

# Academic Overview 2018-19

Physical Education						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.1
<b>Year 7</b>	Induction to Physical Education	Rugby Netball Hockey Fitness	Dance Badminton Fitness Orienteering	Badminton Dance Football Orienteering	Athletics	Tennis Rounders Cricket
<b>Year 8</b>	Badminton Rugby Netball Dance Hockey	Hockey Table Tennis Orienteering Basketball Gymnastics	Orienteering Basketball Gymnastics Fitness Badminton	Gymnastics Fitness Badminton Hockey Orienteering	Athletics	Tennis Rounders Cricket
<b>Year 9</b>	Badminton Netball Football Rugby Hockey	Hockey Football Fitness Volleyball Badminton	Basketball Hockey Table Tennis Badminton Dodgeball Fitness	Fitness Table Tennis Basketball Fitness Dodgeball Football Badminton	Athletics	Cricket Softball Tennis Rounders
<b>Year 10</b>	Rugby Badminton Hockey Netball	Football Table Tennis Badminton Fitness Football Hockey	Badminton Fitness Dodgeball Hockey	Fitness Dodgeball Football Badminton	Athletics	Cricket Rounders Softball Tennis
<b>Year 11</b>	Football Volleyball Table Tennis Dodgeball	Badminton Fitness Football Table Tennis	Fitness Handball Hockey	Softball Fitness Badminton	Rounders Tennis Cricket	

Sports & activities are not repeated by students within the same year. Availability of facilities dictate students cover the same activities in a different order across the year, hence the repetition of activities each half-term.

# Year 10 Curriculum Content Overview 2018-19

Physical Education – Year 10				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</li> <li>Apply their own strategies to overcoming opponents in team and individual games.</li> <li>Be confident in their own ability to assume various roles in sport, such as officiating and coaching.</li> <li>Give relevant feedback to peers through understanding of technique in other competitive sports (for example- athletics)</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</li> <li>Create and complete a warm up for themselves and other performers, understanding why it is important to raise heart rate and muscle temperature.</li> <li>Work as part of a team to create tactics.</li> <li>State strengths and areas for development for themselves and others, giving feedback and guidance to peers on how to improve in a plethora of sporting activities.</li> <li>Design basic fitness routines that develop their own fitness levels, linking in with Components of Fitness and Methods of Training.</li> <li>Understand the importance of leading a healthy, active lifestyle and how this can be achieved.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Key words presented within lessons</li> <li>GCSE assessment criteria on task sheets</li> <li>Fitness programmes cards and information.</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Measurement (Athletics)</li> <li>Timing (Athletics)</li> <li>Angles (when passing)</li> <li>Mass &amp; distance (when using fitness machines)</li> </ul> <p><b>Oracy and Literacy (including key words for practical subjects)</b></p> <ul style="list-style-type: none"> <li>Key words</li> <li>Student discussion</li> <li>Student presentation of thoughts and ideas</li> <li>Group and team</li> </ul>	<p>Questioning in lessons</p> <p>Live student performance in lessons followed by questions</p> <p>Observation of student performance</p> <p>Whole class feedback during lessons</p> <p>Low-stakes quizzing</p> <p>Exit Strategies</p>	<p>No summative assessment in Y9-11.</p>	<p>Skills element of the GCSE PE practical performance criteria.</p> <p>Applying skills to competitive situations.</p> <p>Defining key components of fitness and can related to a variety of sporting examples.</p> <p>Basic injuries obtained through sport.</p> <p>The importance of the cardiovascular system whilst exercising.</p> <p>Understand the relation between the respiratory and cardiovascular system.</p>

# Assessment Skills, Knowledge and Concepts Map

Physical Education – Year 10	
Key Learning Questions	Overcoming Opponents in Games
<ul style="list-style-type: none"> <li>How will possession allow you to be successful?</li> <li>How can you apply the rules of a game tactically?</li> <li>How do you use marking to gain possession in a game?</li> <li>How can you apply tactics when in a variety of positions?</li> <li>Why is it important to follow a set formation?</li> </ul>	<ul style="list-style-type: none"> <li>Perform all core skills, accurately replicating the correct technique.</li> <li>Apply core skills, techniques and decisions in a competitive situation, understanding how to use skills to outwit opponents.</li> <li>Use my understanding of the sport to apply tactics to a game, ensuring the team follow these set tactics effectively.</li> <li>Show understanding of players strengths in your team and play to these strengths to outwit opponents.</li> <li>Know when tactics should be applied at varying points within a game like situation.</li> <li>Lead individual warm up routines with accuracy as instructed, understanding the importance of warming up muscles effectively.</li> </ul>
Key Learning Questions	Develop Technique and Performance in Non-games activities
<ul style="list-style-type: none"> <li>Can you identify and evaluate the performance of key techniques?</li> <li>Can you identify components of fitness relating to each sport/activity and explain which are most important?</li> <li>Describe the application of a component of fitness to a specific activity.</li> <li>Explain how Methods of Training differ for sporting activities.</li> </ul>	<ul style="list-style-type: none"> <li>Perform all core skills, accurately replicating the correct technique.</li> <li>Analyse own performance in different roles using different forms of analysis.</li> <li>Explain how different Methods of Training may be beneficial to a variety of athletes.</li> <li>Explain why exercise technique is important and describe how they correlate to injury.</li> <li>Describe how and why the body changes during exercise.</li> </ul>
Key Learning Questions	Analyse Performance
<ul style="list-style-type: none"> <li>How can effective evaluation help improve performance?</li> <li>How do I identify a person's strengths and areas for development?</li> <li>How can I improve my own or another's performance?</li> <li>How can I use perfect model examples when analysing my own and others performances?</li> </ul>	<ul style="list-style-type: none"> <li>Identify strengths and weaknesses in their own performance, explaining how this may affect their performance.</li> <li>Describe ways to improve your own performance using correct technical language.</li> <li>Explain the strengths of their own performance, using correct technical language.</li> <li>Explain how given strengths in a performance may aid an athlete's chances of success.</li> <li>Describe strengths &amp; weaknesses of another performer during a live match.</li> </ul>

Reading
<ul style="list-style-type: none"> <li>Lesson objectives</li> <li>Key words presented within lessons</li> <li>GCSE assessment criteria on task sheets</li> <li>Fitness programmes cards and information.</li> <li>Reading key task cards</li> <li>Reading key warm up cards</li> </ul>
Oracy and Literacy
<p><b>Literacy:</b> Language for Learning – movement, accuracy, fluency, control, precision, evaluation, aesthetic appreciation</p> <p><b>Oracy:</b> Student discussion &amp; feedback. Student responses to questioning. Student to student discussion on evaluation of performance.</p>
Numeracy
<ul style="list-style-type: none"> <li>Measuring distances when jumping and throwing</li> <li>Timing during athletics</li> <li>Calculating heart rate</li> </ul>



Physical Education – Year 10		
<b>Hockey</b>	<b>Badminton</b>	<b>Football</b>
<ol style="list-style-type: none"> <li>1. Perform as part of a team in small sided games.</li> <li>2. Create own tactics as part of a team, considering players strengths and weaknesses.</li> <li>3. Apply all types of passing in a game situation.</li> <li>4. Ensure ball is played into space for players to run to receive.</li> <li>5. Look at how to tactically maintain possession across the field of play.</li> <li>6. Use of core rules already addressed throughout a game situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform a range of serves, being able to disguise these to your opponent.</li> <li>2. Consider shot selection when in a rally to outwit opponent.</li> <li>3. Work in a pair to apply doubles rules effectively, considering where to stand on court.</li> <li>4. Be able to effectively score a game.</li> <li>5. Consider opponents strengths and weaknesses when in a competitive situation.</li> <li>6. Apply rules and tactics in a competitive situation.</li> <li>7.</li> </ol>	<ol style="list-style-type: none"> <li>1. Keep possession in large overload situations (E.g. 8 v 4)</li> <li>2. Shoot from distance applying curl to the ball.</li> <li>3. Be able to dribble past players in game situations.</li> <li>4. Perform crosses both in the air and along the ground.</li> <li>5. Apply the offside rule into game situations.</li> <li>6. Develop leadership skills within game situations.</li> </ol>
<b>Rugby</b>	<b>Handball</b>	<b>Basketball</b>
<ol style="list-style-type: none"> <li>1. Perform a switch and scissors movement.</li> <li>2. Kick the ball out of hand towards a target.</li> <li>3. Perform a drop-kick.</li> <li>4. Perform a line-out, applying the correct rules.</li> <li>5. Take part in full competitive situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shooting development (up &amp; over, around, spin &amp; dive &amp; pin) in a variety of practice &amp; competitive situations.</li> <li>2. Development of tactics to create openings to scoring goals &amp; working gaps for shooting opportunities in a variety of practice &amp; competitive situations.</li> <li>3. Development of 1 v 1 defending tactics around the D in a variety of practice &amp; competitive situations.</li> <li>4. Be able to adapt tactics to suit the situation faced through scenario based activities &amp; games</li> <li>5. Apply rules learnt to a competitive game</li> <li>6. Be able to apply the scoring system to a range of games and situations.</li> <li>7.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform a V-Cut movement in attack.</li> <li>2. Perform a half court press as a team.</li> <li>3. Demonstrate 'boxing out' while rebounding.</li> <li>4. Maintain possession and create shooting chances in overload situations (E.g. 4 v 2 or 5 v 3)</li> <li>5. Independently officiate competitive situations.</li> </ol>
<b>Volleyball</b>	<b>Dodgeball</b>	<b>Netball</b>
<ol style="list-style-type: none"> <li>1. Perform a range of different feeds to a partner.</li> <li>2. Demonstrate an overhead volley from around the court.</li> <li>3. Work in a four to develop the "three pass and over" play.</li> <li>4. Attempt to block in a competitive situation.</li> <li>5. Perform a basic underarm/overarm serve.</li> <li>6. Play volleyball in a conditioned situation using the rotational serve system in a four.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform a range of throws to outwit opponents.</li> <li>2. Demonstrate a range of catches to outwit opponents.</li> <li>3. Consider basic rules of dodgeball, such as ways to be given out.</li> <li>4. Consider position on court and tactics during a game.</li> <li>5. Analyse oppositions performance and how to exploit weaknesses.</li> <li>6. Play dodgeball in a competitive environment, considering safety and rules throughout.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pass and receive the ball at whilst moving and in the air, changing direction on landing.</li> <li>2. Application of correct footwork technique in a game situation.</li> <li>3. Consider use of the post when shooting to gain greater spatial advantage.</li> <li>4. Apply rules such as distance when moved and feet on the line to outwit opponents.</li> <li>5. Demonstrate knowledge of positions and play a variety of roles.</li> <li>6. Perform varied backline and side-line balls to outwit opponents.</li> </ol>



Fitness	Athletics	Table Tennis
<ol style="list-style-type: none"> <li>1. Perform a range of fitness tests and understand which Component of Fitness they relate to.</li> <li>2. Set own goal to achieve at the end of the unit considering SMART goal setting.</li> <li>3. Perform a workout focussing upon your desired goal.</li> <li>4. Increase the intensity of your workout, focussing upon your desired goal.</li> <li>5. Complete a workout from based upon your component of fitness selected to improve.</li> <li>6. Re-test to see if you have achieved your SMART target.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain tactics and techniques for long distance events (800m/1500m), considering the importance of a sprint finish.</li> <li>2. Perform range of throwing actions including discus, shot putt and javelin, developing further technique to include movement in throw.</li> <li>3. Apply power and flexibility to a range of jumping events, such as high jump, long jump and triple jump, considering body shape when jumping.</li> <li>4. Understand the importance of power and speed in sprinting events (100m/200m/400m), and tactics when in a race.</li> <li>5. Be able to work tactically as a team to perform a relay race, considering placement of athletes in race.</li> <li>6. Appreciate the importance of measuring correct distances in all athletic events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the importance of disguise to shots.</li> <li>2. Development of the forehand and backhand topspin shots</li> <li>3. Development of the forehand &amp; backhand slice shots.</li> <li>4. Be able to adapt tactics to suit the situation faced through scenario based activities &amp; games</li> <li>5. Apply rules learnt to a competitive game</li> <li>6. Be able to apply the scoring system to a range of games and situations.</li> </ol>
Cricket	Rounders	Tennis
<ol style="list-style-type: none"> <li>1. Be able to catch a high ball travelling over a large distance, using a reverse-cup technique.</li> <li>2. Perform low close-range catches, similar to fielding in the slips.</li> <li>3. Perform the correct bowling action, applying swing or spin in game situations.</li> <li>4. Demonstrate a cut shot</li> <li>5. Run between the wickets whilst swapping the bat between hands, ensuring you always face the ball.</li> <li>6. Apply the LBW rule into practice and game situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice batting technique to hit along the floor.</li> <li>2. Understand how to disguise a backhand hit.</li> <li>3. Practice running on to allow posts to become clearer for teammates to gain advantages.</li> <li>4. Show knowledge of backing up posts in the field.</li> <li>5. Apply rules learnt to a competitive game.</li> <li>6. Understand scoring system in a range of examples.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how &amp; when lobs are performed &amp; how they can adapt them. Be able to attempt to perform lobs in matches &amp; drills.</li> <li>2. Explain how &amp; when smashes are performed &amp; how they can adapt them. Be able to attempt to perform smashes in matches &amp; drills.</li> <li>3. Explain the importance of disguise to shots.</li> <li>4. Explain how &amp; when the serve &amp; volley tactic is performed &amp; why it could be a useful tactic. Be able to attempt to perform the serve volley in matches &amp; drills.</li> <li>5. Be able to adapt tactics to suit the situation faced through scenario based activities &amp; games</li> <li>6. Apply rules learnt to a competitive game</li> <li>7. Be able to apply the scoring system to a range of games and situations.</li> </ol>



Softball		
<ol style="list-style-type: none"><li>1. Gain understanding of more detailed/complicated rules of softball.</li><li>2. Examine techniques required to be successful in specific fielding positions.</li><li>3. Develop batting technique so as to be able to manipulate direction of ball.</li><li>4. Develop bowling technique so as to be able to change direction of delivery.</li><li>5. Explore different fielding formations so as to influence the batsman's decision making.</li><li>6. Develop understanding of more advanced tactics and apply in a game.</li><li>7.</li></ol>		