

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	Girls: Netball & Badminton Boys: Rugby & Basketball	Through the activities in this unit students will be able to understand, use and spell correctly word relating: Rugby: <i>principles of attack and defence, marking, tackling, rucking, scrum & line out.</i> Basketball: <i>Strategies for attack- screens, blocks, high & low posts. reverse and left-hand lay ups, the defensive and attacking role.</i> Netball: <i>2 handed passes – chest, overhead, shoulder, bounce passing into space, passing to free player & footwork at speed – stop, jump, turn.</i> Badminton: <i>Serves (long and short), overhead clears (forehand & backhand), drop shots & smashes, footwork. Doubles and singles play.</i>	All sports: Students will focus on developing more advanced skills and apply them in pressurised game situations in order to outwit opponents. Students 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. Students will focus on developing a deeper understanding about healthy lifestyles and fitness in order to encourage lifelong participation in a sport.	Formative: Q and A, Peer and self, teacher observations, game play, umpiring/refereeing. Summative: NC Levels
Autumn 2	Girls: Handball & Rugby Boys: Football & Badminton	Rugby and Badminton per previous instruction. Football: <i>crossing using varying height, speed and positioning, set plays in attack, goal side, man to man tactics, vision, alertness.</i> Handball: <i>passing, receiving, shooting, movement skills, blocking, intercepting, goalkeeping.</i>	All sports: Students will focus on developing more advanced skills and apply them in pressurised game situations in order to outwit opponents. Students 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. Students will focus on developing a deeper understanding about healthy lifestyles and fitness in order to encourage lifelong participation in a sport.	Formative: Q and A, Peer and self, teacher observations, game play, umpiring/refereeing. Summative: NC Levels
Spring 1	Girls: Football & Teambuilding Boys: Table tennis & HRF	Football as per previous instruction Table Tennis: <i>Grip, control, service, backhand push, backhand, drive, forehand push, forehand</i>	Football: as previous. Table Tennis: Students will focus on developing more advanced skills and apply them in game	Formative: Q and A, Peer and self, teacher observations,

		<p><i>drive, block, loop chop, topspin, counter, defender.</i></p> <p>HRF: <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><u>Team Building:</u> Become more aware of others and what they have to say / suggest. Be able to listen to class members and take into one another suggestions. Develop the ability to work in harmony with others to complete as task, especially if they would not choose to work together. <i>Another two lessons where students have to work in larger groups and find out a way of working together in order to complete specific tasks.</i></p> <p><u>Problem Solving:</u> Develop the ability to look at a problem and identify different ways of overcoming it and getting a successful outcome. Be able to look back on their actions and decide what they would change / improve if they were to do it again. <i>The last two weeks spent working together to look at different problems, and then deciding as a group n how to overcome these solutions successfully</i></p>	<p>situations in order to outwit opponents. Students will develop the use of attacking and defensive tactics. Students 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>HRF: 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>Teambuilding: In this unit of lessons students will develop their ability to work as a group and communicate effectively among themselves, to identify and solve problems of an adventurous nature. They will learn how to trust one another, and how to use all group members to the best of their abilities within a team situation</p>	<p>game play, umpiring/refereeing. Summative: NC Levels</p>
Spring 2	<p>Girls: HRF & Table tennis Boys: Team Building & Handball</p>	All as per previous instruction.	All as per previous instruction.	All as per previous instruction.
Summer 1	<p>Girls: Athletics & Rounders Boys: Cricket & Athletics</p>	<p>Athletics: <i>running, e.g. stride length, leg & arm action, head position & pacing. Jumping - approach run, acceleration, and momentum. Throwing -grip, stance, release and angle of release.</i></p>	<p>Athletics: Students 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. Students will engage in performing and improving their</p>	<p>Formative: Q and A, Peer and self, teacher observations, game play, umpiring/refereeing. Summative: NC Levels</p>

		<p>Rounders: <i>bowler, the backstop (catcher), a base man on each of the four bases, and three deep fielders. Two umpires.</i></p> <p>Cricket: <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>skills, personal and collective bests in relation to speed, height, distance and accuracy.</p> <p>Rounders and Cricket: In this unit students will focus on developing more advanced skills and apply them in match in order to outwit opposition. Students will develop the execution of techniques for batting, bowling and fielding. Students 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. Students should be able to accurately umpire & run a cricket or rounders game.</p>	
Summer 2	<p>Girls: Cricket & Options</p> <p>Boys: Rounders & Options</p>	<p>Cricket and Rounders as per previous instruction.</p> <p>Options: <i>independent, recreational, maturity, diversity, communication, accountability, dependability, responsibility.</i></p>	<p>Cricket and Rounders as per previous instruction.</p> <p>Options: Students 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. Students are expected to fully commit to their choices and demonstrate a mature attitude towards their progression within their chosen activity.</p>	<p>Formative: Q and A, Peer and self, teacher observations, game play, umpiring/refereeing.</p> <p>Summative: NC Levels</p>