

PE Core Curriculum (KS3) - Y7 to Y9

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Core PE Curriculum Intent

Our Key Stage 3 PE curriculum aims to develop confident, resilient and physically competent students who enjoy sport and physical activity.

Students experience a broad range of activities and learn:

- Fundamental movement and sport-specific skills
- Rules, tactics and strategies
- How exercise impacts the body and supports health

Alongside this, we explicitly develop character through our 'ME in PE' framework, helping students grow in:

- teamwork and communication
- resilience and motivation
- leadership and independence

By Year 9, students should be able to apply their skills more confidently, make decisions in competitive situations and take ownership of their own development, preparing them for Key Stage 4 and life beyond school

YEAR 7	Core Knowledge	Procedural Knowledge
	Topic (Pupils know ...)	(Pupils will do ...)
FMS	• Components of FMS (balance, coordination, agility) • Why FMS underpin all sports and physical activity • Importance of control and body awareness	• Perform isolated and combined FMS with increasing control • Move efficiently in different directions and speeds • Adjust movements based on space and task
Cross Country	• What aerobic endurance is • Basic heart rate understanding (working harder = higher HR) • What pacing means (starting steady vs too fast) • Simple warm up & cool down principles • Difference between jogging, running, sprinting	• Maintain a consistent pace over distance • Adjust speed according to fatigue • Demonstrate sustained effort across the activity
Fitness	• The purpose of warming up and cooling down • Basic fitness suite safety rules • Names and functions of fitness suite equipment • Basic components (health-related) fitness	• Perform exercises with correct technique • Use bikes, rowers, treadmills and resistance machines safely • Perform fundamental movement patterns (squat, push, pull, core stability)

		• Complete simple cardiovascular and muscular endurance activities • Identify strengths and areas for improvement
Gymnastics	• Principles of balance, shape and tension • How sequences are structured (start-middle-end) • Safety in gymnastics	• Perform balances and transitions with control • Link movements into short sequences • Demonstrate safe use of space and partner balances
Badminton	• Basic rules and scoring system • Specific grips; stance • Purpose of different shots (serve, clear) • Importance of control over power	• Perform underarm and overhead shots with some control • Sustain short rallies with a partner • Apply rules and scoring accurately during competition
Basketball	• Basic attacking principles (space, movement) • Basic defensive principles (man to man, zone) • Difference between attack and defence • Rules: travelling, double-dribble, contact (fouls)	• Dribble with control under some pressure • Pass and move into space • Apply simple attacking and defending decisions in small-sided games
OAA - Orienteering	• Principles of teamwork and communication • Understanding of problem-solving strategies • Importance of trust and cooperation • What happens to our body when we exercise	• Work collaboratively to solve challenges • Adapt approach based on success/failure • Show resilience • Using pacing to maintain intensity during tasks
Rugby League	• Basic rules and safety • How to hold, pass and catch a rugby ball • The concept of backward passing • Basic attacking principles (width and support) • Simple defensive positioning.	• Perform basic passing and catching • Move into space to support teammates • Understand and apply simple touch rugby rules • Participate in conditioned and small-sided games • Work positively within a team
Athletics	• Which FMS are required • Key components of running, jumping and throwing technique • How practice improves performance (repetition & feedback)	• Refine sprint technique (e.g. arm drive, stride) • Apply feedback to improve performance • Measure and compare performances
Tennis	• Basic strokes (forehand/backhand) • Importance of consistency in rallies	• Sustain rallies with control and placement • Adjust stroke based on ball position

	Court lines and basic scoring system	Use feedback to improve consistency
Rounders	- Roles within the game (batter, bowler, fielder) - Basic rules and scoring - Importance of teamwork in striking/fielding games	- Strike the ball with increasing accuracy - Make decisions when running between posts Apply rules consistently in game play
Cricket	- Basic rules of cricket (runs, outs, overs, innings) - Basic batting and bowling techniques - Fielding positions and roles - Game structure (overs, innings) - Safety rules (spacing, awareness of bat use)	- Perform basic batting and bowling progressions - Perform a number of simple fielding techniques - Apply teamwork in modified game situations (continuous cricket / pairs cricket, small-sided games) - Make simple decisions (where to stand, hit etc)

YEAR 8	Core Knowledge	Procedural Knowledge
	Topic (Pupils know ...)	(Pupils will do ...)
Cross Country	- Awareness of personal fitness levels - Why goal setting improves motivation - Key training methods (Continuous and Interval) - Components of fitness (AE, Speed) - Target setting - How to measure progress (times, laps, HR)	- Maintain consistent pace for longer duration - Adjust running style when fatigued - Reflect on performance and success of goal setting
Rugby League	- Advanced support play concepts - Defensive organisation - Creating overlaps - Movement patterns in attack - Basic officiating responsibilities	- Select appropriate passes under pressure - Organise simple attacking structures - Defend collectively - Make tactical decisions during games - Referee basic games
Table Tennis	- Basic rules (scoring, serve rules) - Ready position and grip (shake-hand) - Difference between forehand and backhand - Importance of consistency - Basic tactics	- Apply forehand/backhand with control - Work collaboratively and competitively - Use placement to move opponent - Select appropriate shot based on situation

		• Explore using spin on the ball, placement and power
Fitness	• The principles of training (specificity, overload) • The difference between aerobic and anaerobic exercise. • The purpose of different training methods • Challenge can be increased in different ways • Working collaboratively can improve motivation	• Complete structured training sessions • Select appropriate resistance levels • Maintain exercise intensity for prescribed periods • Apply correct machine and free-weight techniques • Monitor exercise intensity using RPE scales • Evaluate the effectiveness of training sessions
Badminton	• Range of shots (clear, drop, smash) • How to move around the court • When to use different shots tactically	• Apply a range of shots in rallies • Review own performance and the performance of others • Improve technique through feedback • Sustain competitive rallies
Football	• How to keep the ball (possession) • Principles of attacking (width, depth) • Transitions between attack/defence	• Maintain positional discipline • Support play off the ball • Adapt decisions based on game situation
Hockey	• Rules to ensure safety (push pass, safety equipment, no high stick etc) • Basic rules of play (no feet, one side of stick only) • Importance of possession and control • The purpose and key teaching points for: grip, ready position, dribbling, Indian dribble, push pass, block tackle	• Demo the Indian dribble in unopposed situations • Move the ball using controlled dribbling • Execute a push pass over a short distance • Demo basic principles of attack (creating width, moving into space, supporting the ball carrier) • Demo basic principles of defence (marking an opponent, delaying attackers) • Regain possession safely
Basketball	• Knowledge relating to contact (blocking and charging) • Concepts of width, depth and marking • Importance of fair play	• Apply attacking patterns (use of screens) • Mark opponents effectively (zone or man to man) • Play within rules with integrity
Athletics	• Practical disciplines relating to high jump, long jump and javelin • Importance of safety and following instructions	• Perform skills under pressure • Maintain technique when fatigued • Respond positively to outcomes

	- Psychological aspects of competition (pressure, focus) - Strategies for managing emotions	
Cricket	- Advanced fielding techniques (long barrier) - Field placement and scoring options - Defensive v attacking (fielding and batting) - Role of decision-making in gameplay	- Select different shots (e.g. defensive vs attacking) - Develop more consistent bowling - Attempt simple variations (speed/direction) - Advance fielding skills (catch high balls, throw further, back-up) - Apply simple tactics in games - Begin simple leadership (e.g. suggesting field positions)
Rounders	- Principles of striking (placement, power) - Importance of timing - No-ball types (wide, high, low) - Half rounders vs full rounders - Tactical knowledge (when to run / hold a post, backing-up) - fielding positions (deep, square, backstop)	- Perform skills more consistently - Place shots into space - Set and review personal targets - Make simple tactical decisions - Communicate effectively in teams - Begin officiating
Tennis	- Difference between forehand and backhand technique - Importance of racket angle, follow-through - Serving rules - diagonal serve into service box - Basic tactics - hit into space, move opponent - Scoring system in more detail - Games structure (not full sets) - Recover to centre after shot	- Use forehand and backhand with improved technique - introduce overarm serve (progression from underarm) - Maintain longer rallies (5+ shots) - Use target zones (placing the ball) - start points with a serve

YEAR 9	Core Knowledge	Procedural Knowledge
	Topic (Pupils know ...)	(Pupils will do ...)
Cross Country	- Principles of training (FITT), overload and progression - Basic energy systems (very simplified): Aerobic vs anaerobic - Pacing strategies for racing - Importance of nutrition & hydration (basic level)	- Maintain effort over longer durations - Use pacing strategies independently - Push personal limits to beat personal best time

Fitness	• How fitness links to health, wellbeing and sporting performance • Goals v training approach • How to use heart rate and RPE to monitor exercise intensity • The FITT principles • Benefits of lifelong participation • Physical activity can support physical and mental wellbeing	• Select exercises appropriate to specific goals • Complete more demanding training sessions • Lead and coach peers confidently • Take ownership of personal fitness goals • Reflect on how fitness can become part of an active lifestyle beyond school
Flag (American) Football	• Structure of offensive and defensive systems in a range of activities • Basic rules of gameplay • How to evade and outwit a defender • Roles within team play	• Play small-sided 'flag' football - experiencing a range of different roles/positions • Execute planned plays with some accuracy • Communicate tactics within team • Adapt strategies in game
Kinball	• Basic rules of gameplay for kinball • Striking the ball safely in kinball • Principles of inclusive sport and cooperation • Importance of leadership and communication	• Play kinball, effectively striking whilst staying safe • Maintain active involvement • Undertake individual roles to support the team • Apply cooperation and teamwork strategies
Badminton	• Advanced shot selection and deception • Tactical awareness vs opponents • The importance of self-reflection on performance	• Adapt shots based on opponents' weakness(es) • Use variation and deception • Provide feedback to peers to help them improve
Football	• How to keep possession • Own strengths and weaknesses • Tactical formations and roles • Leadership in sport • The importance of a positive mindset	• Organise team shape • Communicate tactical decisions • Lead warm-ups or drills • Develop positive attitudes and language
Table Tennis	• Types of spin and effects of spin and angles • Tactical concepts (outwitting opponent, exploiting weaknesses, attack vs defence) • Shot selection based on situation	• Explore types and use of spin to control rallies/outwit opponents • Apply tactical variations • Adjust play to fatigue • Demonstrate knowledge of rules and leadership skills when officiating games
Hockey	• The purpose and execution of: accurate push passing, passing on	• Dribble with control at varying speeds

	the move, receiving under pressure, reverse stick skills, jab tackle, block tackle • Attacking principles - transition from defence to attack • Defensive principles - Pressing, protecting the goal area	• Pass accurately over greater distances • Receive passes effectively while moving • Apply tackling techniques safely under pressure • Shoot with increasing accuracy
Frisbee	• Origins and purpose of Ultimate Frisbee. • Basic rules: non-contact nature of the game • Self-officiating and the "Spirit of the Game" • Scoring in the end zone • Turnovers and changes of possession • Basic attacking principles - Create space, pass and move, support the thrower • Basic defensive principles - marking opponents, staying goal-side	• Perform basic throws consistently • Catch successfully under limited pressure • Apply basic rules correctly • Participate positively, demonstrating the spirit of the Game.
Rugby League (tag)	• Team attacking structures • Advanced defensive systems • Leadership and communication roles • Tactical adaptations • Performance analysis methods • Officiating and game management	• Lead teams more effectively • Select more advanced tactical options • Analyse strengths and weaknesses (individual and team) • Adapt performance during games • Officiate more confidently
Rounders / Softball	• Game strategy and situational awareness • Full rules and application • Advanced dismissals and rule interpretation • Tactical play: fielding strategies based on batter • Shot selection based on field • Leadership: roles of umpire and scorer	• Perform skills fluently under pressure • Apply tactics independently • Lead and officiate effectively • Show positive communication and teamwork
Cricket	• Modified rules of cricket (adapted to school game) • More advanced tactical concepts: strike rotation, building an innings	• Show more tactical awareness • Use more advanced fielding and positioning • Communicate effectively as a team • Play larger-sided games

	• Bowling strategies (attacking vs defensive), setting fields based on batter • Decision-making under pressure	• Apply rules independently • Keep score and understand match situations • Show leadership and responsibility
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Homework:

Homework is set on Bromcom on a half-termly basis and is in the form of a PE-reading, relating to the ME in PE (physical and personal development) objectives for the half term. The aim of the homework is to help students develop a mastery of skills and knowledge, and to contribute to the whole school development of literacy.

Assessment:

Assessment data is captured twice a year per year group, recording effort, behaviour and attitude. We do not assess students on technical (practical) skills, as our focus for PE is to engage students in activity and ensure they understand the relevance of sport and activity in relation to positive mental and physical wellbeing. Our curriculum is built around physical and personal development using the 5 MEs in PE (physical ME, social ME, thinking ME, employable ME, healthy ME).

Personal Development through the ME in PE Framework

The KS3 curriculum is underpinned by five strands of personal development:

- **Physical ME (PM)** – applying skills and tactics
- **Thinking ME (TM)** – decision making, creativity, evaluation
- **Social ME (SM)** – teamwork, communication, respect
- **Employable ME (EM)** – motivation, leadership, behaviour
- **Healthy ME (HM)** – physical and mental wellbeing

In Year 7, “Developing the Forge Valley culture” we focus on routines, expectations, and basic behaviours

Examples:

- Work outside comfort zone (EM3)
- Be humble in victory (PM2)
- Adapt behaviour and collaborate (SM4)

Students learn how to behave, engage and succeed in PE

In Year 8, “Impact on others” we focus on responsibility and relationships

Examples:

- Decision making in teams (TM4)
- Giving and receiving feedback (SM1)
- Managing emotions in competition (HM3)

Students understand how their actions affect performance and others

In Year 9 – “Leadership and independence”, we focus on leadership, motivation, and reflection
Examples:

- Leading and influencing others (EM2)
- Goal setting and evaluation (TM2)
- Emotional wellbeing and resilience (HM1/EM1)

Students develop transferable life skills and independence, with a view to encouraging healthy, active lifestyles when they leave school.

How is my knowledge further developed into KS4?

In KS4, students receive one PE lesson a week, where they focus on activity and the recreational aspects of activity and sport.

The curriculum emphasis includes:

- Integrity and personal standards
- Positive relationships and wellbeing
- Independent problem solving and learning