

## Key Stage 4 Curriculum Maps

Due to facilities and timetabling Badminton, Basketball, Tag Rugby, HRF and Football may be taught to classes in Year 10 at different times during the year.

### Curriculum Map Year 10: Physical Education (Core)

|  | Topic      | Key Knowledge<br><i>What will students know by the end of this topic?</i>                                                                                                                                                                                                                                                                                                                                                                                             | Key Skills<br><i>What skills will students have developed by the end of this topic?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment Opportunities<br><i>How will student progress be measured?<br/>What are the key assessment pieces?</i>                                                                                                                                                                                                                        |
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|  | Badminton  | <ul style="list-style-type: none"> <li>• How to grip the racket and the ready position.</li> <li>• Understanding the flight of the shuttle</li> <li>• Boundary lines, service lines and rules associated with the badminton court.</li> <li>• Different techniques used to serve; low serve and high serve.</li> <li>• Understand how to execute the overhead and underarm clear.</li> <li>• Understanding of rules for the singles game and basic tactics</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching points for the grip and ready position for basic shots.</li> <li>• Names of the boundary lines and rules of the singles game.</li> <li>• Teaching points for a legal serve, and how flight of the shuttle effects the type of serve used, defensive or attacking.</li> <li>• Teaching points for the overhead and underarm clear and when it would be needed.</li> <li>• Development of basic tactics for a singles game.</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Successful application of the grip and ready position for basic shots.</li> <li>• Q &amp; A of the rules of the singles game.</li> <li>• Successful application of the serve to gain an advantage over the opposition.</li> <li>• Successful use of the overhead and underarm clear.</li> </ul> |
|  | Basketball | <ul style="list-style-type: none"> <li>• Understand basic ball handling skills</li> <li>• Understand the different types of dribble – protection and speed dribble and</li> <li>• Understand the basic rules of double dribble and travelling.</li> <li>• Understand passing and receiving – chest and bounce pass</li> <li>• Basic shooting in isolation – the set shot and the lay-up.</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>• Ability to keep a low centre of gravity, head and eyes up, use of fingers not palm.</li> <li>• Opposite arm up and ball away from the defender, speed dribble – pushing the ball ahead, use of both hands.</li> <li>• Transfer of passing skills from netball, receiving skills - keep hands out from the chest, fingers spread and pointing up comfortably, thumbs almost touching.</li> <li>• Set shot – BEEF – bend legs, elbows at 45%, eyes on the ring, follow through and snap of wrists.</li> <li>• Lay-up shot – footwork, approach 45° to basket, aim for square, attack at pace, drive to the basket.</li> </ul> | <ul style="list-style-type: none"> <li>• Success at dribbling the ball and keeping control in isolation and under pressure.</li> <li>• Number of passes made using the correct technique.</li> <li>• Number of successful shots for both the set shot and the lay-up.</li> <li>• Game play and communication.</li> </ul>                 |

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|  | Tag-Rugby | <ul style="list-style-type: none"> <li>• Basic ball handling skills in a game of rugby.</li> <li>• Understand basic passing and receiving skills and rules associated with passing.</li> <li>• How to defend both the player with the ball and off the ball</li> <li>• The importance of width to help in attack and outwit opponents</li> <li>• Basic game play with conditioned games</li> </ul> | <ul style="list-style-type: none"> <li>• Understand how to hold the rugby ball both when moving with the ball and passing it.</li> <li>• How to pass backwards and the rules associated with it. What is a knock-on / forward pass and consequences of one.</li> <li>• Importance of a low centre of gravity, agility and footwork skills to get close enough to make the tackle (get the tag)</li> <li>• 2 v 1 attack progression to 4 v 4</li> </ul> | <ul style="list-style-type: none"> <li>• How many successful passes they can make using the correct technique.</li> <li>• Number of successful backward passes</li> <li>• Number of successful tags</li> <li>• Game play and communication</li> </ul> |
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|  | Football | <ul style="list-style-type: none"> <li>• Basic passing and receiving with the strongest foot.</li> <li>• Basic dribbling with control.</li> <li>• Use of the drag back</li> <li>• Small sided drills focussing on touch, control and pass.</li> <li>• Passing and moving to create space and develop a focus on moving forward.</li> <li>• Key teaching points of the throw-in.</li> <li>• Shooting skills</li> <li>• Defensive and tackling skills</li> <li>• Small sided conditioned games</li> </ul> | <ul style="list-style-type: none"> <li>• Use of the side of the foot to make the pass and control the ball when receiving it.</li> <li>• Use of the outside of the foot and keeping the ball out from under the feet to help control and pass it.</li> <li>• Movement on the pitch to create space and keep the width.</li> <li>• Focus on shooting with accuracy rather than power and keeping the ball low and under control. Head over ball.</li> <li>• Planting non-tackling foot, tackling foot to make contact with the middle of the ball (L-shape). Strength and weight over ball, head down, eyes on the ball and knees bent.</li> <li>• Games focussing on first touch</li> </ul> | <ul style="list-style-type: none"> <li>• Success of passing and receiving.</li> <li>• Ability to use both sides of the feet.</li> <li>• Success at passing and moving into space.</li> <li>• Number of successful shots on goal.</li> <li>• Number of successful passes.</li> <li>• Game play and communication.</li> </ul> |
|  | HRF      | <ul style="list-style-type: none"> <li>• Understand the use of sets and repetitions</li> <li>• What body weight training is.</li> <li>• What weight training is.</li> <li>• How to apply the principles of training programme to improve fitness</li> </ul>                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Understand the use of repetitions and sets in a weight training programme.</li> <li>• The difference between body weight training and weight training. Understand how body weight training helps to build strong bones, ligaments and tendons.</li> <li>• Understand how and why the FITT principles are applied</li> </ul>                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Q &amp; A on number of sets and reps.</li> <li>• Q &amp; A on how to apply principles of training.</li> </ul>                                                                                                                                                                      |

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|  | Tennis | <ul style="list-style-type: none"> <li>• Development of groundstrokes and use of different grips.</li> <li>• Development of forehand and backhand, ball placement.</li> <li>• How to execute the lob and ensure good placement of ball.</li> <li>• Movement on the court</li> <li>• Development of serve and for the 1<sup>st</sup> and 2<sup>nd</sup> serve.</li> <li>• Rules for doubles game and tactics associated with the game.</li> <li>• Game play and communication between pairs.</li> </ul> | <ul style="list-style-type: none"> <li>• Placement of ball from the net to the back of the court, strength of hit.</li> <li>• Cross court play, accuracy and strength of hit and flight of ball.</li> <li>• When to use the lob body position, strength of hit and follow through</li> <li>• The difference between the flat, slice and kick serve.</li> <li>• Boundary lines for doubles play and basic tactics</li> <li>• Positioning of players on the court when serving and receiving the serve.</li> </ul> | <ul style="list-style-type: none"> <li>• Successful placement of the ball using different groundstrokes.</li> <li>• Ability to apply the teaching points of the lob and have success.</li> <li>• Successful attempts of the serve</li> <li>• Q &amp; A rules of the game</li> <li>• Successful positional play</li> </ul> |
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|  | Rounders  | <ul style="list-style-type: none"> <li>• To develop batting technique to incorporate power and placement.</li> <li>• Demonstrate knowledge of the batters stance</li> <li>• The ability to add disguise and power into bowling using different techniques.</li> <li>• Understand how to apply the rules of the game.</li> <li>• To develop knowledge and understanding of where and how fielders can outwit opponents.</li> <li>• To make decisions about field positioning based on analysis of the batter.</li> <li>• Demonstrate an ability to umpire and apply the rules.</li> <li>• Demonstrate an ability to score in a game of rounders</li> <li>• Game play and communication skills</li> </ul> | <ul style="list-style-type: none"> <li>• Selective batting (moving body and adapting swing to direct the ball into the weaker part of the deep field or to guarantee a half/full rounder)</li> <li>• Demonstrating a 'positive stance' when batting and moving position in the batter's box in between no-balls</li> <li>• When and how to bowl a spin bowl.</li> <li>• Learning to be the first umpire (umpiring 1<sup>st</sup>/4<sup>th</sup> base and scoring)</li> <li>• 1<sup>st</sup> base fielder also covering 2<sup>nd</sup> base (there on 1<sup>st</sup> base if hit is missed but moves to 2<sup>nd</sup> base if ball is struck)</li> <li>• Anticipating where the ball is going to be hit and moving position accordingly (remembering the batting pattern, reading their batting stance)</li> <li>• Understand and demonstrate umpiring at 1<sup>st</sup> umpire position (1<sup>st</sup> and 4<sup>th</sup> base)</li> <li>• Understand how to score and award half or full rounders within a game.</li> <li>• Ability to communicate the right decision during a game in response to the batters and fielders.</li> </ul> | <ul style="list-style-type: none"> <li>• Successful selection of batting direction.</li> <li>• Ability to alter bowling technique</li> <li>• Demonstration of fielding decisions and success at base cover.</li> <li>• Success of outfield players to respond to batters.</li> <li>• Ability to umpire</li> <li>• Success at applying batting and fielding rules in an competitive game.</li> </ul> |
|  | Athletics | <ul style="list-style-type: none"> <li>• Ability to replicate and apply the sprint technique with efficiency.</li> <li>• Ability to pace the 800m and 1500m run individually and as a team.</li> <li>• How to evaluate one's own fitness level and capabilities.</li> <li>• Understand tactics of the relay and how to perform and accurately replicate the relay changeover at speed</li> </ul>                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• To understand the different phases of a race – start, acceleration, drive phase, recovery phase and deceleration.</li> <li>• Understand how using a relay style race the 800m and 1500m can be performed faster.</li> <li>• Understand how fast an individual can run and for how long.</li> <li>• To make decisions about team strengths and placement in the relay teams legs. Understand the need to run at speed into and out of the exchange zone.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Ability to improve the technique of the sprint</li> <li>• Q &amp; A – fitness level and relay legs</li> <li>• Success of relay changeover and tactics.</li> </ul>                                                                                                                                                                                          |

## Curriculum Map Year 11: Physical Education (Core)

Due to facilities and timetabling Badminton, Basketball, Tag Rugby, HRF, Football and Volleyball may be taught in Year 11 at different times during the year.

|  | Topic      | Key Knowledge<br><i>What will students know by the end of this topic?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Key Skills<br><i>What skills will students have developed by the end of this topic?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assessment Opportunities<br><i>How will student progress be measured?</i><br><i>What are the key assessment pieces?</i>                                                                                                                                                                                                                                                                                                                            |
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|  | Basketball | <ul style="list-style-type: none"> <li>• How to use the change of pace in the dribble and when it is used to outwit the opponent.</li> <li>• Understand the use of the overhead pass.</li> <li>• How to defend the player with the ball and an attempt to intercept it (man-to-man).</li> <li>• Develop the lay-up by using a weaker hand</li> <li>• Zone marking around the key and the rules associated with movement and play within the key.</li> <li>• 3–man–weave as an attacking principle.</li> <li>• Competitive game, 5 v's 5</li> </ul> | <ul style="list-style-type: none"> <li>• Understand how to change the pace of the dribble and move at speed.</li> <li>• Understand how to execute the overhead pass and when it is used in a game.</li> <li>• How to defend the attacker and intercept the ball.</li> <li>• Understand how to perform the lay-up from the weaker hand and protect the shot from the defender.</li> <li>• Understand why zone marking is important around the key as a defensive move.</li> <li>• Understand the basics of a 3-man-weave and how this may influence movement on the court.</li> <li>• Understand how to play a competitive game and apply the skills from isolation to team performance.</li> <li>• Evaluate team and individual performance.</li> </ul> | <ul style="list-style-type: none"> <li>• Successful attempts to change the pace of the dribble / speed of the move to outwit opponent.</li> <li>• Successful execution and accuracy of the overhead pass.</li> <li>• Number of successful attempts to intercept the ball.</li> <li>• Number of successful lay-up shots.</li> <li>• Ability to set up and execute a zone defence around the key.</li> <li>• Game play and communication.</li> </ul> |
|  | Badminton  | <ul style="list-style-type: none"> <li>• Recap on skills from year 10.</li> <li>• Development of serve and tactics that can be applied</li> <li>• How to execute the drop shot</li> <li>• How to execute the smash</li> <li>• Understanding of rules and tactics for the doubles game</li> </ul>                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Recap on skills involved with the serve and how tactical play can determine the type of serve used.</li> <li>• Teaching points for the drop shot and when and why it is used.</li> <li>• Teaching points for the smash; when and why it is used.</li> <li>• Rules and boundaries of the court for a doubles game.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Successful application of the serve.</li> <li>• Successful application of the drop shot.</li> <li>• Successful application of the smash.</li> <li>• Game play and communication</li> </ul>                                                                                                                                                                                                                |

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|  | Tag-Rugby  | <ul style="list-style-type: none"> <li>• How a defenders movement forward can deny opponents time and space and create an opportunity to make the touch.</li> <li>• Support of the ball carrier.</li> <li>• Understand running at 'space'</li> <li>• Understand the off-side and the 'touch and pass' rule</li> <li>• Defending players to retreat 5 metres from the mark.</li> <li>• Understand game play, 6 v's 6</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>• Movement forward as a team to close down play to attempt a tackle / touch.</li> <li>• Understand how to move forward as a team to support the ball carrier.</li> <li>• Understand the importance of running at space with speed; the faster the ball carrier the harder to grab the tags.</li> <li>• Understand the off-side and touch and pass rule</li> <li>• Understand the awarding of a penalty and retreating 5 metres.</li> <li>• How to implement the skills and rules into the game and evaluate performance.</li> </ul>                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Successful attempts to 'touch' and turn over the ball.</li> <li>• Successful movement forward as a team.</li> <li>• How many times an attacker makes a successful run forward at space with speed.</li> <li>• Successful implementation of skills into a game and understanding of the rules</li> </ul>                                                                                                                                                                                           |
|  | Football   | <ul style="list-style-type: none"> <li>• Development of passing skills.</li> <li>• Understand when and how to perform the Cruyff turn.</li> <li>• Use of space to keep possession.</li> <li>• Attacking skills and how to beat an offender.</li> <li>• Development of the throw-in.</li> <li>• Development of shooting</li> <li>• Game play</li> </ul>                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Ability to pass with the inside and outside of the foot both in isolation and under pressure.</li> <li>• Positioning of body, weight transfer and movement of the ball.</li> <li>• Passing and moving to create space to beat defenders.</li> <li>• Putting power and height into the throw-in.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Success at passing with the inside and outside of the foot.</li> <li>• Number of successful tackles.</li> <li>• Number of successful shots on goal.</li> <li>• Ability to put power into the throw-in.</li> <li>• Game play and communication.</li> </ul>                                                                                                                                                                                                                                         |
|  | Volleyball | <ul style="list-style-type: none"> <li>• Ball Familiarisation &amp; Ready Position To understand the need to prepare properly for a volleyball game.</li> <li>• To develop ball familiarisation, ball height and the basic set shot technique (The Volley (Set), Developing the Volley, The Dig (Forearm Pass), The Underarm Serve)</li> <li>• Simplified Game Play - To play a basic modified game of volleyball.</li> <li>• To recall the basic rules of scoring in a modified game of volleyball. Combined Skills &amp; Rotation</li> </ul> | <p>Across the lessons, students develop and apply the following key skills in a game:</p> <ul style="list-style-type: none"> <li>• Serve – Underarm – Controlled contact, accuracy, consistency and placement</li> <li>• Serve – Overarm – Ball toss, arm action, contact, power and accuracy</li> <li>• Dig / Forearm Pass – Low ready position, platform, control and directing the ball to a target</li> <li>• Set / Set Shot – Hand position, soft contact, control and setting the ball for an attacker</li> <li>• Spike – Approach, jump, timing, high contact, arm action and attacking placement</li> <li>• Block – Positioning, timing, vertical jump, hand position and stopping an attack</li> <li>• Movement &amp; Positioning – Moving into space, recovery position and court coverage</li> <li>• Communication – Calling for the ball, supporting</li> </ul> | <ul style="list-style-type: none"> <li>• Assessment focuses on students' progress from developing <b>individual techniques</b> to combining skills in sequences and successfully applying them through <b>competitive game play and tactical decision-making</b>.</li> <li>• Overall skill progression moves through the following skills<br/><b>Set → Dig → Spike → Serve → Block → Game play</b>. Assessment focuses on the successful application of the skills.</li> <li>• Successful implementation of skills into a game,</li> </ul> |

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|  |     |                                                                                                                                                                                                                                                                                                    | teammates and organising defence <ul style="list-style-type: none"> <li>• Game Play &amp; Decision-Making – Selecting appropriate skills, creating attacking opportunities and defending effectively</li> </ul>                                                                                                                                                                                                                                           | understanding of the rules and communication between students / team players.                                                                                                                                                                            |
|  | HRF | <ul style="list-style-type: none"> <li>• Understand exercise and lifelong health – one hour a day</li> <li>• Understand personal level of fitness and areas to improve.</li> <li>• How to design a circuit to improve fitness.</li> <li>• How to keep variety and commit to get healthy</li> </ul> | <ul style="list-style-type: none"> <li>• Why it is important to exercise a minimum of one hour a day</li> <li>• Understand the importance of understanding personal level of fitness and fitness testing to design an appropriate circuit.</li> <li>• Understand the principles of a circuit and how to decide stations and their order.</li> <li>• Change of activities / stations to keep variety and interest to committing to keeping fit.</li> </ul> | <ul style="list-style-type: none"> <li>• Q &amp; A – personal fitness and how to improve it.</li> <li>• Q &amp; A – application of training principles.</li> <li>• Demonstration of understanding of exercises to improve aspects of fitness.</li> </ul> |

|  | Topic  | <b>Key Knowledge</b><br><i>What will students know by the end of this topic?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Key Skills</b><br><i>What skills will students have developed by the end of this topic?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Assessment Opportunities</b><br><i>How will student progress be measured?</i><br><i>What are the key assessment pieces?</i>                                                                                                                                                                                                                                                              |
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|  | Tennis | <ul style="list-style-type: none"> <li>• To be able to demonstrate prior learnt shots competently in a rally</li> <li>• To accurately replicate a legal tennis serve with increasing power and placement</li> <li>• To select and refine shot selection based on opponents positioning.</li> <li>• Understand how to execute the smash and when to use the shot.</li> <li>• To develop knowledge of doubles laws and apply them in a game</li> <li>• To understand the type of shots to use in a doubles game and when to use them</li> <li>• Formation on court to develop an attacking and defensive strategy.</li> </ul> | <ul style="list-style-type: none"> <li>• To demonstrate ability to apply the use the correct shot execution under pressure.</li> <li>• To perform a different 1st and 2nd serve and understand the reason for this.</li> <li>• Understand how to change the direction of the shot and know when and why the shot would be used in a game.</li> <li>• Teaching points of the smash from body position, execution and follow-through.</li> <li>• Laws of the game and how this effects the decision on tactics</li> <li>• Selection of shots in the doubles game</li> <li>• Why positioning on the court can be defensive (2 at the back) or more attacking (2 at the net)</li> </ul> | <ul style="list-style-type: none"> <li>• Selection of shots and successful execution of them.</li> <li>• Successful execution and selection of the correct serve.</li> <li>• Successful execution of the smash.</li> <li>• Application of rules for the game of doubles.</li> <li>• Successful selection of shots during a doubles game.</li> <li>• Tactical play within a game.</li> </ul> |

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|  | Rounders | <ul style="list-style-type: none"> <li>• To accurately replicate a legal bowling technique.</li> <li>• To demonstrate an understanding of the role of each fielding position.</li> <li>• To develop strategic concepts when fielding</li> <li>• To develop strategic concepts when batting.</li> <li>• To be able to play a game and apply batting and fielding tactics.</li> <li>• To show a confident understanding of umpire calls / rules and batting / bowling infringements</li> <li>• Games and communication skills</li> </ul> | <ul style="list-style-type: none"> <li>• To demonstrate knowledge and replication of bowling techniques to outwit opponents.</li> <li>• A knowledge of all positions and their roles to place fielders effectively.</li> <li>• Ability to analyse the batters strengths and place fielders in positions accordingly.</li> <li>• Ability to analyse fielder's positions and bat towards their weaknesses.</li> <li>• To analyse strengths and weaknesses of the opposition and apply tactics accordingly</li> <li>• To apply the rules of the game demonstrating an ability to umpire as a 1<sup>st</sup> and 2<sup>nd</sup> umpire.</li> <li>• Ability to communicate the right decision during a game in response to the batters and fielders.</li> </ul> | <ul style="list-style-type: none"> <li>• Successful demonstration of ability to recall and apply fielding and batting skills.</li> <li>• Playing to gain an advantage by successful evaluation of the batters and fielders strengths and weaknesses and playing to these.</li> <li>• Successful application of the rules.</li> </ul> |
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