healthy lifestyles, body systems, nutrition, and exercise routines.
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 calculating work/rest ratios, repetitions, timings, sets, percentages, and progress data. Clear science links include aerobic and anaerobic exercise, heart rates, biomechanics, force production, and muscles used during training. Pupils will recognise how fitness skills transfer into careers including personal training, coaching, physiotherapy, sports therapy, teaching, leisure management, and health promotion. Pupils will also connect fitness to life skills such as leadership, resilience, discipline, motivation, organisation, and goal setting.	

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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 Year 8 group, with adaptive teaching strategies used to support all pupils. Resources such as training cards, exercise stations, demonstrations, modified equipment, fitness trackers, and reciprocal teaching 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 Term 1. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term

Term 2 Topic/Theme/Enquiry	**Pickleball**

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

Pupils will build on their prior learning through participation in pickleball, developing a more secure understanding of tactical awareness, rules, and strategies within net-based games.
Pupils will improve their physical competency through continued development of agility, coordination, balance, movement skills, and racket control, applying these with greater consistency in increasingly competitive situations. They will also have opportunities to officiate, score, and lead activities, supporting the development of leadership, communication, decision-making, and personal development skills.

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

Pupils will further develop and apply a wider range of pickleball-specific skills, demonstrating greater consistency and control when performing key techniques such as serving, returning, dinking, volleying, and positioning in increasingly competitive game-like situations.

Pupils will deepen their understanding of rules, scoring systems, and basic tactical approaches in pickleball, applying these more effectively during play. They will also continue to develop the character traits and values that underpin successful participation, including respect, resilience, honesty, teamwork, and sportsmanship, both in practice and competitive contexts.

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

Students will build on their awareness of net-based games and further develop transferable skills from a range of sporting activities, such as movement, coordination, balance, and teamwork in more structured and competitive contexts.
Pupils will strengthen their understanding and application of fundamental techniques, including sending and receiving an object, spatial awareness, and controlled movement, with these skills being developed and refined through pickleball across each term

Pitch Up
How will we challenge ourselves?

Students will apply their learning within pickleball game scenarios and increasingly challenging problem-solving activities, developing a deeper understanding of the game, improved tactical awareness, and more consistent decision-making within competitive situations. Students will be supported throughout this development through a range of scaffolding strategies designed to build confidence, strengthen skill acquisition, and ensure success for all learners as they progress in pickleball.

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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 continue to access and build upon prior learning in areas such as racket control, movement, rules, and tactics to support continued progress through each stage of pickleball content. Pupils will be increasingly encouraged to consider the How, Why, and When within lessons, developing a deeper understanding of skill execution, improved tactical decision-making, and greater game awareness in both practice and competitive situations.	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. This prior understanding will support pupils in developing greater confidence, improved decision-making, and more consistent performance in pickleball contexts. An understanding of teamwork, communication, movement, and sportsmanship from a range of sporting experiences will also support pupils in developing success and engagement within lessons

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

Links between maths and PE are further developed within pickleball. Students will apply numeracy skills through scoring, calculating basic point differences, measuring court space, and beginning to judge angles of shots, using appropriate mathematical terminology such as acute and obtuse angles in simple contexts.

Clear links with science are also reinforced through understanding heart rate, basic fitness principles, mechanics of breathing, movement, force, and the musculoskeletal system during exercise, supporting progression towards more advanced study in physical education at Key Stage 4. Students will be exposed to a range of careers linked to physical education, sport, and leisure, beginning to understand the skills, qualities, and qualifications needed for these roles.

This will be supported through lessons, extracurricular clubs, competitions, and occasional exposure to external speakers.

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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 is adapted to the developing needs of the group, with adaptive teaching strategies used to support the progress of all pupils as they build confidence and competence in pickleball. A range of resources, including structured guidance materials and reciprocal teaching approaches, are used to support pupils at different stages of their learning and to promote skill development, understanding, and application within game situations.	**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 3 Topic/Theme/Enquiry	**Gymnastics**

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

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Year 8 pupils will build on their prior learning in gymnastics, developing a more secure understanding of movement composition, body control, and performance quality within aesthetic activities. Pupils will improve their physical competency through continued development of agility, coordination, balance, flexibility, strength, and control, applying these with greater consistency in structured sequences. They will also have opportunities to lead parts of warm-ups, engage in peer assessment, and demonstrate sequences with increasing confidence, supporting the development of leadership, communication, evaluation, and personal development skills

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

Year 8 pupils will further develop and apply a wider range of gymnastics-specific skills, demonstrating greater control and consistency when performing key techniques such as rolls, jumps, balances, travels, and body shapes within both isolated skills and sequence-based performance contexts.
Pupils will deepen their understanding of composition principles, safe practice, and performance criteria in gymnastics, applying these more effectively when creating and refining sequences. They will also continue to develop the character and values that underpin the activity, including honesty, respect, discipline, resilience, and sportsmanship, both in practice and performance settings.

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

Students will build on their awareness of gymnastics and further develop transferable skills such as movement, coordination, balance, strength, and body control in more structured and performance-based contexts.

Pupils will strengthen their understanding and application of fundamental techniques including rolls, jumps, balances, shapes, and controlled movement, with these skills being developed and refined through gymnastics throughout the year

Pitch Up
How will we challenge ourselves?

Students will apply their learning within gymnastics performance and increasingly challenging problem-solving activities, developing a deeper understanding of movement, improved quality of execution, and more consistent decision-making within performance contexts. Students will be supported throughout this development through a range of scaffolding strategies designed to build confidence, strengthen skill acquisition, and ensure success for all learners as they progress in gymnastics.

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

Retrieval skills – pupils will continue to access and build upon prior learning in areas such as rolls, jumps, balances, shapes, and sequences

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

to support continued progress through each stage of gymnastics content. Pupils will be increasingly encouraged to consider the How, Why, and When within lessons, developing a deeper understanding of skill execution, improved performance quality, and greater movement control in both practice and performance contexts.	used in gymnastics such as rolls, jumps, balances, shapes, and sequences. This prior understanding will support pupils in improving movement quality, applying techniques more consistently, and developing greater confidence in performance-based activities

Authentic connections

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

Links between maths and PE are further developed through gymnastics. Students will apply numeracy skills in contexts such as counting repetitions, timing routines, measuring height and distance in jumps, identifying basic angles and positions in shapes, and interpreting performance scores. Clear links with science are also reinforced through understanding heart rate, basic fitness principles, movement, force, balance, flexibility, and the musculoskeletal system during exercise.

Pupils will begin to recognise how skills developed through gymnastics can transfer into careers such as coaching, teaching, sports development, officiating, fitness, choreography, and event management.

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They will also make increasingly meaningful 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 developing needs of the group, with adaptive teaching strategies used to support the progress of all pupils as they build confidence, control, and consistency in gymnastics. A range of resources, including task cards, demonstrations, mats and apparatus, progressions of skills, sequencing activities, and reciprocal teaching approaches, will be used to support pupils at different stages of learning and to promote skill development, performance quality, and understanding 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 Term 3. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term

Term 4 Topic/Theme/Enquiry		**Netball**

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

Year 8 pupils will build on their prior learning in netball, developing a deeper understanding of tactical play, rules, and strategies within invasion games. Pupils will further refine their physical competency through continued development of agility, coordination, balance, speed, and advanced ball-handling skills. They will also be given regular opportunities to officiate, score, and lead activities, enhancing their leadership, communication, decision-making, and wider personal development skills

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

Year 8 pupils will further develop and apply a wider range of netball-specific skills, demonstrating greater consistency and control when performing key techniques such as passing, catching, footwork, shooting, defending, and movement in increasingly competitive game situations. Pupils will deepen their understanding of the rules, positions, and tactical principles of netball, beginning to make more effective decisions during play. They will also continue to develop the character and values that underpin the game, including honesty, respect, teamwork, resilience, and sportsmanship, both in practice and competitive contexts

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

Students will build on their awareness of invasion games and further develop transferable skills such as movement, coordination, balance, and teamwork in increasingly structured and competitive contexts. Pupils will strengthen their understanding and application of fundamental techniques including passing, catching, spatial awareness, footwork, and controlled movement, with these skills being further developed and refined through netball throughout the year

Pitch Up
How will we challenge ourselves?

Students will apply their learning within netball game scenarios and increasingly challenging problem-solving activities, developing a deeper understanding of the game, improved tactical awareness, and more consistent decision-making within competitive situations. Students will be supported throughout this development through a range of scaffolding strategies designed to build confidence, strengthen skill acquisition, and ensure success for all learners as they progress

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?

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Retrieval skills – pupils will continue to access and build upon prior learning in areas such as passing, movement, rules, and tactics to support continued progress through each stage of netball content. Pupils will be increasingly encouraged to consider the How, Why, and When within lessons, developing a deeper understanding of skill execution, improved decision-making, and greater game awareness in both practice and competitive situations	Pupils will have greater access to the content taught if they have prior knowledge of rules and tactical principles used in invasion games such as football, rugby, hockey, basketball, and netball. This prior understanding will support pupils in making more effective decisions, applying strategies with greater consistency, and transferring skills between different game contexts.

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

Links between maths and PE are further developed through netball. Students will apply numeracy skills in contexts such as scoring, basic league tables, measuring distances, angles of passing, and interpreting simple statistics. Clear links with science are also reinforced through understanding heart rates, basic fitness principles, movement, force, and the musculoskeletal system during exercise.

Pupils will begin to recognise how skills developed through netball can transfer into careers such as coaching, teaching, sports development, officiating, fitness, and event management.

They will also make increasingly meaningful connections between netball and wider life skills such as teamwork, leadership, resilience, communication, and problem-solving.

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

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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 be adapted to the developing needs of the group, with adaptive teaching strategies used to support the progress of all pupils as they build confidence and consistency in netball. A range of resources, including task cards, demonstrations, modified equipment, conditioned games, and reciprocal teaching approaches, will be used to support pupils at different stages of learning and to promote skill development, understanding, and application within game situations	**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 5
Topic/Theme/Enquiry

Athletics

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

Pupils will build on their prior learning through participation in athletics, developing a more secure understanding of track and field events, rules, and the principles of individual and team-based competition. Pupils will improve their physical competency through continued development of speed, strength, coordination, balance, agility, endurance, and movement skills, applying these with greater consistency across a range of athletic events.

They will also have opportunities to officiate, time, measure, and lead activities, supporting the development of leadership, communication, decision-making, and personal development skills.

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

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Pupils will further develop and apply a wider range of athletics-specific skills, demonstrating greater consistency and control when performing key techniques such as sprint starts, pacing, relay exchanges, jumping, throwing, and running technique within increasingly competitive situations. Pupils will deepen their understanding of rules, scoring systems, and basic tactical approaches in athletics, applying these more effectively during practice and competition. They will also continue to develop 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 build on their awareness of fundamental movement skills and transferable skills from a range of sporting activities, such as running, jumping, throwing, coordination, balance, and teamwork in more structured and competitive athletic contexts. Pupils will strengthen their understanding and application of movement patterns, spatial awareness, pacing, and controlled body movements, with these skills being developed and refined through athletics across each term.

Pitch Up
How will we challenge ourselves?

Students will apply their learning within athletics competitions, personal challenges, and problem-solving activities, developing a deeper understanding throwing, coordination, balance, and teamwork in more structured and competitive athletic contexts. Pupils will strengthen their understanding and application of movement patterns, spatial awareness, pacing, and controlled body movements, with these skills being developed and refined through athletics across each term.
of the events, improved technical awareness, and more consistent performance analysis within the sport. Students will be supported throughout this development through a range of scaffolding strategies designed to build confidence, strengthen skill acquisition, and ensure success for all learners as they progress in athletics

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

Retrieval skills – pupils will continue to access and build upon prior learning in areas such as movement, coordination, rules, pacing, and performance techniques to support continued progress through each stage of athletics content. Pupils will be increasingly encouraged to consider the How, Why, and When within lessons, developing a deeper understanding of technique execution, improved decision-making, and

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. This prior understanding will support pupils in developing improved confidence, more efficient movement, and greater consistency in performance within athletics contexts. An understanding

greater awareness of performance improvement in both practice and competition	of determination, communication, movement efficiency, and sportsmanship from a range of sporting experiences will also support pupils in developing success and engagement within lessons

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

Links between maths and PE are further developed within athletics. Students will apply numeracy skills through timing events, measuring distances and heights, recording and comparing results, and beginning to interpret basic performance data and statistics. Clear links with science are also reinforced through understanding heart rate, fitness principles, movement, force, reaction time, and the musculoskeletal system during exercise, supporting progression towards Key Stage 4 PE and related qualifications.

Students will be exposed to a range of careers linked to physical education, sport, and leisure, developing a clearer understanding of the skills, qualities, and qualifications required for these roles.

This will be developed through lessons, extracurricular clubs, competitions, an occasional exposure to 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

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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 developing needs of the group, with adaptive teaching strategies used to support the progress of all pupils as they build confidence, technique, and consistency in athletics. A range of resources, including task cards, demonstrations, modified equipment, conditioned practices, and reciprocal teaching approaches, will be used to support pupils at different stages of learning and to promote skill development, understanding, and application across track and field events	**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 Term 6. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term

Term 6
Topic/Theme/Enquiry

Rounders (striking and fielding)

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

Pupils will build on their prior learning through participation in rounders, developing a more secure understanding of tactical awareness, rules, and strategies within striking and fielding games. Pupils will improve their physical competency through continued development of agility, coordination, balance, throwing, catching, batting, and movement skills, applying these with greater consistency in increasingly competitive situations. They will also have opportunities to officiate, score, and lead activities, supporting the development of leadership, communication, decision-making, and personal development skills.

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

Pupils will further develop and apply a wider range of rounders-specific skills, demonstrating greater consistency and control when performing key techniques such as throwing, catching, batting, bowling, fielding, and base running in increasingly competitive game-like situations. Pupils will

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deepen their understanding of rules, scoring systems, and basic tactical approaches in rounders, applying these more effectively during play. They will also continue to develop the character traits and values that underpin successful participation, including respect, resilience, honesty, teamwork, and sportsmanship, both in practice and competitive contexts

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

Students will build on their awareness of striking and fielding games and further develop transferable skills from a range of sporting activities, such as movement, coordination, balance, throwing, catching, and teamwork in more structured and competitive contexts. Pupils will strengthen their understanding and application of fundamental techniques, including sending and receiving an object, spatial awareness, striking a ball, and controlled movement, with these skills being developed and refined through rounders across each term

Pitch Up
How will we challenge ourselves?

Students will apply their learning within rounders game scenarios and increasingly challenging problem-solving activities, developing a deeper understanding of the game, improved tactical awareness, and more consistent decision-making within competitive situations. Students will be supported throughout this development through a range of scaffolding strategies designed to build confidence, strengthen skill acquisition, and ensure success for all learners as they progress in rounders.

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

Learning in rounders supports progression into other striking and fielding games such as cricket and softball, where similar skills, tactics, and decision-making processes are applied. It also builds transferable skills for invasion and net- based games, supporting the development of overall physical literacy, confidence, and sporting competence across a range of activities

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

Retrieval skills – pupils will continue to access and build upon prior learning in areas such as throwing, catching, batting, rules, and tactics to support continued progress through each stage of rounders content. Pupils will be increasingly encouraged to consider the How, Why, and When within lessons, developing a deeper understanding of skill execution, improved tactical decision-making, and greater game awareness. 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 games such as cricket, softball, and baseball. An understanding of teamwork, communication, movement, and sportsmanship from a range of sporting experiences will also support pupils in developing confidence, consistency, and success within rounders

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Authentic connections

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

Links between maths and PE are further developed within rounders. Students will apply numeracy skills through scoring, calculating runs, measuring distances, and beginning to interpret simple game statistics and averages. Clear links with science are also reinforced through understanding heart rate, basic fitness principles, movement, force, reaction time, and the musculoskeletal system during exercise, supporting progression towards Key Stage 4 PE and related qualifications.

Students will be exposed to a range of careers linked to physical education, sport, and leisure, beginning to understand the skills, qualities, and qualifications required for these roles.
This will be developed through lessons, extracurricular clubs, competitions, and occasional exposure to 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 the developing needs of the group, with adaptive teaching strategies used to support the progress of all pupils as they build confidence and competence in rounders. A range of resources, including task cards, demonstrations, modified equipment, conditioned games, and reciprocal teaching approaches, will be used to support pupils at different stages of learning and to promote skill development, understanding, and application within game situations.

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

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