

Yearly Overview 2026-27 - PE

	Autumn 1	<i>Why are you delivering this topic at this time of year?</i>	Autumn 2	<i>Why are you delivering this topic at this time of year?</i>	Spring 1	<i>Why are you delivering this topic at this time of year?</i>	Spring 2	<i>Why are you delivering this topic at this time of year?</i>	Summer 1	<i>Why are you delivering this topic at this time of year?</i>	Summer 2	<i>Why are you delivering this topic at this time of year?</i>
Yr 7 Woodlands	Handball/basketball	Handball and basketball is best taught in Term 1 because it helps students develop teamwork, communication, and cooperation at the start of the school year while building fundamental invasion game skills such as passing, receiving, attacking, defending, and spatial awareness.	Football	Football is best taught in Term 2 of Year 7 because pupils have already developed the basic teamwork, communication, and invasion game skills introduced in Term 1. Football allows them to build on these foundations by applying passing, dribbling, shooting, and defensive	Rock climbing/table tennis	For Year 7, rock climbing and table tennis are taught in Term 3 to broaden pupils' sporting experiences and develop a wider range of physical and personal skills. Rock climbing helps build confidence, resilience, problem-solving, and coordination, while table tennis develops hand-eye	Dodgeball/tennis	For Year 7, dodgeball and tennis are well suited to Term 4 because they build on the coordination, movement, and game skills developed earlier in the year while introducing different competitive challenges. Dodgeball develops agility, reaction	Cricket/water sports	For Year 7, cricket and watersports are ideally taught in Term 5 as the warmer weather and longer daylight hours provide the best conditions for outdoor activities. Cricket develops fundamental skills such as throwing, catching, striking,	Athletics	For Year 7, athletics is best taught in Term 6 because the warmer weather and access to outdoor facilities provide ideal conditions for track and field activities. Athletics allows pupils to apply and showcase the fundamental movement

		As it is a relatively new sport for many pupils, it provides an inclusive learning environment where all students can participate and succeed regardless of prior experience. The fast-paced nature of the game also helps re-establish fitness and physical activity levels after the summer break, while allowing teachers to assess pupils' physical, tactical, and social skills that will		skills in a familiar and engaging sport. The timing also aligns well with the football season, helping to increase participation and enthusiasm. As pupils become more confident in PE routines and expectations, they are better prepared to understand tactical concepts such as creating space, supporting teammates, and transitioning between		coordination, reaction time, accuracy, and tactical awareness. As pupils have already experienced team invasion games earlier in the year, these activities provide opportunities to focus on individual performance, self-improvement, and lifelong participation in physical activity within a safe and engaging environment.		time, teamwork, and decision-making in a fun and engaging environment, while tennis improves hand-eye coordination, racket skills, accuracy, and tactical awareness. Teaching these activities in Term 4 helps pupils apply their physical skills in both team and individual settings, broadening their sporting experience		teamwork, and tactical awareness, while watersports build confidence, resilience, water safety, and communication skills. These activities offer pupils new sporting experiences, encourage cooperation and personal challenge, and promote lifelong participation in a range of physical activities.		skills developed throughout the year, including running, jumping, and throwing. It encourages personal challenge, goal setting, and performance improvement while helping pupils develop fitness, resilience, and confidence. As both an individual and team activity, athletics also promotes healthy
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		support learning in other invasion games throughout the year.		attack and defence.				s and supporting confidence and participation in a variety of activities.				competition and lifelong participation in physical activity.
Yr 8 Dickens	Handball /basketball	For Year 8, handball and basketball can be developed beyond basic skills by focusing on more advanced tactical understanding, decision-making, and game strategies. Pupils should refine their passing, catching, shooting, and defensive techniques while applying these skills in	Football	For Year 8, football should focus on developing technical skills and tactical understanding. Pupils refine their passing, dribbling, shooting, and defending while learning to create space, maintain possession, and work effectively as a team. They should begin applying	Rock climbing/ table tennis	For Year 8, rock climbing and table tennis should build on the foundations developed in Year 7 by increasing technical proficiency, tactical awareness, and independence. Rock climbing develops pupils' problem-solving, resilience, confidence, and route-planning skills, while	Dodgeball/tennis	For Year 8, dodgeball and tennis should build on the skills developed in Year 7 by increasing technical ability, tactical understanding, and decision-making. Dodgeball develops agility, teamwork, communication, and strategic play, encouraging pupils to	Cricket/water sports	For Year 8, cricket and watersports should build on the foundations developed in Year 7 by increasing technical skill, tactical understanding, and independence. Cricket focuses on improving batting, bowling, fielding, and game awareness,	Athletics	For Year 8, athletics should build on the fundamental running, jumping, and throwing skills developed in Year 7 by improving technique, performance, and understanding of athletic events. Pupils should focus on setting personal

		increasingly challenging game situations. Lessons can introduce concepts such as creating and exploiting space, fast breaks, marking opponents, and transitioning between attack and defence. Students can also take on leadership roles through officiating, coaching peers, and analysing performance. This builds on the foundations learned in earlier years and encourages		more advanced strategies in competitive games and develop confidence in decision-making and communication.		table tennis focuses on improving shot selection, spin, movement, and match tactics. These activities provide a valuable alternative to team sports, encouraging personal challenge, self-reflection, and lifelong participation in physical activity.		work effectively under pressure. Tennis focuses on improving stroke technique, consistency, court positioning, and shot selection. Together, these activities provide opportunities for pupils to refine both team and individual skills while promoting confidence, resilience, and continued participation in physical activity.		while watersports develop confidence, water safety, teamwork, and decision-making in more challenging environments. These activities encourage resilience, leadership, and personal responsibility while providing varied opportunities for pupils to remain active and engaged in outdoor physical activity.		targets, analysing performance, and applying strategies to improve their results across track and field disciplines. Athletics encourages resilience, self-discipline, and healthy competition while developing fitness and preparing pupils for more advanced performance challenges in later years.
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		greater independence, teamwork, and tactical awareness. By the end of the unit, pupils should be able to apply skills confidently in competitive game play, evaluate their own and others' performances, and demonstrate a clear understanding of effective team strategies.										
Yr 10 Holmes	Handball/basketball	For Year 10, handball and basketball should focus on advanced skills, tactical awareness, and	Football	For Year 10, football should focus on refining advanced technical skills and applying	Rock climbing/table tennis	For Year 10, rock climbing and table tennis should focus on advancing technical	Dodgeball/tennis	For Year 10, dodgeball and tennis should focus on refining advanced	Cricket/water sports	For Year 10, cricket and watersports should focus on refining advanced	Athletics	For Year 10, athletics should focus on refining advanced techniques

		performance under pressure. Pupils refine passing, shooting, and defensive techniques while applying attacking and defensive strategies in competitive games. They should analyse performance , adapt tactics to different opponents, and develop leadership skills through coaching and officiating.		tactical strategies in competitive situations. Pupils should demonstrate consistent passing, dribbling, shooting, and defending under pressure while developing an understanding of formations, creating space, and maintaining possession. They should also analyse performance , adapt tactics to different opponents, and develop leadership through coaching		skills, tactical awareness, and performance analysis. Rock climbing challenges pupils to plan routes independently, solve problems, and demonstrate resilience and confidence in increasingly complex climbs. Table tennis develops advanced shot selection, spin, positioning, and match strategies, requiring pupils to make effective decisions		skills, tactical awareness, and decision-making in competitive situations. In dodgeball, pupils should develop strategic teamwork, movement , and game management under pressure. In tennis, they should improve stroke consistency, shot selection, court positioning , and match tactics. Both activities		technical skills, tactical awareness, and independent decision-making. In cricket, pupils should develop consistency in batting, bowling, and fielding while applying game strategies in competitive situations. In watersports, they should build confidence , leadership, and water		and maximising performance across track and field events. Pupils should analyse and evaluate their performances, set challenging personal targets, and apply training principles to improve speed, endurance, strength, and power. Athletics encourages resilience, self-discipline, and independent learning while
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				and officiating.		under pressure. Both activities encourage self-evaluation, independence, and lifelong engagement in physical activity.		encourage performance analysis, resilience, leadership, and the ability to adapt strategies against different opponents.		safety skills while demonstrating effective decision-making in changing environments. Both activities encourage resilience, teamwork, performance analysis, and lifelong participation in physical activity.		preparing pupils for competitive participation and lifelong engagement in physical activity.
Yr 11 Chaucer	Handball/basketball	For Year 11, handball and basketball should focus on refining advanced skills, applying complex tactics in competitive situations, and	Football	For Year 11, football should focus on mastering advanced skills, applying complex tactics, and performing consistently in competitive	Rock climbing/table tennis	For Year 11, rock climbing and table tennis should focus on refining advanced techniques, strategic decision-making, and performance evaluation.	Dodgeball/tennis	For Year 11, dodgeball and tennis should focus on mastering advanced techniques, tactical decision-making, and	Cricket/water sports	For Year 11, cricket and watersports should focus on mastering advanced skills, tactical awareness, and leadership.	Athletics	For Year 11, athletics should focus on achieving consistent performance, refining advanced techniques, and applying

		evaluating performance . Pupils should demonstrate consistent decision-making under pressure, adapt strategies to opponents, and take leadership roles through coaching, officiating, and performance analysis.		situations. Pupils should demonstrate effective decision-making under pressure, adapt strategies to different opponents, and critically evaluate performance while taking on leadership roles through coaching, officiating, and team organisation.		Pupils should demonstrate confidence and independence in planning and completing climbing routes, while applying resilience and problem-solving skills. In table tennis, they should use advanced tactics, spin, and shot selection effectively in competitive play. Both activities encourage self-analysis, leadership, and lifelong participation in physical activity.		consistent performance in competitive situations. In dodgeball, pupils should demonstrate effective teamwork, communication, and game strategies under pressure. In tennis, they should apply advanced shot selection, court positioning , and match tactics while adapting to different opponents.		In cricket, pupils should demonstrate consistency in batting, bowling, and fielding while applying game strategies and evaluating performance. In watersports, they should show confidence , independence, and effective decision-making in a range of conditions while promoting safety and teamwork.		event-specific tactics across track and field disciplines. Pupils should demonstrate independence in setting goals, evaluating performance, and using training principles to improve results. Athletics promotes resilience, self-discipline, and leadership while encouraging pupils to achieve their personal
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								Both activities promote leadership, performance analysis, resilience, and lifelong participation in physical activity.		Both activities foster resilience, leadership, and lifelong participation in physical activity.		best and develop lifelong engagement in physical activity.
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Please see Occupational Studies for year 9 PE coverage