

# Key Stage 3 and 4 Curriculum Excellence Physical Education



The purpose of the CLF, is at the **HEART**, of all we do:

Establish **High expectations** for all that we seek to achieve

Create **Equity** of opportunity, removing disadvantage

Champion the success and life chances of **All children** in the communities we serve

Furnish pupils and staff with the **Resilience** to succeed as lifelong learners

Promote **Tolerance** and respect for ourselves, our communities and our environment



The curriculum enables children to...  
acquire... **Knowledge & Skills**, which  
secured through... **Application**  
develops... **Understanding**  
and allows them to seek... **Meaning**  
and achieve... **Personal growth**

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## Key Stage 3 and 4 in the Cabot Learning Federation

### CLF KS3 and 4 Curriculum Principles

- The curriculum enables children to acquire **knowledge and skills**, which are secured through **application** (over time and in different contexts) to develop **understanding** (change in long term memory) and allows children to seek **meaning** and achieve **personal growth**.
- Built-up from KS2 to secure a foundation for young people for life (... and KS4). **Based on Age Related Expectations and using DOYA.** (Not built down from KS4).
- Focused on the **progression of content and concepts** through the KS3 curriculum that accelerates progress within a **progressive and purposeful 3-19 CLF Curriculum**.
- The curriculum is our opportunity to inspire children to be **successful individuals, historians, mathematicians, geographers, musicians, authors, artist, sportspeople, scientists, writers, innovators, dreamers, magicians, mothers, fathers, positive citizens**.
- On a platform of standardisation the curriculum releases teachers to drive up learning and progress. **Standardised Age Related Expectations, curriculum and assessment** frees and empowers experts to collaborate, follow the learning and teach.
- The curriculum will be **curated by subject experts and teams from across the Trust** who are empowered to evolve the curriculum that will allow all children to thrive.
- The content of the curriculum is progressive and is based on **consolidating and revisiting** content over time to secure progress over time.
- The curriculum seeks **depth of study rather than breadth** to build understanding and to seek meaning; stretching and challenging children to think.
- The Age Related Expectations and exemplars are **widely published** to support child, parent, teacher, leader and other staff understanding of the expected standards and the content of the curriculum, **enabling wider ownership of the curriculum**
- **Two key areas of assessment:**
  - **Shared assessments at regular intervals across a year** to assess knowledge/skills acquisition and elements of application and understanding. Feedback supports understanding of gaps and re-teaching.
  - **Teacher assessment of learning that uses standardised exemplar material** to assess agreed subject written responses/assessments, supporting teachers to make a broad assessment of children's attainment against DOYA.
- Given the shared AREs and assessment cycle teachers are freed to **plan to meet need** and support all children to feel and be successful. Approaches to **pedagogy are based on cognitive science:**
  - Supporting children to experience **desirable difficulty** and grapple with learning in their proximal zone.
  - Explicitly secure **knowledge and skills** through **application** to build **understanding and seek meaning**
  - **Specificity of feedback** for impact and the **developed and precise use of modelling, explanations and questioning** to secure progress.
  - Emphasis on the development of **reading (widely and often), oracy and quality of writing**.

## Key Stage 3 and 4 in the Cabot Learning Federation

### Physical Education in the Cabot Learning Federation

## Physical Education Vision: Building positive physical activity experiences for life.

PE, School Sport and Physical Activity at the Cabot Learning Federation is underpinned by the belief that everyone should have a positive relationship with physical activity, sport and play, and that this is deeply personal to each individual. We also believe that high quality PE, Sport and Physical Activity provision will develop the holistic characteristics society deem valuable to success. We hope that this would have the following outcomes:

Through PE we provide:

- High quality experiences which promote positive relationships with physical activity
- Leave school with the skills and knowledge of sport or physical activity so they can continue to be active for life
- Development of holistic characteristics including Resilience, Confidence, Empathy, Leadership and Teamwork skills and reinforcing the impact this can have on other subject areas
- Academic excellence in PE, allowing students to use their passion to open doors into further study

Through School Sport we provide:

- Opportunities for all students to take part in appropriate level competition either at an intra school or inter school level and that extra-curricular participation can contribute to the well-rounded development of an individual
- Belonging by providing opportunities for all students to represent their school through trust wide competition where students feel that they are part of something bigger which can provide them with a positive identity
- High performance opportunities and mentorship across the trust and with external partners demonstrating how we value to pursuit excellence

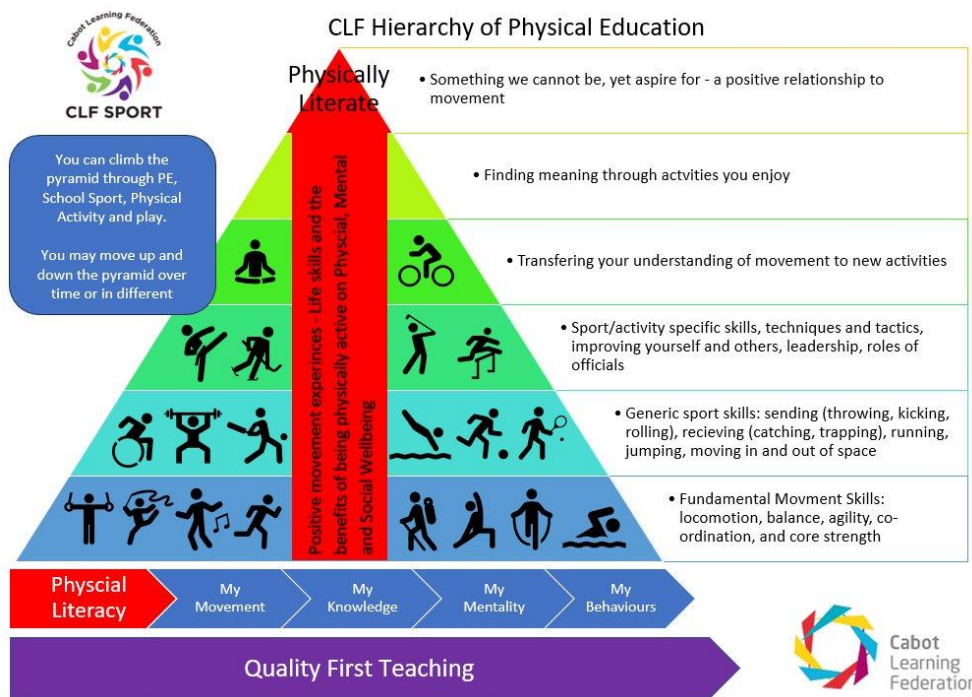
Through Physical Activity and Play we provide:

- An appreciation for the role Physical Activity plays within the life of students, staff and their families
- Understand the Physical, Social and Psychological benefits of physical activity and how this can support their wellbeing

The intent of the curriculum is to allow students to develop into positive contributors to society. Through enjoying physical activity, the curriculum will provide students with the opportunities to develop characteristics to be successful. We believe that our approach to Physical Education is inclusive and develops all children through movement and interacting with their environment. This will be delivered through four strands of our curriculum rope.

## Key Stage 3 and 4 in the Cabot Learning Federation

### Core PE



### Physical Literacy

#### **My Movement - Physical Competence (Physical)**

An individual's ability to develop movement skills and techniques, tactics and strategies.

#### **My Knowledge - Knowledge and Understanding (Cognitive)**

An individual's ability to identify qualities that influence effective participation by following rules and regulations or improving their own and other performance.

#### **My Mentality - Motivation and Confidence (Affective)**

An individual's ability to develop their confidence, empathy and resilience through sport, physical activity and play

#### **My Behaviours - Engagement in Physical Activities for Life (Behaviours)**

An individual connecting with others to work as a team through communication, taking on roles and leading others.

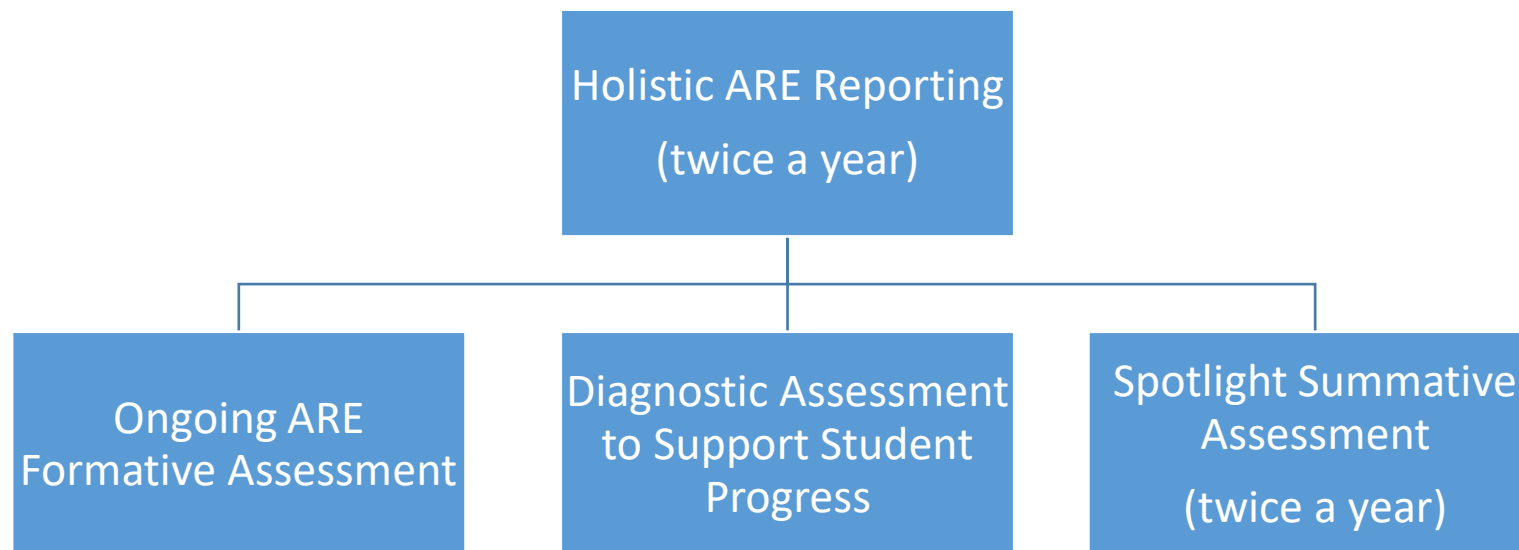
In KS3 students will develop their Physical Literacy through a range of different student-centred activities across the three years of KS3. This will be assessed using Age Related Expectations and two "Snapshot" Assessments in Term 3 and Term 6. Progress takes place across each year through the revisiting of each My Strand in different activities. Each year the application of My Strand content is increased in challenge and activities are revisited with increased challenge of activity specific knowledge.

In KS4 Core PE students will further develop their Physical Literacy by experiencing a range of recreational and competitive activities with a view to engraining positive behaviours that promote the benefits of physical activity and prepare them for activity across their life course. We have produced an PE Core Characteristics we aspire students in KS4 to meet in order to better prepare them to engage in physical activity throughout their life. There is no formal assessment of KS4 core PE.

We encourage our students to be advocates for the benefits of a healthy active lifestyle, demonstrating confidence, empathy and respect. They will have an appreciation of the benefits to physical, mental and social wellbeing.

## Key Stage 3 and 4 in the Cabot Learning Federation

Our curriculum is deliberately not focussed on specific activities and the performance of the skills within them but is focussed on the underlying principles of physical literacy, the activity is the lens we use to view the learning.



KS 3 assessment across the trust has three elements: the ongoing assessment over time, diagnostic and the collection of “Snapshot” data collection points using a formal assessment piece. The two parts will inform our holistic assessment of student’s ability.

Ongoing – Each centre is responsible for the ongoing formative assessment of students against the Age Related Expectations and recording this information termly. This will inform the Trust wide ARE assessments in Term 3 and Term 6. This assessment is largely formative to inform future planning.

Diagnostic – Using the ongoing formative assessment, to diagnose trends including gaps in knowledge, this focuses on declarative and procedural knowledge

Spotlight – At two points across the academic year (Term 3 and Terms 6), Academies will complete a practical “Spotlight” assessment. This assessment will be an unseen non “sport” activity that encompasses the age-appropriate Physical Literacy content. This will remove bias from experience of specific sports, creating an inclusive assessment with no unfair advantage. Staff will assess using assessment resources including indicative content materials. This focuses largely on procedural knowledge and in groups sharing declarative knowledge.

## Key Stage 3 and 4 in the Cabot Learning Federation

### Accreditation PE

Accreditation PE has a student-centred approach where courses are matched to specific student cohorts within their context that provide the best chance for success. We have aligned across the trust to an GCSE route and a Vocational route. We have aligned courses and units to support standardisation and moderation allowing us to work effectively through collaboration.

### **GCSE**

The Cabot Learning Federation has chosen to deliver AQA GCSE Physical Education to its students to provide a balanced and academically rigorous pathway that builds on the foundations of physical literacy developed at Key Stage 3. This course deepens students' understanding of the physical, psychological, and socio-cultural aspects of sport and physical activity, encouraging them to think critically about performance and participation. The structure of the course includes both theoretical and practical components, with students assessed through written exams and practical performance in three different sports. This blend of academic and physical assessment supports a wide range of learners and promotes a holistic understanding of sport. By offering GCSE PE, the federation aims to inspire students to lead healthy, active lives while preparing them for further study or careers in the sports and health sectors.

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### **BTEC**

The Cabot Learning Federation has chosen to deliver BTEC Sport to its students as a natural progression from the key themes of physical literacy developed at Key Stage 3. By building on students' understanding of movement, teamwork, and healthy lifestyles, BTEC Sport offers a practical and engaging curriculum that deepens their knowledge and skills in real-world contexts. The course is structured around a combination of internally assessed coursework and externally assessed units, covering topics such as fitness training, sports leadership, and practical performance. This blend of assessment styles supports a wide range of learners and allows them to demonstrate their strengths in different ways. The qualification reflects the federation's commitment to inclusive education and to equipping students with the tools they need for future success in sport-related careers or further study.

## Key Stage 3 and 4 in the Cabot Learning Federation

### Alignment of GCSE PE (AQA) and BTEC Sport with Cabot Learning Federation’s PESSPA Vision

PESSPA Vision Element	GCSE PE (AQA)	BTEC Sport
Builds on KS3 Physical Literacy	Yes – builds on foundations from Key Stage 3	Yes – described as a natural progression from KS3
Promotes Positive Relationships with Physical Activity	Yes – encourages lifelong healthy, active lifestyles	Yes – practical and engaging curriculum supports enjoyment and relevance
Supports Holistic Development (Resilience, Confidence, Leadership, etc.)	Yes – through psychological and socio-cultural components	Yes – through units like sports leadership and teamwork
Inclusive and Accessible to All Learners	Yes – mix of theory and practical supports diverse learners	Yes – varied assessment methods cater to different strengths
Academic Excellence and Further Study Opportunities	Yes – rigorous academic pathway with progression routes	Yes – vocational route with clear links to further study and careers
Practical Performance and Real-World Application	Yes – assessed in three sports, with critical thinking about performance	Yes – strong focus on applied learning and real-world contexts
Supports School Sport and Competition	Indirectly – through performance elements and understanding of sport	Indirectly – through leadership and performance units that can support extracurricular sport
Promotes Understanding of Health and Wellbeing	Yes – includes psychological and physical health components	Yes – includes fitness training and healthy lifestyle content
Prepares Students for Careers in Sport and Health	Yes – academic foundation for sport science, teaching, etc.	Yes – vocational preparation for sport, fitness, and health sectors

## Key Stage 3 and 4 in the Cabot Learning Federation

### ARE Descriptors

Bronze/Year 7				
KS2 Prior Learning	Knowledge is being able to replicate or demonstrate these in our learning		Understanding is applying our learning across a range of different activities	Meaning is how we can take our learning and use it to build a healthy active lifestyle
<p><b>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in KS2 in this subject?</b></p> <p>At Key Stage 1 (years 3 and 4) and Key Stage 2 (years 5, 6), children should progress from simple movement patters and performances to developing increasing competence, control, co-ordination and spatial awareness in a range of physical movement skills, and be able to refine, extend and perform the skills with improved accuracy and consistency.</p>	My Movement	My Knowledge	My Mentality	My Behaviours
	<p><b>Bronze/Year 7</b> I think like a <i>performer</i>... I can <i>demonstrate</i> and <i>describe</i>...</p> <ul style="list-style-type: none"> <li>• <b>Skills and Techniques</b> in a range of activities</li> <li>• <b>Tactics and Strategies</b> in order to perform successfully</li> <li>• Effective <b>Decision Making</b></li> </ul>	<p><b>Bronze/Year 7</b> I think like a <i>performer</i>... I can <i>demonstrate</i> and <i>describe</i>...</p> <ul style="list-style-type: none"> <li>• <b>Rules and Regulations</b> in a range of activities</li> <li>• <b>Being Reflective;</b> recognise strengths, weaknesses, and know how to improve</li> <li>• The <b>Benefits of Being Physically Active</b> on wellbeing</li> </ul>	<p><b>Bronze/Year 7</b> I think like a <i>performer</i>... I can <i>demonstrate</i> and <i>describe</i>...</p> <ul style="list-style-type: none"> <li>• <b>Confidence</b> in my performance</li> <li>• <b>Empathy</b> by showing patience and supporting others</li> <li>• <b>Resilience</b> by reacting positively to failure</li> </ul>	<p><b>Bronze/Year 7</b> I think like a <i>performer</i>... I can <i>demonstrate</i> and <i>describe</i>...</p> <ul style="list-style-type: none"> <li>• <b>Communication;</b> speak clearly and listen to others</li> <li>• Different <b>Leadership</b> styles</li> <li>• How to <b>Work Effectively with Others</b></li> </ul>

## Key Stage 3 and 4 in the Cabot Learning Federation

Silver/Year 8					
Year 7 Prior Learning	Knowledge is being able to replicate or demonstrate these in our learning		Understanding is applying our learning across a range of different activities		Meaning is how we can take our learning and use it to build a healthy active lifestyle
What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 7 in this subject?  Being a performer of each activity where I can demonstrate and describe my knowledge.	My Movement	My Knowledge	My Mentality	My Behaviour	
		<b>Silver/Year 8</b> I think like a <i>captain</i> ... I can <i>combine</i> and <i>explain</i> ... <ul style="list-style-type: none"> <li>• <b>Skills and Techniques</b> in a range of activities</li> <li>• <b>Tactics and Strategies</b> in order to perform successfully</li> <li>• Effective <b>Decision Making</b></li> </ul>	<b>Silver/Year 8</b> I think like a <i>captain</i> ... I can <i>combine</i> and <i>explain</i> ... <ul style="list-style-type: none"> <li>• <b>Rules and Regulations</b> in a range of activities</li> <li>• <b>Being Reflective;</b> recognise strengths, weaknesses, and know how to improve</li> <li>• The <b>Benefits of Being Physically Active</b> on wellbeing</li> </ul>	<b>Silver/Year 8</b> I think like a <i>captain</i> ... I can <i>combine</i> and <i>explain</i> ... <ul style="list-style-type: none"> <li>• <b>Confidence</b> in my performance</li> <li>• <b>Empathy</b> by showing patience and supporting others</li> <li>• <b>Resilience</b> by reacting positively to failure</li> </ul>	<b>Silver/Year 8</b> I think like a <i>captain</i> ... I can <i>combine</i> and <i>explain</i> ... <ul style="list-style-type: none"> <li>• <b>Communication;</b> speak clearly and listen to others</li> <li>• Different <b>Leadership</b> styles</li> <li>• How to <b>Work Effectively with Others</b></li> </ul>

## Key Stage 3 and 4 in the Cabot Learning Federation

Gold/Year 9					
Year 8 Prior Learning	Knowledge is being able to replicate or demonstrate these in our learning		Understanding is applying our learning across a range of different activities		Meaning is how we can take our learning and use it to build a healthy active lifestyle
What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 8 in this subject?  Being a coach where we can adapt and apply our knowledge.	My Movement	My Knowledge	My Mentality	My Behaviours	
	<p><b>Gold/Year 9</b> I think like a <i>coach</i>... I can <i>analyse, adapt and justify</i>...</p> <ul style="list-style-type: none"> <li>• <b>Skills and Techniques</b> in a range of activities</li> <li>• <b>Tactics and Strategies</b> in order to perform successfully</li> <li>• Effective <b>Decision Making</b></li> </ul>	<p><b>Gold/Year 9</b> I think like a <i>coach</i>... I can <i>analyse, adapt and justify</i>...</p> <ul style="list-style-type: none"> <li>• <b>Rules and Regulations</b> in a range of activities</li> <li>• <b>Being Reflective;</b> recognise strengths, weaknesses, and know how to improve</li> <li>• The <b>Benefits of Being Physically Active</b> on wellbeing</li> </ul>	<p><b>Gold/Year 9</b> I think like a <i>coach</i>... I can <i>analyse, adapt and justify</i>...</p> <ul style="list-style-type: none"> <li>• <b>Confidence</b> in my performance</li> <li>• <b>Empathy</b> by showing patience and supporting others</li> <li>• <b>Resilience</b> by reacting positively to failure</li> </ul>	<p><b>Gold/Year 9</b> I think like a <i>coach</i>... I can <i>analyse, adapt and justify</i>...</p> <ul style="list-style-type: none"> <li>• <b>Communication;</b> speak clearly and listen to others</li> <li>• Different <b>Leadership</b> styles</li> <li>• How to <b>Work Effectively with Others</b></li> </ul>	

## Key Stage 3 and 4 in the Cabot Learning Federation

Platinum					
Year 8 Prior Learning	Knowledge is being able to replicate or demonstrate these in our learning		Understanding is applying our learning across a range of different activities		Meaning is how we can take our learning and use it to build a healthy active lifestyle
What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 8 in this subject?  Being a coach where we can adapt and apply our knowledge.	My Movement	My Knowledge	My Mentality	My Behaviours	
	<p><b>Platinum</b> I think like a <i>analyst</i> I can <i>evaluate</i> and <i>innovate</i>...</p> <ul style="list-style-type: none"> <li>• <b>Skills and Techniques</b> in a range of activities</li> <li>• <b>Tactics and Strategies</b> in order to perform successfully</li> <li>• Effective <b>Decision Making</b></li> </ul>	<p><b>Platinum</b> I think like a <i>analyst</i> ... I can <i>evaluate</i> and <i>innovate</i>...</p> <ul style="list-style-type: none"> <li>• <b>Rules and Regulations</b> in a range of activities</li> <li>• <b>Being Reflective;</b> recognise strengths, weaknesses, and know how to improve</li> <li>• The <b>Benefits of Being Physically Active</b> on wellbeing</li> </ul>	<p><b>Platinum</b> I think like a <i>analyst</i> ... I can <i>evaluate</i> and <i>innovate</i>...</p> <ul style="list-style-type: none"> <li>• <b>Confidence</b> in my performance</li> <li>• <b>Empathy</b> by showing patience and supporting others</li> <li>• <b>Resilience</b> by reacting positively to failure</li> </ul>	<p><b>Platinum</b> I think like a <i>analyst</i> ... I can <i>evaluate</i> and <i>innovate</i>...</p> <ul style="list-style-type: none"> <li>• <b>Communication;</b> speak clearly and listen to others</li> <li>• Different <b>Leadership</b> styles</li> <li>• How to <b>Work Effectively with Others</b></li> </ul>	

## Key Stage 3 and 4 in the Cabot Learning Federation

Key Stage 4					
Key Stage 3 Prior Learning	Knowledge is being able to replicate or demonstrate these in our learning		Understanding is applying our learning across a range of different activities	Meaning is how we can take our learning and use it to build a healthy active lifestyle	
What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 8 in this subject?	My Movement	My Knowledge	My Mentality	My Behaviours	
	In order to have a healthy active lifestyle I can... <ul style="list-style-type: none"> <li>Use <b>Skills and Techniques</b> to participate in a range of physical activities</li> <li>Apply <b>Tactics and Strategies</b> in order to perform successfully</li> <li>Show effective <b>Decision Making</b></li> </ul>	In order to have a healthy active lifestyle I can... <ul style="list-style-type: none"> <li>Apply <b>Rules and Regulations</b> in a range of activities to participate fairly with peers</li> <li>Understand the <b>Benefits of Physical Activity</b></li> <li>Take part in a <b>Range of Experiences</b> so I know what activities I enjoy and why</li> </ul>	In order to have a healthy active lifestyle I can... <ul style="list-style-type: none"> <li>Show the <b>Self-belief</b> in order to participate in a range of activities</li> <li>Explain how being active improves my <b>well being</b></li> <li>I am <b>motivated</b> to take part</li> </ul>	In order to have a healthy active lifestyle I can... <ul style="list-style-type: none"> <li>Show <b>Leadership</b> by organising and lead others effectively</li> <li>Demonstrate <b>Sportsmanship</b> by playing with integrity and humility, win or lose.</li> <li><b>Communicate</b> effectively with others in various ways</li> </ul>	

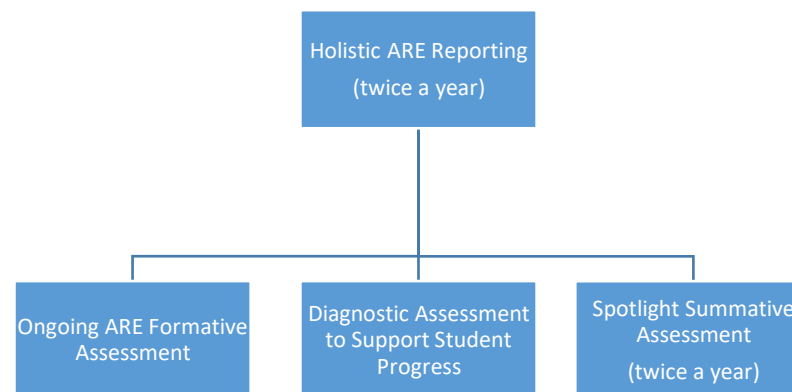
## Key Stage 3 and 4 in the Cabot Learning Federation

### Assessment Skeleton

KS 3 assessment across the trust has two elements; the ongoing assessment over time and the collection of “Snapshot” data collection points using a formal assessment piece. The two parts will inform our holistic assessment of students ability.

Ongoing – Each centre is responsible for the ongoing formative assessment of students against the Age Related Expectations and recording this information termly. This will inform the Trust wide ARE assessments in Term 3 and Term 6. This assessment is largely formative but will inform the evidence basket for each student.

Spotlight – At two points across the academic year (Term 3 and Terms 6), Academies will complete a practical “Spotlight” assessment. This assessment will be an unseen non “sport” activity that encompasses the age-appropriate Physical Literacy content. This will remove bias from experience of specific sports, creating an inclusive assessment with no unfair advantage. Staff will assess using assessment resources including indicative content materials.



Year	Term 1	Term 2	Term 3	Data Drop	Term 4	Term 5	Term 6	Data Drop
7	Formative DOYA Assessment	Formative DOYA Assessment	Spotlight Assessment – “Ringo”	Input DOYA and Spotlight Assessment	Formative DOYA Assessment	Formative DOYA Assessment	Spotlight Assessment – “Problem Solving”	Input DOYA and Spotlight Assessment
8			Spotlight Assessment – “Denchball”				Spotlight Assessment – “Yoshi”	
9			Spotlight Assessment – “Capture the Dodge”				Spotlight Assessment – “Stump Ball”	

## Key Stage 3 and 4 in the Cabot Learning Federation

### Spotlight Assessment

This unseen assessment will have an activity/ task description and will include a grading criteria. Centres will receive the assessment material 3 weeks prior to the spotlight assessment to ensure validity and equality in assessment. This provides a numerical score and contributes the students overall DOYA assessment and is reported separately at the DATA drop points in Term 3 and 6. The purpose is to provide a summative spotlight of student progress and provide an opportunity to standardise and moderate within centre and across the trust. We are looking for our students to demonstrate the ARE criteria in a standardised activity.

When conducting a spotlight assessment, please use the Indicative Assessment Grid to best fit students to a spotlight grade which matches their performance. For a student to achieve 10 or 9 out of 10, they must be in the deepening band for each My Strand (My Movement, My Knowledge, My Mentality, My Behaviours).

### DOYA Exemplification

- Deepening (D): describes a child who has reached the year group expectation and is now taking this deeper into more abstract work. These children are following their passion within a broad curriculum that inspires the full range of attainment and interest.
- On track/Working at current age related expectation (O): describes a child who is working at the age related expectation and fulfils all the descriptors.
- Yet to be on track (Y): describes a child who shows some working at age related expectations by fulfilling some of the descriptors, but is not yet on track to achieve all of them.
- At an earlier stage in their learning journey (A): describes a child who working at a level below the age related expectation, typically around a year behind.

## Key Stage 3 and 4 in the Cabot Learning Federation

Year 7	D (10-9)	O1 (8-7)	O2 (6-5)	Y (4-3)	A (2-1)
	Always...	More often...	Often...	Sometimes...	Rarely...
<b>My Movement:</b>	<p>The student combines the correct skills and techniques accurately and always outwits their opponent.</p> <p>The student adapts the ability to make tactical and strategic decisions but there are some weaknesses.</p> <p>The student explains the decisions they make with clear reasoning.</p>	<p>The student demonstrates the correct skills and techniques accurately and often outwits their opponent.</p> <p>The student demonstrates the ability to make tactical and strategic decisions.</p> <p>The student explains the decisions they make with some clear reasoning.</p>	<p>The student demonstrates the correct skills and techniques with some accuracy and occasionally outwits their opponent.</p> <p>The student demonstrates the ability to make tactical and strategic decisions but there are some weaknesses.</p> <p>The student describes the decisions they make with some reasoning.</p>	<p>The student demonstrates the correct skills and techniques showing little accuracy.</p> <p>The student demonstrates little ability to make tactical and strategic decisions and there are some weaknesses.</p> <p>The student loosely describes the decisions they make with little reasoning.</p>	
<b>My Knowledge:</b>	<p>The student can take on the role of the official and can combine the rules in competitive situations.</p> <p>The student adapts their performance by making judgements on the performance of themselves/others. They provide feedback by explaining how to improve.</p>	<p>The student can take on the role of the official and demonstrates a clear understanding of the rules.</p> <p>The student justifies judgements on the performance of themselves/others. They provide some feedback by explaining how to improve.</p>	<p>The student can take on the role of the official and demonstrates some understanding of the rules.</p> <p>The student demonstrates judgements on the performance of themselves/others. They provide some feedback by describing how to improve.</p>	<p>The student can take on the role of the official and demonstrates some of the rules.</p> <p>The student demonstrates basic judgements on the performance of themselves/others. They provide little feedback.</p>	
<b>My Mentality:</b>	<p>The students approached the activity with confidence in some challenging situations.</p> <p>The student was often able to adapt their behaviour to show empathy to most of the others involved patiently.</p> <p>The student reacts positively to failure, adapting their approach from the experience.</p>	<p>The students approached the activity with some confidence in challenging situations.</p> <p>They demonstrate empathy to others involved in the activity and respond with patience.</p> <p>The student reacts positively to failure, explaining what they have learnt from the experience.</p>	<p>The students approached the activity with some confidence.</p> <p>They demonstrate empathy to others involved in the activity with some patience.</p> <p>The student reacts positively to failure, describing what they have learnt from the experience.</p>	<p>The students approached the activity with little confidence.</p> <p>They demonstrate empathy to some of the others involved in the activity with little patience.</p> <p>The student occasionally reacts positively to failure, loosely describing what they have learnt from the experience.</p>	

## Key Stage 3 and 4 in the Cabot Learning Federation

<p><b>My Actions:</b></p>	<p>The student adapts how they can communicate with others by listening and speaking clearly.</p> <p>The student adapts when leading others, combining different approaches, and is able to analyse how they have done this well.</p> <p>The student adapts when working effectively with others by taking on a variety of different roles.</p>	<p>The student demonstrated they can communicate effectively with others by listening and speaking clearly.</p> <p>The student demonstrates they can lead others effectively, explaining how they have done this well with justification.</p> <p>The student demonstrates they can work effectively with others by taking on a range of different roles.</p>	<p>The student demonstrated they can communicate with others by listening and speaking clearly.</p> <p>The student demonstrates they can lead others, explaining how they have done this well.</p> <p>The student demonstrates they can work effectively with others by taking on some different roles.</p>	<p>The student demonstrated they can communicate with others by listening and speaking.</p> <p>The student demonstrates they can lead others and describe how they have done this well.</p> <p>The student demonstrates they can work with others by taking on limited roles.</p>
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## Key Stage 3 and 4 in the Cabot Learning Federation

Year 8	D (10-9)	O1 (8-7)	O2 (6-5)	Y (4-3)	A (2-1)
	Always...	More often...	Often...	Sometimes...	Rarely...
<b>My Movement:</b>	<p>The student shows competence by selecting and combining the correct skills and techniques and outwits their opponent with accuracy and fluency.</p> <p>The student analyses tactical and strategic decisions and identifies strengths and weaknesses.</p> <p>The student justifies the decisions they make with clear reasoning.</p>	<p>The student combines the correct skills and techniques accurately and often outwits their opponent.</p> <p>The student adapts the ability to make tactical and strategic decisions, often with success</p> <p>The student explains the decisions they make with clear reasoning.</p>	<p>The student combines the correct skills and techniques accurately and sometimes outwits their opponent.</p> <p>The student adapts the ability to make tactical and strategic decisions with some success.</p> <p>The student explains the decisions they make with some reasoning.</p>	<p>The student combines the correct skills and techniques accurately and rarely outwits their opponent.</p> <p>The student adapts the ability to make tactical and strategic decisions but there are some weaknesses.</p> <p>The student identifies the decisions they make with limited reasoning.</p>	
<b>My Knowledge:</b>	<p>The student can take on the role of the official and can justify the rules in more challenging situations.</p> <p>The student analyses the performance of themselves/others identifying strengths and areas of weakness. They can justify their feedback by describing how to improve.</p>	<p>The student can take on the role of the official and can combine the rules in competitive situations.</p> <p>The student adapts their performance by making accurate judgements on the performance of themselves/others. They provide feedback by describing how to improve.</p>	<p>The student can take on the role of the official and sometimes combine the rules in competitive situations.</p> <p>The student adapts their performance by making judgements on the performance of themselves/others. They provide limited feedback by describing how to improve.</p>	<p>The student can take on the role of the official and rarely combines the rules in competitive situations.</p> <p>The student adapts their performance by making inaccurate judgements on the performance of themselves/others. They provide little feedback by identifying how to improve.</p>	
<b>My Mentality:</b>	<p>The students approached the activity with confidence usually sustaining this in the most challenging situations.</p> <p>The student shows they able to justify why their response to others demonstrates empathy and patience.</p> <p>The student reacts positively to failure, identifying strengths and weaknesses, and then justifying how they have adapted their performance.</p>	<p>The students approached the activity with confidence in challenging situations.</p> <p>The student was able to adapt their behaviour to show empathy to most of the others involved patiently.</p> <p>The student reacts positively to failure, adapting their approach from the experience.</p>	<p>The students approached the activity with confidence in some challenging situations.</p> <p>The student was sometimes able to adapt their behaviour to show empathy to most of the others involved patiently.</p> <p>The student reacts positively to failure, sometimes adapting their approach from the experience.</p>	<p>The students approached the activity with little confidence in challenging situations.</p> <p>The student was rarely able to adapt their behaviour to show empathy to a few of the others involved patiently.</p> <p>The student rarely reacts positively to failure, making little adaptations to their approach from the experience.</p>	
<b>My Actions:</b>	<p>The student analyses how they communicate with others, identifying strengths and weaknesses.</p> <p>The student can analyse how they lead others, justifying their approaches.</p>	<p>The student adapts how they can communicate with others by listening and speaking clearly.</p> <p>The student adapts when leading others, combining different approaches.</p>	<p>The student adapts how they can communicate with others attempting to listen and speak clearly.</p> <p>The student adapts when leading others, trying to combine different approaches.</p>	<p>The student communicates with others showing little listening or speaking clearly.</p> <p>The student rarely leads others and uses the same approach for all.</p>	

## Key Stage 3 and 4 in the Cabot Learning Federation

	The student identifies strengths and weaknesses of how they work effectively with others, justifying their role.	The student adapts when working effectively with others by taking on a variety of different roles.	The student adapts when working effectively with others by taking on some different roles.	The student tries to adapt when working effectively with others by taking on limited roles.
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## Key Stage 3 and 4 in the Cabot Learning Federation

Year 9	D (10-9)	O1 (8-7)	O2 (6-5)	Y (4-3)	A (2-1)
	Always...	More often...	Often...	Sometimes...	Rarely...
<b>My Movement:</b>	<p>The student shows innovation by selecting and combining the correct skills and techniques and outwits their opponent with accuracy and fluency.</p> <p>The student evaluates tactical and strategic decisions and makes them more effective</p> <p>The student is innovative with the decisions they make with clear reasoning.</p>	<p>The student shows competence by selecting and combining the correct skills and techniques and outwits their opponent with accuracy and fluency.</p> <p>The student analyses tactical and strategic decisions and identifies strengths and weaknesses.</p> <p>The student justifies the decisions they make with clear reasoning.</p>	<p>The student shows competence by selecting and combining the correct skills and techniques and sometimes outwits their opponent with some accuracy and fluency.</p> <p>The student analyses tactical and strategic decisions and identifies some strengths and weaknesses.</p> <p>The student justifies the decisions they make with some reasoning.</p>	<p>The student shows competence by selecting and combining the correct skills and techniques and rarely outwits their opponent</p> <p>The student analyses tactical and strategic decisions and identifies a few strengths and weaknesses.</p> <p>The student justifies the decisions they make with little reasoning.</p>	
<b>My Knowledge:</b>	<p>The student can take on the role of the official and can evaluate their application of rules in more challenging situations.</p> <p>The student evaluates their own reflections on the performance of themselves/others. They provide how they could improve the feedback they have given.</p>	<p>The student can take on the role of the official and can justify the rules in more challenging situations.</p> <p>The student analyses the performance of themselves/others identifying strengths and areas of weakness. They can justify their feedback by describing how to improve.</p>	<p>The student can take on the role of the official and can sometimes justify the rules in more challenging situations.</p> <p>The student analyses the performance of themselves/others identifying some strengths and areas of weakness. They can justify their feedback by identifying how to improve.</p>	<p>The student can take on the role of the official and can rarely justify the rules in more challenging situations.</p> <p>The student analyses the performance of themselves/others identifying little strengths and areas of weakness. They can justify their feedback but are unable to describe how to improve.</p>	
<b>My Mentality:</b>	<p>The students approached the activity with confidence sustaining this in the most challenging situations.</p> <p>The student shows they are able to be innovative in their response to others to demonstrate empathy and patience.</p> <p>The student reacts positively to failure and is innovative in how they have adapted their performance.</p>	<p>The students approached the activity with confidence often sustaining this in the most challenging situations.</p> <p>The student can justify why their response to others demonstrates empathy and patience.</p> <p>The student reacts positively to failure, identifying strengths and weaknesses, and then justifying how they have adapted their performance.</p>	<p>The students approached the activity with confidence sometimes sustaining this in the most challenging situations.</p> <p>The student is sometimes able to justify why their response to others demonstrates empathy and patience.</p> <p>The student sometimes reacts positively to failure, identifying a few strengths and weaknesses, and describe how they have adapted their performance.</p>	<p>The students approached the activity with confidence rarely sustaining this in the most challenging situations.</p> <p>The student shows they are rarely able to justify why their response to others demonstrates empathy and patience.</p> <p>The student rarely reacts positively to failure, limiting their ability to describe how they learn from it.</p>	

## Key Stage 3 and 4 in the Cabot Learning Federation

<p><b>My Actions:</b></p>	<p>The student evaluate how they communicate with others, identifying strengths, weaknesses and how to improve.</p> <p>The student is innovative with how they lead others, using various approaches effectively.</p> <p>The student can evaluate their role when working with others and improve their performance in that role.</p>	<p>The student analyses how they communicate with others, identifying strengths and weaknesses.</p> <p>The student can analyse how they lead others, justifying their approaches.</p> <p>The student identifies strengths and weaknesses of how they work effectively with others, justifying their role.</p>	<p>The student sometimes analyses how they communicate with others, identifying a few strengths and weaknesses.</p> <p>The student can show limited analysis of how they lead others, justifying their approaches.</p> <p>The student identifies some strengths and weaknesses of how they work effectively with others, with limited justification of their role.</p>	<p>The student rarely analyses how they communicate with others, identifying limited strengths and weaknesses.</p> <p>The student can explain how they lead others, describing their approaches.</p> <p>The student identifies little strengths and weaknesses of how they work effectively with others, with limited justification of their role.</p>
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## Key Stage 3 and 4 in the Cabot Learning Federation

### Equality, Diversity and Inclusion

We are committed to promoting Equity, Diversity, and Inclusion (EDI) in our Physical Education (PE) curriculum. We recognise the importance of fostering a positive and inclusive environment where every student feels valued and has equal opportunities to participate and thrive. To ensure cultural representation and promote EDI in our PE activities, we focus on the following areas:

#### 1. Cultural Representation in Activities Offered:

We aim to provide a diverse range of activities that reflect and celebrate the cultural backgrounds and interests of our students. We strive to incorporate activities from various cultures and communities, ensuring that all students can see themselves represented in the PE curriculum.

#### 2. Equal Access:

We are dedicated to providing equal access to all students, irrespective of their abilities, backgrounds, or physical attributes. We actively work to remove any barriers that may hinder participation in PE, including adapting activities, providing necessary accommodations, and fostering an inclusive environment that embraces and supports every student.

#### 3. Grouping:

In our PE classes, we encourage diverse groupings that promote teamwork, cooperation, and respect for one another. We emphasize the importance of creating inclusive teams that value the unique contributions and perspectives of every student, irrespective of their race, ethnicity, or social background.

#### 4. PE Kit:

We understand that personal circumstances and financial constraints can impact students' ability to acquire appropriate PE kit. We strive to create a supportive environment by offering options for borrowing or providing assistance to ensure that all students have access to suitable PE attire, regardless of their financial situation.

#### 5. Gender:

Our PE program embraces gender inclusivity by offering activities that cater to all students, irrespective of gender identity. We aim to create a safe and supportive environment where all students feel comfortable participating in activities aligned with their preferences, without facing stereotypes or discrimination.

#### 6. Co-Curricular:

### **Key Stage 3 and 4 in the Cabot Learning Federation**

We promote EDI in our PE co-curricular activities by ensuring equal opportunities for participation, leadership, and representation across all groups. We encourage diverse clubs, teams, and initiatives that reflect the interests and backgrounds of our students, fostering an inclusive community within our PE program.

#### **7. Competition:**

In our competitive PE events, we prioritise fair play, sportsmanship, and respect for all participants. We actively discourage any form of discrimination, such as biases based on gender, ethnicity, or ability. We aim to create an environment where competition is conducted with integrity and provides an opportunity for students to learn and grow together.

By prioritizing these principles, we strive to create a PE program that is welcoming, inclusive, and supportive of all students. We continuously review and improve our practices to ensure that our PE program aligns with our commitment to Equity, Diversity, and Inclusion, fostering an environment where every student can thrive and achieve their full potential.

## Key Stage 3 and 4 in the Cabot Learning Federation

### Literacy within Core PE – Oracy

Every teacher has a responsibility to teach literacy. Within PE we use several pedagogical strategies to ensure that we are supporting and developing the literacy of our young people. It is not unusual to see key words being highlighted and defined, choral rehearsal for students to learn how to say new and complex vocabulary, and sentence starters/talking frames to support student dialogue.

#### Reasoning – Thinking like a...

Asking students to think about the knowledge they are learning about using specific roles within sport, not just a performer. Having to think across all threads of learning (my knowledge etc).

#### Writing

Students, where appropriate, will be asked to provide written feedback to a performance, identifying strengths, weaknesses and way in which they or their peers could improve.

#### Oracy

Within PE, speaking is a necessity. You will often see one or more of the following occurring; Choral Rehearsal to introduce new vocabulary, sentence starters and speaking frameworks, pupils providing peer feedback, students leading others, students reflecting on their learning.

#### Reading

Students will be expected to read objectives and outcomes/ whats and whys in order to understand what they are learning about. New and key vocabulary will be defined and offered as reference points for students to read. Assessment criteria will be used and students will need to read and engage with them. Students will often be using resources cards with instructions or coaching points, particularly when leading others or reviewing performance.

## Key Stage 3 and 4 in the Cabot Learning Federation

Command Word	Definition	My Movement				
		Activity Example Dance	Activity Example Gymnastics	Activity Example Games	Activity Example OAA	Activity Example Athletics and Health Related Activity
Describe	Give a detailed account	I can describe how emotion was used in their motif			I can describe strategies and tactics to be successful when completing challenges	
Demonstrate	Give a practical performance or example		I can demonstrate the correct technique when performing a forward roll			
Apply	use the knowledge effectively			I can apply width in rugby to outwit their opponent		
Adapt	Respond to different situations		I can adapt a range of travelling movements within a sequence.		I can adapt our strategy to overcome the demands of a new challenge	
Analyse	Examining performance; understanding strengths and weaknesses					I can analyse the validity of the grip strength dynamometer as a test of strength
Evaluate	Make judgements on performance and how to improve it		I can evaluate my performance of flight in gymnastics giving strengths and areas of improvement.		I can evaluate my group's ability to make decisions as a team in order to be successful and identify how to improve.	I can evaluate the triple jump technique of my partner, identifying strengths, weaknesses and how to improve

## Key Stage 3 and 4 in the Cabot Learning Federation

Command Word	Definition	My Knowledge	My Mentality	My Behaviours
Describe	Give a detailed account	I can describe the rules of physical activity on wellbeing		
Demonstrate	Give a practical performance or example	I can demonstrate the rules of the serve in table tennis	I demonstrate confidence when presented with a challenge.	
Apply	use the knowledge effectively		I can apply empathy when giving my partner feedback	
Adapt	Respond to different situations	I can adapt my sequence based on peer feedback.	I am resilient when adapting to more difficult and challenging scenarios	
Analyse	Examining performance; understanding strengths and weaknesses	I can reflect on my performance, where I can discuss the strengths and weaknesses of my performance		I can analyse the leadership of others and provide strengths and weaknesses
Evaluate	Make judgements on performance and how to improve it	I can reflect on my groups performance, identifying strength, weaknesses and use this to improve future performance		I can evaluate the effective use of communication and give feedback to improve

## Key Stage 3 and 4 in the Cabot Learning Federation

### Medium Term Plans

Subject: Physical Education	Unit Title: Dance	Year 7, 8 & 9
<p><b>Key Essentials:</b> Using Dance type activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p> <p>National Curriculum Link: To use movement to tell a story, express emotion and explore different cultures.</p>	<p><b>WHY are children LEARNING this?</b> The intent of the curriculum is to allow students to develop a positive relationship with physical activity. Through physical activity the curriculum will provide students with the opportunities to develop the whole child so they can positively contribute to their community. We believe that our Physical Literacy approach is inclusive and develops all children through movement and interacting with their environment. This will be delivered through four strands of our curriculum rope.</p>	
<p><b>Concepts:</b></p> <p><b>My Movement - Physical Competence (Physical)</b></p> <ul style="list-style-type: none"> <li>An individual's ability to develop movement skills and patterns.</li> </ul> <p><b>My Knowledge - Knowledge and Understanding (Cognitive)</b></p> <ul style="list-style-type: none"> <li>An individual's ability to identify and express the essential qualities that influence effective participation.</li> </ul> <p><b>My Mentality - Motivation and Confidence (Affective)</b></p> <ul style="list-style-type: none"> <li>An individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life</li> </ul> <p><b>My Behaviours - Engagement in Physical Activities for Life (Behaviours)</b></p> <ul style="list-style-type: none"> <li>An individual taking personal responsibility for physical literacy by prioritising and sustained involvement in a range of challenging activities.</li> </ul>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <ul style="list-style-type: none"> <li>Full response verbal answers in questioning --&gt; teachers to provide opportunities for learners to develop and extend their oral repertoire.</li> <li>Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback</li> <li>Reading and writing key terminology</li> <li>Sentence starters are provided</li> <li>New vocabulary is defined and rehearsed</li> </ul>	
<p><b>Key Activity Domain Knowledge, Terminology and Vocabulary (subject specific and academic):</b></p> <ul style="list-style-type: none"> <li>Motif</li> <li>Phrase development</li> <li>Choreography</li> <li>Levels</li> </ul>		

### Key Stage 3 and 4 in the Cabot Learning Federation

<ul style="list-style-type: none"> <li>• Timing/Canon/synchro</li> <li>• Tempo</li> <li>• Pathways/directions</li> <li>• Relationships</li> <li>• Gesture</li> </ul>	
<p>KS 3 assessment across the trust has two elements; the ongoing assessment over time and the collection of “Snapshot” data collection points using a formal assessment piece. The two parts will inform our holistic assessment of students ability.</p> <p><b>Ongoing</b> – Each centre is responsible for the ongoing formative assessment of students against the Age Related Expectations and recording this information termly. This will inform the Trust wide ARE assessments in Term 3 and Term 6. This assessment is largely formative but will inform the evidence basket for each student.</p> <p><b>Spotlight</b> – At two points across the academic year (Term 3 and Terms 6), Academies will complete a practical “Spotlight” assessment. This assessment will be an unseen non “sport” activity that encompasses the age-appropriate Physical Literacy content. This will remove bias from experience of specific sports, creating an inclusive assessment with no unfair advantage. Staff will assess using assessment resources including indicative content materials.</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p>Progress in this activity type will occur each year in the subject (activity) specific knowledge, increasing student’s competency in performing the activity. Each of the My Strands content is delivered through the lens of the activity.</p> <p>Each year the characteristics in each My strand is revisited with increased challenge where students think about the <b>Knowledge</b> as a performer, a coach or as a manager. This is based around using the increased challenge from blooms taxonomy.</p>

## Key Stage 3 and 4 in the Cabot Learning Federation

Subject: Physical Education	Unit Title: Gymnastics	Year 7, 8 & 9
<p><b>Key Essentials:</b> Using gymnastic activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p> <p>National Curriculum Link: To develop key skills and techniques and then improve them.</p>	<p><b>WHY are children LEARNING this?</b> The intent of the curriculum is to allow students to develop a positive relationship with physical activity. Through physical activity the curriculum will provide students with the opportunities to develop the whole child so they can positively contribute to their community. We believe that our Physical Literacy approach is inclusive and develops all children through movement and interacting with their environment. This will be delivered through four strands of our curriculum rope.</p>	
<p><b>Concepts:</b></p> <p><b>My Movement - Physical Competence (Physical)</b></p> <ul style="list-style-type: none"> <li>An individual's ability to develop movement skills and patterns.</li> </ul> <p><b>My Knowledge - Knowledge and Understanding (Cognitive)</b></p> <ul style="list-style-type: none"> <li>An individual's ability to identify and express the essential qualities that influence effective participation.</li> </ul> <p><b>My Mentality - Motivation and Confidence (Affective)</b></p> <ul style="list-style-type: none"> <li>An individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life</li> </ul> <p><b>My Behaviours - Engagement in Physical Activities for Life (Behaviours)</b></p> <ul style="list-style-type: none"> <li>An individual taking personal responsibility for physical literacy by prioritising and sustained involvement in a range of challenging activities.</li> </ul>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <ul style="list-style-type: none"> <li>Full response verbal answers in questioning --&gt; teachers to provide opportunities for learners to develop and extend their oral repertoire.</li> <li>Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback</li> <li>Reading and writing key terminology</li> <li>Sentence starters are provided</li> <li>New vocabulary is defined and rehearsed</li> </ul>	
<p><b>Key Activity Domain Knowledge, Terminology and Vocabulary (subject specific and academic):</b></p> <ul style="list-style-type: none"> <li>Tension</li> <li>Extension</li> <li>Control</li> <li>Travelling</li> <li>Rotations</li> <li>Balances</li> </ul>		

### Key Stage 3 and 4 in the Cabot Learning Federation

<ul style="list-style-type: none"> <li>• Flight – including take off and landing.</li> <li>• Aesthetically pleasing</li> <li>• Fluency</li> <li>• Pathways</li> </ul>	
<p>KS 3 assessment across the trust has two elements; the ongoing assessment over time and the collection of “Snapshot” data collection points using a formal assessment piece. The two parts will inform our holistic assessment of students ability.</p> <p><b>Ongoing</b> – Each centre is responsible for the ongoing formative assessment of students against the Age Related Expectations and recording this information termly. This will inform the Trust wide ARE assessments in Term 3 and Term 6. This assessment is largely formative but will inform the evidence basket for each student.</p> <p><b>Spotlight</b> – At two points across the academic year (Term 3 and Terms 6), Academies will complete a practical “Spotlight” assessment. This assessment will be an unseen non “sport” activity that encompasses the age-appropriate Physical Literacy content. This will remove bias from experience of specific sports, creating an inclusive assessment with no unfair advantage. Staff will assess using assessment resources including indicative content materials.</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p>Progress in this activity type will occur each year in the subject (activity) specific knowledge, increasing student’s competency in performing the activity. Each of the My Strands content is delivered through the lens of the activity.</p> <p>Each year the characteristics in each My strand is revisited with increased challenge where students think about the <b>Knowledge</b> as a performer, a coach or as a manager. This is based around using the increased challenge from blooms taxonomy.</p>

## Key Stage 3 and 4 in the Cabot Learning Federation

Subject: Physical Education	Unit Title: Games	Year 7, 8 & 9
<p><b>Key Essentials:</b> Using games activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p> <p>National Curriculum Link: To develop tactics and strategies and explore the principles of attack and defence when outwitting an opponent.</p>	<p><b>WHY are children LEARNING this?</b> The intent of the curriculum is to allow students to develop a positive relationship with physical activity. Through physical activity the curriculum will provide students with the opportunities to develop the whole child so they can positively contribute to their community. We believe that our Physical Literacy approach is inclusive and develops all children through movement and interacting with their environment. This will be delivered through four strands of our curriculum rope.</p>	
<p><b>Concepts:</b></p> <p><b>My Movement - Physical Competence (Physical)</b></p> <ul style="list-style-type: none"> <li>An individual's ability to develop movement skills and patterns.</li> </ul> <p><b>My Knowledge - Knowledge and Understanding (Cognitive)</b></p> <ul style="list-style-type: none"> <li>An individual's ability to identify and express the essential qualities that influence effective participation.</li> </ul> <p><b>My Mentality - Motivation and Confidence (Affective)</b></p> <ul style="list-style-type: none"> <li>An individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life</li> </ul> <p><b>My Behaviours - Engagement in Physical Activities for Life (Behaviours)</b></p> <ul style="list-style-type: none"> <li>An individual taking personal responsibility for physical literacy by prioritising and sustained involvement in a range of challenging activities.</li> </ul>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <ul style="list-style-type: none"> <li>Full response verbal answers in questioning --&gt; teachers to provide opportunities for learners to develop and extend their oral repertoire.</li> <li>Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback</li> <li>Reading and writing key terminology</li> <li>Sentence starters are provided</li> <li>New vocabulary is defined and rehearsed</li> </ul>	
<p><b>Key Activity Domain Knowledge, Terminology and Vocabulary (subject specific and academic):</b></p> <p>Tactics and strategies in order to:</p> <ul style="list-style-type: none"> <li>Pass (send) and Receive</li> <li>Moving with the ball</li> <li>Scoring</li> <li>Defending</li> <li>Width/Depth/movement/Penetration and Improvisation</li> <li>Serving and returning</li> </ul>		

### Key Stage 3 and 4 in the Cabot Learning Federation

<ul style="list-style-type: none"> <li>• Throwing and catching</li> <li>• Striking/Hitting and bowling/pitching</li> </ul>	
<p>KS 3 assessment across the trust has two elements; the ongoing assessment over time and the collection of “Snapshot” data collection points using a formal assessment piece. The two parts will inform our holistic assessment of students ability.</p> <p><b>Ongoing</b> – Each centre is responsible for the ongoing formative assessment of students against the Age Related Expectations and recording this information termly. This will inform the Trust wide ARE assessments in Term 3 and Term 6. This assessment is largely formative but will inform the evidence basket for each student.</p> <p><b>Spotlight</b> – At two points across the academic year (Term 3 and Terms 6), Academies will complete a practical “Spotlight” assessment. This assessment will be an unseen non “sport” activity that encompasses the age-appropriate Physical Literacy content. This will remove bias from experience of specific sports, creating an inclusive assessment with no unfair advantage. Staff will assess using assessment resources including indicative content materials.</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p>Progress in this activity type will occur each year in the subject (activity) specific knowledge, increasing student’s competency in performing the activity. Each of the My Strands content is delivered through the lens of the activity.</p> <p>Each year the characteristics in each My strand is revisited with increased challenge where students think about the <b>Knowledge</b> as a performer, a coach or as a manager. This is based around using the increased challenge from blooms taxonomy.</p>

## Key Stage 3 and 4 in the Cabot Learning Federation

Subject: Physical Education	Unit Title: OAA and Problem Solving	Year 7, 8 & 9
<p><b>Key Essentials:</b> Using OAA and problem solving activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p> <p>National Curriculum Link: To take on different roles and responsibilities within a team or group, including leadership and to develop problem solving skills.</p>	<p><b>WHY are children LEARNING this?</b> The intent of the curriculum is to allow students to develop a positive relationship with physical activity. Through physical activity the curriculum will provide students with the opportunities to develop the whole child so they can positively contribute to their community. We believe that our Physical Literacy approach is inclusive and develops all children through movement and interacting with their environment. This will be delivered through four strands of our curriculum rope.</p>	
<p><b>Concepts:</b></p> <p><b>My Movement - Physical Competence (Physical)</b></p> <ul style="list-style-type: none"> <li>An individual's ability to develop movement skills and patterns.</li> </ul> <p><b>My Knowledge - Knowledge and Understanding (Cognitive)</b></p> <ul style="list-style-type: none"> <li>An individual's ability to identify and express the essential qualities that influence effective participation.</li> </ul> <p><b>My Mentality - Motivation and Confidence (Affective)</b></p> <ul style="list-style-type: none"> <li>An individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life</li> </ul> <p><b>My Behaviours - Engagement in Physical Activities for Life (Behaviours)</b></p> <ul style="list-style-type: none"> <li>An individual taking personal responsibility for physical literacy by prioritising and sustained involvement in a range of challenging activities.</li> </ul>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <ul style="list-style-type: none"> <li>Full response verbal answers in questioning --&gt; teachers to provide opportunities for learners to develop and extend their oral repertoire.</li> <li>Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback</li> <li>Reading and writing key terminology</li> <li>Sentence starters are provided</li> <li>New vocabulary is defined and rehearsed</li> </ul>	
<p><b>Key Activity Domain Knowledge, Terminology and Vocabulary (subject specific and academic):</b></p> <ul style="list-style-type: none"> <li>Leading others</li> <li>Working as a team</li> <li>Overcoming challenges</li> <li>Lateral thinking</li> </ul>		

## Key Stage 3 and 4 in the Cabot Learning Federation

<ul style="list-style-type: none"> <li>• Orienteering</li> </ul>	
<p>KS 3 assessment across the trust has two elements; the ongoing assessment over time and the collection of “Snapshot” data collection points using a formal assessment piece. The two parts will inform our holistic assessment of students ability.</p> <p><b>Ongoing</b> – Each centre is responsible for the ongoing formative assessment of students against the Age Related Expectations and recording this information termly. This will inform the Trust wide ARE assessments in Term 3 and Term 6. This assessment is largely formative but will inform the evidence basket for each student.</p> <p><b>Spotlight</b> – At two points across the academic year (Term 3 and Terms 6), Academies will complete a practical “Spotlight” assessment. This assessment will be an unseen non “sport” activity that encompasses the age-appropriate Physical Literacy content. This will remove bias from experience of specific sports, creating an inclusive assessment with no unfair advantage. Staff will assess using assessment resources including indicative content materials.</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p>Progress in this activity type will occur each year in the subject (activity) specific knowledge, increasing student’s competency in performing the activity. Each of the My Strands content is delivered through the lens of the activity.</p> <p>Each year the characteristics in each My strand is revisited with increased challenge where students think about the <b>Knowledge</b> as a performer, a coach or as a manager. This is based around using the increased challenge from blooms taxonomy.</p>

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Subject: Physical Education	Unit Title: Athletics and Health Related Activities	Year 7, 8 & 9
<p><b>Key Essentials:</b> Using Athletic and Health Related activities to develop student motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.</p> <p>National Curriculum Link: Develop and improve skills and techniques to perform optimally.</p>	<p><b>WHY are children LEARNING this?</b> The intent of the curriculum is to allow students to develop a positive relationship with physical activity. Through physical activity the curriculum will provide students with the opportunities to develop the whole child so they can positively contribute to their community. We believe that our Physical Literacy approach is inclusive and develops all children through movement and interacting with their environment. This will be delivered through four strands of our curriculum rope.</p>	
<p><b>Concepts:</b></p> <p><b>My Movement - Physical Competence (Physical)</b></p> <ul style="list-style-type: none"> <li>An individual's ability to develop movement skills and patterns.</li> </ul> <p><b>My Knowledge - Knowledge and Understanding (Cognitive)</b></p> <ul style="list-style-type: none"> <li>An individual's ability to identify and express the essential qualities that influence effective participation.</li> </ul> <p><b>My Mentality - Motivation and Confidence (Affective)</b></p> <ul style="list-style-type: none"> <li>An individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life</li> </ul> <p><b>My Behaviours - Engagement in Physical Activities for Life (Behaviours)</b></p> <ul style="list-style-type: none"> <li>An individual taking personal responsibility for physical literacy by prioritising and sustained involvement in a range of challenging activities.</li> </ul>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <ul style="list-style-type: none"> <li>Full response verbal answers in questioning --&gt; teachers to provide opportunities for learners to develop and extend their oral repertoire.</li> <li>Students will be encouraged to practise basic and complex sentence structures when communicating ideas, tactics or feedback</li> <li>Reading and writing key terminology</li> <li>Sentence starters are provided</li> <li>New vocabulary is defined and rehearsed</li> </ul>	
<p><b>Key Activity Domain Knowledge, Terminology and Vocabulary (subject specific and academic):</b></p> <ul style="list-style-type: none"> <li>Technical knowledge of skills and Improving yourself and others</li> <li>Throwing – Shot, Javelin, Discus</li> <li>Jumping – Long, Triple and High</li> <li>Running – Sprint, Middle, Long</li> <li>Relay</li> </ul>		

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<ul style="list-style-type: none"> <li>• Pacing</li> <li>• Performing Maximally</li> <li>• Training Zones</li> <li>• RPE</li> <li>• Training methods</li> <li>• Goal setting</li> <li>• Components of Fitness</li> <li>• Testing</li> </ul>	
<p>KS 3 assessment across the trust has two elements; the ongoing assessment over time and the collection of “Snapshot” data collection points using a formal assessment piece. The two parts will inform our holistic assessment of students ability.</p> <p><b>Ongoing</b> – Each centre is responsible for the ongoing formative assessment of students against the Age Related Expectations and recording this information termly. This will inform the Trust wide ARE assessments in Term 3 and Term 6. This assessment is largely formative but will inform the evidence basket for each student.</p> <p><b>Spotlight</b> – At two points across the academic year (Term 3 and Terms 6), Academies will complete a practical “Spotlight” assessment. This assessment will be an unseen non “sport” activity that encompasses the age-appropriate Physical Literacy content. This will remove bias from experience of specific sports, creating an inclusive assessment with no unfair advantage. Staff will assess using assessment resources including indicative content materials.</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p>Progress in this activity type will occur each year in the subject (activity) specific knowledge, increasing student’s competency in performing the activity. Each of the My Strands content is delivered through the lens of the activity.</p> <p>Each year the characteristics in each My strand is revisited with increased challenge where students think about the <b>Knowledge</b> as a performer, a coach or as a manager. This is based around using the increased challenge from blooms taxonomy.</p>

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