



KS4 Curriculum Map – Physical Education:

Topic	Knowledge	Skills	Assessment Opportunities
<p>Year 10</p> <p>Half Term 1</p> <p>Table Tennis & Basketball</p>	<p>Intent: Tables Tennis</p> <p>To develop advanced techniques and implement and refine strategic play to outwit opponents. To demonstrate knowledge of the essential elements of attack and defence in competitive situations. To undertake a range of roles and responsibilities to help each other improve and independently run games and compete in them. To develop a deeper understanding about healthy lifestyles and fitness</p> <p>Knowledge: Table Tennis</p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to table tennis:</p> <ul style="list-style-type: none"> • Shot selection in a range of competitive contexts. • Use of deception and game strategies to outwit opposition. • Understanding of common sequences of play. • Understanding of specific terminology and accurate application of game rules. <p>Intent: Basketball To focus on building on core skills and applying them in a pressurised situation in order</p>	<p>Table Tennis:</p> <ul style="list-style-type: none"> • Grip and stance • Push – Backhand/Forehand • Backhand Drive – application of spin • Forehand Drive – application of spin • Serve <p>Sequencing:</p> <p>Learning Should:</p> <ul style="list-style-type: none"> • Build upon core skills but increase in speed and level of challenge. • Involve pressurised game situations to allow for tactical planning and refinement. • Allow students to make decisions independently, assess outcome and suggest improvements. • Build on coaching and officiating roles. <p>Basketball:</p> <ul style="list-style-type: none"> • Ball control • Dribbling 	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> • Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation • Teacher Observation

	<p>to outwit opponents. To develop the use of game tactics and experiment with the success of these to help improve as a team. To undertake a range of roles and responsibilities to help each other improve and independently run small sided games and compete in them. To develop a deeper understanding about healthy lifestyles and fitness.</p> <p>Knowledge: Basketball</p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to basketball:</p> <ul style="list-style-type: none"> • Principles of attack and defence • Decision making and skill execution • Understanding of roles and development of set plays to outwit opposition • Application of game rules 	<ul style="list-style-type: none"> • Passing/Receiving • Lay up + variations • Set shot + variations • Defending positions and set up <p>Sequencing:</p> <p>Learning Should:</p> <ul style="list-style-type: none"> • Build upon core skills but increase in speed and level of challenge. • Involve pressurised game situations to allow for tactical planning and refinement. • Allow students to make decisions independently, assess outcome and suggest improvements. 	
<p>Year 10</p> <p>Half Term 2</p> <p>Basketball & Badminton</p>	<p>Intent: Badminton</p> <p>To develop advanced techniques and implement and refine strategic play to outwit opponents. To demonstrate knowledge of the essential elements of attack and defence in competitive situations. To undertake a range of roles and responsibilities to help each other improve and independently run games and compete in them. To develop a deeper understanding about healthy lifestyles and fitness.</p> <p>Knowledge: Badminton</p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to badminton:</p> <ul style="list-style-type: none"> • Shot selection in a range of competitive contexts • Using space and shuttle placement • Use of tactics and strategies to outwit opposition 	<p>Badminton:</p> <ul style="list-style-type: none"> • Service action – variety • Forehand - Clear • Backhand – Clear • Drop shot & Smash <p>Sequencing:</p> <p>Learning Should:</p> <ul style="list-style-type: none"> • Build upon core skills but increase in speed and level of challenge. • Involve pressurised game situations to allow for tactical planning and refinement. • Allow students to make decisions independently, assess outcome and suggest improvements. 	<ul style="list-style-type: none"> • Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation • Teacher Observation

	<ul style="list-style-type: none"> • Application of a set of game rules 		
<p>Year 10</p> <p>Half Term 3</p> <p>Football</p>	<p><u>Intent: Football</u></p> <p>To focus on building on core skills and applying them in a pressurised situation in order to outwit opponents. To develop the use of game tactics and experiment with the success of these to help improve as a team. To undertake a range of roles and responsibilities to help each other improve and independently officiate and coach small sided games. To develop a deeper understanding of the importance of teamwork, communication and healthy active lifestyles.</p> <p><u>Knowledge: Football</u></p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to football:</p> <ul style="list-style-type: none"> • Principles of attack and defence • Decision making and skill execution • Understanding of roles and development of set plays to outwit opposition • Application of game rules 	<p><u>Football:</u></p> <ul style="list-style-type: none"> • Passing/Receiving • Shooting • Dribbling • Ball control • Defending/Marking/Tackling <p><u>Sequencing:</u></p> <p><u>Learning Should:</u></p> <ul style="list-style-type: none"> • Build upon core skills in isolation and with an increase in challenge. • Involve pressurised game situations to allow for tactical planning and refinement. • Allow students to make decisions independently, assess outcome and suggest improvements. 	<ul style="list-style-type: none"> • Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation Teacher Observation
<p>Year 10</p> <p>Half Term 4</p> <p>Health & Fitness</p>	<p><u>Intent: Health & Fitness</u></p> <p>To replicate techniques and perform across a range of fitness activities. To undertake different roles and responsibilities relating to leading and performance. To develop the ability to evaluate and assess own and others' technique towards personal targets. To develop a deeper understanding about healthy lifestyles & fitness</p> <p><u>Knowledge: Health & Fitness</u></p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge</p>	<p><u>Health & Fitness</u></p> <ul style="list-style-type: none"> • Circuit movements • Weight Training movements • Running for speed/endurance • Plyometric Training • Skills Circuits <p><u>Sequencing:</u></p> <p><u>Learning Should:</u></p>	<ul style="list-style-type: none"> • Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation Teacher Observation

	<p>relating to athletics:</p> <ul style="list-style-type: none"> • Skill replication in a range of activities. • Understanding of the way the body responds to exercise using specific terminology. • Understanding of strengths & weaknesses. • Knowledge of fitness and ways to improve physical capacity. 	<ul style="list-style-type: none"> • Build upon the range of fitness techniques learnt to test an individual's physical capacity further . • Encourage the replication of techniques in a range of contexts. • Allow students to make decisions, assess outcome and provide feedback. • Build confidence with leadership opportunities. 	
<p>Year 10 Half Term 5 Athletics & Cricket</p>	<p><u>Intent: Athletics</u></p> <p>To replicate event techniques and perform across a range of disciplines. To undertake different roles and responsibilities relating to coaching, officiating and performance. To develop the ability to evaluate and assess own and others' technique towards personal targets. To develop a deeper understanding about healthy lifestyles & fitness.</p> <p><u>Knowledge Athletics</u></p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics:</p> <ul style="list-style-type: none"> • Skill replication in a range of competitive events • Experienced a number of sprint & pacing races. • Understanding of strengths & weaknesses. • Knowledge of fitness and ways to improve <p><u>Intent: Cricket</u></p> <p>To develop the use of more advanced techniques and apply them in a competitive game in order to outwit opponents. To develop decision making skills and the use of batting and bowling/fielding tactics. To undertake a range of roles and responsibilities to help each other improve and independently run games and compete in them. To develop a deeper understanding</p>	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Sprinting/Speed/Power • Pacing/Cardiovascular endurance • Starts/Drive Phase • Stride length/acceleration • Jumps - Take off, flight, landing • Throwing actions • Relay <p><u>Sequencing:</u></p> <p><u>Learners Should:</u></p> <ul style="list-style-type: none"> • Build on running, jumping and throwing skills in a competitive context. • Encourage the replication of techniques in a range of contexts while supporting each other to improve. • Allow students to make decisions, assess outcome and provide feedback. <p><u>Cricket:</u></p> <ul style="list-style-type: none"> • Batting – Drive shot • Batting – Cut/Pull shot • Bowling – Pace and Spin • Fielding - Sending/Receiving • Fielding – Positioning • Wicket Keeping 	<ul style="list-style-type: none"> • Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation • Teacher Observation

	<p>about healthy lifestyles and fitness.</p> <p><u>Knowledge: Cricket</u></p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to cricket:</p> <ul style="list-style-type: none"> • Application of techniques in a range of competitive contexts • Develop spatial awareness to outwit opposition • Understanding of strengths & weaknesses • Understanding of specific terminology and game rules. 	<p><u>Sequencing:</u></p> <p><u>Learners Should:</u></p> <ul style="list-style-type: none"> • Build upon fundamental skills but increase complexity and level of challenge. • Develop the principles of placement and deception. • Involve pressurised game situations to allow for tactical planning and refinement. • Introduce coaching and umpiring roles to demonstrate knowledge of the rules/terminology 	
<p>Year 10</p> <p>Half Term 6</p> <p>Volleyball & Softball</p>	<p><u>Intent: Volleyball</u></p> <p>To focus on building on core skills and applying them in a pressurised situation in order to outwit opponents. To develop the use of game tactics and experiment with the success of these to help improve as a team. To undertake a range of roles and responsibilities to help each other improve and independently officiate and coach small sided games. To develop a deeper understanding of the importance of teamwork, communication and a healthy active lifestyle</p> <p><u>Knowledge: Volleyball</u></p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to volleyball:</p> <ul style="list-style-type: none"> • Shot selection in a range of competitive contexts • Use of deception and more complex strategies to outwit opposition • Understanding of sequences of play • Understanding of terminology and accurate application of game rules. 	<p><u>Volleyball:</u></p> <ul style="list-style-type: none"> • Dig • Set/Volley • Service • Spike/Smash • Block <p><u>Sequencing:</u></p> <p><u>Learning Should:</u></p> <ul style="list-style-type: none"> • Build upon core skills but increase in speed and level of challenge. • Develop the principles of attack and defence while working with others. • Involve pressurised game situations to allow for tactical planning and refinement. • Introduce coaching and officiating roles to demonstrate knowledge of the rules/terminology. <p><u>Softball:</u></p> <ul style="list-style-type: none"> • Batting – Variations 	<ul style="list-style-type: none"> • Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation • Teacher Observation

	<p><u>Intent: Softball</u></p> <p>To develop the use of more advanced techniques and apply them in a competitive game in order to outwit opponents. To develop decision making skills and the use of batting and bowling/fielding tactics. To undertake a range of roles and responsibilities to help each other improve and independently run games and compete in them. To develop a deeper understanding about healthy lifestyles and fitness.</p> <p><u>Knowledge: Softball</u></p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to Softball:</p> <ul style="list-style-type: none"> • Application of techniques in a range of competitive contexts • Develop spatial awareness to outwit opposition • Understanding of strengths & weaknesses • Understanding of specific terminology, umpire calls and game rules. 	<ul style="list-style-type: none"> • Bowling – Variations • Fielding - Sending/Receiving • Fielding – Positioning <p><u>Sequencing:</u></p> <p><u>Learning Should:</u></p> <ul style="list-style-type: none"> • Build upon fundamental skills but increase complexity and level of challenge. • Develop the principles of placement and deception. • Involve pressurised game situations to allow for tactical planning and refinement. • Introduce coaching and officiating roles to demonstrate knowledge of the rules/terminology. 	
<p>Year 11</p>	<p><u>Option Blocks:</u></p> <p>The aim is for all students to be able to choose which activities they participate in over the course of the year. Students will continue to participate in sports that they have experienced throughout KS3 and KS4 as part of the onsite provision. Students will work to embed the consistent implementation of advanced skills and tactics with precision and accuracy through a games for understanding approach.</p>	<p><u>Fundamental Concepts for each Sport:</u></p> <p><u>Football:</u></p> <ul style="list-style-type: none"> • Develop the use of advanced principles of attack and defence to plan strategies and tactics to outwit the opposition in Football. Embed the use of advanced skills using various techniques in game situations and to use evaluation to improve performance. <p><u>Basketball:</u></p> <ul style="list-style-type: none"> • Develop the use of basic principles of 	

Sports / Activities:

- **Football**
- **Basketball**
- **Health & Fitness**
- **Net & Racquet**
- **Striking & Fielding**

attack and defence to plan strategies and tactics to outwit the opposition in Basketball. Develop the use of basic and advanced skills using various techniques in game situations.

Health & Fitness

- Learn and accurately replicate specific techniques for a variety of health and fitness based activities. To develop a deeper understanding of Training Methods and Principles of Training. Develop a clear understanding of the benefits of physical activity on mental, social and physical wellbeing.

Net & Racquet

- Develop the use of advanced principles of attack and defence to plan strategies and tactics to outwit the opposition in a range of net & racquet sports. Develop the use of basic and advanced skills using various techniques in game situations and to use evaluation to improve performance.

Striking & Fielding:

- Develop the use of advanced principles of attack and defence to plan strategies and tactics to outwit the opposition in Striking and fielding activities. Embed the use of advanced skills in batting, bowling and fielding in game situations and to use evaluation to improve performance.