



## Rationale

A curriculum that inspires all students to succeed and excel in competitive sport or other physically-demanding activities. It should provide opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### Key stage 3

Students should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

### Year 7

Students use and develop their competitive and creative skills with improving coordination and control. Movements show improved tension and a clearer shape and linked actions begin to show some fluency. They cooperate in solving problems when working with others. They recognise the different basic principles underpinning competitive, creative and adventurous activities. They sustain activity over appropriate periods of time. They watch each other's performance and say what is good about it and what could be better, beginning to use key words related to their activity. They use this understanding to plan how to improve their own skills, and start to ask relevant questions in order to improve and make progress. They describe how exercise affects the body and will give reasons why daily physical activity is good for them.

### Year 8

Students' performance shows improved coordination and control across a range of activities. The skills and ideas they choose and apply become increasingly relevant to the activity and show increasing efficiency and effectiveness. They communicate their ideas clearly to others. Their performance shows greater accuracy and can be sustained over appropriate periods of time. They take more responsibility for their own actions and begin to understand associated risks. They cooperate with others and observe the conventions of fair play, equality and appropriate conduct. They identify what makes a skill, idea or action successful and make simple judgements about their own and others' performance, using this information to plan how to improve. They use key words related to the different activities and ask relevant questions in order to help make progress. They describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being.

### Year 9

Students demonstrate their skills, knowledge and understanding across a range of activities with consistent control and accuracy. They take increasing responsibility for their own learning, and ask relevant questions in order to extend and improve performance. They begin to develop an increasing variety of imaginative ideas. They use compositional principles in creative activities to plan a performance with an awareness of the factors that promote quality. They begin to refine and adapt previously learned tactics, techniques and skills and apply them in new situations. They listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances. Increasingly, they take responsibility for the planning of elements of their work. They engage in a variety of appropriate, different activities that positively affect their health, fitness and feelings about themselves.

### Key stage 4

Students should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

## **Year 10**

Students show that they can refine their skills and perform with greater technical efficiency. They make sound decisions, selecting appropriate skills and strategies and applying these effectively and safely in a variety of challenging situations. They analyse their performance to identify other skills, strategies and tactics that might have been effective and plan how to improve their next attempt. They recognise the importance of rules and safety procedures and apply them consistently. They adopt alternative roles in their chosen activities. When working with others, they communicate ideas and information clearly and respond aptly to others' contributions. They vary their presentations for different audiences and purposes, and suggest amendments to improve the impact of their work. They recognise how different activities might affect their fitness and how appropriate training and nutrition can improve performance.

## **Year 11**

Students demonstrate advanced skills, refined techniques and ideas, applying them accurately across a range of activities. They begin to transfer their knowledge and skill of one activity to the development of another, working with others towards identified targets for improvement. They listen carefully to others' contributions, considering their ideas and responding aptly. They communicate ideas and information, integrating different forms into presentations for different audiences and purposes and analyse, enhance and improve the impact of their work. They anticipate the responses of others and the consequences of action, adapting their own performances and suggesting alternative approaches. They evaluate accurately the strengths and limitations in planning and performance of activity. They respond appropriately to increasingly complex problems and challenges. They demonstrate confidence and competence in a range of roles and activities. They recognise how fitness, skills, selected tactics or ideas and composition impact upon the quality and effectiveness of a performance. They understand the benefits of regular, planned activity and appropriate nutrition on their health, fitness and well-being. They plan their own daily physical activity programme.