



Cabot
Learning
Federation

I am... an Athlete.

I am... an Athlete. I believe anything is possible whilst being an athlete. I feel energised and motivated throughout my day. I have the knowledge and understanding to participate in sport. I enjoy being a team player and communicating to improve my own and others physical literacy. I view failures as an opportunity to improve and use my resilience to come back motivated. This supports me to achieve my very best. I am developing a lifelong active mindset.



Key Concepts for

| What is? | Key Concepts | | Contexts | | | |
|---|--------------|---|--|--|---|--|
| | Year | 1. Real PE (Bold text links to ARE) | 2. Activities/Sports | | 3. School Games Activities | |
| <p>Physical Literacy Through Real PE:</p> <ul style="list-style-type: none"> • Cognitive • Creative • Health and Fitness • Physical • Social • Personal <p>Sport and Activity Based Concepts</p> <ul style="list-style-type: none"> • Problem solving • Outwitting opponents • Personal Best • Teamwork and Leadership • Learning and Adapting sporting skills <ul style="list-style-type: none"> ○ Striking ○ Catching ○ Throwing ○ Balancing ○ Jumping ○ Moving • Tactics and Strategy • Self and peer analysis | 1 | Fundamental skill development and application <ul style="list-style-type: none"> • Yellow • Green | Potential activity types: <ul style="list-style-type: none"> • Gymnastics and Dance • Throwing and Catching • Striking and fielding • Personal Fitness | | Futsal – Year 1 & 2 Dodgeball Sports hall Athletics Boccia Sitting Volleyball New age curling Sports Festival Cricket | |
| | 2 | <ul style="list-style-type: none"> • Red • Blue • Pink • Black | | | | |
| | 3 | Personal Best <ul style="list-style-type: none"> • Yellow • Green • Red | Potential activity types: <ul style="list-style-type: none"> • Strategy Games (e.g. bench ball) • Problem Solving Activities • Outdoor adventurous activities (e.g. orienteering) • Basic Team Games • Athletics • Personal Fitness • Dance and Gymnastics | | Futsal Boccia Sitting Volleyball New age curling Rugby (Magafest) Mini Tennis Gymnastics Tri Golf Tri Golf Inclusive Cricket | |
| | 4 | <ul style="list-style-type: none"> • Blue • Pink • Black | | | | |
| | 5 | Team Sports Real PE SOW: <ul style="list-style-type: none"> • Yellow • Green • Red • Blue • Pink • Black | Potential Activity Types: <ul style="list-style-type: none"> • Invasion games (e.g. football) • Net and Wall Games (e.g. badminton and tennis) • Striking and Fielding • Dance and Gymnastics • Outdoor Adventurous Activity • Athletics • Personal Fitness | | Cross Country Boccia Sitting Volleyball New age curling Futsal Hockey (quicksticks) TAG Rugby Basketball Mini Tennis Football – Girls and Boys Gymnastics Kwik Cricket Inclusive Cricket Quad Kids Athletics | |
| | 6 | | | | | |

ABC's of movement developed throughout year every year.

Swimming

Key Concepts, Knowledge, Vocabulary and Skills -

Year 1

| Key Concepts | Contexts | Key Knowledge and Vocabulary | Skills |
|--------------|------------------|--|---|
| | Real PE | What key things are they going to learn? E.g. Health and well being? Fundamental movement? | Fundamental Movement Skills? Static balance one leg Static balance seated Static balance floor work Static balance stance Dynamic balance on a line Dynamic balance jumping and landing Counter balance in pairs Co-ordination sending and receiving Co-ordination ball skills Co-ordination footwork Agility ball chasing Agility reaction and response What Specific Activity/Sport skills? Gymnastics Dance What Skills specific to competition? |
| | Activity/ Sports | What Activity or Specific knowledge will they need? E.g rules/ Team work/ analysis? | |
| | School Games | How will competition help? | |

Year 2

| Key Concepts | Contexts | Key Knowledge and Vocabulary | Skills |
|--------------|------------------|---|--|
| • | Real PE | What key things are they going to learn? E.g. Health and well being? Fundamenetal movement? | Fundamental Movement Skills? Static balance one leg Static balance seated Static balance floor work Static balance stance Dynamic balance on a line Dynamic balance jumping and landing Counter balance in pairs Co-ordination sending and receiving Co-ordination ball skills Co-ordination footwork Agility ball chasing Agility reaction and response What Specific Activity/Sport skills? What Skills specific to competition? |
| | Activity/ Sports | What Activity or Specific knowledge will they need? E.g rules/ Team work/ analysis? | |
| | School Games | How will competition help? | |

Year 3

| Key Concepts | Contexts | Key Knowledge and Vocabulary | Skills |
|--------------|----------|---|--|
| • | Real PE | What key things are they going to learn? E.g. Health and well-being? Fundamental movement? Personal <ul style="list-style-type: none"> • Knowledge of own physical ability • Challenge | Fundamental Movement Skills? Fundamental Movement Skills? Static balance one leg Static balance seated Static balance floor work |

| | | | | |
|--|---------------------|---|--|---|
| | | <p>Social</p> <ul style="list-style-type: none"> • Patience • Supporting others • Listening to others • Communicating ideas <p>Cognitive</p> <ul style="list-style-type: none"> • Understand simple attacking and defending tactics • Evaluating my own successes and areas for development. <p>Creative</p> <ul style="list-style-type: none"> • Create rules/adapt activities • Respond differently to a variety of different tasks and music • Recognise similarities and differences in movements and expressions <p>Physical</p> <ul style="list-style-type: none"> • Perform and repeat sequences with clear shapes and controlled movements • Select and apply a range of skills with good control and consistency <p>Health and Fitness</p> <ul style="list-style-type: none"> • Describe effects on body during and after exercise • Explain why warm ups and cool downs are important | | <p>Static balance stance Dynamic balance on a line Dynamic balance jumping and landing Counter balance in pairs Co-ordination sending and receiving Co-ordination ball skills Co-ordination footwork Agility ball chasing Agility reaction and response</p> <p>What Specific Activity/Sport skills?</p> <p>What Skills specific to competition?</p> |
| | Activity/ Sports | <p>What Activity or Specific knowledge will they need? E.g rules/ Teamwork/ analysis?</p> <ul style="list-style-type: none"> • Strategy Games (e.g. bench ball) • Problem Solving Activities • Outdoor adventurous activities (e.g. orienteering) • Basic Team Games • Athletics | | |

| | | | | |
|--|--------------|--|--|--|
| | | <ul style="list-style-type: none"> • Personal Fitness • Dance and Gymnastics | | |
| | School Games | How will competition help? | | |

Year 4

| Key Concepts | Contexts | Key Knowledge and Vocabulary | Skills |
|--------------|------------------|--|--|
| • | Real PE | What key things are they going to learn? E.g. Health and well being? Fundamenetal movement? | Fundamental Movement Skills? Fundamental Movement Skills? Static balance one leg Static balance seated Static balance floor work Static balance stance Dynamic balance on a line Dynamic balance jumping and landing Counter balance in pairs Co-ordination sending and receiving Co-ordination ball skills Co-ordination footwork Agility ball chasing Agility reaction and response What Specific Activity/Sport skills? What Skills specific to competition? |
| | Activity/ Sports | What Activity or Specific knowledge will they need? E.g rules/ Team work/ analysis? <ul style="list-style-type: none"> • Strategy Games (e.g. bench ball) • Problem Solving Activities • Outdoor adventurous activities (e.g. orienteering) • Basic Team Games • Athletics • Personal Fitness • Dance and Gymnastics | |
| | School Games | How will competition help? | |

Year 5

| Key Concepts | Contexts | Key Knowledge and Vocabulary | Skills |
|--------------|------------------|--|--|
| • | Real PE | What key things are they going to learn? E.g. Health and well being? Fundamental movement? | Fundamental Movement Skills? Fundamental Movement Skills? Static balance one leg Static balance seated Static balance floor work Static balance stance Dynamic balance on a line Dynamic balance jumping and landing Counter balance in pairs Co-ordination sending and receiving Co-ordination ball skills Co-ordination footwork Agility ball chasing Agility reaction and response What Specific Activity/Sport skills? What Skills specific to competition? |
| | Activity/ Sports | What Activity or Specific knowledge will they need? E.g rules/ Team work/ analysis? | |
| | School Games | How will competition help? | |

Year 6

| Key Concepts | Contexts | Key Knowledge and Vocabulary | Skills |
|--------------|------------------|--|--|
| • | Real PE | What key things are they going to learn? E.g. Health and well being? Fundamental movement? | Fundamental Movement Skills? Fundamental Movement Skills? Static balance one leg Static balance seated Static balance floor work Static balance stance Dynamic balance on a line Dynamic balance jumping and landing Counter balance in pairs Co-ordination sending and receiving Co-ordination ball skills Co-ordination footwork Agility ball chasing Agility reaction and response What Specific Activity/Sport skills? What Skills specific to competition? |
| | Activity/ Sports | What Activity or Specific knowledge will they need? E.g rules/ Team work/ analysis? | |
| | School Games | How will competition help? | |

Appendix 1: Curriculum Rationale

Why have particular contexts been chosen? Why is it organised in this way? Why will it help children?

The answers to these questions are rooted in the rationale in the design of the curriculum.

This curriculum is coherent, which means it has been carefully considered and each context follows a deliberate order. That order starts with the viewpoint and mind-set of our youngest children, who view the world from their experience and their own and the lifespan of others who are presently alive. As our children grow up, the curriculum will take them further back in time. The further back in time we study, the less concrete evidence exists and more abstract it becomes. Our children will be able to, as historians, appreciate the fragmented and limited evidence that remains the older the time period or era they learn about. It makes sense for children learn their timeline and then investigate further back in time to learn the history of where humankind has come from, as children's ability to imagine the past and understand more abstract concepts aligns to what we know about children's conceptual understanding.

The key concepts outlined will be revisited in every historical context year on year. It is more helpful to children to build layers of meaning through a holistic view of historical contexts; this means when we explore a period or era in time, we can also explore the lives of people, including those of special significance; at the same time we explore the religious, cultural, technological, social and economic and hierarchical structures and at the same time, we revisit abstract terms are prevalent throughout history, such as civilization, empire, invasion, rulership, tyranny, rebellion.

Contexts have been organised to allow pupils year on year to learn in through a local and British history context, as well as a broader global context. This will enable children, year on year to zoom in and zoom out as historians; They will zoom in to what was going on locally and nationally and then zoom out to see what was going at the same time elsewhere in the world. Contexts in History have been aligned to other curriculum areas such as Science and Geography as these too have been deliberately constructed.

Research sources:

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- <https://www.history.ac.uk/ihr/Focus/Whatishistory/marwick1.html>
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- <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/rationale>
- <https://www.quora.com/What-are-the-basic-elements-of-history-that-everyone-should-know>
- What is History Edward Carr
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- What on Earth Happened?: The Complete Story of the Planet, Life and People from the Big Bang to the Present Day Christopher Llyod
- <https://seniorsecondary.tki.org.nz/Social-sciences/History/Key-concepts>
- https://www.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2018-19/Progression_in_History_under_the_2014_National_Curriculum.pdf
- The Historical Association <https://www.history.org.uk/primary/categories/curriculum>
- <https://historicalthinking.ca/historical-thinking-concepts>
- <https://webarchive.nationalarchives.gov.uk/20100209094527/http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/history/keystage1/index.aspx>
- <https://www.archiuk.com/>
- <https://www.history.org.uk/primary/resource/3864/britain-and-the-wider-world-in-tudor-times>
- <https://www.owps.org.uk/attachments/download.asp?file=62&type=pdf>