

Long Term Plan – PE (2025-26)

Vision: Physical Education at New Mills School encourages and enables students to fulfil their full potential through a broad and balanced range of activities encompassing all areas of the National Curriculum. We aim to begin a pathway for students by providing the necessary skills, knowledge and understanding to participate in physical activity and lead healthy lifestyles long after leaving New Mills School. Our PE curriculum focusses on developing the physical and mental capacity of the individual and giving the students the opportunity to participate fully, both in groups and as individuals. It enables them to develop social and life skills as well as gaining knowledge and learning skills. It also encourages them to lead, to listen and work effectively with those around them. Through a wide range of physical experiences we hope to motivate pupils to lead lifelong active, healthy lifestyles in which they continue their participation in physical activity and sport.

	HT1	HT2	HT3	HT4	HT5	HT6	Year End Points
Year 7	Football <i>Introduction to basic core skills and principles.</i> -Incorporate skills into game situations.	Netball <i>Introduction to basic core skills and principles.</i> -Incorporate skills into game situations.	Badminton <i>Introduction to basic core skills and principles.</i> -Incorporate skills into game situations.	Basketball <i>Introduction to basic core skills and principles.</i> -Incorporate skills into game situations.	Rounders/Cricket <i>Introduction to basic core skills and principles.</i> -Incorporate skills into game situations.	Tennis <i>Introduction to basic core skills and principles.</i> -Incorporate skills into game situations.	By the end of year 7 pupils will demonstrate knowledge by performing the basic core skills in isolation and in small sided games. Students will know how to outwit opponents using strategies and tactics to produce to improve their performances.
	Fitness <i>Introduction to principles of health and fitness including components of fitness/training methods.</i>	Gymnastics <i>Introduction to basic core skills and principles.</i> -Incorporate skills into sequences and routines.	Dance <i>Introduction to basic core skills and principles.</i> -Incorporate skills into group dances.	Orienteering <i>Introduction to basic core skills and principles.</i> -Incorporate skills into practical situations.	Athletics <i>Introduction to basic core skills and principles of running, jumping and throwing disciplines.</i>		By the end of year 7 pupils will have gained the knowledge of core skills in order to evaluate their own and others performances. They will analyse strengths and weakness to develop, adapt and refine practical skills.
Year 8	Football - refine and adapt core skills and begin to use more advanced skills. - Explore tactics and strategies to more successful.	Netball - refine and adapt core skills and begin to use more advanced skills. - Explore tactics and strategies to more successful.	Badminton - refine and adapt core skills and begin to use more advanced skills. - Explore tactics and strategies to more successful.	Basketball - refine and adapt core skills and begin to use more advanced skills. - Explore tactics and strategies to more successful.	Rounders/Cricket - refine and adapt core skills and begin to use more advanced skills. - Explore tactics and strategies to more successful.	Tennis - refine and adapt core skills and begin to use more advanced skills. - Explore tactics and strategies to more successful.	By the end of year 8 pupils will be able to use their knowledge and understanding to perform, refine and adapt their core skills with precision, accuracy, fluency and clarity in a variety of situations. Pupils will begin to recognise the importance of responding to changing situations in a game situation.
	Fitness <i>Introduction to principles fitness testing and using training methods to improve fitness.</i>	Gymnastics <i>Refine and adapt core skills and begin to use more advanced skills.</i> -Incorporate skills into group work.	Dance <i>Refine and adapt core skills and begin to use more advanced skills.</i> -Incorporate skills into group dances.	Orienteering <i>Refine and adapt core skills and begin to use more advanced skills.</i> -Incorporate skills into practical situations.	Athletics <i>Introduction to more advanced skills and principles of running, jumping and throwing disciplines.</i> - Explore tactics and strategies to more successful.		They should understand how to plan and perform their own warm up for a specific sport.
Year 9	Leadership: Organisation Introduction to planning a sport session for peers and younger pupils. Prepare, run and evaluate a session.	Leadership: Communication Introduce leaders to different types of communication and how important they are in practical situations.	Leadership: Fair play To understand why a game needs to be fair. What impact does fair play have on enjoyment and participation?	Leadership: Health and Fitness Understand the benefits of a healthy lifestyle and the major factors that jeopardise such a lifestyle.	Leadership: Role of the official To understand the role of the official in sport. Knowledge and being able to consistently implement rules.	Leadership: Practical leadership experience To demonstrate leadership by planning and running a practical sports session.	In sports leadership pupils will take responsibility for others, develops organisational and communication skills and develop confidence in leadership situations.
	Invasion Games <i>Use knowledge of tactics and strategies to be more</i>	Invasion Games <i>Use knowledge of tactics and strategies to be</i>	Badminton <i>Use knowledge of tactics and strategies to be</i>	Fitness	Rounders/Cricket <i>Use knowledge of tactics and strategies to be more</i>	Tennis <i>Use knowledge of tactics and strategies to be more</i>	By the end of year 9 pupils will develop more advanced skills and will begin to implement

	<i>successful in game situations.</i>	<i>more successful in game situations.</i>	<i>more successful in game situations.</i>	<i>Use knowledge of training methods to improve fitness.</i>	<i>successful in game situations.</i>	<i>successful in game situations.</i>	them correctly at the correct time depending on the situation.
Year 10	Invasion Games -Explore the impact of advanced skills. -Evaluate and improve your own and others performance.	Badminton -Explore the impact of advanced skills. -Evaluate and improve your own and others performance.	Fitness -Explore the impact of advanced skills. -Evaluate and improve your own and others performance.	Invasion Games -Explore the impact of advanced skills. -Evaluate and improve your own and others performance.	Cricket/Rounders -Explore the impact of advanced skills. -Evaluate and improve your own and others performance.	Tennis -Explore the impact of advanced skills. -Evaluate and improve your own and others performance.	During year 10 pupils will begin to incorporate more advanced skills into practical situations, independently implement tactics and strategies to be more successful. Pupils will understand, state and demonstrate what makes a good or poor performance and show how to correct it through feedback to themselves or team-mates.
Year 11	Invasion Games -Plan, run and participate in sessions that promote participation and high performance. Identify strengths and weakness for future improvement	Badminton Plan, run and participate in sessions that promote participation and high performance. Identify strengths and weakness for future improvement	Fitness Plan, run and participate in sessions that promote participation and high performance. Identify strengths and weakness for future improvement	Invasion Games Plan, run and participate in sessions that promote participation and high performance. Identify strengths and weakness for future improvement	Cricket/Rounders Plan, run and participate in sessions that promote participation and high performance. Identify strengths and weakness for future improvement		During year 11 pupils will understand how advanced skills effect performance and where possible incorporate them into their activity. Take responsibility for progress and development through peer and self-assessment and setting challenging practical goals. The students should also be capable of officiating running games independently.

• Shaded boxes indicate areas on the timetable where topics may be delivered in alternative orders due to restrictions of facilities, for example in year 7 pupils will cover badminton and basketball in term 2. One will do badminton first and basketball second whilst the other group will do basketball followed by badminton.