

Physical Education Progression Pathway

Core Skill	Progression Steps				
	Beginning less than 3	Emerging 3-4	Developed 5-6	Sophisticated 7-8	Excellence 8+/9
Skills	Quality of technique is maintained for few skills and often deteriorates; Frequent unforced errors; Often does not produce the intended results/accuracy.	The quality of technique is maintained for some skills. Frequent errors; Occasionally adaptive when faced with progressively challenging situations.	Quality of technique maintained for most skills but may deteriorate in challenging practices; Occasional errors; Sometimes adaptive when faced with progressively challenging situations; Sometimes produce the intended results/accuracy.	Quality of technique may start to deteriorate in the most challenging practices; Occasional minor errors; Usually adaptive when faced with progressively challenging situations; Regularly produce the intended results/accuracy.	Quality of technique is maintained for all skills and throughout all practices; Very few errors; Highly adaptive when faced with progressively challenging situations; Almost always produce the intended outcome.
Full context	Limited ability to make tactical and strategic decisions; Contribution is limited to rare occasions and is seldom effective or significant; Application of skill is rarely appropriate to their position. Demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.	Some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies; Contribution is evident but infrequent throughout the game and only occasionally effective or significant; Application of skill is only occasionally appropriate to their position; Occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.	Ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses; Contribution is sometimes effective and significant but it is not entirely sustained throughout the game, uninvolved during some periods; Application of skill is not consistently appropriate to their position; Some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will	Ability to make successful and effective tactical and strategic decisions; Contribution is usually effective and significant and is sustained for the majority of the game; Application of skill is usually appropriate to their position, though there may be some lapses; Often successful in outwitting opponents but only occasionally being outwitted themselves.	High level of ability to make successful and effective tactical and strategic decisions; Contribution is highly effective, significant and sustained for almost all of the game; Application of skill is fully appropriate to their position; Usually successful in outwitting opponents, while hardly ever being outwitted.

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			sometimes be outwitted themselves.		
Theory – Paper 1* and Paper 2**	Pupils will have a <i>very basic</i> knowledge of some of the areas listed above. They will <i>rarely</i> make relevant links between the different topic areas <i>without significant prompting</i> . Sporting examples are <i>rarely used</i> and pupils <i>struggle with most</i> exam questions. Key terms are <i>often used inaccurately</i> . Pupils <i>rarely</i> use qualitative and quantitative data to support their answers.	Pupils will have <i>basic</i> knowledge of most of the areas listed above. They will <i>occasionally</i> make relevant links between a few of the topic areas but <i>struggle to explain</i> these links, often <i>missing opportunities</i> to use a relevant sporting example. They often complete short answer questions well but <i>struggle with longer answer</i> exam questions. They use key terms but will <i>sometimes use them inaccurately</i> . Pupils can <i>sometimes</i> use qualitative and quantitative data to support their answers.	Pupils will have <i>sound</i> knowledge on most of the above areas. They are able to make <i>basic</i> links between the different topic areas and can <i>often</i> explain these links, <i>often</i> using a relevant sporting example. They complete short answer questions <i>confidently</i> but <i>occasionally struggle</i> with more complex long answer questions. They <i>often</i> use key terms accurately and will achieve at least <i>60%</i> of marks available. Pupils can <i>often</i> use qualitative and quantitative data to support their answers.	Pupils will have <i>clear</i> knowledge of all of the above areas. They are able to make <i>relevant</i> links between the different topic areas and can explain these links <i>clearly</i> using sporting examples. They <i>can complete</i> both short and long answer exam questions on most of these topics, using key terms and definitions accurately whilst achieving at least <i>70%</i> of the marks available. Pupils can <i>consistently</i> use qualitative and quantitative data to support their answers.	Pupils will have <i>clear and insightful</i> knowledge of all of the above areas. They are able to make <i>innovative links</i> between many of the different topics and can explain these links in <i>great detail</i> using a <i>range of</i> relevant sporting examples. They are able to <i>confidently</i> complete both short and long answer exam questions on any of these topics, <i>nearly always</i> using key terms and definitions appropriately whilst consistently achieving at least <i>80%</i> of marks available. Pupils can <i>confidently</i> use qualitative and quantitative data to support their answers.

\*Paper 1

- The structure and functions of the musculoskeletal system
- The structure and functions of the cardio-respiratory system
- Anaerobic and aerobic exercise
- The short and long term effects of exercise
- Lever systems, examples of their use in activity and the mechanical advantage they provide in movement
- Planes and axes of movement
- The components of fitness, benefits for sport and how fitness is measured and improved
- The principles of training and their application to personal exercise/training programmes

\*\*Paper 2

- Classification of skills (basic/complex, open/closed)
- The use of goal setting and SMART targets to improve and/or optimise performance
- Basic information processing
- Guidance and feedback on performance
- Mental preparation for performance
- Engagement patterns of different social groups in physical activity and sport
- Commercialisation of physical activity and sport
- Ethical and socio-cultural issues in physical activity and sport
- Physical, emotional and social health, fitness and well-being
- The consequences of a sedentary lifestyle
- Energy use, diet, nutrition and hydration