

**Curriculum Overview - Thomas Hall 2025/2026** Each Half term, the order of the sports taught can alter. With a house competition in one lesson at the end of each half term. **Physical Education**

Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40												
Year 7	Ultimate Frisbee				Netball				Gymnastics				Health Related Fitness				Dance				Table Tennis				Tag Rugby				Alternative Activities				Cricket				Football				Athletics				Rounders				Badminton			
	<p><b>Introduction to Ultimate Frisbee</b> Students are introduced to the fundamental rules and concepts of Ultimate Frisbee, including the concept of non-contact, self-refereeing, and counting through and down. Students focus on developing accurate throwing and catching techniques, spatial awareness, and understanding movement into space. Small-sided games are used to embed basic rules and build early tactical thinking.</p> <p><b>Introduction to Netball Fundamentals</b> Students are introduced to the core rules, positions, and court layout of netball. Lessons focus on developing basic skills including passing, shooting, and catching. Emphasis is placed on movement into space, timing of passes, and understanding of positional areas. Modified games help embed understanding of positional areas and teamwork work with a supportive environment.</p> <p><b>Introduction to Health Related Fitness</b> Students explore the components of fitness through practical activities and basic fitness tests (e.g. sit and reach, multi-stage fitness test, grip strength). They learn the benefits of warming up and cooling down and are introduced to heart rate monitoring and the importance of physical and mental wellbeing. Lessons include varied formats such as circuits, Tabata, and interval training. Students begin to identify which fitness components relate to different sports and discuss the importance of a balanced diet and hydration.</p> <p><b>Foundations of Dance and Expression</b> Students are introduced to basic dance techniques and performance elements, including timing, spatial awareness, and expressive movement. They explore music, lyrics, and choreography. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Introduction to Basic Skills and Rules</b> Students begin by learning the basic rules, scoring system, and etiquette of table tennis. They learn the importance of a balanced diet and hydration. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Introduction to Tag Rugby</b> Students are introduced to Tag Rugby through non-contact Tag Rugby, focusing on fundamental rules, safety, and teamwork. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Introduction to Teamwork and Navigation</b> Students are introduced to basic OAA (Outdoor Activities) and navigation challenges that develop communication, trust, and problem-solving. Activities include treasure hunts, orienteering, simple map reading, and team-building exercises. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Introduction to Cricket Skills and Rules</b> Students are introduced to the basic skills and rules of cricket, including batting, bowling, and fielding. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Introduction to Core Athletic Movement</b> Students are introduced to the key rules of football, focusing on basic techniques such as dribbling, passing (short and long), shooting, and set pieces. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Introduction to Rounders</b> Students are introduced to the basic rules and structure of rounders, including batting, bowling, and fielding. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p>																																																			
<p><b>Knowledge Organiser: Health and Wellbeing</b> Identifying the different forms of health, the benefits of exercise and hygiene. Exploring what makes up a healthy lifestyle, such as sleep, diet and hydration. Students will then explore preventing injuries and personal safety.</p> <p><b>Knowledge Organiser: Sport Specific Knowledge (Netball, Table Tennis and Cricket)</b> Students will explore how the rules and structure of these sports are designed to promote positive impacts and prevent negative effects.</p>																																																				

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Year 8	Ultimate Frisbee				Netball				Gymnastics				Health Related Fitness				Dance				Table Tennis				Tag Rugby				Alternative Sports				Cricket				Football				Athletics				Rounders				Badminton			
	<p><b>Skill Development and Tactical Awareness</b> Building on Year 7, students consolidate their throwing and catching skills and begin to use them in more competitive scenarios. Tactical elements such as width, depth, and movement of the disc are introduced. Players develop a better understanding of marking opponents and use their disc to manipulate possession. Gameplay becomes more structured, and teams begin to apply simple attacking and defending strategies.</p> <p><b>Building on Year 7, students refine their role skills and begin to work collaboratively</b> through partner activities, circuit and obstacle courses, and team-building exercises. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Introduction to Handball and Core Skills</b> Students are introduced to the basic rules, positions, and basic gameplay structure of handball. Lessons focus on key skills such as passing, blocking, and shooting. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Refinement and Tactical Thinking</b> Building on Year 7, students refine their role skills and begin to work collaboratively through partner activities, circuit and obstacle courses, and team-building exercises. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Introduction to Contact and Core Techniques</b> Year 8 marks the transition into contact Tag Rugby, focusing on fundamental rules, safety, and teamwork. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Exploration and Engagement in Alternative Activities</b> Students are introduced to a range of non-traditional sports designed to promote engagement, teamwork, and problem-solving. Activities include treasure hunts, orienteering, simple map reading, and team-building exercises. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Skill Development and Tactical Awareness</b> Building on Year 7, students refine their role skills and begin to work collaboratively through partner activities, circuit and obstacle courses, and team-building exercises. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Building on Year 7, students refine their role skills and begin to work collaboratively</b> through partner activities, circuit and obstacle courses, and team-building exercises. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Developing Power, Speed, and Technique</b> Building on Year 7, students explore their role skills and begin to work collaboratively through partner activities, circuit and obstacle courses, and team-building exercises. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p>																																																			
<p><b>Knowledge Organiser: Health and Wellbeing</b> Students will expand their knowledge on healthy eating and explore the different components of a balanced diet, while also looking at the benefits and risks of unhealthy eating.</p> <p><b>Knowledge Organiser: Sport Specific Knowledge (Netball, Gymnastics, Dodgeball)</b> Students will explore key information, regarding rules, positions and specific skills.</p> <p><b>Knowledge Organiser: Body Systems and the Impact of Sports</b> Students will explore how the body systems and cardiovascular system carry out movements in sports. They will then learn about effects of exercise on the body and how to promote positive impacts and prevent negative effects.</p>																																																				

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Year 9	Ultimate Frisbee				Basketball				Gymnastics				Volleyball				Handball				Table Tennis				Rugby				Netball				Cricket				Football				Athletics				Rounders				Badminton			
	<p><b>Advanced Play and Strategy</b> Year 9 focuses on applying tactical thinking to more complex scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Core Skills and Structured Play</b> Students begin by developing the fundamental skills of basketball, including dribbling with both hands, accurate passing, free throws, layups, and shooting. They also learn basic defensive principles such as man-to-man marking and zone defence. The rules of the game are taught through structured play, and students begin to understand the importance of teamwork and communication.</p> <p><b>Performance, Creativity and Leadership</b> Year 9 focuses on applying role skills into competitive situations. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Introduction to Volleyball Skills and Game Structure</b> Students are introduced to the fundamental skills of volleyball, including bumping, setting, and attacking. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Tactical Awareness and Positional Play</b> Year 9 focuses on applying tactical thinking to more complex scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Competitive Play and Consistency</b> Year 9 focuses on applying tactical thinking to more complex scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Tactical Awareness and Game Development</b> Year 9 focuses on applying tactical thinking to more complex scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Game Management and Advanced Positional Play</b> Year 9 focuses on applying tactical thinking to more complex scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Tactical Gameplay and Self-Responsibility</b> Year 9 focuses on applying tactical thinking to more complex scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Positional Roles and Competitive Play</b> Year 9 focuses on applying tactical thinking to more complex scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Performance Refinement and Peer Coaching</b> Year 9 focuses on applying tactical thinking to more complex scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p>																																																			
<p><b>Knowledge Organiser: Components of Fitness</b> Students will explore the different components of fitness, how to test them, and how each component of fitness is used with different sports.</p> <p><b>Knowledge Organiser: Sport Specific Knowledge (Basketball, Volleyball, Rugby)</b> Students will explore key information, regarding rules, positions and specific skills.</p> <p><b>Knowledge Organiser: Risk Assessing and Planning a Session</b> Students will develop their knowledge of risk assessing and planning sessions (as a coach), including the understanding of emergency procedures, SMART targets and following a coaching plan. This is in preparation for Year 10 Sport Studies.</p>																																																				

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	<p><b>Tactical Awareness and Game Understanding</b> Building on Year 9, students refine their role skills and begin to work collaboratively through partner activities, circuit and obstacle courses, and team-building exercises. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Tactical Play and Decision-Making</b> Building on Year 9, students refine their role skills and begin to work collaboratively through partner activities, circuit and obstacle courses, and team-building exercises. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Personal Fitness and Applied Training</b> Year 10, students apply their knowledge more independently, designing and competing their own training circuits. They learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Technical Skill and Tactical Development</b> Students are introduced to the fundamental skills of basketball, including dribbling with both hands, accurate passing, free throws, layups, and shooting. They also learn basic defensive principles such as man-to-man marking and zone defence. The rules of the game are taught through structured play, and students begin to understand the importance of teamwork and communication.</p> <p><b>Advanced Play and Unit Construction</b> Year 10 focuses on applying tactical thinking to more complex scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Advanced Technique and Match Play</b> Students apply a wider range of skills under pressure, focusing on competitive scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Strategy, Leadership and Application</b> Year 10, students apply their prior knowledge to more complex scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Advanced Strategy and Leadership</b> Students refine their role skills and begin to work collaboratively through partner activities, circuit and obstacle courses, and team-building exercises. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p>																																																							
<p><b>Applied Technique and Leadership</b> Year 10, students apply their prior knowledge to more complex scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Advanced Strategy and Leadership</b> Students refine their role skills and begin to work collaboratively through partner activities, circuit and obstacle courses, and team-building exercises. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Advanced Strategy and Leadership</b> Students refine their role skills and begin to work collaboratively through partner activities, circuit and obstacle courses, and team-building exercises. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p>																																																								

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	<p><b>Game Performance and Leadership</b> Year 11, Ultimate Frisbee is taught with a strong emphasis on game play and tactical execution. Students are expected to lead warm-ups, organise team formations, and apply advanced strategies such as aerial defence and quick transitions. The focus is on effective communication and leadership skills, and on demonstrating confidence in officiating. Peer leadership and tactical awareness are key assessment points as students play full games with minimal teacher input.</p> <p><b>Game Performance and Peer Leadership</b> Year 11, basketball lessons are centred around high-level gameplay and strategic execution. Students are expected to manage their own teams, referee games, and apply advanced tactics such as off-ball screening, defensive rotations, and game tempo control. There is an increased focus on peer coaching, leadership, and strategic tactics, and on demonstrating confidence in officiating. Peer leadership and tactical awareness are key assessment points as students play full games with minimal teacher input.</p> <p><b>Leadership, Officiating and Match Control</b> Year 11, students apply their prior knowledge to more complex scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Competitive Play and Strategic Execution</b> Year 11, basketball lessons are centred around high-level gameplay and strategic execution. Students are expected to manage their own teams, referee games, and apply advanced tactics such as off-ball screening, defensive rotations, and game tempo control. There is an increased focus on peer coaching, leadership, and strategic tactics, and on demonstrating confidence in officiating. Peer leadership and tactical awareness are key assessment points as students play full games with minimal teacher input.</p> <p><b>Advanced Technique and Match Play</b> Students apply a wider range of skills under pressure, focusing on competitive scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Strategy, Leadership and Application</b> Year 10, students apply their prior knowledge to more complex scenarios. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p> <p><b>Advanced Strategy and Leadership</b> Students refine their role skills and begin to work collaboratively through partner activities, circuit and obstacle courses, and team-building exercises. Students learn to work in pairs, trios, and groups, and are encouraged to be creative and expressive. Students learn to use their bodies to tell a story and are encouraged to be confident and expressive.</p>																																																							
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Year 10 Sport Studies	Introduction to Sport Studies				Component 1: Contemporary Issues in Sport				Component 2: Performance and Leadership				Component 3: Performance and Leadership				Component 4: Contemporary Issues in Sport				Component 5: Performance and Leadership				Component 6: Contemporary Issues in Sport				Component 7: Performance and Leadership				Component 8: Contemporary Issues in Sport				Component 9: Performance and Leadership				Component 10: Contemporary Issues in Sport			
	<p><b>Issues that affect participation</b> This unit introduces students to the wide range of social, cultural, and practical factors that influence participation in sport and physical activity. Students examine how factors such as age, gender, disability, ethnicity, family, education, and economic background can impact access and engagement in sport. The scheme also explores barriers and enablers, encouraging students to consider how participation can be made more inclusive. Through case studies, discussions, and team-based tasks, students develop a clear understanding of the challenges faced by different groups and how sport can adapt to meet diverse needs. This foundation of knowledge is essential for understanding contemporary issues and informs assessment preparation for the written exam.</p> <p><b>Role of sport in Promoting Values</b> This section focuses on the impact of sporting events such as the Olympics, Paralympics, and FIFA World Cup. Students explore the potential benefits to the host nation or city, including increased tourism, national pride, economic growth, and improved infrastructure. They also examine potential drawbacks, such as high costs, short-term disruption, and uneven development. Students learn to evaluate the impact of sporting events on the host nation and how sport can be used to promote positive social change. Both locally and globally. Students analyse how sporting events and initiatives promote values and consider how athletes can act as role models. This knowledge is essential for understanding contemporary issues and informs assessment preparation for the written exam.</p> <p><b>Developing Practical Skills</b> This topic focuses on enhancing students' performance in both individual and team sports through the consistent development of practical skills. Students will improve their technique, accuracy, consistency, and tactical awareness during structured sessions. Emphasis is placed on applying rules, understanding role and responsibility within gameplay, and using feedback to make targeted improvements. Through drills, conditioned games, and competitive scenarios, learners develop key components of fitness, communication, and decision-making—supporting both their coursework evidence and their world sport participation.</p> <p><b>Contemporary Issues in Sport</b> This section introduces students to the key functions and responsibilities of National Governing Bodies (NGBs). Students explore how NGBs support the development of their sports and promote participation. The scheme also examines how NGBs provide guidance on coaching, facilities, and safeguarding, ensuring that sport is safe, fair, and inclusive. By analysing real examples, students learn to evaluate the impact of NGBs on the sports they participate in and how they can contribute to their development. This topic is essential for understanding contemporary issues and informs assessment preparation for the written exam.</p> <p><b>Subject Led with NGB</b> This unit focuses on the practical application of fitness testing to assess individual physical fitness. Students take part in a range of recognised fitness tests (e.g. vertical jump for power, sit and reach for flexibility, Cooper test for cardiovascular endurance) and record their results. They learn how to interpret these using normative data, identify strengths and areas for improvement, and understand how fitness testing can inform goal setting and monitor progression over time.</p> <p><b>Performance, Officiating, and Leadership</b> Year 11, table tennis is taught with a strong emphasis on game play and tactical execution. Students are expected to lead warm-ups, organise team formations, and apply advanced strategies such as aerial defence and quick transitions. The focus is on effective communication and leadership skills, and on demonstrating confidence in officiating. Peer leadership and tactical awareness are key assessment points as students play full games with minimal teacher input.</p> <p><b>Performance, Officiating and Team Management</b> Year 11, rounders lessons are highly structured, with a strong emphasis on game play and tactical execution. Students are expected to manage their own teams, referee games, and apply advanced tactics such as off-ball screening, defensive rotations, and game tempo control. There is an increased focus on peer coaching, leadership, and strategic tactics, and on demonstrating confidence in officiating. Peer leadership and tactical awareness are key assessment points as students play full games with minimal teacher input.</p>																																											
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	<p><b>Contemporary Issues in Sport</b> This section introduces students to the key functions and responsibilities of National Governing Bodies (NGBs). Students explore how NGBs support the development of their sports and promote participation. The scheme also examines how NGBs provide guidance on coaching, facilities, and safeguarding, ensuring that sport is safe, fair, and inclusive. By analysing real examples, students learn to evaluate the impact of NGBs on the sports they participate in and how they can contribute to their development. This topic is essential for understanding contemporary issues and informs assessment preparation for the written exam.</p> <p><b>Subject Led with NGB</b> This unit focuses on the practical application of fitness testing to assess individual physical fitness. Students take part in a range of recognised fitness tests (e.g. vertical jump for power, sit and reach for flexibility, Cooper test for cardiovascular endurance) and record their results. They learn how to interpret these using normative data, identify strengths and areas for improvement, and understand how fitness testing can inform goal setting and monitor progression over time.</p> <p><b>Performance, Officiating, and Leadership</b> Year 11, table tennis is taught with a strong emphasis on game play and tactical execution. Students are expected to lead warm-ups, organise team formations, and apply advanced strategies such as aerial defence and quick transitions. The focus is on effective communication and leadership skills, and on demonstrating confidence in officiating. Peer leadership and tactical awareness are key assessment points as students play full games with minimal teacher input.</p> <p><b>Performance, Officiating and Team Management</b> Year 11, rounders lessons are highly structured, with a strong emphasis on game play and tactical execution. Students are expected to manage their own teams, referee games, and apply advanced tactics such as off-ball screening, defensive rotations, and game tempo control. There is an increased focus on peer coaching, leadership, and strategic tactics, and on demonstrating confidence in officiating. Peer leadership and tactical awareness are key assessment points as students play full games with minimal teacher input.</p>																																							
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