

PE KS3 Pathway Statements

Students will be taught to:

- A variety of team and individual sports, whilst focusing on the concept of each sport through technique and execution of simple and complex skills.
- The importance of warming up; through three stages of a warm up; pulse raiser, dynamic stretches and game related activity.
- A concept curriculum, using a variety of concepts and how these can be applied through the sport and used for individual progression and team.
- Concepts;

Year 7: Physical Competence, Confidence, Respect, Movement, Resilience & Pressure.

Year 8: Teamwork, Responsibility, Failure, Collaboration, Trust, & Communication.

Year 9: Strategy, Tactical, Preparation, Persistence, Tactical & Inclusiveness.

Stage	Knowledge and Understanding	Application to Performance	Evaluation and Analysis
7	• Students are capable of applying an array of different and complex compositional, tactical and strategic ideas. • Students can explain and justify their theory application to sporting examples linked to the current sport being studied and other sporting examples.	• Students are capable of executing a wide range of skills and techniques, including some advanced ones, which are consistently effective in practice/competitive situations. • Students are capable of making decisions having been selected from the full range of options and are consistently successful in their choices. • Decisions are made at high relative speed, while hesitation is very rarely seen. Students can apply high level theory knowledge into a practical aspect and evaluate performance following the GCSE moderation criteria.	• Students are capable of identifying the full range of strengths and weaknesses in a performance. They can provide a variety of effective feedback types and use this to set highly challenging targets which show understanding of their development areas and the required improvements. • Students are capable of applying an array of different and complex compositional, tactical and strategic ideas.. • Students are critically thinking about the theory work they are producing and can analyse results when given theory results.
6	• Students are capable of applying different and advanced compositional, tactical and strategic ideas. Students are able to apply GCSE related topics to sports specific examples. • Students are capable of applying some theoretical knowledge into practical.	• Students are capable of executing a wide range of good level skills and techniques which are consistently effective in practice situations and regularly effective in competitive/performance situations. • Decisions are made relatively quickly, while hesitation is rarely evident.	• Students are capable of identifying a very high number of strengths and weaknesses in a performance. • Students can provide effective feedback and use this to set challenging targets which show understanding of their development areas and the required improvements. • Students are capable of applying some difficult tactical, strategic and compositional ideas. Pupils can begin to self evaluate their theory work based on theory results and identify weaker areas for improvement.
5	• Students are capable of applying some difficult, compositional, tactical, and strategic ideas. • Students lead strategic and tactical decision making within team sports.	• Students are capable of executing a fair range of good level skills and techniques which are regularly effective in practice situations and mostly effective in competitive/performance situations especially under pressure. • Decisions are made in good relative time.	• Students are able to give detailed sport specific feedback to another student. • Students can confidently officiate a game and give feedback to a team based on rules. • Students are capable of identifying a high number of strengths and weaknesses in a

			performance as well as set appropriate targets for next time.
4	- Students are beginning to independently explain and apply compositional tactical and strategic ideas. - Students are beginning to show confidence in strategic and tactical decision making within team sport.	- Students are beginning to independently execute a range of high level skills and techniques which are impactful to team sports. - Decisions are made in relative time with some errors.	- Students are able to give detailed feedback that is mostly relevant. - Students are able to officiate a game and give feedback on the rules. - Students are capable of identifying strengths and weaknesses in performance whilst identifying teaching points.
3	- Students can explain the skills learnt are important specifically to the sport. - Students are capable of applying moderately difficult compositional, tactical, and strategic ideas.	- Students are capable of executing a fair range of solid skills and techniques. - Students can display skill with correct technique in a pressurised practice. Students are capable of making decisions having selected from a fair number of options and are quite often successful in their choices. - Decisions are made in fair relative time, while hesitation is sometimes evident.	- Students are capable of identifying a good number of strengths and weaknesses in a performance. - Students can rank performers with some accuracy. - Students can set and respond to effective targets when prompted. Students can provide clear peer feedback on performance and technique.
2	- Students are able to explain the stages of a warm up and cool down and the importance for each one. - Students are able to explain concepts to sporting examples and are able to state a relevant example.	- Students are able to execute basic skills and begin to develop these to more complex skills. - Students are able to make decisions, however they often make errors.	- Students are able to give feedback to peers, using basic terminology and require some prompts. - Students are able to identify strengths and weaknesses and provide purposeful feedback linking to key teaching points.
1	- Students can show understanding of how to warm up and cool down efficiently. - To define and explain the concept' linking sporting performance and body systems. - Students are capable of applying basic compositional, tactical, and strategic ideas.	- Students are capable of executing some basic skills and techniques which are quite often effective in practice situations and sometimes effective in competitive/performance situations. - Students are capable of making decisions having selected from a small number of options and are sometimes successful in their choices. - Decisions are made in reasonable relative time, while hesitation is often evident.	- Students are able to feedback on performance using a resource card or with teacher prompts. - Students can provide basic peer feedback. - Students are capable of identifying key strengths and weaknesses in a performance. They can rank performers with fair accuracy when given a broken down criteria and some prompting.