



	Essential concepts and skills to be taught	Games	Knowledge progression across subjects in the year group	Progression of knowledge and skills across year groups
R	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf Knowledge: Know how to move a ball in different ways Know how to travel around a space in different ways Skills: Aim Underarm throw Catch with 2 hands Vocabulary: (could include links to knowledge organisers) Body Travel Roll Catch Bounce Throw Kick Exercise Rules	Taught through Didi Rugby, Didi Netball and Didi Cricket Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target. Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games. Follow simple rules. Participate in simple games. Talk about what they have done. Talk about what others have done. Assessment question: What different ways of moving a ball are there? What different ways of moving your body are there? Can you show a throw and a two handed catch? Can you kick a ball at a target?	Physical Development – being able to dress/undress Being confident to try new things PSHE – healthy living / healthy eating / healthy bodies / looking after our body	YR linked to EYFS framework: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



1	Knowledge: Know a range of ways to move a ball to another person Skills: Kicking a ball Throwing a ball overarm Throwing a ball underarm Bouncing a ball Catching a ball Travelling in different directions Vocabulary: Attack Defend Bounce Kick Hit / strike Pass Throw Underarm Overarm Direction Forwards backwards Side to side	<u>Ball skills</u> Use hitting skills in a game - basic striking, sending and receiving. Pass the ball to another player in a game. Throw underarm and overarm. Moving to using accuracy and consistency. Catch and bounce a ball. Use kicking and rolling skills in a game. Travel with a ball in different ways and different directions (side to side, forwards and backwards) with control and fluency. Master advanced movements including moving while balancing, sprinting, hopping, twisting, turning as well as continuing to develop agility, balance and coordination. <u>Movement / Tactics</u> Follow simple rules to play games, including team games. Use different ways of travelling in different directions or pathways. Begin to travel with the ball. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Engage in competitive activities and team games. Watch and describe performances. Begin to say how they could improve. Assessment questions: Why do we have rules in a game? Can you show that you can catch and bounce a ball? Can you show that you can run at different speeds?	PSHE: healthy eating Science: heart beat / pulse	Progression from YR Using skills when participating in a conditioned game Moving to using accuracy and consistency Following simple rules to play a team game Using control when moving and passing a ball
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2	Knowledge: I know different ways of moving a piece of equipment, and can move it using control for accuracy and distance. I know how to position my body to strike a ball in different ways. Skills: Throw Kick Roll Dodge Dribbling Vocabulary: Attack Defend Space Dribble Hand eye coordination Control Body position	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. <u>Ball skills</u> Strike or hit a ball with increasing control. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Develop a safe and effective overarm bowl. <u>Movement / Tactics</u> Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. Assessment questions: What is the difference between an attacker and a defender? Why would a participant need to change direction? Can you show how to change direction when travelling with a ball? Can you throw a ball accurately over different distances?	PSHE: healthy eating Science: heart beat / pulse Computing: use of device to record performances and playback to review Maths: direction	Progression from Y1 Know that exercise keeps us healthy Know how to identify good performances and areas for improvements. Know why rules are important during sports, and the consequences of not playing by the rules Gain further control to display skills Understand the terms attack/defend and show at least one technique to attack or defend during a game. Throwing a ball for accuracy over different distances. Develop an overarm bowl
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3	SPORTS: Hockey / Football / Rounders Knowledge: Know how to catch with increasing control and accuracy. Know why space is important in a game, and how to get in to space to support team mates. Skills: Overarm bowl Throw / catch with control Throw a ball in different ways Vocabulary: Throw Catch Pass Space Technique Gather Fielding Overarm	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. <u>Ball skills</u> Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. <u>Movement / Tactics</u> Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Assessment question: How do players use space to support their team mates? Why is it important to be able to throw / pass / move a ball at different speeds and over different distances? Can you show how to field a ball so that your body position stops the ball from going past you? Can you show that you can accurately throw a ball demonstrating different speed and distance?	PSHE: healthy eating Science: heart beat / pulse Computing: use of device to record performances and playback to review	Progression from Y2 Catch with increasing control Throw a ball in different ways (high/low/fast/slow) Understand the use of space during game situation Support team mates by getting in to space Field a ball using an effective technique
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4	SPORTS: Tag Rugby / Hockey / Kwik Cricket Knowledge: Know why tactics are important in a game and how to use some basic tactics in a game situation Skills: Dodge Throw Catch Get in to space Vocabulary: Possession Space Pass and receive Field Tactics Effectiveness	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. <u>Ball skills</u> Develop different ways of throwing and catching. Move with the ball using a range of techniques, showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. <u>Movement / Tactics</u> Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Use a variety of ways to dribble in a game with success. Vary the tactics they use in a game. Adapt rules to alter games. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. Assessment question: What attack / defence tactics are relevant in the sport being played? Why should players make use of space during competitive games? Can you demonstrate tactics to maintain and/or win back possession of the ball? Can you demonstrate how to use space to pass and receive the ball?	PSHE: healthy eating Science: heart beat / pulse Computing: use of device to record performances and playback to review	Progression from Y3 Moving a ball with greater fluency and a wider range of techniques Ensure careful use of space to move/receive the ball Use fielding skills as a defensive technique
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5	Netball / Lacrosse / Cricket Knowledge: Know different types of throwing and catching and how to select an appropriate one Skills: Begin to select when to use different types of passes demonstrating speed and accuracy Know when it is appropriate to shoot or when it is appropriate to pass. Explain why specific skills or movements have been chosen and the effect they have on the performance. Vocabulary: Pace Timing Tactics Attack Defend Shoot Decision Possession	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. <u>Ball skills</u> Consolidate different ways of throwing and catching, and know when each is appropriate in a game Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. <u>Movement / Tactics</u> Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Assessment question: Why is decision making important in sport? ➤ Can you explain why sometimes it is right to shoot but sometimes it is better to pass the ball? ➤ Why might a player need to choose an appropriate pass quickly during a game situation? How does this decision impact their ability to maintain possession of the ball? Can you demonstrate how to score a goal / points in the appropriate sport?	PSHE: healthy eating Science: heart beat / pulse Computing: use of device to record performances and playback to review	Progression from Y4 Selecting appropriately for the situation at hand Keep and win back possession of the ball effectively Decision making linked to tactics, passing/catching / shooting
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6	SPORTS: Gaelic Football / Netball / Rounders Knowledge: Know how to select an appropriate skill / technique when under pressure. Skills: Range of throwing / catching strategies. Techniques for maintaining or winning back possession. Vocabulary: Pressure Decision making Opposition Plan Attack Defence Strategy	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier <u>Ball skills</u> Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. <u>Movement / Tactics</u> Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Assessment question: How does pressure from the opposition impact decision making skills? What can players do to overcome 'panic' and maintain clear decision making skills? Can you demonstrate devising and using a plan of attack / defence? Can you demonstrate that you can identify and make adaptations to your plan if it needs improving?	PSHE: healthy eating Science: heart beat / pulse Computing: use of device to record performances and playbac to review	Progression from Y5 Decision make under pressure from opposition Choose the best pass in a game Link skills together Think ahead, planning attack/defensive skills
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The national curriculum for PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Declarative knowledge in PE is the factual knowledge concerning movement, rules, tactics, strategies, health and participation. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught. Declarative knowledge can be communicated through verbal or written means. Pupils could, for example, demonstrate their declarative knowledge through question-and-answer sections of a lesson, or spoken or written observations of a practical demonstration. With a more detailed declarative knowledge base, pupils can better verbalise their strengths and limitations as well as communicate their ideas, their decisions and the choices that they make during an activity or one that they observe.^[footnote 84]

Declarative knowledge alone, however, is not enough to physically educate because 'one can repeat the facts yet know nothing about the subject' in the same way that – arguably – you can acquire knowledge and not know how to use it.^[footnote 85] For example, the declarative knowledge of how to outwit an opponent in rugby is not the same as successfully outwitting them on the field.

Procedural knowledge can be viewed as the know-how to apply declarative facts. This might include applying the tactics to a practice situation or modified game. This knowledge in a PE setting is best put into practice through physical demonstration or physical participation. Anderson theorised that all procedural knowledge begins as declarative knowledge and therefore argues that before taking action, you must have acquired a degree of declarative knowledge.^[footnote 86] For example, someone must have knowledge of what a headstand looks like and how to retain balance, before they start to practise doing one. Similarly, Chatzipanteli and others indicated that pupils require adequate declarative knowledge to improve their procedural knowledge.^[footnote 87]

Teachers need to consider the key areas of learning and assessment that characterise each key stage (see tables 1 and 2 below). Each key stage identifies the key areas for learning and assessment in physical education, as depicted by the attainment targets in the programme of study.

Table 1: Primary physical education key areas for assessment

Key Stage 1 Develop fundamental movement Physically motivated and confident Socially engaged	Key Stage 2 Applies and develops movement Effective in working together Reflective learners
• Fundamental movement skills • Agility, balance and coordination • Competes with self • Competes with others • Cooperates with others • Physical confidence • Can evaluate and recognise success	• Apply skills in different ways • Link and sequence actions • Communicate • Collaborate • Compete • How to improve in sports and activities • Evaluate and recognise success

Table 2: Secondary Physical Education key areas for assessment

Key Stage 3 Physically confident Physically skilful Breadth of experiences Health and enjoyment	Key Stage 4 Self-Challenge Physical fitness Decision making
• Physically competent • Expert techniques • Apply across a broad range • Effective performance • Confident and interested • Benefits of physical activity	• Complex • Demanding • Range of activities • Personal fitness • Health

Sources: https://www.afpe.org.uk/physical-education/wp-content/uploads/Physical_Education_Assessment_booklet_revised_June_2015.pdf
<https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe>