

## What are the aims and intentions of this curriculum?

The aim of our Key Stage 4 Curriculum is to encourage participation and enjoyment in physical education lessons. It gives the opportunity to experience the role of a leader, coach and officiate to demonstrate the diversity sport has to offer. The emphasis is on promoting a lifelong engagement in sport through whichever channel suits the individual.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p><b>Girls:</b> Netball &amp; Badminton</p> <p><b>Boys:</b> Rugby &amp; Basketball</p>	<p>Through the activities in this unit pupils will be able to understand, use and spell correctly word relating:</p> <p><b>Rugby:</b> <i>principles of attack and defence, marking, tackling, rucking, scrum &amp; line out.</i></p> <p><b>Basketball:</b> <i>Strategies for attack- screens, blocks, high &amp; low posts. reverse and left-hand lay ups, the defensive and attacking role.</i></p> <p><b>Netball:</b> <i>2 handed passes – chest, overhead, shoulder, bounce passing into space, passing to free player &amp; footwork at speed – stop, jump, turn.</i></p> <p><b>Badminton:</b> <i>Serves (long and short), overhead clears (forehand &amp; backhand), drop shots &amp; smashes, footwork. Doubles and singles play.</i></p>	<p><b>All sports:</b> Pupils will focus on developing more advanced skills and apply them in pressurised game situations in order to outwit opponents. Pupils will prepare a mini competition and compete in it to encourage participation. They will work in groups taking on a range of roles and responsibilities to help each other to prepare and improve as a team. Pupils will focus on developing a deeper understanding about healthy lifestyles and fitness in order to encourage lifelong participation in a sport.</p>	<p><b>Formative:</b> Q and A, Peer and self, teacher observations, game play, umpiring/refereeing.</p> <p><b>Summative:</b> NC Levels</p>
Autumn 2	<p><b>Girls:</b> Handball &amp; Rugby</p> <p><b>Boys:</b> Football &amp; Badminton</p>	<p>Rugby and Badminton per previous instruction.</p> <p><b>Football:</b> <i>crossing using varying height, speed and positioning, set plays in attack, goal side, man to man tactics, vision, alertness.</i></p> <p><b>Handball:</b> <i>passing, receiving, shooting, movement skills, blocking, intercepting, goalkeeping.</i></p>	<p><b>All sports:</b> Pupils will focus on developing more advanced skills and apply them in pressurised game situations in order to outwit opponents. Pupils will prepare a mini competition and compete in it to encourage participation. They will work in groups taking on a range of roles and responsibilities to help each other to prepare and improve as a team. Pupils will focus on developing a deeper understanding about healthy lifestyles and fitness in order to encourage lifelong participation in a sport.</p>	<p><b>Formative:</b> Q and A, Peer and self, teacher observations, game play, umpiring/refereeing.</p> <p><b>Summative:</b> NC Levels</p>

<p><b>Spring 1</b></p>	<p><b>Girls:</b> Football &amp; Dodgeball</p> <p><b>Boys:</b> Table tennis &amp; HRF</p>	<p>Football as per previous instruction</p> <p><b>Dodgeball:</b> <i>Throwing – side sling shot and underarm, Catching – chest, low and high, Dodging – ducking and jumping, diving and rolling, Blocking and tactics, Variations – Last Man Standing, Team Free for All, The Wall and Nation-ball, Design a Dodgeball game.</i></p> <p><b>Table Tennis:</b> <i>Grip, control, service, backhand push, backhand, drive, forehand push, forehand drive, block, loop chop, topspin, counter, defender.</i></p> <p><b>HRF:</b> <i>To engage in activity that develops cardiovascular health, muscular strength and endurance. Self-confidence and self-belief alongside co-operation with peers.</i></p>	<p><b>Football:</b> as previous.</p> <p><b>Dodgeball:</b> In this unit pupils will develop their understanding of the game and they will learn how to play dodgeball, practice the requisite skills, and demonstrate their abilities to perform various physical movements in a competitive game. Pupils have the opportunity to organise their own tournament.</p> <p><b>Table Tennis:</b> Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Pupils will develop the use of attacking and defensive tactics. Pupils will prepare mini tournaments and compete in them. They will work in groups taking on a range of roles and responsibilities to help each other to prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness.</p> <p><b>HRF:</b> Understand the importance of a healthy lifestyle and the effects. Be comfortable demonstrating correct technique in different methods of training with explanations. Show awareness of the different components that can be trained through various fitness zones. Be able to effectively use a wide range of equipment to meet personal needs.</p>	<p><b>Formative:</b> Q and A, Peer and self, teacher observations, game play, umpiring/refereeing.</p> <p><b>Summative:</b> NC Levels</p>
<p><b>Spring 2</b></p>	<p><b>Girls:</b> HRF &amp; Table tennis</p> <p><b>Boys:</b> Dodgeball &amp; Handball</p>	<p>All as per previous instruction.</p>	<p>All as per previous instruction.</p>	<p>All as per previous instruction.</p>
<p><b>Summer 1</b></p>	<p><b>Girls:</b> Athletics &amp; Rounders</p> <p><b>Boys:</b> Cricket &amp; Athletics</p>	<p><b>Athletics:</b> <i>running, e.g. stride length, leg &amp; arm action, head position &amp; pacing. Jumping - approach run, acceleration, and momentum. Throwing -grip, stance, release and angle of release.</i></p>	<p><b>Athletics:</b> Pupils will enhance the replication and performance across all disciplines. They will work in groups and take on a range of roles and responsibilities to ensure competitions are organised well and performance is good. Pupils will engage in performing and improving their skills, personal and collective bests in relation to speed, height, distance and accuracy.</p>	<p><b>Formative:</b> Q and A, Peer and self, teacher observations, game play, umpiring/refereeing.</p> <p><b>Summative:</b> NC Levels</p>

		<p><b>Rounders:</b> <i>bowler, the backstop (catcher), a base man on each of the four bases, and three deep fielders. Two umpires.</i></p> <p><b>Cricket:</b> <i>wrist and finger spin, fielding, slip catching, Run Outs, stumpings and LBW, Innings, No Balls/Wides. Non-participant to umpire using correct signals.</i></p>	<p><b>Rounders and Cricket:</b> In this unit pupils will focus on developing more advanced skills and apply them in match in order to outwit opposition. Pupils will develop the execution of techniques for batting, bowling and fielding. Pupils will prepare mini competitions and compete in them. They will work in groups taking on a range of responsibilities to help each other to prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness. Pupils should be able to accurately umpire &amp; run a cricket or rounders game.</p>	
<p>Summer 2</p>	<p><b>Girls:</b> Cricket &amp; Options</p> <p><b>Boys:</b> Rounders &amp; Options</p>	<p>Cricket and Rounders as per previous instruction.</p> <p><b>Options:</b> <i>independent, recreational, maturity, diversity, communication, accountability, dependability, responsibility.</i></p>	<p>Cricket and Rounders as per previous instruction.</p> <p><b>Options:</b> Pupils will have a choice of the activity that they will participate in to replicate how sport might fit into their life after school. This will include aesthetics, fitness, recreational games and individual training. Pupils are expected to fully commit to their choices and demonstrate a mature attitude towards their progression within their chosen activity.</p>	<p><b>Formative:</b> Q and A, Peer and self, teacher observations, game play, umpiring/refereeing.</p> <p><b>Summative:</b> NC Levels</p>