Foundation	Resources	Adapted - Non negotiables (NNR)	Year 7					Year 8					Year 9					10/11
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Football		- Pupils have some success at dribbling and passing the ball. - All pupils can shoot into a football goal	- Know how to do a short pass effectively and when we would use this pass. - Show short passing effectively	- Know how to dribble the ball effectively using dominant foot - Show dribbling with dominant foot	- Know how to shoot with accuracy and why we would aim for the corners - Show shooting in corners with accuracy	- Know how to jockey effectively - Showjockeying to slow down opponent1v1 or 2v1	- Know how to attack in 2v1 attacking - Show attacking understanding in 2v1 game play to outwit opponent	- Know how to do a short pass effectively and how to keep possession. Show short passing effectively under pressure	- Know how to dribble the ball effectively using both feet to change direction - Show dribbling with both feet	- Know how to shoot with accuracy from different angles - Show shooting from angles	Know how and when to jockey and block tackle Show jockeying and block tackle in 1 v1 and 2v1	- Know how to attack in 3v2 using the spare player to overload - Show ability to use space in attacking scenario 3v2 game play to outwit opponent	*Know how to pass effectively under pressure and keep possession - Show short passing to keep possession	- Know how and when to dribble the ball effectively in a small sided game - Show dribbling with both feet in a competitive situation	- Know how and when to shoot with accuracy from different angles and distances - Show shooting from angles and distances	- Know how to defend as a team. - Show how to apply player to player marking	- Know how to attack in 4v3 attacking set up - Show attacking scenario 4v2 game using width	Students compete effectively in full 7v7 matches Demonstrating a understanding of positional responsibilities and how to retain possession. They can apply offensive and defensive tactics.
Rugby (Tag)	Lessons		-Know how how basic pass is performed	-Know how agility helps in rugby	- Know that passing backwards is a rule in Rugby	-Know how to pass backwards in a competitive 2v1 situation	-Know how to structure a 2v2 game	Know how players support their teammates to pass	- Know that passing on the move improves performance	- Know how to restart the game after a tackle	-Know how contact is used in Rugby (pads)	- Know when to pass backwards in a competitive 2v1 situation	- Know how players support their teammates to pass within a game	-Know different types of pass, basic\spin\pop	-Know the different types of kicks in rugby Grubber/Drop/Conversion/ Bomb	- Know how contact is used in Rugby (pads)	- Know you can pass backwards in a 3v3 game	Pupils can play a game of 7v7 tag rugby applying rules and strategies both attacking and defensive to outwit opponents
Netball		- All pupils can perform footwork - Perform some form of pass and move game	- Know Footwork rule - Show Footwork rule in a drill - Show passes in a drill - Know the centre rule (receiving over the line)	- Know how to outwit performer - Show they can use dodging -Show receiving the ball on the move	- Know stage 1 defending - Show they can make the player - Show they can mark the player with and without the ball	- Know the contact rule - Know who marks who in a game - Show a half court game	- Demonstrate knowledge of rules in the half court game, - Show a range of positions in the half court game	- Recap Footwork - know and show a pivot in footwork in a practice and small game	- Know how to dodge, fient and sprint. - Show a range of moves to outwit a performer on a court.	- Know the rule of replaying and reoffering. - Show marking in a conditioned game	- Show shooting techniquein a game - Show they can play a range of positions on court	- Pupils know a range of rules in their small games - Pupils can show a range of skills in different positions.	- Recap Footwork and pivot in small conditioned games	Know and show an effective Netball warm up with skill development	- Know the different positions on court. - Show they can play a range of attacking and defensive positions	- Demonstrate clear marking techniques and ability to outwit defenders on different areas of the court	-Show they can umpire small games - Full court games may be on show if skills allow.	In Year 10, students move from learning basic netball rules to becoming independent players and game leaders. The focus is on taking full control of their performance by leading their own sport-specific warm-ups and making smart tactical decisions on the court. Students will take on more responsibility by umpiring matches and mastering a variety of positions, showing they can switch between attacking and defensive roles with ease. By applying advanced marking and movement strategies to "outwit" their opponents, students will demonstrate the ability to manage full-court games and lead their teams with confidence and high-level skill.
Basketball	Slides	- All pupils will know some dribbling skills - Pupils will know the Set shot and be able to do some small games	Know how to perform a chest pass/ bounce pass in isolation Show correct pass	Know how to perform a set shot Show how to set shot in isolation	Know simple defensive priciples Show how how to defend effectively in a 1v1 situation	Kow how to officiate show the contact, double dribble and travelling rules in a game	Show how to attack in a 2v1 situation using skills learnt Know how to apply previous knowledge into game situation	-Know how to do a chest pass, and bounce pass and why each one is used	- Know how to dribble the ball effectively using either hand	- Know how to set shot and jump shot in a pressurised situation	- Know how to defend in a 2v1 situation	-Know how to attach as a team/use space	-Know how to keep possession of the ball in a pressurised situation	- Know how using either hand to protect the ball whilst dribbling	- Know how to lay up	- Know how to defend as a team using player to player marking	- Know how to attack as a team around the key area	Pupils can play in a 5v5 game within the rules and use defensive and offensive strategies.
Handball		- All pupils can perform in a pass and move game - Pupils will be able to shoot into a goal.	- "-Know how to pass and receive - Know the 3 steps rule - Know 3 second rule *Show what a standing pass/catch is in Handball e	-Know how to dribble in handball. -Show how to dribble in handball.	-Know how to defend the D in Handball - Show that you can defend in shape around the D and make blocks	-Know how to shoot in handball -Show how to perform a standing shot in handball.	-Know basic rules of handball to structure a small sided game -Show the basic rules of handball to structure a small sided gam	Know what a moving pass/catch is in Handball and how to keep possession -Show what a moving pass/catch is in handball and work as a team to keep possession	Know how and when to dribble in handball -Show how to dribble in handball under pressure.	Know the principle of defending the area and add a pivot player - Show good defensive positioning and make blocdks and interceptions	Know how to perform a 3 step shot in handball. Show how to perform a 3 step shot in handball and hit the corners.	Know the rules of handball to 7 aside game -Show the tactical understanding and awreness of the rules of handball to a basic 7 aside game	- Know when to pass/shoot/dribble in a game -Show when to pass/shoot/dribble in a game effectively to keep possession and a attack in a game	-Know defensive strategies with some contact in handball and have a pivot player active -Show defensive strategies as a team in handball with some basic contract to stop attacks	Know how to use wide players in attack -Show attacking with wingers in Handball to create space	Know how to use a playmaker (centre) to start attacks - Show the use of playmaker to start attacks and move the ball effectively from back to front	-Know how to use a center forward in attack Show that you can use the centre forward effectively to create shooting opportunities or bounce pass to supporting players	Students can compete effectively in full 7v7 games Demonstrating a grasp of both offensive and defensive systems (such as a 6-0 or 5-1 defense). Show and demonstrate knowledge of contact rules, allowing them to defend physically yet legally.
Badminton	Slides	- Pupils will be able to serve the shuttle in a game, - Experience a rally/competitive situation	Show a good quality serve using correct rules	- Show the control to perform a rally with a partner	- Show you can use the ready position effectively	- Show a good quality overhead Clear and drop shot in isolation	- Show the knowledge to officiate	Know singles court markings - Know how to perform short and long serves	- Know how perform under arm clear	- Know how to perform an overhead clear	- Know how to perform a drop shot	- Know all rules to play singles Know appropriate shot to select in a competitive situation	Know the difference between doubles and singles court markings.	- Know why to serve long and short.	- Know when to select appropriate shot to outwit an opponent.	Know how to perform a drop shot in a competitive rally.	- Know how to perform a smash.	Pupils can play and officiate both singles and doubles games and try to outwit opponents witha variety of shots
Table Tennis		- Pupils will be able to serve in a game - Perform a rally of basic shots	- know how to perform a backhand push and show you can perform a backhand push in isolation and in a rally	- Know how to perform and the basic rules of serve show you can perform simple serve following the rules	Know how to perform a backhand push show you can perform the forehand push in isolation and in a rally	know how to maintain a rally using forehand and back hand show you can maintain a rally by using both push shots	Apply the basic rules of table tennis to a game show you can officiate and implement the rules of table tennis	Know how to perform forehand topspin show how to perform forehand topspin in isolation and in a game.	Know how to perform backspin show how to perform backspin in isolation and in a game	Know the tactical advantage to a directional serving and how to apply spin to the serve show different directional serving and apply that into a game and attempt to apply spin	Know the difference between topspin and topspin show that you can apply the different types of shots in a game	Apply the rules of table tennis to a game show you can officiate and implement the rules of table tennis	Know how and why you serve to different areas of the table Show directional serving (targeting specific corners)	Know how to perform backhand shots for topspin and backspin Show backhand shots with topspin and back spin	Know strategic shot selection- identifying which spin to use based on opponents shot and positioning. show you can use topspin and backspin effectively in a game.	Know full singles match managment and including service rotation show full singles match managment and including service rotation	Know the rules of doubles show you can play doubles following the correct rules	Pupils can play and officiate both singles and doubles games and try to outwit opponents with a variety of serves and shots whilst trying to apply spin.
Athletics	Slides	- All pupils can complete a run, a throw and a jump within the athletic disciplines	Over the next ten lessons, students will develop a versatile foundation in running, jumping, and throwing. The unit covers explosive sprinting techniques, including 200m bend running and relay changeovers, alongside the tactical discipline of pacing. In the field, pupils will identify their dominant take-off foot to master the phases of flight in Long, Triple, and High Jump, while also refining the postural strength required for standing throws in Shot Put and Javelin. Each session concludes by linking these skills to event-specific warm-ups, ensuring a complete understanding of athletic performance and preparation.					Over the next ten lessons, Year 8 students will transition from basic mechanics to competitive tactics and advanced technical execution. In track events, pupils will master the rules of short and middle-distance starts, refining their sprinting form and exploring race strategies such as drafting and pacing for 800m and 1500m targets. The curriculum introduces more complex field techniques, including the Fosbury Flop in High Jump and the introduction of momentum-building steps or turns in Shot Put, Javelin, and Discus. By applying these skills in race and competition scenarios, students will learn to integrate technical precision with tactical awareness, all supported by specialized dynamic warm-ups for each discipline.					In Year 9, students will elevate their performance by mastering the phases of competitive athletics and taking on leadership roles. The track focus shifts toward understanding the specific stages of a sprint—from drive phase to maintenance—alongside advanced tactical pacing for middle-distance races. In the field, students will refine sophisticated techniques such as the Fosbury Flop in High Jump and the rotational or step-in power required for Discus, Shot Put, and Javelin. A key emphasis this year is on autonomy, as students will demonstrate their expertise by leading event-specific warm-ups and applying official competition rules to their starts and relay exchanges.					In Year 10, students move from just learning skills to becoming independent athletes and confident leaders. The focus is on taking full control of their own training, using data and feedback to fix their own mistakes and improve their personal bests. On the track and in the field, students will focus on consistency, making sure their technique stays perfect even when they are under pressure or tired. A major part of this year is leadership; students will act as coaches and officials, using their expert knowledge to run competitions, judge events fairly, and help their teammates improve their technique.
Dance		To be able to learn and start to create a basic dance routine.	-Know how to warm up for dance. - Know how to identify beats and rhthms in music -Show you can create a simple dance warm up.	- Know how to learn teacher led choreography to a set theme/style/genre - Show you can accurately replicate teacher led choreography - Show you can keep in time with the music.	- Know what formations and levels are in dance. - Know how to create basic choreography for a set them/style/genre. - Show that you can create basic choreography in keeping with the theme/style/genre. - Show that you can incorporate levels and formation changes within your choreography.	- Know how to clean dance choreography. - Show how to work as a team to clean choreography. - Show you can pick up additional teacher choreography slightly more complex to the previous section	- Know how to give and respond to basic peer feedback. - Show you can respond to feedback and improve your performance. -show that you can perform your dance sequence to a small audience.	- Know how to effectively warm up for dance. - know how to pick up teacher choreography to a different theme/style/genre to year 7. - show you can effectively plan and carry out a dance warm up. - show that you can pick up teacher choreography to a set theme/style/genre that in content is more complex than y7.	- Know how to choreograph a basic dance sequence. - know how to define and include cannon and unison into choreography. - Show you can create choreography in keeping with the theme/style/genre. - Show that you can utilise cannon and unison within your choreography.	- Know how to effectively clean your dance performance. - Show you can pick up more complex teacher choreography. - Show you can keep in time with the music whilst performing.	- Know how to define accumulation and include it in choreography. - show you can accurately add accumulation to your dance sequence.	- Know how to effectively peer assess the performance of others in your group. - Show that you can assess your own group's peromrance and make necessary improvements. - Show that you can perform utilising projection and facial expressions.	- Know how to effectively plan and deliver an effective dance warm up. - Show that you can deliver a warm up to a small group. - Show that you can accurately replicate more difficult teacher choreography and stay in time with the music.	- Know about dance relationships and how to effectively use them in dance choreography. -Show that you can create dance choreography, in keeping with a set theme. - Show that you can use dance relationships within your dance choreography.	Know about the importance of dynamics within a dance performance. - Show that you can learn additional teacher led choreography demonstrating a clear use of dynamics.	- Know how to incorporate dynamics into your own choreography. - Show you can effectively add choreography to your piece with the addition of varied dynamics.	- Know how to effectively peer assess the performance of other groups. - Show that you can respond to the feedback of others. - Show that you can perform utilising various expressive skills.	In KS4 students move away from having structured teacher input for their piece and take full ownership as a group. They are responsible for the selection of the dance style and music as well as having full creative control over the choreography. It becomes an independent project for them where they have to utilise all the skills they have gained in KS3 to create a whole piece for performance in the school dance show. As well as looking at their performance and choreography skills there is also a huge focus on teamwork, communication and problem solving.
Trampolining		- All pupils can get onto the trampolinine and bounce safely.	- Know how to safely use a trampoline. - Know how to accurately perform a straight bounce. - Show you can safely mount and dismount the trampoline. - Show you can accurately perform a straight bounce with control.	- Know how to safely and accurately perform a star jump and tuck jump. - Show you can accurately perform a star and tuck jump with control.	- Know how to safely and accurately perform a straddle and pike jump - Show you can accurately perform a straddle and pike jump with control.	- Know how to safely and accurately perform a half twist and full twist jump. - Show you can accurately perform a half twist and full twist.	- Know how to create and perform a basic trampolining routine. - Show that you can link the 5 basic shapes and twists to create a routine. - Show that you can perform a routine with some control.						- Know how to perform the year 7 and 8trampolining skills. - Show how to perform the basic skills accurately and with control.	- Know how to perform the basic front landing position. - Show how to perform a basic front landing with control.	-Know how to link a half twist with a front landing. -Show you can complete a half twist into and out of a front landing.	-Know how to link a seat landing with a front landing - Show you can complete a seat drop into frontot landing and a front landing into seat landing. - Show you can give feedback to other students and respond accurately to feedback that you are given.	-Know how to link skills to create a 10 bounce routine combing basic and advanced skills - Show you can complete a 10 bounce routine with control containing basic and adanced skills. - Show you can respond to feedback from others and make the necessary improvements.	At Year 10 and 11, the focus shifts from just "doing" moves to meeting the specific OCR GCSE PE criteria, which prioritizes the quality of execution and the difficulty of the skills. Students move away from isolated bouncers and work toward a 10-bounce routine that shows "flow" and "continuity." Key skills include mastering rotational movements like the front or back somersault (tucked or piked) and adding twists to basic drops to increase the Tariff (difficulty value). A major part of the OCR spec is form and consistency; students must demonstrate high extension, pointed toes, and the ability to stay in the "center of the bed" throughout the routine. Additionally, they must understand the rules and safety, such as how to properly "spot" for a peer and how judges apply deductions for errors like extra bounces or loss of height.
Orienteering	Slides	-Pupils know how to orientate their map and be able to complete some short courses and find points on the school map	Course 1/2 Knows how to keep orientate a map whilst following a small course 1/2. Show you can problem solve and navigate a small course 1/2 route quickly.	Course 2 Knows how to keep orientate a map whilst following a small course 2. Show you can problem solve and navigate a small course 2 route quickly.	Course 3 Knows how to keep orientate a map whilst following a small course 3. Show you can problem solve and navigate a small course 3 route quickly.	10 Point map Knows how to keep a 10 point map orientated whilst following a small course. Show you can plan and and navigate a 10 point route quickly.		Course 3 Knows how to keep orientate a map whilst following a small course 3. Show you can problem solve and navigate a small course 3 route quickly.	Netball Knows how to keep orientate a map whilst following a netball course. Show you can problem solve and navigate a netball course route quickly.	10 point star Knows how to strategise for Star and Relay competitions to maximize team speed. Show they can work effectively as a team to complete the fastest routes possible.	Knows how to keep a 20 point map orientated showing effective and efficient route planning. Show you can plan and navigate a 20 point route quickly.		Netball Knows how to keep orientate a map whilst following a netball course. Show you can problem solve and navigate a netball course route quickly.	10 point star Knows how to strategise for Star and Relay competitions to maximize team speed. Show they can work effectively as a team to complete the fastest routes possible.	20 point star Knows how to keep a 20 point map orientated showing effective and efficient route planning. Show you can plan and navigate a 20 point route quickly.	30 point star Knows how to keep a 30 point map orientated showing effective and efficient route planning. Show you can plan and navigate a 30 point route quickly.		For Year 10 and 11, the focus moves from simply following lines on a map to independent strategic navigation and efficiency. At this level, students should be able to navigate a complex 30-point course or score-event using advanced techniques like "aiming off" and identifying "attack points" to find controls faster. They must demonstrate the ability to plan the most efficient route between points, choosing between a direct but difficult path or a longer, easier one based on the terrain. Students are expected to use a compass accurately to set their map and maintain speed over distance, showing high-level team leadership and problem-solving during competitive relay or star orienteering formats.
HRF		- All pupils can use the equipment in the fitness suite correctly and safely.	- Know how to use machines safely - Show can use the machines safely	- Know Cardiovascular endurance and show they can train their cardiovascular system in a range of exercises.	- Know what Muscular Endurance is and how we can train it -Show you can use the resistance machines and free weights correctly	- Know what Muscular Strength is and how we can train it -Show you can use the resistance machines and free weights correctly	- Pupils need to show their knowledge and show this on a weight training programme that includes Cardiovascular and muscular Endurance, and Muscular Strength. - Pupils can use all equipment and freeweights safely.	- Know some muscles and their actions - Show they can use the equipment safely and correctly.	- Know more muscles and their movements within a range of exercises - Show they can use machine weights and free weights correctly to train.	Know how to train for Muscular Endurance and show this on the resistance machines and free weight	Know how to train for Muscular Strength and show this on the resistance machines and free weight	-Know an exercise for each of the 11 muscles - Show they can complete exercises using the machines and free weights correctly.	- Know and show to use the machines correctly - Know what SPECIFICITY is in fitness training	- Know and show progression within a training programme - Recap Strenght and Endurance	- Know and Show OVERLOAD in a training programme. - Show they can apply this to their training - Using all equipment safely and effectively for their training programme	- Applies SPOR when planning or adapting sessions. - Show can creates and monitors a tailored programme with progression.	- Applies SPOR when planning or adapting sessions. - Show can creates and monitors a tailored programme with progression.	In Years 10 and 11, the focus shifts to independence and personal responsibility. Students will no longer follow a general class routine; instead, they will take charge of their own fitness by following a tailored training programme designed for their specific goals. They are expected to use all equipment—from resistance machines to free weights—safely and effectively without needing constant supervision. By tracking their own progress and applying training principles like Overload and Progression, students take ownership of their development, learning how to adapt their workouts to keep improving their strength and fitness on their own.
Rounders		- Pupils know some rules from the game, They are able to experience Batting and fielding with varied success	- Know how to bowl and be a backstop - Show they can bowl and backstop - Know the relationship between bowler, backstop and First base - Show They can be in all 3 of these positions	- Show correct decision making as a back stop - Know how to run on the inside as a batter. - Show they can throw underarm and over arm	- Know how how to catch - tag a person out. -- Know how to score points. Show that you can throw and catch with some accuracy.	-Show that you can hit the ball when batting - Show that you can run effectively inside bases.	- Know how to use the long barrier when fielding. - Show you can play small games in a range of positions	- Recap thte relationship between B, BS and 1st - Show they can perform a range of positions	- MKnow how to get an out, stumped or at 1st, hit with ball, caught or tagged. - Know rules for bowling.	- Know how to keep one foot on the tape when batting - Show They can bat in different directions including behind	- Show underarm and overarm fielding to different bases. - Show effective use of long barrier in isolation. - Show effective decision making when fielding to prevent high scores.	-Show knowledge of rules and tactics in a game situation.	- Recap thte relationship between B, BS and 1st - Show they can perform a range of positions	Know when to throw the ball at the runner and when to throw to base. - Show underarm bowling with speed and accuracy	Know why to bat in different directions according to field placements. - Know the correct rules regarding stance when batting. - - Show batting in different directions including backwards hit.	- Know rules for bowling including no balls, height/width. - - Show the ability to get a batter out in a drill. -Show effective use of long barrier in a game situation.	- Know which base to throw to to reduce score - - Show knowledge of rules and tactics in a game situation..	In Year 10 and 11, Rounders moves beyond basic striking to tactical fielding and specialized play. Students are expected to master the triangular relationship between the Bowler, Backstop, and 1st Base, showing elite decision-making to execute fast "stump outs." Batters must demonstrate the ability to place the ball intentionally (including backward hits) to exploit gaps in the field, while bowlers must deliver with consistent speed and accuracy while adhering to strict "no ball" height and width rules. Defensively, students move from isolated skills to using the long barrier and deep-field throwing strategically, knowing exactly which base to target to prevent half-rounders. By the end of KS4, students should be able to lead a team, applying a full understanding of complex rules and positional tactics to reduce the
Cricket			- Know how to hold the bat correctly and the correct batting stance	- Know how to run between the wickets with a partner	- Know the rules for run outs, bowled and caught in cricket	- Know how to bowl overarm	- Know how to use the long barrier when fielding	- Know how and why to play a defensive shot in cricket with soft hands	- Know how and why to play the straight drive	- Know how to bowl overarm with a run up	- Know the rules for bowling including no balls and wides	- Know the rules of bowling including wides and one bounce, under waist height if full - Know how to use the pick up and throw when fielding	- Know how to play the hook shot	- Know how to play the cut shot -	- Know why a bowler would vary the length of their bowl	- Know which end to throw the ball to during a run out	- Know when to throw the ball overarm and underarm to the wicketkeeper or bowler	Pupil should be able to use advanced rules in the games and select a range of batting shots and show a range of bowling lengths. Pupils should be able to select the correct fielding method in a competitive situation.