

Progression Mapping: Overview (Year 7 – 11)

This progression map outlines the skills, knowledge, and attributes students should develop each year, aligned with physical, social, and cognitive development which fits in with our department assessment model of Hands, Head and Heart. It also provides a framework for integrating fitness, sports, and theoretical content across these key stages, where emphasis is not only on the “performance of the sport”.

Within these categories key themes run throughout;

- Motor competence (e.g. the control of an object)
- Rules, tactics and strategies
- Healthy participation

These are the building blocks for the structure of our spiral based curriculum and how we aim for children to enjoy taking part in PE and Sport, in both competition and recreationally.

OVERVIEW			
XXXX	Physical skills (Hands)	Knowledge (Head)	Social Development (Heart)
Year 7: Building Foundations	Introduction to basic skills within isolation Application of skills in small sided game play Applying transferable skills; focusing on the use of fundamental motor skills Introduction to a variety of sports and activities to encourage participation. Improved physical literacy and movement confidence.	Introduction to basic rules to enable children for ‘safe participation’ Introduction to the Components of Fitness (fitness related, not skill) with examples Understanding the importance of a warm up and impact this has on the body Understanding the importance of physical activity for overall health and well-being.	Teamwork and collaboration in small-sided games Developing communication skills in competitive and cooperative settings Building respect for peers, rules, and officials. Understanding the importance of physical activity for overall health and well-being. Lays the foundation for lifelong physical activity.

			Emphasis on enjoyment, confidence, safe participation and positive attitudes.
Year 8: Skill Refinement and Tactical Understanding	<p>Refinement of core techniques in individual and team sports.</p> <p>Increased focus on sport-specific skills where transferable skills can be used as the foundation</p> <p>Developing control and consistency in movements to maintain control of an object</p> <p>Improved aerobic and anaerobic fitness levels and motor skills for more confident participation.</p>	<p>Understanding basic tactics and strategies (e.g., positioning in invasion games, shot selection in racket sports).</p> <p>The use of a particular skill in different situations depending on opponent and personal ability level</p> <p>Knowledge of how to outwit an opponent (e.g. use of deception)</p> <p>Develops cognitive skills related to sports, such as strategy and quick decision-making.</p> <p>Better understanding of cultural and social benefits of exercise and links to elite level sport regarding origin, traditions and competitions</p>	<p>Leadership opportunities in small group activities.</p> <p>Developing resilience and perseverance through competitive scenarios</p> <p>Reflecting on performance through the use of self and peer analysis</p> <p>Encourages continued engagement and enthusiasm for PE.</p> <p>Good understanding of a warm-up, cool-down and link to injury prevention.</p> <p>Developing resilience, recognizing progress, teamwork and sustained engagement.</p>
Year 9; Developing Performance	<p>Confident demonstration of fundamental skills, techniques and strategies in a wide variety of sports.</p> <p>Introduction to more complex movement patterns (e.g., combination plays in team sports, understanding the impact of altering technique depending on situation)</p>	<p>Deeper understanding of “in game strategies” and decision-making in regard to the choice of technique (e.g. shot selection).</p> <p>Ability to analyse self and peer performance to highlight team/individual strengths and weaknesses, to then lead into an appropriate selection of tactics.</p>	<p>Increased emphasis on leadership: organizing and leading warm-ups and drills</p> <p>Ability to verbally explain in pairs/small groups the impact that a W/U has on the cardiovascular and musculoskeletal systems.</p> <p>Enhancing sportsmanship managing conflict and displaying respect in</p>

	Ability to demonstrate changes in tempo/pace/speed to target opponent weaknesses and emphasize personal strengths to outwit an opponent in competitive scenarios	To be able to self officiate games, with accurate application of rules, regulations and scoring method within small sided game play.	competitive settings to increase team dynamic. Peer coaching and providing constructive feedback to teammates/individual performanc Self-management habits, stress management and independent decision-making.
Year 10: Applying knowledge to practice	<p>Confident demonstration of complex skills and techniques in a range of sports, in both isolated practice and competitive game play</p> <p>Application of sport-specific skills in competitive scenarios (e.g., tournaments, inter-school matches).</p> <p>Sound demonstration of safe and effective technique in regard to fitness exercises</p> <p>Improved performance analysis: using technology or peer feedback to refine techniques.</p>	<p>Understanding of goal setting and training principles to aid in the development of training techniques</p> <p>Verbally apply the Components of Fitness to sports skills, with sound justification.</p> <p>Knowledge of how a drill/activity/exercise could be adapted to suit ability level and stimulate challenge to enable S&E technique.</p> <p>Confident and sound explanation of technique analysis in regard to WWW and EBI in a range of sports</p>	<p>Embracing coaching and officiating roles within competitive gameplay and confidence to apply to the rules and regulations with accuracy</p> <p>Understanding inclusivity and promoting positive participation for all and how sport can be enjoyed recreationally as well as competitively</p> <p>Sound demonstration of 'soft skills' (e.g. teamwork, communication, problem solving and resilience) to overcome problematic scenarios</p> <p>Long-term physical activity commitment, balance of challenge and wellbeing.</p>
Year 11: Preparing for Lifelong Activity	<p>Peak performance: refining techniques and strategies in chosen sports.</p> <p>Sustained fitness improvement: long-term fitness planning and execution.</p>	<p>Understanding the impact of lifestyle choices (diet, sleep, stress) on physical and mental well-being.</p> <p>Sound knowledge and application of rules, regulations and tactics with the</p>	<p>Demonstrating independence in training and learning.</p> <p>Reflecting on long-term physical activity habits and setting post-school fitness goals.</p>

	<p>Enjoyment for participating in exercise, showing keen enthusiasm to take part in exercise</p>	<p>ability to self officiate/application in competitive scenarios and resolve conflict.</p> <p>Understanding the impact of lifestyle choices on health (e.g. diet)</p>	<p>Mentoring younger students or peers as a role-model in PE.</p> <p>Using exercise to support mental and physical health through active lifestyle habits.</p> <p>Lifelong activity habits, awareness of local clubs and using activity for wellbeing.</p>
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How does our curriculum encourage healthy participation?

Year 7:

- Focus on enjoyment, building confidence, understanding safe participation, and fostering positive attitudes toward movement. Curriculum encourages low-stakes, inclusive activities to develop motivation and reduce fear of failure.

Year 8:

- Emphasis on developing resilience, recognising personal progress, and understanding how participation supports physical and mental health. Activities reinforce teamwork, inclusivity, and sustained engagement.

Year 9:

- Students refine self-management skills, including warm-up/cool-down habits, stress management, and self-assessment. Curriculum promotes independent decision-making and positive lifestyle routines.

Year 10:

- Encourages commitment to regular physical activity, understanding long-term training principles, and recognising the social benefits of sport. Students learn to balance challenge with wellbeing.

Year 11:

- Promotes lifelong physical activity habits, awareness of local clubs, and strategies to maintain health post-school. Encourages leadership, self-regulation, and using activity for physical and mental wellbeing.

INVASION GAMES; Football, Basketball, Netball and Hockey			
XXXX	Physical skills (Hands)	Knowledge (Head)	Social Development (Heart)
Year 7	<p>Ball Control: Focus on mastering fundamental ball control techniques, such as trapping, dribbling, and shielding.</p> <p>Passing and Receiving: Introduce short and accurate passes using different types of passing and show basic adaptations in technique</p> <p>Dribbling (if relevant): Emphasize close ball control; simple change of direction moves</p> <p>Shooting: Use of proper shooting technique relevant to the type of shot being performed</p> <p>Defensive Techniques: Introduce basic tackling, jockeying, and positioning skills.</p> <p>Modified small-sided games (e.g., 3v3 or 5v5) to simplify decision-making.</p> <p>Students develop aerobic fitness through continuous movement in small-sided games, such as jogging into space to receive passes, and anaerobic ability through short sprints to chase loose balls or close down opponents.</p>	<p>Introduction to invasion game principles: maintaining possession, creating space, and transitioning from defense to attack.</p> <p>Simple game tactics: spacing, moving into open areas, and supporting teammates.</p> <p>Awareness of positions and basic team roles.</p> <p>Focus on basic rules comprehension and learning to play within boundaries</p> <p>Awareness of space and distances to team mates, opposition, targets and pitch/court markings</p> <p>Students learn how cultural backgrounds influence participation, such as recognising that football and basketball are played globally in many communities, and understanding how family traditions or school exposure affect which sports students feel confident trying.</p>	<p>Peer and self-assessment on technique execution.</p> <p>Simple observation of game play, such as identifying good passing opportunities.</p> <p>Enthusiasm to take part in exercise and try new skills and techniques that may be outside comfort zone</p> <p>Ability to work in small groups and teams in both isolated practices and competitive gameplay.</p> <p>Helping students build confidence and teamwork, for example by supporting a partner during simple passing tasks and celebrating small successes.</p>

<p>Year 8</p>	<p>Refinement of dribbling with more advanced moves (e.g., feints, deception and creativity) to create scoring opportunities</p> <p>Use of sound technique when attempting longer range passes and lofted passes over distances.</p> <p>Improved shooting, passing and dribbling under pressure (1v1 situations).</p> <p>Natural use of safe and effective technique in isolated practice to enable personal and team participation</p> <p>Students build aerobic conditioning by maintaining higher-tempo gameplay with more frequent transitions, while anaerobic actions include bursting past defenders with the ball, quick defensive recovery runs, and explosive jumps for rebounds or interceptions.</p>	<p>Introducing formation of individual positioning within a team set up and their role within a particular tactic/strategy</p> <p>Good understanding of transitions (defense to attack and vice versa).</p> <p>Improving defensive positioning and pressing techniques to force the opposition to make mistakes and disrupt defensive structure</p> <p>Recognizing and exploiting space during competitive gameplay in relation to phases of play</p> <p>Understanding of how decision making plays a key role in game play and implementing a tactic</p> <p>Students explore social benefits by understanding how working with different classmates builds friendships, and how role models from various cultures—such as international footballers or netball players—can inspire participation and interest.</p>	<p>Developing a growth mindset and resilience when facing challenges.</p> <p>Encouraging problem-solving on the court/pitch to target opposition weaknesses and emphasize personal strengths</p> <p>Beginning to focus on goal setting (both team and individual) due to effective peer and self performance analysis to improve performance</p> <p>Sound use of teamwork and communication to include others and use of sportsmanship</p> <p>Strengthening resilience and inclusivity, such as encouraging a teammate after losing possession or rotating roles so everyone feels involved.</p>
<p>Year 9</p>	<p>Ability to maintain control of the ball in dynamic settings (e.g., shielding the ball, pivoting in netball, Indian dribble in hockey).</p>	<p>Advanced understanding of attacking strategies (e.g., counterattacks, triangle passing, creating and exploiting overloads, 5 out)</p>	<p>Building mental toughness and focus during games, which does not hinder the inclusion or enjoyment of others participating</p>

	<p>Enhanced passing, dribbling and shooting under game pressure, with effective choice of relevant technique to use depending on situation</p> <p>Developing specialized roles/positioning within the rules and regulations of the sport that assist in the implementation of a tactic/strategy</p> <p>Students strengthen aerobic endurance during extended phases of play that require constant repositioning, and develop anaerobic power by executing fast counter-attacks, performing sharp changes of direction in 1v1 situations, and making rapid accelerations to create or deny space.</p>	<p>Advanced understanding of defensive tactics, such as pressing and zonal/man marking.</p> <p>Knowledge of the different phases of play (attacking and defensive) and understanding off-the-ball movement</p> <p>Sound knowledge of rules and regulations with the ability to self officiate in a calm and respectful manner which avoids conflict with opposition players and teammates.</p> <p>Students recognise how cultural expectations shape involvement, for example discussing how gender perceptions may affect who chooses certain invasion games, or how team communication styles can differ across cultural groups.</p>	<p>Learning to handle pressure in competitive scenarios, adhering to rules and regulations.</p> <p>Development of leadership skills (e.g., captain responsibilities) that increase team cohesion and motivation</p> <p>Shows keen enthusiasm to understand strengths and weaknesses</p> <p>Developing leadership and emotional control, shown when students resolve minor disagreements calmly or offer constructive feedback during small-sided games.</p>
Year 10	<p>Precision in execution of advanced techniques (e.g., cross-field passes, 3 point shooting, step overs, first time passing)</p> <p>Adaptation of skills to different game contexts and opponents.</p> <p>Sound execution of the CoF in endurance to maintain performance in competitive settings.</p> <p>Perfecting ball control in high-pressure situations, including taking</p>	<p>Sound knowledge and use of advanced team tactics (e.g., high press, low block, build-up play from the back, 5 out)</p> <p>Identifying and exploiting opponent weaknesses along with analysis of individual and team performance to understanding strengths and weaknesses</p> <p>Good game awareness in relation to game tempo and controlling possession.</p>	<p>Good understanding of how and why safe and effective technique promotes injury prevention for themselves and others</p> <p>Strengthening decision-making under pressure and deal with 'tricky' situations</p> <p>Handling setbacks such as conceding goals or losing matches whilst still showing enthusiasm and enjoyment for taking part and working as part of a team</p>

	<p>the ball out the air and whilst on the move</p> <p>Students apply aerobic capacity through sustained involvement in full-court or full-pitch scenarios, and anaerobic performance through high-intensity pressing, aggressive drives to goal, and explosive first-steps when responding to tactical cues like overlaps or screens.</p>	<p>Implementing advanced strategies for set-pieces (e.g., rehearsed free kicks, corner routines).</p> <p>Students analyse how wider social factors influence participation, such as how access to clubs or facilities can vary between communities, or how local sporting cultures (e.g., community football leagues) encourage ongoing engagement.</p>	<p>Encouraging peer support and creating a positive team environment where team mates feel comfortable contributing ideas</p> <p>Long-term physical activity commitment, balance of challenge and wellbeing.</p> <p>Fostering fair play and positive engagement, demonstrated through showing sportsmanship during competitive fixtures and motivating teammates after setbacks.</p>
Year 11	<p>Perfecting all technical elements (e.g., passing, shooting, ball control) at match intensity.</p> <p>Precision in delivering set-piece plays (free kicks, inbounds and penalties).</p> <p>Consistently accurate long-range passes and crosses to create scoring opportunities</p> <p>Ability to play multiple positions depending game situation, team needs and personal strengths</p>	<p>Apply complex strategies during gameplay (e.g., switching formations mid-game and adapting tactic according to effectiveness, team dynamics and in game opponent analysis)</p> <p>Anticipating opponent tactics and adjusting accordingly to counteract the effectiveness of the tactic</p> <p>Understanding match management (e.g., holding a lead, chasing a goal) and how team work can help strong bonds</p> <p>Full adherence to official rules</p>	<p>Enhancing focus, composure, and emotional control under pressure</p> <p>Encouraging self-reflection and how technology can play an important role in highlighting strengths and weaknesses to improve performance</p> <p>Building aspirations for post-school football pathways (e.g., clubs, scholarships), with knowledge of local clubs/provisions</p>

DIVIDED COURT GAMES; Badminton and Tennis			
XXXX	Physical skills (Hands)	Knowledge (Head)	Social Development (Heart)
Year 7	<p>Consistently demonstrates basic movements in regard to court positioning and movement</p> <p>Developing hand-eye coordination through rallying and understanding a range of different shots to target different areas of the court;</p> <ul style="list-style-type: none"> • Tennis: Forehand, backhand, basic serve. • Badminton: Basic overhead clear, drop shot. <p>Building endurance and strength for game participation to be able to maintain a rally with a partner</p> <p>Can consistently demonstrate the “ready position” during a rally</p> <p>Students develop aerobic skills through sustained rallying that keeps them moving around the court, and anaerobic skills through short bursts of speed when lunging for the shuttle or sprinting to reach a wide ball.</p>	<p>Understanding spatial awareness and positioning (e.g., court boundaries).</p> <p>Developing focus and concentration during practice and gameplay.</p> <p>Shows understanding how to strategize basic gameplay (e.g., aiming shots to open spaces and to the corners of the court).</p> <p>Good understanding of when to ‘attack’ and when to ‘defend’ and how different types of shots lend towards these phases of a rally</p> <p>Basic understanding of the rules, to enable a rally to take place</p> <p>Students learn how cultural influences shape participation, for example understanding that badminton is a key community sport in many Asian countries and recognising how family traditions or access to local courts affect who plays.</p>	<p>Encouraging teamwork through doubles, singles and half court singles.</p> <p>Practicing communication with teammates during drills and games to encourage and stimulate the use of different types of shots</p> <p>Shows sportsmanship by respecting opponents, officials and the rules of the game to allow all participants to flourish</p> <p>Emphasis on enjoyment, confidence, safe participation and positive attitudes.</p> <p>Helping students build confidence and cooperation, for example by supporting a partner during simple rallies and showing respect when taking turns to serve.</p>
Year 8	<p>Refines technique to developing consistency and build tactical awareness for the game scenario</p> <p>Improving consistency in basic strokes and movements, to enable</p>	<p>Recognises opponents' weaknesses and adapts gameplay accordingly, whilst attempting to emphasize personal strengths</p>	<p>Fosters inclusion by ensuring all students participate actively in a respectful and positive culture that supports others</p>

	<p>different types of shots to be executed</p> <p>Show an awareness of complex technical aspects such topspin and slice techniques</p> <p>Starting to understand and execute basic defensive and offensive plays and adapt positioning accordingly (e.g. front and back vs side by side for doubles)</p> <p>Students build aerobic fitness by maintaining longer rallies with improved footwork, while anaerobic demands increase through explosive movement to attack net shots or quickly recover to the baseline.</p>	<p>Does not allow previous failure to effect future rallies, shot selection and decision making</p> <p>Understands phases within a rally to increase/decrease the pace depending on attacking or defending situations.</p> <p>Understands court markings and how these can change (e.g. serve vs mid rally, doubles vs singles)</p> <p>Students recognise how social factors influence engagement, such as how friends motivate participation in tennis clubs, or how role models like professional players can inspire involvement.</p>	<p>Can resolve conflicts calmly so that the next point can resume, in accordance with the court markings</p> <p>Can work effectively with a partner whilst playing doubles, encouraging and learning from each other to exploit opportunities to score points</p> <p>Developing resilience, recognising progress, teamwork and sustained engagement.</p> <p>Strengthening inclusivity and positive communication, such as encouraging a partner after missed shots or agreeing calmly on whether the shuttle/ball was in or out</p>
Year 9	<p>Court positioning allows for maximal court coverage to counteract opponent targeting areas of space and return (e.g. lunging and split step)</p> <p>Can execute different types of serves depending on the positioning and S&W of the opponent (e.g. long and short serves)</p> <p>Can hit with power to execute a smash shot and overhead clear effectively (e.g. to the back of the</p>	<p>Understands the role of deception in shot selection and can use this to their advantage to outwit an opponent</p> <p>Shows clear value on strategy and performing a rally with a plan to win the point</p> <p>Shows sustained focus during long rallies to maintain a good level of skill execution in terms of shot selection, movement and positioning on the court</p>	<p>Demonstrates effective teamwork to improve doubles communication (e.g., calling shots, switching positions)</p> <p>Provides constructive peer feedback following a set back or drop in shot execution effectiveness, showing sound knowledge</p> <p>Demonstrates sportsmanship showing dignity in loss and victory during and after a match</p>

	<p>court and to the floor) to win the point</p> <p>Ability to select appropriate shots with a degree of unpredictability in an attempt to outwit the opponent</p> <p>Adjusts grip of the racket according to the shot being performed, increasingly the effectiveness of the selected shot</p> <p>Students improve aerobic capacity through extended match-play with continuous lateral and diagonal movement, and anaerobic ability by powerful smashes, fast serve returns and rapid changes of direction.</p>	<p>Shows awareness of serving positioning when performing full court game play, in both doubles and singles. Communicating with their opponent and teammates to ensure that the correct person is serving and to where.</p> <p>Students explore how cultural expectations impact performance, for example how doubles partnerships rely on communication styles that differ across cultures, or how gender stereotypes may influence who chooses racket sports.</p>	<p>Developing composure and teamwork, shown when students work together to adjust doubles positioning or offer constructive feedback after long rallies.</p>
Year 10	<p>Shows effective game-specific strategies, shot selection & execution, court positioning to target spaces of space and opponent weaknesses. E.g.</p> <ul style="list-style-type: none"> • Tennis: Spin serves, drop shots, baseline rallies. • Badminton: Net play, deceptive shots, fast transitions <p>Demonstrates explosive power and finesse at the appropriate times to maximize shot effective and opportunities to deceive an opponent</p>	<p>Understands how skill rehearsal can help improve consistency and effectiveness of skill execution</p> <p>Can adjust court positioning mid game to counteract a particular tactic/strategy that their opponent is attempting to use whilst maintaining composure</p> <p>Uses shadowing drills within isolation to enhance understanding of movement around the court, positioning and unpredictability</p> <p>Students analyse how wider social environments shape participation,</p>	<p>Use visualisation techniques and pre-game routines to manage stress, enhance focus and stay motivated in competition.</p> <p>Know the psychological benefits of net and wall games for stress relief and social engagement.</p> <p>Can work in harmony with different students in the class and show encouragement, enthusiasm and enjoyment for taking part, supporting their partner following a set back.</p>

	Students apply aerobic endurance in high-tempo rallies and prolonged gameplay, and anaerobic power in sharp net kills, quick acceleration to chase drop shots, and forceful overhead strokes.	such as the cost of equipment limiting opportunities, or local community programmes increasing access to badminton or tennis.	Long-term physical activity commitment, balance of challenge and wellbeing. Fostering sportsmanship and self-management, demonstrated through acknowledging an opponent's good shot and maintaining focus after errors.
Year 11	<p>Strengthen the volley, drop shot and net shot to mix up pace and control to gain authority and dominance in a rally</p> <p>Use split-steps for readiness, quick pivot turns and lateral and diagonal movement.</p> <p>Aware of recovery techniques that can aid long term performance (e.g. hydration, switching positions with partner and slowing down a rally)</p> <p>Can switch comfortably between singles and doubles play, adhering to the relevant rules and changes in court markings etc</p>	<p>Independent analysis of gameplay to identify strengths and areas for improvement, that is then used to inform the use of a particular tactic within the game</p> <p>Knowingly and consistently uses deception to outwit an opponent</p> <p>Understanding of how footwork dictates body position and can inform an opponent of where space may be</p>	<p>Aware of local clubs and provisions where students can participate locally both recreationally and competitively.</p> <p>Takes responsibility for organization and morale, not allowing previous set backs to hinder future points</p> <p>Understanding and demonstrates professionalism in behavior, both on and off the court.</p>

STRIKING AND FIELDING; Cricket and Rounders			
XXXX	Physical skills (Hands)	Knowledge (Head)	Social Development (Heart)
Year 7	Grip and stance for different sports and how technique can be adapted to enable S&E	Basic skill acquisition and understanding of striking and fielding	Developing an understanding of working as a team.

	<p>Basic batting techniques (e.g., straight bat in cricket, flat swing in softball).</p> <p>Controlled striking to target zones to target area of space and point/run scoring opportunities</p> <p>Basic throwing techniques (overarm and underarm).</p> <p>Students develop aerobic fitness by continuous fielding drills that require moving across the pitch, and anaerobic ability through short sprints between bases/wickets and quick reactions to catches.</p> <p>Demonstrates catching fundamentals (low and high catches).</p> <p>Can effectively field a moving ball showing effective ground fielding technique (e.g. long barrier).</p>	<p>games (e.g., cricket, rounders, softball).</p> <p>The role of hand-eye coordination and how timing of the swing plays a key role in skill execution</p> <p>Understanding simple rules and scoring systems (e.g. how to score points/runs) for their team and what constitutes a 'wicket' or getting 'out'</p> <p>Introduction to fielding positions and their roles to restrict space to make it harder for the batter</p> <p>Learn to read the game: understanding ball trajectory, judging distances, and anticipating plays.</p> <p>Students learn that striking and fielding games have cultural roots, for example cricket's strong links to South Asian and Caribbean communities, increasing understanding of who participates and why.</p>	<p>Running between bases (softball/rounders) or wickets (cricket) and how communicating with team mates plays a key role (e.g. calling).</p> <p>Encouraging others to come out of their comfort zone to participate in all areas of the sport (batting, bowling and fielding).</p> <p>Develop sportsmanship: respecting rules, opponents, and officials.</p> <p>Learn to accept constructive feedback from peers and teachers.</p> <p>Helping students work cooperatively, for example by calling clearly when running between bases/wickets and encouraging teammates after missed catches.</p>
Year 8	<p>Shows consistency in striking with accuracy and power, such as hitting to specific areas of the field.</p> <p>Improved throwing techniques relevant to distance (e.g. long and short) and purpose (e.g. trying to run a batter out)</p>	<p>Strategizing to show game awareness, such as aiming strikes into open areas or planning fielding placements.</p> <p>Sound decision making to play different types of shots and bowls</p>	<p>Ability to work in small groups to refine technique and skill repetition</p> <p>Demonstrates leadership skills: assigning roles like captaincy or decision-maker for field placements and batting order</p>

	<p>Shows awareness of when certain CoF are crucial in the skill execution when batting, bowling and fielding (e.g. power, speed and agility)</p> <p>Demonstrating different types of striking and bowling; along the floor & aerial shots, fast & spin bowling)</p> <p>Students build aerobic conditioning through extended fielding rotations, and anaerobic power through explosive striking of the ball, fast overarm throws and sprinting to score runs.</p>	<p>depending on personal S&W and game situation</p> <p>Shows good understanding positioning in both striking and fielding roles that is based on prior experience and knowledge of the opposition</p> <p>Develop resilience to cope with mistakes and maintain performance under pressure.</p> <p>Students understand social benefits such as how working in batting pairs builds cooperation, and how shared celebrations (e.g., scoring runs) strengthen team identity.</p>	<p>All students foster inclusion, all participate actively and feel valued whilst having fun</p> <p>Shows encouragement towards others following set backs, such as a dropped catch, getting out and bowling a wide</p> <p>Strengthening teamwork and confidence, such as organising fielding positions together or praising peers for successful strikes or throws.</p>
Year 9	<p>Showing an awareness of translating skills into competitive play and refining individual and team performance.</p> <p>Demonstrates advanced batting techniques (e.g., sweep shots, pulling short balls).</p> <p>Adapting striking technique to different deliveries/fields set by the opposition</p> <p>Shows mastery of short-distance and long-distance throws that shows an</p>	<p>Shows understanding of and can exploit opponents' weaknesses</p> <p>Creating and adapting fielding setups for specific situations and the batter strengths and weaknesses</p> <p>Shows advanced decision-making under pressure for both batting and fielding that creates scoring opportunities for their team</p> <p>Shows problem-solving skills for in-game scenarios, such as dealing with pressure or adapting strategies.</p>	<p>Can strengthen team collaboration with more complex tactics and coordinated movements within the rules and regulations of the game</p> <p>Promotes empathy amongst the team and shows understanding of teammates' strengths and weaknesses and adapting play accordingly.</p> <p>Develops a sense of responsibility for individual and team performance to make effective decisions that can benefit the team and positive atmosphere & culture</p>

	<p>awareness of game situations the rules</p> <p>Students improve aerobic endurance during longer innings, fielding multiple overs or extended outfield movement, and develop anaerobic skills through powerful hitting, rapid direction changes and high-intensity bowling variations.</p>	<p>Students explore how cultural experiences influence roles, such as some students being more familiar with cricket due to community involvement, or how cultural norms affect confidence in batting or bowling.</p>	<p>Developing leadership and empathy, shown when students rotate captaining roles fairly and support less confident teammates during batting or bowling.</p>
Year 10	<p>Awareness of complex technical batting and bowling techniques that can deceive the opposition (e.g. soft hands and slower balls)</p> <p>Master advanced striking techniques like power hitting, fine touches, or adapting to different deliveries/pitches.</p> <p>Improve speed and efficiency in fielding, such as quick recovery and transition times.</p> <p>Shows sound safe and effective technique in batting, bowling and fielding</p> <p>Students demonstrate aerobic fitness by maintaining movement and concentration across full match situations, and anaerobic capacity by executing big hits, fast bowling spells and sprinting for quick singles or aggressive fielding plays.</p>	<p>Develop tactical thinking for setting field placements and adapting to game situations.</p> <p>Sound understanding of risk vs reward and the impact/repercussions that could incur on the rest of the team</p> <p>Naturally applies the rules and regulations to create an environment that all can enjoy and “looks” like the game</p> <p>Awareness of adjusting in game tactics and strategy depending on the batter, bowler and game situation</p> <p>Students analyse how social structures support participation, for example how club systems and leagues build long-term engagement, or how inclusive team cultures increase motivation across diverse groups.</p>	<p>Develop leadership through roles such as team captain or coach during practice.</p> <p>Build conflict resolution skills to handle disputes or disagreements constructively.</p> <p>Strengthen team dynamics by fostering trust and mutual support.</p> <p>Celebrate personal successes as a team, showing inclusivity and positivity towards others</p> <p>Encourages participants who lack confidence</p> <p>Fostering fair play and positive team culture, demonstrated through respecting umpire decisions and motivating the team after setbacks like dropped catches or being bowled out.</p>

Year 11	<p>Consistent execution of advanced striking techniques demonstrating power, finesse and game awareness</p> <p>Mastering pressure situations (e.g., chasing runs or setting high scores)</p> <p>Tactical shot selection in competitive scenarios to target space</p> <p>Safe and effective catching & fielding technique to capitalize on opportunities to dismiss opposition batters and limit scoring opportunities</p>	<p>Analyze performance using different analysis technique to highlight personal and team strengths and weaknesses, which consequently informs appropriate ball by ball decision making</p> <p>Develop advanced decision-making skills, such as when to take risks or play conservatively with and understanding of how this can impact the team and the game situation</p> <p>Build adaptability to adjust to different conditions or opponents</p>	<p>Demonstrate leadership and responsibility in team environments, setting an example for others</p> <p>Foster a culture of inclusivity, ensuring all team members feel supported and valued</p> <p>Understands local provisions and clubs where they can participate recreationally or competitively</p>

ATHLETICS; Track and Field

XXXX	Physical skills (Hands)	Knowledge (Head)	Social Development (Heart)
Year 7	<p>Running: Focus on basic sprinting and endurance techniques (e.g., arm drive, high knees, relaxed running form).</p> <p>Jumps: Introduction to long jump and high jump techniques; develop coordination through drills (e.g., bounding, scissor kick for high jump).</p>	<p>Learn to set short-term goals (e.g., improving personal bests in sprints or jumps).</p> <p>Develop focus and attention during training and events.</p> <p>Build understanding of basic rules and terminology for events.</p>	<p>Emphasize teamwork through relay races and group drills.</p> <p>Encourages positive communication and sportsmanship, supporting peers.</p> <p>Adopts a growth mindset and values effort over results.</p>

	<p>Throws: Introduction to shot put, discus, and javelin using safety as the emphasis, technical importance on correct grip, release technique, and basic stance.</p> <p>Students develop aerobic fitness through steady-pace middle-distance runs, and anaerobic power through short sprints, standing long jump take-offs and initial push phases in throws.</p>	<p>Develop self-confidence by celebrating small successes.</p> <p>Students learn that athletics participation varies culturally, for example how running is a core part of many global school traditions or how sports days and festivals encourage community involvement.</p>	<p>Fosters a positive and supportive environment where students cheer each other on during competition</p> <p>Students support one another, for example by cheering peers during races or celebrating personal best improvements together.</p>
Year 8	<p>Running: Introduce interval training to build speed and endurance. Begin teaching starts (e.g., crouch start for sprints).</p> <p>Jumps: Focus on approach run consistency and takeoff techniques for long jump and high jump.</p> <p>Throws: Refine grip and release technique, introduce rotational movements for discus and javelin.</p> <p>Understanding how safety and CoF can reduce the risk of injury and promote recovery. Students strengthen aerobic ability by interval running with longer work phases, and anaerobic performance through explosive starts, high-intensity bounding drills and stronger, faster shot put or javelin releases.</p>	<p>Uses visualization techniques for executing runs, jumps, and throws which shows an aware of S&E technique</p> <p>Values goal setting with an emphasis on measurable improvements vs normative data (Bronze, Silver and Gold scores taken from the English Schools for Athletics Association)</p> <p>Demonstrates resilience strategies to manage setbacks in technique and short term dips in technique execution</p> <p>Students understand how social factors support participation, such as how relay teams rely on cooperation across friendship groups, or how shared training builds a sense of belonging.</p>	<p>Promotes collaborative problem-solving in group activities (e.g., designing a tactic for the handover of relay baton)</p> <p>Encourages peer coaching and constructive feedback to improve technique and challenge ability level</p> <p>Actively takes on leadership skills through shared roles in drills and warm-ups (e.g. peer analysis tasks and peer coaching)</p> <p>Strengthening resilience and teamwork, such as working positively in relay teams or encouraging peers after unsuccessful attempts in jumps or throws.</p>

<p>Year 9</p>	<p>Running: Introduce sprint mechanics drills (e.g., pacing and sprint start position).</p> <p>Pacing for mid distance events shows awareness of personal fitness level and pushing themselves</p> <p>Jumps: Shows advanced techniques for high jump (e.g., Fosbury Flop) and triple jump (e.g., hop-step-jump sequence).</p> <p>Throws: Focus on power generation through body alignment and rotational movements; increase intensity with competition-standard equipment.</p> <p>Students enhance aerobic endurance through paced 800m–1500m runs, and anaerobic capacity via sprinting phases in relays, maximal triple-jump approach runs and rotational throws requiring rapid power output.</p>	<p>Understands that practicing skill rehearsal and repetition in regards to technique routine can assist in the movement/technique being used becoming “muscle memory”</p> <p>Can use previous PB and normative data as motivation to drive personal performance in a S&E manner</p> <p>Can effectively and accurately self record scores using the correct unit of measurement (e.g. seconds, meters etc)</p> <p>Understands where their data falls in comparison to ESA data</p> <p>Students explore how cultural heritage influences athletic events, for example recognising the popularity of sprinting in Caribbean nations or long-distance running traditions in East Africa.</p>	<p>Shows respect for officials, competitors, and teammates, demonstrating dignity in defeat and victory.</p> <p>Develops mentoring roles by pairing with other participants and using this as an opportunity to demonstrate sound understanding of technique and performance analysis</p> <p>Embracing responsibility and mutual respect, shown when students record each other’s times or distances accurately and give calm, constructive feedback on technique.</p>
<p>Year 10</p>	<p>Running: Develop explosive starts and sprint finishes; teach efficient energy distribution for long-distance running.</p> <p>Jumps: Refine technical execution with a focus on maintaining form under pressure.</p>	<p>Develop pre-competition routines to optimize focus and confidence.</p> <p>Introduce mental toughness strategies for competition and not allow previous set backs to create a negative atmosphere/feeling</p>	<p>Fosters leadership skills by encouraging students to lead warm-ups and practice drills to improve technique</p> <p>Promote inclusivity by celebrating individual and team successes</p>

	<p>Throws: Increase emphasis on speed-strength training; refine advanced techniques (e.g., gliding for shot put or full rotation for discus).</p> <p>Consistently demonstrates effective routines in regard to technique and skill rehearsal.</p> <p>Students apply aerobic conditioning in sustained running sessions and repeated tempo runs, and anaerobic strength in full-speed sprints, plyometric take-offs, and powerful discus/shot put techniques.</p>	<p>Understands how technology and peer analysis can be used to highlight pitfalls in technique at different stages of the skill execution</p> <p>Students evaluate how access and opportunity shape participation, such as how specialist facilities support throwing or jumping events, or how local clubs and community races promote lifelong activity.</p>	<p>Shows enjoyment towards improving self fitness levels and active participation</p> <p>Insisting for commitment and positive motivation, demonstrated through supporting teammates during challenging training sets and maintaining effort regardless of performance pressure.</p>
Year 11	<p>Running: Fine-tuned race strategies and optimize sprinting technique. Work on anaerobic capacity and speed endurance.</p> <p>Jumps: Effective approach and takeoff consistency, focusing on marginal gains.</p> <p>Throws: Shows explosive power and precision through plyometric and weighted drills.</p> <p>Understands and routines practices recovery techniques, e.g. hydration, stretching and cool down</p>	<p>Develop advanced goal-setting strategies (e.g., SMART goals for long-term performance).</p> <p>Enhance concentration and mindfulness for peak performance.</p> <p>Build adaptability by preparing for different competition conditions.</p>	<p>Promotes community involvement by participating in local athletics clubs or events</p> <p>Demonstrates leadership and responsibility during competitions and school events.</p> <p>Aware of local clubs/provisions of where they can participate recreationally/competitively</p>

POTENTIAL FUTURE MAPS:

OAA			
XXXX	Physical skills (Hands)	Knowledge (Head)	Social Development (Heart)
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			

Aesthetics; Gymnastics and Trampolining			
XXXX	Physical skills (Hands)	Knowledge (Head)	Social Development (Heart)
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			