

Progression Map - PE

Curriculum Intent

The secondary curriculum at Bradford Academy intends to:

- Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community.
- Ensure that learners develop knowledge and skills that lead to academic success and future opportunities.
- Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home.
- Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents.
- Be ambitious for all of our learners by carefully planning for excellent achievement.
- Make use of a sound evidence base to ensure that lessons and teaching techniques are effective.

PE and Sport Curriculum Intent

Physical Education and Sport at Bradford Academy develops a learners character, and their ability to self- regulate. We do this by interacting with the learners, ensuring communication is constructive, sporting morals are reinforced, confidence is high, but balanced, and providing opportunities for leadership and independence.

We inspire learners by being the inspiration both personally and by providing external opportunities to engage in the wider world of Sport.

Learners are encouraged to have aspirations for a healthy, and active lifestyle, with opportunities provided to support this.

PE and Sport is inclusive, with a broad and balanced curriculum of activities that provides opportunities for any learner to either refine a sporting talent, or open a door to a new one.

Physical literacy and fundamental skills are at the heart of lessons, with a curriculum that enthuses articulation, self-reflection, and the ability to develop a sporting vocabulary.

Knowledge and Skills	Overview	In Years 7 - 10, learners will participate in 10 Sporting Activities every year. Learners will revisit these sports every year (from 7-10) to increase their physical skill, knowledge and understanding, fitness and Sportsmanship. From year 7 to 10, we would expect to see learners' competence, fluency and ability increase in the different sporting activities. We would also expect to see learners' knowledge and understanding of the difference rules and tactics involved in games and apply them more effectively as they move up through the key stage. An overview of the activities covered are below.		In Year 11, learners will revisit several Sporting Activities. As the year is shorter for year 11, the number of sports re-visited is decreased. The sports chosen are to reflect what is required by the National Curriculum and to encourage learners to think about participating in a healthy active lifestyle beyond Bradford Academy into adulthood. We would expect to see a higher level of skill, competence and understanding of games and sports than in KS3.
	Invasion Games	Netball Learners will have the opportunity to demonstrate resilience when attempting new and potentially difficult skills, such as attacking and defensive play throughout the game. Learners have a responsibility to apply themselves to complete a skill. Through the use of rules and sportsmanship, learners will have the opportunity to demonstrate respect. Within the scheme of work for netball, learners will cover: • Types of Passing – chest, bounce, shoulder. • Footwork • Shooting • Positions • Rules and tactics • Attacking and defensive play How do we further challenge our learners if required? • Once skills are mastered, learners will be challenged to be more tactical within a game. This may be through shot selection, tactics that can be applied at the centre pass and working as a captain to instruct and lead a team or a coach for a team. Learners will also be directed to try a range of positions once they have mastered one and encouraged to influence game play.		
		Football Within the football scheme of work, learners will know and understand:	How do we further challenge our learners at KS4 if required?	

		• The basic rules of football, including gameplay structure, scoring, and roles of players in various positions. • Key technical skills such as passing, dribbling, shooting, tackling and goalkeeping. • Tactics, including offensive and defensive strategies and the importance of space and movement. • The importance of sportsmanship, respect for opponents and adherence to the rules of the game. Learners will develop skills: • Execute basic football techniques with accuracy, control, and consistency. • Work effectively as part of a team, demonstrating awareness of teammates and opponents during gameplay. • Begin to analyse performance, identifying areas of strength and improvement. Promote values: • Respect: Show fair play, appreciate the efforts of teammates and opponents, and respect referees and their decisions. • Responsibility: Be accountable for roles and contributions on the field, including participating actively in practice and games. • Resilience: Persevere through challenges, such as losing a game or making mistakes, and strive to improve with a positive attitude.	Learners will know and understand: • Advanced rules and regulations, including offside, fouls, and set-piece execution (e.g., free kicks, corners). • Complex tactical principles, such as formations, pressing strategies, and counterattacks. • The roles of physical fitness, communication, and leadership in football performance. • How to analyse and evaluate performance using tactical and technical frameworks, including match analysis and self-reflection. Learners will further develop skills: • Perform advanced techniques, such as long-range passing, ball control under pressure, and defensive marking, with greater proficiency. • Apply tactical knowledge to modify strategies during gameplay, both as an individual and within a team. • Take leadership roles within games and training sessions, guiding teammates, and fostering a collaborative environment. Promote Values: • Respect: Maintain sportsmanship, even in competitive contexts, and support others through constructive feedback. • Responsibility: Take initiative in leading warm-ups, drills, or aspects of tactical planning, demonstrating commitment to personal and team development. • Resilience: Overcome setbacks, such as injuries or defeats, by maintaining focus and working towards recovery and improvement.
	Rugby	Within Rugby, learners will be able to demonstrate Responsibility, Respect and Resilience at all points. Learners will also learn about the importance of safety throughout lessons and especially when learning the fundamentals of tackling.	Within the curriculum for Rugby at KS4, learners are challenged to apply all the skills learnt at KS3 in small-sided games and larger games of rugby. Learners are expected to remember the rules and tactics taught in KS3 to apply at KS4 to be able to

			Within the scheme of work for rugby, learners will cover: • Ball manipulation • Passing – Understanding the 6’oclock pass and the rules. • Tackling – Understanding the importance of the right technique when tackling. • Play the ball – How to restart after a tackle. • Scoring points – How to score a try. • Rules and Tactics – How to beat your opponent. How do we further challenge our learners if required? • We challenge learners to apply all the skills above in game play. Learners will be challenged to officiate their own games from the rules taught throughout the scheme of work. Learners will be encouraged to attempt different positions and demonstrate the knowledge and skills required for each.	officiate their own games. Learners are challenged to: • Choose the right option with the ball – Deciding whether to run, pass or even kick. • Tackling – Learners are challenged to make group tackles using a safe technique. • Affecting the game - Learners are challenged to affect the game in a positive way in both attack and defence. • Choosing the right options with the ball, but also leading the defensive line when tackling. How do we further challenge our learners at KS4 if required? • We can further challenge learners at KS4 by directing them to external clubs, electives and demanding a higher level of gameplay.
		Basketball	Within the scheme of work for Basketball learners will cover: • Dribbling • Shooting – BEEF acronym and Lay Up Principles • Passing • Triple Threat Position • Pivoting • Rules and Tactics How do we further challenge our learners if required? We further challenge learners to first master all the skills above and use them regularly in game play. In addition, learners can also be challenged to think about the correct time to use the skills they have. Learners are also challenged to think about the positions and team play element of Basketball. Learners mastering the game should consider joining a local basketball team or attending basketball elective after school.	Within the curriculum for Basketball for KS4 we are looking for learners to be able to take the elements of the KS3 curriculum that they have learned and apply them correctly in drill/small-sided games/full court situations. Learners are challenged to: • Dribble when they have space and is the correct time to do so. • Be able to recall the key components of the Lay Up shot and use it effectively with success. • Know the acronym BEEF and how it helps them with shooting. • Pass to affect the game positively. • Use the triple threat in a game. • Have a deeper knowledge of rules and tactics and apply them by themselves to manage their games through leadership roles.

				How do we further challenge our learners at KS4 if required? Learners mastering the game should consider joining a local basketball team or attending basketball elective after school.
	Outdoor and Adventurous	Year 7	OAA provides an environment in which learning can occur through exploration and reflection.	Year 11 Through completing OAA learners will develop and build upon previously learned skills, preparing them for further education and their chosen careers. OAA focuses heavily on the below skills: • Leadership styles • Empathy • Self-Awareness • Creative thinking • Critical thinking • Problem solving • Decision making • Coping with stress • Coping with emotions
		Year 8		
		Year 9 Year 10	Within OAA learners also have the opportunity to demonstrate Respect, Resilience and take on Responsibility in a range of team building challenges. It allows learners in all year groups the opportunities to perform problem-solving challenges that develop confidence, satisfaction and success in a safe environment that promotes participation and extends transferable skills. All activities encourage learners to draw up mental as well as physical skills including problem solving, critical thinking and leadership. There are opportunities for learners to direct their own learning and develop their independence in an environment that provides a strong foundation for learning physical literacy skills. Learners are further challenged through taking overall control of the activities and demonstrating a range of leadership styles.	
	Striking and Fielding	Cricket	Learners will have the opportunity to demonstrate Resilience when attempting new and potentially difficult skills, such as the figure of 6 bowling technique. Learners have a Responsibility to apply themselves to complete a skill. Through the use of rules and sportsmanship learners will have the opportunity to demonstrate Respect. Within the scheme of work for cricket, learners will cover: • Fielding – throwing and catching technique. Long barrier. Over arm and underarm throwing technique. • Bowling – the figure of 6 bowling technique. • Batting – the forward drive technique. • Positions – Basic fielding positions, batter, bowler and wicket keeper. • Game Play – Understanding the rules and tactics in Cricket. Methods of dismissal. Scoring system.	Within the curriculum for Cricket at KS4, learners are challenged to apply all the skills learnt at KS3 into their own umpired games of cricket. Learners are expected to remember the rules and tactics taught in KS3 to apply at KS4 to be able to officiate their own games. Learners are challenged to: • Use of games for understanding. Explore the different game modes of cricket and begin to look closer at tactics and game play. • Game Play – Understanding the rules and tactics in Cricket. Methods of dismissal, scoring system.

			How do we further challenge our learners if required? We challenge learners further by introducing further tactics and how the skills learned can be varied and changed in order to gain advantages in a game setting. This could include - • Adaptations to fielding positions. • Batting to score runs or batting to defend the wicket. • Bowling variation. • Officiating and scoring.	How do we further challenge our learners at KS4 if required? • Discuss more about the tactics – Adaptations to fielding positions. Batting to score runs. Bowling variation. Officiating and scoring.
		Rounders	Learners have the opportunity to demonstrate Responsibility to be engaged in all parts of the lesson regardless of their positioning on the field. They will demonstrate Resilience when learning new batting and fielding skills. They can demonstrate Respect through sportsmanship during drills and games. Within the scheme of work for rounders, learners will cover: • Batting • Bowling • Fielding • Positioning • Game Play How do we further challenge our learners at KS3 if required? • We further challenge them by changing bowling variation, adapting field positions and improving batting accuracy and direction.	Within the curriculum for rounders in KS4, learners are challenged to apply all the skills they have learnt in KS4 to gameplay and outwit their opponent with different gameplay tactics. Learners are expecting to umpire the games using rules taught in KS3. • Game play – Learning is taught through game play, Understanding the rules such as, out running, touching the post, if the bowler drops the ball it resets. • Tactics- Which post you can score at, Stumping base 4 to get all remaining runners out, officiating and scoring. Fielding adaptations, batting adaptations. Learners are challenged to improve their technique in batting, bowling and fielding. They are challenged to use different tactics for scoring and fielding.
	Fitness	Fitness	Learners will know and understand the benefits of regular physical activity, mental and social health. They will learn the basic fitness principles, including warmups, cool downs and the importance of safe exercise practices. Learners will understand simple methods to measure and improve fitness levels, such as fitness testing (e.g. cooper run). In year 9/10 learners will have the opportunity to visit the fitness suite and gain an understanding of a gym induction and how to use fitness equipment correctly promoting an active lifestyle. Learners will develop skills to perform a variety of fitness activities, such as circuit training, aerobics and interval training linking with methods of training in BTEC sport studies. Set and review personal goals, demonstrating responsibility for their progress. Learners will work collaboratively in fitness challenges, showing respect for other efforts and abilities.	Learners will know and understand advanced fitness concepts, including training methods and principles of training. Learners will learn the benefit in enhancing fitness performance and overall health, gaining some understanding of how to implement and evaluate their own fitness goals throughout life. Additionally, learners will learn the importance of long-term fitness habits in preventing lifestyle-related illnesses. Learners will develop skills to apply advanced fitness training techniques and analyse their effectiveness in improving performance. Learners will have the opportunity to take leadership roles in

			Fitness will promote values by: • Respect: appreciate diversity in fitness abilities and support peers in their fitness journey. • Responsibility – Take ownership of personal effort in fitness sessions. • Resilience – Persist in challenging tasks and strive to improve over time.	group fitness tasks, demonstrating responsibility and encouraging their partner or group. Fitness will promote values by: • Respect: acknowledge and value the effort of others, regardless of fitness level or ability. • Responsibility: Embrace accountability for achieving personal and shared fitness goals. • Resilience: Develop mental toughness and adapting when encountering difficult fitness sessions or tests.
	Other Competitive Sports	Athletics	Throughout the scheme of work for athletics, learners will explore some different events available within track and field. Learners will work individually and collaboratively during athletics in the different events. Learners will also explore the idea of health and safety within sport, due to the equipment used during throwing events. Within the scheme of work of athletics, learners will cover: • 100m Sprint • Relay • Javelin • High Jump • Shot Put • 800m Learners will also be able to explore the 3R's during each lesson, for example: • Responsibility – Using the right technique when throwing the javelin to make sure it is safe. • Respect – Respecting each other's performances throughout and celebrating each other's achievements. • Resilience – Working hard to beat previous scores set by the individual learner. Learners are challenged to improve their technique, time, score or measurement during KS3.	
		Gymnastics (7/8)	Learners will gain an understanding of the fundamental gymnastic skills, techniques and safety in order to produce a floor routine on their own, with a partner or within a group. Within the scheme of work for gymnastics, learners will cover: • Travelling movements	

			• Individual and partner balances • Full-weight/part-weight balances • Types of flight • Direction • Difficulty & Execution • Performance How do we further challenge our learners at KS3 if required? • For further challenge it at KS3, it would include increasingly difficult skills, movements and balances, whilst improving the execution. This could develop into group balances, more complex travelling movements or a routine with more content.	
		Vaulting (9/10)	Learners will develop an understanding of the skills, techniques, and health and safety of vault. Vaulting is offered at year 9 once the fundamentals of gymnastics have been delivered at year 7 and 8. These fundamental skills such as balance, co-ordination, strength, and the importance of aesthetics are then progressed to their execution in flight. Within the scheme of work for vaulting, learners follow the following sequencing of lessons to build confidence, ensure safety and landing following flight. 1. Health and safety and use of equipment 2. Take off and landing. 3. Types of jumps (Tuck, straddle, pike and split) 4. Skills (Dive roll, Somersault, head and handspring and head) 5. Execution and difficulty tariff and what judges look for. 6. Competition and application of difficulty and execution within. Throughout vaulting learners are challenged through varied difficulties and grouped accordingly. Progress within vaulting is well varied and learning is sequenced accordingly to ensure learners maintain progress, but at a safe pace. Teacher support when experiencing new techniques is used, with a stepped approach to removing such support to execute the technique independently.	
		Dance (7/8/9)	Y7: Dance by Chance Students will learn about two of the four components of dance: Actions and Space. The dance by chance tasks will offer learners structure when creating their first piece, the actions will guide them on what movements to use and the space component will introduce	

			learners how to position their work. This unit offers the opportunity to add their own individual style, allowing students to feel comfortable with their chosen style of dance as they begin their dance journey. Y7: Dance Around the World Students will travel around the world exploring a variety of traditional and cultural dances allowing students to explore a range of dance styles. Y8: Lights, Camera, Action! Students will be introduced to narrative dance where they will be given a variety of themes to explore. They will be provided with the movements (motifs) required to choreograph before developing them to communicate the given story. Students must show a clear beginning, middle and end whilst considering the character they are portraying. Y9: The power of physical skills Students build on their prior dance knowledge by focusing on more advanced physical skills. The curriculum aims to develop key areas such as balance, stamina and strength, helping students improve both technique and confidence. Through a range of practical tasks and creative challenges, pupils are encouraged to express themselves while refining their control, coordination, and performance quality.	
		Options		Towards the end of year 11, we start to offer options to encourage learners to select sports they may want to continue with after life at Bradford Academy. Badminton, pickleball and health and fitness are some of the options provided for learners to try or develop further,
	Assessment	The assessment across the PE curriculum is called 'What's in your Locker?' This assessment looks at 3 strands: Physical, Cognitive and Sportsmanship. Learners are graded on a 1-10 scale based on their age. The fundamental skills in the assessment are selected as they can transfer between sports across our curriculum. It is important that learners are able to practice these fundamental skills regularly to improve ability across a variety of sports. For example, one of the Physical skills is passing. Passing is a fundamental skill but takes many forms across Sport. For example, a pass in football is different to a pass in rugby, netball and basketball. Learners have to show their understanding of the fundamental skills across the sports within the curriculum.		

	Knowledge and	As mentioned above, learners will revisit sports and fundamental skills throughout their time in PE.
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