

Physical Education (Key Stage 3)					
By the end of Key Stage 3, pupils should: <ul style="list-style-type: none">• Understand what makes a performance effective and how to apply these principles to their own and others’ work.• Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.• Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]• Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]• 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• Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best• Take part in competitive sports and activities outside school through community links or sports clubs.• Explore and understand topics that link with the edexcel GCSE PE Specification and OCR Cambridge National Sports Studies.• Understand how to exercise safely and effectively and explore careers within sport and health and fitness.					
	PHYSICAL (AQUIRE) (Application of physical skills and tactics)	THINKING (APPLY) (cognitive, creative and problem solving)	SOCIAL (Teamwork and leadership)	LITERACY (using and understanding key terminology)	Personal development: Safety, inclusivity and careers
Year 9 Greater Depth	I can combine complex skills and techniques consistently in a practice and a competitive situation. I can explain key technique points for most skills and demonstrate when the correct time to use them. I can perform a number of complex skills in isolation and within a game situation and can use them to outwit an opponent or perform well in a none competitive situation.	I can use complex skills to solve problems I can create complex routines for expressive activities I can perform to a consistently strong level when performing maximally.	I can assess and reflect on my own & others performance giving positive feedback and areas for development in a range of activities. I can lead various groups with strong leadership qualities in a number of activities with confidence.	I can use complex key terminology to give a detailed explanation of how, why and when to use a skill and link it to the sporting activity and how to outwit an opponent. I can explain in detailed terms the positive and negatives of a strategy and tactic and implement it into a competitive situation. I can implement complex terminology of anatomy and physiology and demonstrate a good understanding of how exercise and sport effects the body.	<ul style="list-style-type: none">• Pupils show a detailed awareness of how to keep themselves and others safe in a sporting environment and understanding of the contemporary issues effecting sports• Pupils show a detailed awareness of how exercise benefits people physical and mentally and how the long term benefits of exercise can benefit a persons health and lifestyle.• Pupils show a detailed understanding of careers linked to sport and fitness with a clear understanding of the factors that may influence these careers in the future.• Can confidently evaluate a range of examples of representation of sexism and gender, race and LGBTQ+ in the world of sport.
Year 9 Expected Year 8 Greater Depth	I can combine complex skills I can explain key technique points for most skills I can perform a number of complex skills in isolation I can influence the game I am playing.	I can use complex skills to solve problems I can create complex routines for expressive activities I can perform to a consistently strong level when performing maximally.	I can assess and reflect on my own & others performance giving feedback on how to improve. I can lead various groups with strong leadership qualities in a number of activities.	I can use complex key terminology to give a detailed explanation of how, why and when to use a skill and link it to the sporting activity and how to outwit an opponent. I can explain in detailed terms the positive and negatives of a strategy and tactic and implement it into a competitive situation. I can implement complex terminology of anatomy and physiology and demonstrate a good understanding of how exercise and sport effects the body.	<ul style="list-style-type: none">• Pupils show a detailed awareness of how to keep themselves and others safe in an sporting environment.• Pupils show a detailed awareness of how the physical and mental benefits of exercise.• Pupils show a detailed understanding of careers linked to physical and sport, and health and fitness.• Can evaluate the representation of sexism and gender, race and LGBTQ+ in the world of sport.
Year 8 Expected Year 7 Greater Depth	I can replicate complex skills I can describe key technique points for most skills I can perform a number of basic skills in competition I can assist in defensive & attacking tactics	I can combine skills to solve problems I can combine basic moves for expressive activities I can perform to a very good level when performing maximally	I can assess my own & others performance. I can lead set groups with confidence across a number of activities, demonstrating key leadership skills	I can use more complex terminology to give a more detailed explanation of how, why and when to use a skill. I can explain some positive and negatives of a strategy and tactic. I understand some terminology of anatomy and physiology.	<ul style="list-style-type: none">• Pupils show a clear awareness of how to keep themselves and others safe in an a sporting environment.• Pupils show a clear awareness of the mental and physical benefits of exercise.• Pupils show a clear understanding of careers linked to sport, health and fitness.• Can evaluate how sport can be a tool to promote inclusivity and diversity of race, gender, religion, LGBTQ+
Year 7 Expected	I can replicate basic skills I can state key technique points for most skills I can perform a number of basic skills in isolation I can be part of simple tactics	I can use basic skills to solve simple problems I can create basic routines for expressive activities I can perform to a good level when performing maximally.	I can assess my own performance and reflect on my own performances. I can lead small groups with simple activities in my favoured sport or activity.	I can use basic key terminology to give a basic explanation of how, why and when to use a skill. I can explain in simple terms the positive and negatives of a strategy and tactic. I understand basic terminology of anatomy and physiology.	<ul style="list-style-type: none">• Pupils show a limited awareness of how to keep themselves and others safe in a sporting situation.• Pupils show a limited awareness of the mental and physical benefits of exercise.• Pupils show a limited understanding of careers linked to Sport, Health and fitness.• Can recognise how sport can be a tool to promote inclusivity and diversity of race, gender, religion LGBTQ+.