

## CURRICULUM MAP (Long term plan)

**SUBJECT : Physical Education**

**YEAR GROUP: 10**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<p><b>Substantive knowledge</b> – Essential knowledge &amp; conceptual understanding of the National Curriculum</p>	<p><b>Football-</b> Passing, Dribbling, Ball Control, Shooting, Attacking, Defending, Tackling, Possession Play</p> <p><b>Netball-</b> Passing, Footwork, Movement, Dodging, Marking, Intercepting, Shooting, Positioning</p> <p><b>Rugby-</b> Passing, Go Forward, Support, Body Position, Tackling, Presenting, Rucking, Scrumming</p> <p><b>Basketball-</b> Passing, Dribbling, Shooting, Lay ups, Stealing, Marking, Rules, 3-person weave Attacking and Defending</p> <p>Applying advanced skills and tactics in competition to improve performance – i.e. attacking and defending situations in games</p> <ul style="list-style-type: none"> <li>- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>- develop their technique and improve their performance in other competitive sports,[for example, athletics and</li> </ul>	<p><b>HRF-</b> Understand the muscle groups and energy systems used during different methods of training – circuit, continuous, interval, fartlek, weight</p> <p><b>Badminton-</b>Serving, Clearing, Drop shot, Net kill, Smash, Movement, Singles play and Doubles play</p> <p><b>Table Tennis-</b> Serving, Forehand/ Backhand push, Forehand/Backhand drive, Forehand/Backhand lob, Forehand/Backhand smash</p> <p><b>Handball</b> – Passing, receiving, moving with the ball, shooting, marking, jockeying, blocking, intercepting</p> <p>Applying advanced skills and tactics in competition to improve performance i.e. serving and receiving in badminton, routines in gymnastics</p> <ul style="list-style-type: none"> <li>- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>- develop their technique and improve their performance in other competitive sports,[for</li> </ul>	<p><b>Trampolining-</b> Basic Shapes, Twists, Seat landing, Front landing, Back landing, Rotation, Routines</p> <p><b>Athletics-</b> Shot put, Javelin, Discus, Sprinting, Hurdles, Relay changeover, Relay races, Middle distance</p> <p><b>Cricket-</b> Rules, Fielding, Defensive shots, Front foot shots, Back foot shots, Bowling</p> <p><b>Rounders</b> – Catching, ground fielding, batting, bowling, marking a post</p> <p>Applying advanced skills and tactics in competition to improve performance i.e. batting and bowling tactics, tactics in different types of races</p> <ul style="list-style-type: none"> <li>- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>- develop their technique and improve their performance in other</li> </ul>

	<p>gymnastics], or other physical activities [for example, dance]</p> <ul style="list-style-type: none"> <li>- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> <li>- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li> </ul>	<p>example, athletics and gymnastics], or other physical activities [for example, dance]</p> <ul style="list-style-type: none"> <li>- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> <li>- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li> </ul>	<p>competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]</p> <ul style="list-style-type: none"> <li>- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> <li>- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li> </ul>
<p><b>Disciplinary knowledge</b> - what skills are practised?</p>	<p>Football</p> <ul style="list-style-type: none"> <li>● Applying advanced skills and tactics in competition to improve performance: Short and long passing with either foot, ball control with both feet, dribbling with either feet, shooting from distance, tackling skills in isolation and in conditioned games</li> </ul> <p>Netball</p>	<p>Table Tennis</p> <ul style="list-style-type: none"> <li>● Applying advanced skills and tactics in competition to improve performance: Push, lob, smash, drive, both forehand and backhand rallies in isolated practices and in conditioned games</li> </ul> <p>HRF</p> <ul style="list-style-type: none"> <li>● Applying skills and techniques as part of a personal exercise programme in various</li> </ul>	<p>Athletics – Recording times and distances for the following:</p> <ul style="list-style-type: none"> <li>● 100m</li> <li>● 200m</li> <li>● 800m</li> <li>● Relay</li> <li>● Shot Put</li> <li>● Javelin</li> <li>● Discus</li> <li>● High Jump</li> <li>● Hurdles</li> </ul> <p>Trampolining</p>

	<ul style="list-style-type: none"> <li>Applying advanced skills and tactics in competition to improve performance: Chest/bounce/shoulder passing, catching, footwork, dodging, shooting, marking skills in isolation and in conditioned games</li> </ul> <p>Rugby</p> <ul style="list-style-type: none"> <li>Applying advanced skills and tactics in competition to improve performance: Push passing, presenting the ball, ball carrying, tackling in numbers, rucking and counter-rucking in isolation and in conditioned games</li> </ul> <p>Basketball</p> <ul style="list-style-type: none"> <li>Applying advanced skills and tactics in competition to improve performance: Chest/bounce/shoulder passing, catching, footwork, stealing, shooting from distances, reverse lay-ups, man-to-man marking skills in isolation and in conditioned games</li> </ul>	<p>methods of training: Circuit, continuous, fartlek, interval, weight</p> <p>Badminton</p> <ul style="list-style-type: none"> <li>Applying advanced skills and tactics in competition to improve performance: using serving, drop shot, clearing, smash and net kills in doubles and singles game play. Learning how to officiate and score correctly in different game situations.</li> </ul> <p>Handball</p> <ul style="list-style-type: none"> <li>Applying advanced skills and tactics in competition to improve performance: using passes such as shoulder/bounce/feint, receiving one or two handed and on the move, shooting from standing or jumping, dribbling, blocking and tackling on the move. Learning how to officiate and score correctly in different game situations.</li> </ul>	<ul style="list-style-type: none"> <li>Applying skills and developing tactics in competition: Recap twists, seat landing, front landing, back landing, front somersault in isolation and in routines</li> </ul> <p>Cricket</p> <ul style="list-style-type: none"> <li>Applying advanced skills and tactics in competition to improve performance: using bowling, fielding, defensive and attacking shots in isolated, paired and group scenarios/games. Applying rules and scoring correctly in different game situations.</li> </ul> <p>Rounders</p> <ul style="list-style-type: none"> <li>Applying advanced skills and tactics in competition to improve performance: using bowling, fielding, traditional and reverse hit and attacking shots in isolated, paired and group scenarios/games. Applying rules and scoring correctly in different game situations.</li> </ul>
<p><b>Key questions</b> (What is the learning about?)</p>	<p>Can I....</p> <ul style="list-style-type: none"> <li>Know when to apply specific tactics within the sport</li> <li>Understand how/when/what the importance is of applying</li> </ul>	<p>Can I....</p> <ul style="list-style-type: none"> <li>Know when to apply specific tactics within the sport</li> <li>Know the energy systems and muscles groups in HRF</li> </ul>	<p>Can I...</p> <ul style="list-style-type: none"> <li>Know when to apply specific tactics within the sport</li> </ul>

	<p>these skills in competitive situations</p> <ul style="list-style-type: none"> <li>● Be able to apply skills and tactics in competitive situations to outwit an opponent</li> </ul> <p>For further information see learning objectives on SOW</p>	<ul style="list-style-type: none"> <li>● Understand how/when/what the importance is of applying these skills/principles in competitive situations/in HRF</li> <li>● Be able to apply skills in competitive situations.</li> <li>● Be able to test, demonstrate and display knowledge learnt in HRF</li> </ul> <p>For further information see learning objectives on SOW</p>	<ul style="list-style-type: none"> <li>● Understand how/when/what the importance is of applying these skills in competitive situations</li> <li>● Be able to apply skills and tactics in competitive situations to outwit an opponent</li> </ul> <p>For further information see learning objectives on SOW</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Targeted questioning</li> <li>● Peer assessment</li> <li>● Self assessment</li> <li>● Live mark- verbal/written feedback</li> <li>● Formative</li> <li>● Technology</li> </ul> <p>For further information AQA GCSE PE Assessment grids</p>	<ul style="list-style-type: none"> <li>● Targeted questioning</li> <li>● Peer assessment</li> <li>● Self assessment</li> <li>● Live mark- verbal/written feedback</li> <li>● Formative</li> <li>● Technology</li> </ul> <p>For further information AQA GCSE PE Assessment grids</p>	<ul style="list-style-type: none"> <li>● Targeted questioning</li> <li>● Peer assessment</li> <li>● Self assessment</li> <li>● Live mark- verbal/written feedback</li> <li>● Formative</li> <li>● Technology</li> </ul> <p>For further information AQA GCSE PE Assessment grids</p>
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	<p><b>Literacy-</b> Use of resource sheets/cards, whiteboards, keywords/terms</p> <p><b>Numeracy-</b> Score keeping, timing</p> <p><b>Oracy-</b> Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p><b>Literacy-</b> Use of resource sheets/cards, whiteboards, keywords/terms</p> <p><b>Numeracy-</b> Use of stopwatches, tape measures, score keeping</p> <p><b>Oracy-</b> Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p><b>Literacy-</b> Use of resource sheets/cards, whiteboards, keywords/terms</p> <p><b>Numeracy-</b> Use of stopwatches, tape measures, score keeping</p> <p><b>Oracy-</b> Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>
<b>Cross Curricular Opportunities</b>	<p>Netball - Science - arc and flight of ball - parabola</p> <p>Football - shooting - forces</p>	<p>HRF - Science - Graph work</p> <p>Forces/effects of exercise on the body/muscular and skeletal system</p>	<p>Athletics - Geography and countries</p> <p>Cricket - Geography and countries - climate and weather</p>
Super Curriculum (personal development)	<p><b>See extra curricular timetable</b></p> <ul style="list-style-type: none"> <li>● Tag Team</li> </ul>	<p><b>See extra curricular timetable</b></p> <ul style="list-style-type: none"> <li>● Tag Team</li> </ul>	<p><b>See extra curricular timetable</b></p> <ul style="list-style-type: none"> <li>● Tag Team</li> </ul>



	● Sport Education Programme	● Sport Education Programme	● Sport Education Programme
<b>Careers</b>	HT 1 - Basketball referee HT 2 - Rugby scrum coach	HT1 - Personal trainer HT2 - Badminton Line Judge	HT1 - Athletics Track Marshall HT2 - Cricket Analyst
<b>Equality and Diversity</b> Gender Disability Religion Race Sexuality	Discussion in lessons about the diversity of national teams. Reference to sports athletes or : <b>Football-</b> Saudi Premier League (Race) Leah Williamson - England footballer (Sexuality) <b>Netball-</b> Eleanor Cardwell (Gender) Kevin Durrant (Race) <b>Basketball-</b> Caitlin Clark - IOWA University (Gender) <b>Rugby-</b> Brodie Retallick - Lock - New Zealand Jonathon Joseph - England (Race)	Discussion in lessons about the diversity of national teams i.e. Handball in Eastern Europe such as Bulgaria Discussion in gymnastics lessons about major sporting events i.e. Olympics, European championships and high quality performance of nations i.e. Russia and China (Race)	<b>Cricket-</b> Discussion in lessons about the diversity of national teams and competitions i.e. Ashes Teaching the different types of batting conditions i.e. Dusty and slow pitches in Asia, fast pitches in Australia, grass pitches in England (Race) Spin Bowling - Asia. (Race) Fast bowling - West Indies (Race) <b>Athletics</b> - Discussion on different events being dominated by specific countries based on climate/demographics/culture i.e. Kenya - long distance, Jamaica - Sprinting. David Weir - Paralympic wheelchair (Disability)