

Levenshulme High School – Curriculum Map – Physical Education

		Performance	Knowledge & Wellbeing	Decision Making & Leadership
Year 7	NC Links	<p>Develop competence to excel in a broad range of physical activities.</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Develop their technique and improve their performance in other competitive sports.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms</p>	<p>Know the importance of a warmup.</p> <p>Know the short-term effects of exercise.</p> <p>Know how to lead healthy active lives.</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs.</p> <p>Are physically active for sustained periods of time</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms.</p> <p>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group -- (OAA)</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p>
	Pupils should know... (Core knowledge/concepts to be learned)	<p>Know the core skills in a variety of sports.</p> <p>Know the technique for some core skills.</p> <p>How to demonstrate resilience within a range of activities.</p>	<p>The 3-part warm up and the importance of warming up.</p> <p>The short-term effects of exercise.</p> <p>Where they can go in school and in the local community to remain physically active and to improve own health and well-being.</p> <p>Basic sport injuries.</p>	<p>How to select and use basic skills within a sport/activity.</p> <p>Basic rules in a variety of sports.</p> <p>How to apply basic rules in a competitive situation either as a performer or official.</p> <p>How to demonstrate sportsmanship in a game.</p>
	Pupils should be able to do... (Skills being developed)	<p>Demonstrate some core skills and technique in isolation.</p> <p>To take part in a range of activities with positivity.</p> <p>Demonstrate resilience within a range of activities.</p>	<p>Complete a 3-part warm up with support.</p> <p>Identify the short-term effects of exercise on the body.</p> <p>Treat basic sporting injuries.</p> <p>Remain physically active within school.</p>	<p>Should be able to select and use basic skills on some occasions.</p> <p>Apply basic rules in a competitive situation either as a performer or official.</p> <p>Identify 1 strength and 1 area of improvement through self-assessment with support.</p> <p>Demonstrate sportsmanship in a game.</p>
	<p>Why are we doing this now?</p> <p>How does it build on prior learning and prepare for knowledge and learning still to come?</p>	<p>Building on skills in a variety of sports developed in primary.</p> <p>Pupils should know categories of some sports.</p> <p>Not all pupils may have experienced sport/gymnastics/dance at primary school.</p> <p>Pupils may have never experienced sports/activities offered in high school.</p>	<p>Pupils need to understand how to prepare for exercise before taking part and the impact of exercise to enable them to describe the benefits.</p> <p>Pupils need to know where they can be physically active inside school and the local community to develop healthy habits and practice this, especially as they are entering adolescence.</p>	<p>Not all pupils may have experienced sport/gymnastics/dance at primary school.</p> <p>Pupils may have never experienced sports/activities offered in high school.</p> <p>Building on skills developed in primary school. Preparing pupils how to confidently lead peers through a small activity.</p>
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	NC Links	<p>Develop competence to excel in a broad range of physical activities.</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Develop their technique and improve their performance in other competitive sports.</p>	<p>Know the physical, mental and social benefits of exercise.</p> <p>Know how to lead healthy active lives.</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs.</p> <p>Are physically active for sustained periods of time</p>	<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms.</p> <p>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group - (OAA)</p>

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Year 8		Perform dances using advanced dance techniques within a range of dance styles and forms		Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
	Pupils should know... (Core knowledge/concepts to be learned)	Some of advanced skills in a variety of sports. The technique for some advanced skills.	The reasons people take part in sport and the 3 categories. The barriers to participation in physical activity and sport. How to perform basic emergency first aid	How to lead a 3-part warm. How to make and link decisions with confidence in a few sports. How to apply basic rules as a performer in a few sports The difference between sportsmanship and gamesmanship
	Pupils should be able to do... (Skills being developed)	Perform some core skills in isolation with some consistency. Select and apply the correct core skill in a competitive situation on some occasions. Work outside their comfort zone with positive results.	Identify and describe the physical, mental, and social reasons people take part in physical activity and sport. Identify potential barriers to taking part in sport / physical activity. Perform basic CPR and recovery position in the event of an emergency.	Apply basic rules as a performer in a few sports. Make decisions with confidence. Describe the difference between sportsmanship and gamesmanship. Be able to confidently lead a 3 part warm up. Identify 1 strength and 1 area of improvement through peer assessment with support.
	Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?	Pupils are continuing to develop and refine skills to enable them to perform skills more efficiently and effectively. Pupils should know the core skills in a variety of sports and the technique of some core skills.	Understanding the benefits and barriers to participation and how to overcome them can mitigate misunderstanding around physical activity. Pupils should know and understand the barriers to exercise so that they are able to find solutions but also address mis understandings. To give pupils some understanding of emergency first aid and CPR in the event of an emergency.	To enable pupils to make decisions much more confidently in a variety of situations and link these decisions together. Pupils should know which core skills to use in a variety of activities, know how to solve simple problems and make simple decisions to develop their performances. Pupils will be leading others by applying knowledge from year 7. They should have remembered 3 parts to a warm up, effective leadership and how to give basic peer feedback.
		Performance	Knowledge & Wellbeing	Decision Making & Leadership
	NC Links	Develop competence to excel in a broad range of physical activities. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games Develop their technique and improve their performance in other competitive sports. Perform dances using advanced dance techniques within a range of dance styles and forms	Lead healthy active lives. Take part in competitive sports and activities outside school through community links or sports clubs. Are physically active for sustained periods of time	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Perform dances using advanced dance techniques within a range of dance styles and forms. Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group – (OAA)
	Pupils should know... (Core knowledge/concepts to be learned)	How to select and apply most core skills in a competitive situation with some technique, accuracy, and control. How to apply core skills and tactics to positively impact performance. How to perform at maximal levels in a range of activities.	The components of fitness and their relevance to sport. How to set a realistic lifestyle goal. The 7 components of a balanced diet.	How to solve problems effectively using tactics. How to describe strengths and areas for improvement in skills using key terminology. Apply rules in a competitive situation as a performer or official. How to use different types of feedback through peer assessment.

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Year 9	Pupils should be able to do... (Skills being developed)	<p>Apply core and advanced skills within competitive situations with some technique, accuracy, and control.</p> <p>Apply core skills and tactics to positively impact performance.</p> <p>Perform at maximal levels in a range of activities.</p>	<p>Identify components of fitness, give examples, and relate to everyday life and sport.</p> <p>Set a realistic lifestyle using the SMART framework.</p> <p>Explain the function of each component of a balanced diet.</p>	<p>Solve problems effectively using tactics.</p> <p>Describe strengths and areas for improvement in skills using key terminology.</p> <p>Apply rules in a competitive situation as a performer or official.</p> <p>Refer to key teaching points and use different types of feedback (Extrinsic and Intrinsic) during peer assessment.</p>
	<p>Why are we doing this now?</p> <p>How does it build on prior learning and prepare for knowledge and learning still to come?</p>	<p>Developing advanced skills to enable pupils to perform at a high level.</p> <p>Knowing some advanced skills in a variety of sports will enable pupils to transfer across sports.</p>	<p>Understanding the components of fitness, pupils can achieve a more balanced, effective, and enjoyable approach to physical activity, ultimately leading to a healthier lifestyle.</p> <p>Understanding the functions of a balanced diet will enable them to make better nutritional choices.</p> <p>Pupils will be able to set themselves a realistic lifestyle goal which will improve their lifestyle.</p>	<p>To enable pupils, evaluate their decision making with support to enable progress.</p> <p>They will know which skills and rules to use in a variety of situations in a game or physical activity.</p> <p>Pupils are developing their understanding of how to plan for more challenging activities by building on feedback skills.</p>

		Performance	Life Skills	Decision Making & Leadership
Year 10	Pupils should know... (Core knowledge/concepts to be learned)	<p>How to apply core and advanced skills in a variety of situations and sports</p> <p>How to respond and adapt skills with consistency.</p> <p>How to transfer some core skills into similar sports.</p>	<p>Teamwork: Know how to work effectively with others by sharing responsibilities, supporting teammates, and contributing to group success.</p> <p>Communication: Be able to express ideas clearly, listen actively, and use appropriate body language to collaborate and solve problems.</p> <p>Resilience: Understand how to stay motivated, manage setbacks positively, and keep trying even when challenges arise.</p> <p>Independence: Be confident in making decisions, setting personal goals, and taking responsibility for their own learning and progress.</p> <p>Equality & Diversity: Recognise and respect individual differences, promote fairness, and ensure everyone feels included and valued in PE and beyond.</p>	<p>How to respond positively in challenging situations.</p> <p>How to consistently apply rules in a competitive situation either as a performer or official.</p> <p>How to use different types of feedback to analyse performances and give specific actions to improve through peer assessment (knowledge of performance and results).</p> <p>How to analyse performances using key terminology and teaching points for a specific skill.</p>
	Pupils should be able to do... (Skills being developed)	<p>Perform core skills with good technique, accuracy, and control.</p> <p>Demonstrate many core skills in isolation and competitive situation.</p> <p>Transfer some skills from sport to another.</p>	<p>Teamwork: Collaborate effectively with others by sharing roles, encouraging peers, and contributing to group success in physical activities and team challenges. <i>Skills developed: cooperation, leadership, empathy, shared responsibility.</i></p> <p>Communication: Use clear verbal and non-verbal communication, listen actively, and adapt messages to different audiences and situations. <i>Skills developed: active listening, expression, feedback, body language awareness.</i></p> <p>Resilience: Respond positively to setbacks, stay motivated during challenges, and reflect on experiences to improve performance. <i>Skills developed: perseverance, emotional regulation, goal setting, self-reflection.</i></p>	<p>Respond positively in challenging situations.</p> <p>Consistently apply rules in a competitive situation either as a performer or official.</p> <p>Use different types of feedback to analyse performances and give specific actions to improve through peer assessment (knowledge of performance and results).</p> <p>Analyse performances using key terminology and teaching points for a specific skill.</p>

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			<p>Independence: Take initiative in tasks, make informed decisions, and manage personal progress confidently. <i>Skills developed: self-management, decision-making, confidence, accountability.</i></p> <p>Equality & Diversity: Respect and celebrate differences, ensure inclusive participation, and challenge unfair behaviour or stereotypes. <i>Skills developed: respect, fairness, cultural awareness, inclusion.</i></p>	
	<p>Why are we doing this now?</p> <p>How does it build on prior learning and prepare for knowledge and learning still to come?</p>	<p>Pupils will become better at responding to similar situations across different sports to get a positive outcome.</p> <p>They will perform skills with good technique, accuracy, and control, attempting to use them within their own performance.</p>	<p>Embedding life skills into PE helps pupils connect physical activity with personal development, making lessons more meaningful and relevant.</p> <p>PE provides a practical, active environment where pupils can <i>experience</i> and <i>apply</i> these skills in real time.</p> <p>Pupils have already begun developing these skills in earlier years through group activities, games, and classroom routines. This approach deepens their understanding by making the skills explicit, intentional, and reflective.</p> <p>These life skills are transferable across subjects and key stages, supporting success in academic work, social situations, and future employment.</p> <p>It lays the foundation for citizenship, personal wellbeing, and lifelong learning—core elements of the wider curriculum and personal development frameworks.</p>	<p>To respond to challenging situations in the correct manner and with resilience.</p> <p>To enable pupils to communicate with others effectively in a variety of situations.</p> <p>Pupils will be able to provide detailed and constructive feedback to peers by relating back to key teaching points of core skills when leading/coaching others.</p>
		Performance	Life Skills	Decision Making & Leadership
Year 11	<p>Pupils should know...</p> <p>(Core knowledge/concepts to be learned)</p>	<p>How to perform all skills with excellent technique, accuracy, and control consistently.</p> <p>How to transfer skills from one sport to another consistently.</p> <p>How to respond and adapt skills in response to the opposition in a game.</p>	<p>Teamwork: Know how to work effectively with others by sharing responsibilities, supporting teammates, and contributing to group success.</p> <p>Communication: Be able to express ideas clearly, listen actively, and use appropriate body language to collaborate and solve problems.</p> <p>Resilience: Understand how to stay motivated, manage setbacks positively, and keep trying even when challenges arise.</p> <p>Independence: Be confident in making decisions, setting personal goals, and taking responsibility for their own learning and progress.</p> <p>Equality & Diversity: Recognise and respect individual differences, promote fairness, and ensure everyone feels included and valued in PE and beyond</p>	<p>What tactics to use within an activity.</p> <p>How to critically evaluate decisions and reflect on the outcome based on results.</p> <p>The different types of guidance (verbal and visual).</p> <p>The rules to officiate a full game independently.</p> <p>How to evaluate tactics used within an activity and adapt to changing situations.</p> <p>How to provide detailed feedback to improve performance.</p> <p>How to officiate a full game using correct rules in a range of activities.</p>
	<p>Pupils should be able to do...</p> <p>(Skills being developed)</p>	<p>Perform many core and advanced skills effectively in a variety of situations and sports.</p> <p>Perform skills with excellent technique, accuracy, and control consistently.</p> <p>Transfer skills from one sport to another consistently.</p> <p>Motivated and dare to fail in all activities.</p> <p>Perform exceptionally well in at least 3 activities.</p>	<p>Teamwork: Collaborate effectively with others by sharing roles, encouraging peers, and contributing to group success in physical activities and team challenges. <i>Skills developed: cooperation, leadership, empathy, shared responsibility.</i></p> <p>Communication: Use clear verbal and non-verbal communication, listen actively, and adapt messages to different audiences and situations. <i>Skills developed: active listening, expression, feedback, body language awareness.</i></p> <p>Resilience: Respond positively to setbacks, stay motivated during challenges, and reflect on experiences to improve performance. <i>Skills developed: perseverance, emotional regulation, goal setting, self-reflection.</i></p> <p>Independence: Take initiative in tasks, make informed decisions, and manage personal progress confidently. <i>Skills developed: self-management, decision-making, confidence, accountability.</i></p>	<p>Evaluate tactics used within an activity.</p> <p>Critically evaluate their own decisions and reflect on the outcome based on results.</p> <p>Consistently make the correct decision in a variety of competitive situations.</p> <p>Use different types of guidance through leadership and coaching (verbal and visual). To provide detailed feedback to improve performance.</p> <p>Officiate a full game using correct rules independently.</p> <p>Make autonomous decisions in a variety of situations.</p>

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		Respond and adapt skills in response to opposition in a game.	Equality & Diversity: Respect and celebrate differences, ensure inclusive participation, and challenge unfair behaviour or stereotypes. <i>Skills developed: respect, fairness, cultural awareness, inclusion.</i>	
	<p>Why are we doing this now?</p> <p>How does it build on prior learning and prepare for knowledge and learning still to come?</p>	Pupils will perform core and advanced skills with excellent technique, control, and accuracy in a variety of situations and sports. They will replicate these skills in competitive situations to a high level and they will respond and adapt skills with consistency.	<p>Embedding life skills into PE helps pupils connect physical activity with personal development, making lessons more meaningful and relevant.</p> <p>PE provides a practical, active environment where pupils can <i>experience</i> and <i>apply</i> these skills in real time.</p> <p>Pupils have already begun developing these skills in earlier years through group activities, games, and classroom routines. This approach deepens their understanding by making the skills explicit, intentional, and reflective.</p> <p>These life skills are transferable across subjects and key stages, supporting success in academic work, social situations, and future employment.</p> <p>It lays the foundation for citizenship, personal wellbeing, and lifelong learning—core elements of the wider curriculum and personal development frameworks.</p>	<p>To enable pupils to respond and adjust their approach to suit the situation.</p> <p>Pupils will be confident in selecting more complex skills to solve problems.</p> <p>Pupils will learn how to adapt and respond to changing situations in the moment preparing them for the real world and work.</p>