



Curriculum Plan *PE (Boys) *



Year 9	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts) Skill acquisition and development Application of acquired skills in non-competitive and competitive tasks Personal development within physical tasks Co-operating with others within physical tasks				Enrichment: What is offered through the year to support learning in the classroom? Extra-curricular clubs Fixtures with other schools Inter-tutor competitions Ski Trip Pencelli Trip			Review and evaluation: Give date for review of the curriculum Term 6 2014
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary		Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate? Scrummaging Lineouts Kicking	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.		What prior learning does this term’s curriculum link to and what future learning does this term’s curriculum link to?
	Rugby	Teacher feedback	Developing technique and improving performance of core skills: Ball carrying & handling Outwitting opponents Tackling & rucking Rules & regulations Safe practice for specific skills, E.g., scrummaging	Knowledge of rules & techniques. Effective team work. Good positioning & support. Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback	Off-side rule at ruck / breakdown Passing backwards Rules around the ruck, e.g., off feet, hands in the ruck, in at the side, not rolling away On side position from set piece	Handling Tackling Turn over Restart Depth Support Phases Recycle	Rucking Offside Breakdown Scrum Jackle Lineout Maul	Students have covered rugby in year 7 & 8; therefore, they should have some prior knowledge on skills, rules and techniques needed.
	Fitness (PE1) Cardiovascular work Bodyweight exercises Circuit training Multistage fitness test Use of the school gym	Record individual performances were applicable	Basic understanding of how body systems react to exercise. Importance of good technique when performing exercises (for developing fitness and for safety) Experiencing a range of fitness training	Pacing and judging number of reps when completing exercises Maintaining good technique throughout a circuit despite the onset of fatigue	Mis naming muscles Misjudging their training zone	Tier 2 Health Fitness Warm Up Cool Down Exercise Training Speed Strength Sprint Power	Tier 3 Muscular Cardiovascular Endurance Interval Fartlek Plyometric Weight Normative Data	Students will have experienced most of the circuits and range of exercises in Y8



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						Repetition		
	Volleyball (PE2)	Teacher feedback	Developing technique and improving performance of core skills: Dig Volley Spike Serve Rules and regulations Using basic tactics and strategies to overcome an opponent	Knowledge of rules & techniques. Effective team work. Good positioning & support. Adapting skills when moving from fixed to varied practice or gameplay Act on feedback	Use the palm of the hand to pass – 'lifting' is illegal	Tier 2 Attack Defence Judgement Anticipation Positioning Pass Set Court Net Serve	Tier 3 Dig Volley / Set Spike Block	Students will have an awareness of court boundaries and what constitutes 'in and 'out' from badminton and tennis Many are playing volleyball for the first time
	Cross-Country	Inter-tutor competition	Health and safety around the course Pacing	Pacing Awareness of position in the race	Misjudge pace Under-estimate distance	Tier 2 Pacing Encourage Support	Tier 3 Resilience Determination Pride Empathy	Same course and format as previous year.
Term 2	Rugby Small-sided games (contact and non-contact options)	MCQ homework	Students apply and adapt skills in non-contact or contact games	Same at T1	Same as T1	Tier 2 Handling Tackling Turn over Restart Depth Support Phases Recycle	Tier 3 Rucking Offside Breakdown Scrum Jackle Lineout Maul	Building on the work of the T1
	Gaelic Football	Teacher feedback	Developing technique and improving performance of core skills: Dribbling Passing Shooting Defending Attacking Rules & regulations Safe practice for specific skills	Knowledge of rules & techniques. Effective team work. Good positioning & support. Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback	Footwork – players are allowed 4 steps before playing the ball	Attack Defence Dribble Pass Kick Shoot Marking Catch	Crouch lift Evade Feint Charge Shadow Block	Gaelic football is a hybrid of basketball, football and rugby therefore there are many transferable skills from other invasion games



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	Basketball	MCQ Homework Teacher Feedback	Developing technique and improving performance of core skills: Outwitting an opponent Shooting Attacking tactics – Fast Break Defending tactics (intro to zonal) Tactical application Rules & regulations Safe practice for specific skills	Knowledge of rules & techniques. Effective team work. Good positioning & support. Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback	Rules around dribbling (double dribbling, travelling), e.g. Can dribble, stop, dribble again Contact rules Pivoting How to steal the ball Shot clock	Tier 2 Tactics Travelling Marking Dribbling Attacking Defending Technique Baseline	Tier 3 Outwitting Zonal Pivot Spatial awareness Fast Break	Building on the basic and advanced skills and tactics developed in Y8 module
	Handball	MCQ Homework Teacher Feedback	Developing technique and improving performance of core skills: Outwitting an opponent Shooting Attacking tactics Defending tactics (intro to zonal) Tactical application Rules & regulations Safe practice for specific skills	Knowledge of rules & techniques. Effective team work. Good positioning & support. Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback	Rules around dribbling (double dribbling, travelling), e.g. Can dribble, stop, dribble again Contact rules Pivoting How to steal the ball Shot clock	Tier 2 Attack Defence Dribble Pass Shooting Blocking Jump shot	Tier 3 Man marking Zonal Penetrate Offload Switch Counter-attack	Building on the basic skills and tactics of the Y8 module
Term 3	Football	Teacher feedback	Developing technique and improving performance of core skills: Passing and receiving Heading (limited) Shooting Crossing Goalkeeping Tackling Rules & regulations Safe practice for specific skills	Knowledge of rules & techniques. Effective team work. Good positioning & support. Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback		Tier Attack Defence Turn Control Dribble Tackle Pass Shoot Space Marking Shielding Crossing Heading Shielding Crossing Heading Volley	Tier 3 Spatial awareness Body shape Overlap Angles	Students will develop the skills learnt in Y7 and 8 Some students will be developing and applying advanced techniques.



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	Volleyball (PE1)	Teacher feedback	Developing technique and improving performance of core skills: Dig Volley / Set Spike Serve Block Rules & regulations Safe practice for specific skills	Knowledge of rules & techniques. Effective team work. Good positioning & support. Adapting skills when moving from fixed to varied practice or gameplay Act on feedback	Use the palm of the hand to pass – 'lifting' is illegal	Tier 2 Attack Defence Judgement Anticipation Positioning Pass Set Court Net Serve	Tier 3 Dig Volley / Set Spike Block	Students will have an awareness of court boundaries and what constitutes 'in and 'out' from badminton and tennis
	Fitness (PE2) Cardiovascular work Bodyweight exercises Circuit training Multistage fitness test Use of the school gym	Record performances		Pacing and judging number of reps when completing exercises Maintaining good technique throughout a circuit despite the onset of fatigue	Mis-naming muscles Misjudging their training zone	Tier 2 Health Fitness Warm Up Cool Down Exercise Training Speed Strength Sprint Power Repetition	Tier 3 Muscular Cardiovascular Endurance Interval Fartlek Plyometric Weight Normative Data	Students will have experienced most of the circuits and exercises in previous modules
Term 4	Football Small-sided games (inter-tutor league)	MCQ homework	Rules and regulations Developing technique and improving performance of core skills Using tactics and strategies to overcome an opponent	Same as T3	Same as T3	Tier 3 Attack Defence Turn Control Dribble Tackle Pass Shoot Space Marking Shielding Crossing Heading Volley	Tier 3 Spatial awareness Body shape Overlap Angles	Applying the work done in T3
	Badminton	Teacher feedback	Developing technique and improving performance of core skills: Recap key technical skills Smash/push and drive shots Doubles How to umpire Rules & regulations	Knowledge of rules & techniques. Effective shot selection Good positioning & footwork		Badminton- Tier 2 Rallying Feeding Co-ordination Serving Positioning	Badminton- Tier 3 Umpire Tactical approach	Applying skills learnt in Y7 and 8 in a more game-based module



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			Safe practice for specific skills	Adapting skills when moving from fixed to varied practice or gameplay Successful application of skills in game play Act on feedback				
	Gym	Teacher feedback	Developing technique and improving performance of core skills: Jumps Dive forward rolls Neck spring Side vault Straddle vault Through vault Safe practice for specific skills	Precision and quality of skills that are executed Adhere to strict rules implemented to ensure health and safety	All landings for gymnastic jumps are on the feet and must be 'spotted'	Tier 2 Balance Jumps Control Travel Tension Extension Tuck Pike Straddle Neck spring Spot	Gym- Tier 3 Flight Aesthetic Fluency Apparatus Trampoline Springboard Vault Dismount	Students will have covered the fundamentals of rolls and jumps that are transferable to more formal gymnastic moves. Have previously used springboards, trampettes and safety mats
Term 5	Athletics	Record Performances	Developing technique and improving performance of core skills: Sprinting Middle distance Throws Jumps Relay Rules and regulations Health and safety procedures	Show determination and a willingness to achieve their personal best Perform safely Evaluate performances Act on feedback	The following are often confused, they should be: Sprint commands are 'Take your marks, set & Go' races 800m and longer only have two commands 'take your marks and Go!' High jump take off must be from one leg only. It is not against the rules to clip a hurdle or knock it over, as long as you don't push them with your hands this is fine. Throwing events are measured from where the implement lands, not where they stop rolling. Pacing Understanding which races require you to stay in your lane	Tier 2 Pacing Endurance Power Force Angle Trajectory	Tier 3 Agility Tactics Momentum Fosbury flop Hitch kick Changeover Scissor kick	Most students will have experienced most track and field disciplines (except hammer, pole vault, and long-distance races) by the time they reach Y9



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	Tennis	Teacher feedback	<p>Developing technique and improving performance of core skills:</p> <p>Stance & grip Groundstrokes – forehand & backhand Serving Lob shot Doubles play Game play Using tactics and strategies to overcome an opponent Rules and regulations</p>	<p>Knowledge of rules & techniques.</p> <p>Effective shot selection</p> <p>Good positioning & footwork</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Tennis is played with a firm wrist and badminton is played with a flexible wrist</p> <p>Scoring system</p> <p>Court dimensions for singles and doubles</p>	<p>Tier 2 Forehand Backhand Serving Volley Singles Doubles Grip Stance Scoring Positioning Slice Smash</p>	<p>Tier 3 Agility Service box Tramlines Centre line Base line</p>	Developing and applying the skills learnt in Y7 and 8 in a more game-based module
	Cricket	Teacher feedback	<p>Developing technique and improving performance of core skills:</p> <p>Batting Bowling (inc. spin) Deep fielding Base fielding Catching and throwing Wicketkeeping Using tactics and strategies to overcome an opponent Rules and regulations</p>	<p>Knowledge of rules & techniques.</p> <p>Effective team work.</p> <p>Good positioning & support.</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Tactics around fielding positions to outwit opponents and get wickets.</p>	<p>Tier 2Batting Bowling Fielding Catching Throwing No Ball Wide Run Bye & Leg-Bye Run out Spin Seam Swing</p>	<p>Tier 3 Wicket Boundary Crease Long-barrier Wicketkeeper Straight drive Cover drive Defensive</p>	Developing and applying the skills learnt in Y7 and 8 in a more game-based module
	Softball	Teacher feedback	<p>Developing technique and improving performance of core skills:</p> <p>Batting Bowling Deep fielding Base fielding Catching and throwing</p> <p>Using tactics and strategies to overcome an opponent Rules and regulations</p>	<p>Knowledge of rules & procedures</p> <p>Good positioning in the field</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Not dropping the bat Running fellow team mates out Knowing when you have a choice of running and when you have to run between bases</p>	<p>Tier 2 Batting Bowling Fielding Catching Throwing Base</p>	<p>Tier 3 Strike Foul ball No ball Run out Base hit Home run Tagging</p>	Developing and applying the skills learnt in Y7 and 8 in a more game-based module



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Term 6	Rounders	Teacher feedback	<p>Developing technique and improving performance of core skills: Batting Bowling Deep fielding Base fielding Catching and throwing</p> <p>Using tactics and strategies to overcome an opponent Rules and regulations</p>	<p>Knowledge of rules & techniques.</p> <p>Effective team work.</p> <p>Good positioning & support.</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Dropping the bat is not required</p> <p>The ball must touch the base for a run out – simply catching the ball does not count</p> <p>You cannot return to a base once you have left it</p>	<p>Tier 2 Base Bat Ball Catch Bowler Batter Fielder Hit Run out</p>	<p>Tier 3 Anticipation Aiming Body ball Stance Trajectory</p>	Many students will be playing rounders for the first time. However, many striking and fielding games have transferable elements which can be applied to rounders
	Tennis	Teacher feedback	<p>Developing technique and improving performance of core skills: Stance & grip Groundstrokes – forehand & backhand Serving Lob shot Doubles play Game play Using tactics and strategies to overcome an opponent Rules and regulations</p>	<p>Knowledge of rules & techniques.</p> <p>Effective shot selection</p> <p>Good positioning & footwork</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Tennis is played with a firm wrist and badminton is played with a flexible wrist</p> <p>Scoring system</p> <p>Court dimensions for singles and doubles</p>	<p>Tier 2 Forehand Backhand Serving Volley Singles Doubles Grip Stance Scoring Positioning Slice Smash</p>	<p>Tier 3 Agility Service box Tramlines Centre line Base line</p>	<p>Knowledge on where you can and cannot serve</p> <p>Knowledge on scoring system</p> <p>Knowledge on serving rules when playing doubles tennis</p>
	Athletics	Record performances	<p>Developing technique and improving performance of core skills: Sprinting Middle distance Throws Jumps Relay Rules and regulations Health and safety procedures</p>	<p>Show determination and a willingness to achieve their personal best</p> <p>Perform safely Evaluate performances</p> <p>Act on feedback</p>	<p>The following are often confused, they should be: Sprint commands are 'Take your marks, set & Go' races 800m and longer only have two commands 'take your marks and Go!' High jump take off must be from one leg only. It is not against the rules to clip a hurdle or knock it over, as long as you don't push them with your hands this is fine.</p>	<p>Tier 2 Pacing Endurance Power Force Angle Trajectory</p>	<p>Tier 3 Agility Tactics Momentum Fosbury flop Hitch kick Changeover Scissor kick Hang Technique</p>	Most students will have experienced most track and field disciplines (except hammer, pole vault, and long-distance races) by the time they reach Y9



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					<p>Throwing events are measured from where the implement lands, not where they stop rolling.</p> <p>Pacing</p> <p>Remembering which track events require you to stay in your lane and which do not</p>			
	Softball	Teacher feedback	<p>Developing technique and improving performance of core skills:</p> <p>Batting</p> <p>Bowling</p> <p>Deep fielding</p> <p>Base fielding</p> <p>Catching and throwing</p> <p>Using tactics and strategies to overcome an opponent</p> <p>Rules and regulations</p>	<p>Knowledge of rules & procedures</p> <p>Good positioning in the field</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Not dropping the bat</p> <p>Running fellow team mates out</p> <p>Knowing when you have a choice of running and when you have to run between bases</p>	<p>Tier 2</p> <p>Batting</p> <p>Bowling</p> <p>Fielding</p> <p>Catching</p> <p>Throwing</p> <p>Base</p> <p>Loading</p>	<p>Tier 3</p> <p>Strike</p> <p>Foul ball</p> <p>No ball</p> <p>Run out</p> <p>Base hit</p> <p>Home run</p> <p>Tagging</p>	Developing and applying the skills learnt in Y7 and 8 in a more game-based module



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Year 10	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts)				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 2							
Term 3							
Term 4							
Term 5							
Term 6							



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Year 11	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts)				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 2							
Term 3							
Term 4							
Term 5							
Term 6							



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Year 12	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts)				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 2							
Term 3							
Term 4							
Term 5							
Term 6							



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Year 13	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts)				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 2							
Term 3							
Term 4							
Term 5							
Term 6							