

## Biddulph High School Curriculum Intent

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential.

Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society. Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges.

We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

### Curriculum Intent for Physical Education:

At Biddulph High School we believe that health and wellbeing is an essential part of a student's educational development. We aim to provide a high-quality curriculum where students find meaningful, relevant and fun physical activity, which improves their physical literacy and wellbeing, today and for life.

*Increased Physical Activity and access to high quality PE and Sport leads to improved Physical, Social and Emotional Wellbeing which results in increased progress, achievement and attainment.*

We have a 4 Corner model approach in order to develop students all round capabilities in Physical Education.

#### 1) Physical Activity and Competence:

- Students are physically active for long periods of time, in order to tackle increasingly demanding physical activities and achieve their personal best.
- Students demonstrate knowledge and understanding of the key concepts that they are learning.
- Students develop and apply skills and techniques to their performance and are able to evaluate, modify technique and consolidate skills through practise and repetition.

#### 2) Health and Wellbeing:

- Students develop both their physical and mental capacity within lessons. This enables them to thrive due to good physical health, emotional and social wellbeing, confidence, self-belief and motivation to be healthy for life.

#### 3) Character Skills (My Personal Best):

- Staff use the My Personal Best programme in order to develop the positive traits, attitudes, behaviours and skills of considerate, responsible and imaginative citizens, ready to access the world of work as resourceful, responsible, reliable and collaborative employees and entrepreneurs.

#### 4) **Accreditation PE**

- As a department we strive to offer accreditation PE choices to cater for the abilities and aspirations for all of our students.
- At Key Stage 4 all pupils have the opportunity to choose the following courses: *GCSE PE – BTEC Sport Level 2 Award*
- At Key Stage 5 in accordance with entry requirements students are able to choose the following courses: *A Level PE - BTEC Sport Level 3*

All teachers will follow the schemes of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced.

Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

<b>PE: Medium Term Overview</b>			
<b>Year 10</b>	<b>Autumn Term 1</b>	<b>Unit Title: Athletics</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	This unit teaches students to demonstrate good technique in chosen events. They are able to plan appropriate warm ups and stretches for the events; design and implement basic training programmes for specific events; adapt their approaches to events as they identify priorities for improvement and use their initiative to take corrective action.		
<b>Assessment</b>	Students will partake in a variety of athletic events which will include running, jumping and throwing. They will try to earn a Bronze, Silver or Gold certificate from the English Schools Athletics Association Awards.		
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <ul style="list-style-type: none"> <li>• Know how to set up and carry equipment safely</li> <li>• Know the potential dangers involved in the throwing events and how to avoid these.</li> <li>• Know how to measure and record the various events.</li> <li>• Know 5 coaching points for each of the throwing events (discus, shot, javelin)</li> <li>• Know 5 coaching points for each of the jumps (High, long and Triple)</li> <li>• Know 5 coaching points for the running events (sprint start, sprint technique, pacing, hurdles)</li> </ul> <p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>• Running, eg stride length and cadence, leg and arm action, head position, pacing</li> <li>• throwing, eg grip, stance, angle of release and follow-through</li> <li>• jumping, eg approach run, acceleration, maintaining momentum, take off and lift, arm action</li> </ul>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know how to warm-up safely.</li> <li>• Carry throwing equipment safely</li> <li>• Demonstrate a range of running, jumping and throwing techniques.</li> <li>• Work with other students to improve their own technique in a range of running, jumping and throwing techniques.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Officiate a range of running, jumping and throwing techniques.</li> </ul>	<p><b>Lessons:</b> Students will cover at least one <b>running</b>, one <b>jumping</b> and one <b>throwing</b> event over the 8 weeks. The order of teaching will be dependent on the weather and facilities availability.</p> <p><b>Sprinting</b> – pupils to improve their ‘pick up’ and acceleration by focusing on short strides to longer strides, arm action, leg action and body position</p> <p><b>Middle distance</b> - pupils to explore using different stride lengths and pacing over longer time spans, e.g. 1 minute to 3 minutes. Teach them how to run smoothly by keeping shoulders and arms relaxed, stride length even and head still.</p> <p><b>Relay</b> – pupils to focus on timing incoming and outgoing runners for maximum speed at take-over, concentrating on hand position and pick up.</p> <p><b>Shot Putt, Discus &amp; Javelin</b> – pupils to learn correct arm, head and body position. Teach them short run-ups/shifts/turns. Focus on the position of the feet and the length of the strides.</p> <p><b>Long Jump, Triple Jump &amp; High Jump</b> Talk to pupils about foot patterns and stride lengths in jumping. Teach them about a long last stride, how to sink hips just before take-off, and how to use the arms to lift and keep balance.</p>	
<p><b><u>Careers Links:</u></b></p> <p>Leisure Centre assistant. PE Teacher. Athletics Official. Opportunities to help officiate at school sports day and local leader’s events.</p>	<p><b><u>Enrichment:</u></b></p> <p>Athletics club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p><b><u>MYPB:</u></b></p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>	

<b>PE: Medium Term Overview</b>			
<b>Year 11</b>	<b>Autumn Term 1</b>	<b>Unit Title: Athletics</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	<p>This unit teaches students to use principles of effective performance to plan and implement advanced strategies and tactics for competing in different events and competitions, and then adapt them as needed. Students will also work to improve their ability to analyse and develop their own and others' performance as a result of analysis. In addition, they will develop leadership and more advanced collaborative skills.</p>		
<b>Assessment</b>	<p>Students will partake in a variety of athletic events which will include running, jumping and throwing. They will be able to identify areas in which they perform well, and areas of performance or knowledge, which require improvement. They will be able to safely run athletics events for other students as well as helping them to improve their techniques.</p>		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• Know how to set up and carry equipment safely</li> <li>• Know the potential dangers involved in the throwing events and how to avoid these.</li> <li>• Know how to measure and record the various events.</li> <li>• Know 5 coaching points for each of the throwing events (discus, shot, javelin)</li> <li>• Know 5 coaching points for each of the jumps (High, long and Triple)</li> <li>• Know 5 coaching points for the running events (sprint start, sprint technique, pacing, hurdles)</li> </ul> <p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>• Running, eg stride length and cadence, leg and arm action, head position, pacing</li> <li>• throwing, eg grip, stance, angle of release and follow-through</li> <li>• jumping, eg approach run, acceleration, maintaining momentum, take off and lift, arm action</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know how to warm-up safely.</li> <li>• Carry throwing equipment safely</li> <li>• Demonstrate a range of running, jumping and throwing techniques.</li> <li>• Work with other students to improve their own technique in a range of running, jumping and throwing techniques.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Officiate a range of running, jumping and throwing techniques.</li> </ul>	<p><b>Lessons:</b> Students will cover at least one <b>running</b>, one <b>jumping</b> and one <b>throwing</b> event over the 8 weeks. The order of teaching will be dependent on the weather and facilities availability.</p> <ul style="list-style-type: none"> <li>• Teach pupils to refine existing techniques in chosen events, e.g. make good use of the hips and legs in throwing events, improve technical aspects of the last three strides in jumping events, and 'breathing' techniques in sprint events, plus mental rehearsal and visualisation.</li> <li>• Help pupils to extend and refine fluency in sequences of movement in order to improve control, accuracy and consistency, e.g. use of rotation in discus throwing, accurate run ups in jumping events, quick starts and pick ups in sprinting, smooth change-overs in relays, steady, relaxed striding in middle and long distance events.</li> <li>• Help pupils to focus their practice and distribute it so that they improve but do not become too fatigued.</li> <li>• Teach students how to officiate events, collect information and results, and analyse and interpret them.</li> </ul>	
<b>Careers Links:</b>	<b>Enrichment:</b>	<b>MYPB:</b> Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation	

BIDDULPH HIGH SCHOOL CURRICULUM DOCUMENTATION

<p>Leisure Centre assistant. PE Teacher. Athletics Official. Opportunities to help officiate at school sports day and local leader's events.</p>	<p>Athletics club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	
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<b>PE: Medium Term Overview</b>			
<b>Year 10/11</b>	<b>Autumn/Spring Term</b>	<b>Unit Title: Badminton</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	To build on core skills and apply them in a range of competitive contexts and physically demanding conditional drills. To develop the ability to evaluate performance and provide feedback. To prepare tournaments and both officiate & compete in them competently. To demonstrate a deeper understanding about healthy active lifestyles and fitness.		
<b>Assessment</b>	Students will be assessed throughout the 8 lessons and will be graded at the end based on the AQA GCSE PE Specification for skills and Full Context performance		
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <ul style="list-style-type: none"> <li>• Know how to serve and recall the teaching points and justify.</li> <li>• Know how to demonstrate and recall the forehand and backhand drop shot.</li> <li>• Know how to demonstrate and recall the forehand and backhand drop shot.</li> <li>• Know how to demonstrate and recall the teaching points and justification of the smash shot.</li> <li>• Know how to serve effectively.</li> <li>• Know which shot to play according to the opponent's court position.</li> <li>• Know how to officiate effectively.</li> <li>• Know how to peer and self-assess and give effective feedback.</li> </ul> <p><b>Equipment</b> – Racquet, shuttlecock, net, posts.  <b>Muscles</b> – Quadricep, hamstrings, gastrocnemius, deltoid, triceps, biceps, latimuss dorsi, abdominals  <b>Cardio Vascular</b> – Pulse Raiser, aerobic, anaerobic.  <b>Skills</b> – Organisation, team work, communication, leadership, positioning.</p>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Execute the smash and drop shot.</li> <li>• Apply the overhead clear and both forehand and backhand drop shots.</li> <li>• Be able to communicate effectively with their team</li> <li>• Be able to serve effectively</li> <li>• Be able to problem solve</li> <li>• Be able to move their opponent around the court</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Recap the rules of both singles and doubles games and be able to apply them.</li> <li>2. To be able to demonstrate and recall the knowledge needing to use the overhead clear. Using a variety of activities focused on enhancing the overhead clear, students are to know when and how to use this shot.</li> <li>3. Students will aim to learn the importance of both the forehand and backhand drop shot. They complete activities to develop their control of the shuttle to apply this shot effectively. They will also recall how to use the shot and when to use it. Develop their understanding by explaining how to use shots prior (effecting opponents court position) in order to be able to carry out the drop shot effectively.</li> <li>4. Students will work in isolated practices to develop their smash shot. Aiming to demonstrate and recall the knowledge needed for the smash shot. Students will complete a variety of shots and change their opponents court position to allow them to execute the smash shot.</li> <li>5. Students will focus on serving. Will isolated practices they will aim to understand the effective uses of serving. They will practice serving long and short and be able to recall the teaching points and justify the approaches taken to serving.</li> <li>6. Pupils will be encouraged to create new defensive &amp; attacking strategies to improve their</li> </ol>	

		<p>performance. Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence.</p> <ol style="list-style-type: none"> <li>7. To improve analytical skills and to develop either their own or others performance. To develop leadership and more advanced skills through a self and peer assessment process. Appropriate questioning on teaching points of core skills and processes.</li> <li>8. Students will now apply all learnt from previous lessons to game based situations. This will be completed through a tournament.</li> </ol>
<p><b>Careers Links:</b>                  Leisure Centre assistant. PE Teacher. Official. Coach.                  Fitness Instructor. Physiotherapist. First Aider/Paramedic.                  Sports Injury Specialist. Nutritionist. Sports Psychologist.                  Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b>Enrichment:</b>                  Represent house or school in badminton competitions.</p>	<p><b>MYPB:</b>                  Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

**PE: Medium Term Overview**

Year 10	Autumn/Spring Term	Unit Title: Basketball	No of Lessons: 8
<p><b>Overview/Intent</b></p>	<p>This unit introduces students to Basketball. It teaches a range of essential skills and develops an understanding of techniques used to outwit an opponent. Students will be able to perform key skills safely and take part in a games demonstrating their knowledge and understanding of the laws of the game. Students will play a number of small sided matches and be able to referee their own games.</p>		
<p><b>Assessment</b></p>	<p>Students will be assessed throughout the 8 lessons and will be graded at the end based on the AQA GCSE PE Specification for skills and Full Context performance</p>		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• Know how to warm up safely</li> <li>• Know the basic laws of the game.</li> <li>• Know the success criteria for dribbling. Passing, shooting etc</li> <li>• Know how to hold the ball whilst passing and shooting</li> <li>• Know 3 basic types of passing and which is the most appropriate in different situations</li> <li>• Know how the Basketball scoring system works</li> <li>• Know the success criteria for effective attack and defense</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – Ball, court, Backboard, hoop  <b>Muscles</b> – Quadricep, Hamstrings, Gastrocnemius, Deltoid, Tricep.  <b>Cardio Vascular</b> – Pulse Raiser.  <b>Pitch Markings</b> – Back line, Key, Free throw line, 3 point line, Sideline,  <b>Skills</b> – Dribble, Chest pass, bounce pass, shoulder pass, defending, blocking, marking</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Warm-up safely.</li> <li>• Demonstrate a range of Basketball skills.</li> <li>• Work with other students to improve their own technique in a variety of different skills.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent by using different passes, dribbling skills, pace etc</li> <li>• Outwit an opponent by being able to recognise and create overlap situations</li> <li>• Outwit an opponent by using different defending skills</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop Passing/Pivoting &amp; Dribbling/Triple Threat to be able to perform passing and receiving techniques and use to outwit opposition. Focus on catching the ball and assessing options before dribbling. Selecting correct passes for the situation. etc</li> <li>2. Attacking and outwitting an opponent. To develop an understanding about attacking principles related to basketball. To perform and accurately replicate a range of dribbling skills to outwit opponents. Focus on Dribbling, correct technique, correct hand in relation to defender, crossovers between hands, both in front of body and through legs.</li> <li>3. Shooting –Set Shot, Develop technique – BEEF. Develop an understanding of correct use of the shot, performance of the skill accurately. Movement into correct position for shot. Develop shooting at different distances and angles from the basket.</li> <li>4. Shooting – Lay up, develop technique, understanding of when to perform the shot, shooting on the move. Use of shot to beat defence. Develop this by adding a defender, attacker must avoid defender and use correct technique to score (correct hand to shoot with etc.</li> <li>5. Defence – Defending Skills/ To be able to outwit opponents with the use of defending skills. i.e. interception, strip, side step. To be able to perform skills in a small sided game making decisions about how</li> </ol>	



		<p>best to stop opposition. Focus on correct defensive positioning, sideways, legs in a position to prevent the ball going between them, one hand up, one hand down.</p> <ol style="list-style-type: none"> <li>6. Defence – Different defensive tactics – Zone, Full court press, half court press, etc, disadvantages and advantages of both. Students to decide which of these that they are going to use and be able to state why they are using them. If using zone, be able to deny the attackers shooting opportunities by promptly returning to your position.</li> <li>7. Quick breaks – attacking strategy, try to beat the defenders choice of defensive tactics by breaking early. Break in individuals or by using a three man weave.</li> <li>8. Assessment</li> </ol> <p>Students to demonstrate all of the skills, techniques and tactics that they have learnt in a 5 a side tournament.</p>
<p><b><u>Careers Links:</u></b>                  Leisure Centre assistant. PE Teacher. Official. Coach.                  Fitness Instructor. Physiotherapist. First Aider/Paramedic.                  Sports Injury Specialist. Nutritionist. Sports Psychologist.                  Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b><u>Enrichment:</u></b>                  Basketball club is on x1 a week for all to attend.                  Represent your House or School in competitions.</p>	<p><b><u>MYPB:</u></b>                  Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

**PE: Medium Term Overview**

Year 10	Summer Term	Unit Title: Tennis	No of Lessons: 8
<b>Overview/Intent</b>	<p>Pupils will focus on developing they key tennis skills as well as team attacking and defending strategies for tennis. Pupils will select and apply their skills so that they can carry out tactics with intent to outwit the opposition. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition. Students will evaluate their own and others performance and have opportunities to lead groups.</p> <p>Students will be continually assessed through teacher observation during progressive practices, set plays and full matches. Students will be graded against the AQA GCSE PE practical criteria and given a score out of 25 at the end of the block.</p>		
<b>Assessment</b>			
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• Know how to warm up safely</li> <li>• An understanding of where to hit the ball .</li> <li>• An understanding of how to move their opponent out of position.</li> <li>• A range of ground and overhead strokes.</li> <li>• Key aspects of tactical play and technique.</li> <li>• Knowledge of scoring and service rules.</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – Racket, ball, net  <b>Muscles</b> – Quadriceps, Hamstrings, Gastrocnemius, Deltoid, Triceps, Bicep, Tibialis Anterior  <b>Cardiovascular</b> – Pulse Raiser, oxygenated blood  <b>Court Markings</b> – Sideline, Baseline, Tramlines, Service line  <b>Skills and Tactics</b> – Underarm serve, overarm serve, ground strokes, forehand, backhand, topspin, slice, volley, down the line, cross-court, footwork.  <b>Rules and scoring:</b> fault, ace, double fault, unforced error, in/out, scoring system, deuce, advantage, love, 15, 30, 40, game, set, match, let.</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Warm-up safely.</li> <li>• Demonstrate a range of tennis skills in progressive practices, small-sided rallies and full doubles game.</li> <li>• Work with other students to improve their own technique in a variety of different scenarios.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent by using variety in power, length and height of serve.</li> <li>• Outwit an opponent by varying ball placement.</li> <li>• Outwit an opponent by using different types of shot.</li> <li>• Umpire and keep score in small-sided and fully competitive game.</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1. <b>Forehand ground strokes</b> - Warm up safely. Learn the key coaching points to perform basic ground strokes. Develop forehand shots by increasing distance of shot, adding power, adding top spin.</li> <li>2. <b>Backhand ground strokes</b> - Warm up safely. Learn the key coaching points to perform basic ground strokes. Develop Backhand shots by increasing distance of shot, adding power, adding top spin.</li> <li>3. <b>Outwitting opponents through ball placement</b> - Warm up safely. Develop the ability to manouvre your opponent around the court, both side to side and front to back.</li> <li>4. <b>Developing spin</b>, sliced forehand and backhand, cutting down on the ball to but spin on it and make it harder for the opponent to get to the ball.</li> <li>5. <b>Volley</b> - Warm up safely. Learn the key coaching points to perform a volley. Play mini tennis within the service box to try and perfect the volley stroke. Develop the drop volley, where the ball drops to the ground and dies, making it harder to hit.</li> <li>6. <b>Serve development</b> - Recap the key coaching points to perform an overarm serve. Perform an overarm serve in a drill. Play a 1v1 game where winning a game with a legal overarm serve earns double points. Develop the concept of a first and second serve.</li> </ol>	

		<p>7. <b>Lob shot</b>, try to develop a high shot that can be used to both defend and attack when an opponent has come to the net.</p> <p>8. <b>Outwitting opponents through fully competitive game play</b>. Assessment: Play, umpire and score a number of 1 v 1 games against a variety of opponents.</p>
<p><b>Careers Links:</b>                  Leisure Centre assistant. PE Teacher. Official. Coach.                  Fitness Instructor. Physiotherapist. First Aider/Paramedic.                  Sports Injury Specialist. Nutritionist. Sports Psychologist.                  Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b>Enrichment:</b>                  Netball club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p><b>MYPB:</b>                  Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

<b>PE: Medium Term Overview</b>			
<b>Year 10/11</b>	<b>Autumn Term 1</b>	<b>Unit Title: Rugby Union</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	This unit introduces students to Rugby Union. It teaches a range of essential skills and develops an understanding of techniques used to outwit an opponent. Students will be able to perform key skills safely and take part in a contact game demonstrating their knowledge and understanding of the laws of the game.		
<b>Assessment</b>	Students will play a number of small sided matches and be able to referee their own games.		
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <ul style="list-style-type: none"> <li>• Know how the basic laws of the game.</li> <li>• Know the success criteria for safe tackling</li> <li>• Know how to hold the ball whilst running</li> <li>• Know the basic types of passing and which is the most appropriate in different situations</li> <li>• Know how the Rugby scoring system works</li> <li>• Know the success criteria for rucking</li> <li>• Know the success criteria for mauling</li> <li>• Know the success criteria for 3 types of kick</li> <li>• Know the success criteria for safe Scrummage technique</li> <li>• Know the success criteria for effective attack and defense</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – Ball, Posts, Pitch  <b>Muscles</b> – Quadricep, Hamstrings, Gastrocnemius, Deltoid, Tricep.  <b>Cardio Vascular</b> – Pulse Raiser.  <b>Pitch Markings</b> – Touchline, try line, 22m line, 20 line halfway. 5 m and 15m lines  <b>Skills</b> – Tackle, maul, ruck, pop pass, spin pass, scrummage,</p>		<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know how to warm-up safely.</li> <li>• Demonstrate a range of Rugby Union skills.</li> <li>• Work with other students to improve their own technique in a variety of different skills.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent by using, pace, depth and width of attack</li> <li>• Outwit an opponent by being able to recognise and create overlap situations</li> <li>• Referee and keep score in a small sided game.</li> </ul>	
		<ol style="list-style-type: none"> <li>1. Recap tackling technique. (Same as yr9 – safety focus) To develop an understanding and knowledge of tackling technique. To replicate the correct technique on advancing opposition, opponents attacking from the side and tackling from the rear. To understand the safety aspects of rugby tackles. To understand the rules regarding tackling within the game.</li> <li>2. Recap passing &amp; refine handling skills To recap the skills taught in yr10, students be able to pass through a line of players covering larger distances. Develop planned moves such as scissors, switches, miss passes, loops. To be able to perform these in a small sided game to maintain ball possession, effectively use space to outwit opponents. To confidently describe the laws of rugby Union regarding passing and receiving.</li> <li>3. Developing passing/ 2 v 1 and 3v2 Use the passes, developed in lesson 2 to enable further understanding of the overlap and how to create one. Be able to implement this in a game situation to produce overlaps and exploit these to create scoring opportunities.</li> </ol>	

		<p>4. Tackling + rucking Identify within game situations how to most effectively protect the ball from the opposition within the tackle situation. Where a ruck is the most effective way of recycling the ball, be able to set up a ruck which protects the ball and half back, be able to develop the play for multiple phases. Understand the safety aspects and laws surrounding the ruck.</p> <p>5. Mauling Identify within game situations how to most effectively protect the ball from the opposition within the tackle situation. Where a maul is the most effective way of recycling the ball, be able to set up a ruck which protects the ball and half back, be able to develop the play for multiple phases. Understand the safety aspects and laws surrounding the maul.</p> <p>6. Scrummaging From 3v3, 5v5/6v6 scrums be able to develop play using moves off the 8 or 9. 8-9-15, etc.</p> <p>7. Kicking To be able to perform the correct kicking technique from the ground and out of hand with control and accuracy. To begin to combine the use of passing and kicking to outwit opponents. To understand when to use the kick and the advantages gained from it. To develop a confident understanding of the rules and laws of rugby Union.</p>
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		<p>8. Assessment</p> <p>Students to demonstrate all of the skills, techniques and tactics that they have learnt in a 7 a side tournament. 3 man scrums etc.</p>
<p><b>Careers Links:</b> Leisure Centre assistant. PE Teacher. Rugby player/ Official. Opportunities to help officiate at school and house matches.</p>	<p><b>Enrichment:</b> Rugby club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p><b>MYPB:</b> Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

**PE: Medium Term Overview**

Year 10.11	Autumn/Spring Term	Unit Title: Football	No of Lessons: 8
<p><b>Overview/Intent</b></p> <p><b>Assessment</b></p>	<p>Pupils will continue to develop their knowledge skills and understanding of football based on their ability and end point of the last scheme of work. Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</p> <p>Students will develop their skills in a variety of un-opposed, semi opposed and fully opposed games. Students will be differentiated for in accordance to their ability and e challenged in the lesson against students of similar ability.</p> <p>Students will be assessed throughout the 8 lessons and will be graded at the end based on the AQA GCSE PE Specification for skills and Full Context performance</p>		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• Know how to warm up safely</li> <li>• Know the basic rules of the game.</li> <li>• Know the different positions they can play</li> <li>• Know the different formations that could be used</li> <li>• Know how to score a game.</li> <li>• Know the success criteria of how to pass the ball effectively</li> <li>• Know the success criteria of how to receive the ball effectively</li> <li>• Know the success criteria of how to dribble past an opponent</li> <li>• Know the success criteria of how to tackle correctly and effectively</li> <li>• Know the success criteria of how to shoot effectively</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – Ball, Bibs, Cones, Goal Posts.  <b>Muscles</b> – Quadricep, Hamstrings, Gastrocnemius, Tibilas Anterior  <b>Cardio Vascular</b> – Pulse Raiser.  <b>Skills</b> – Passing, Receiving, Shooting, Dribbling, Tackling,</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Warm-up safely.</li> <li>• Demonstrate a range of football skills.</li> <li>• Apply football skills with good decision making on when and where to use them.</li> <li>• Work with other students to improve their own technique.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent in a variety of situations</li> <li>• Work together in a team</li> <li>• Referee a game and keep score of the game</li> </ul>	<p><b>Lessons: (Progression on Year 9 with more challenging activities based on the progress from the previous year)</b></p> <p><b>1.2. Passing and Receiving</b>          To be able to perform a pass using inside and outside of foot and understand the importance of receiving correctly. Students will then be expected to apply these techniques into conditioned practices with opposition and then full games.</p> <p><b>3.4. Dribbling, Turns and Outwitting a defender</b>          To be able to perform and accurately replicate different types of dribbling with control, speed and fluency. To be able to outwit opponents with the combination of turns and dribbling. To be able to perform techniques in a small side game making decisions about how best to advance on opposition</p> <p><b>5.6 Tackling and basic defending principles</b>          To understand when to defend and how to stop opponents from advancing. To be able to perform and develop defensive strategies i.e Tackling, jockeying, forcing onto weaker foot.</p> <p><b>7.8 Shooting and Finishing</b>          To perform and replicate an accurate and controlled shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal i.e. across goal. To appreciate how to adjust shot selection based on opponents positioning. To be able to assess &amp; evaluate shooting techniques and suggest ways to improve.</p>	

<p><b><u>Careers Links:</u></b> Leisure Centre assistant. PE Teacher. Official. Coach. Fitness Instructor. Physiotherapist. First Aider/Paramedic. Sports Injury Specialist. Nutritionist. Sports Psychologist. Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b><u>Enrichment:</u></b> Football club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p><b><u>MYPB:</u></b> Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>
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<b>PE: Medium Term Overview</b>			
<b>Year 10.11</b>	<b>Spring Term 1</b>	<b>Unit Title: Trampolining</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	Pupils to continue their progress from Year 9 whilst they have been using the tracking sheets. In this unit pupils will focus on the basic safety issues around the trampoline. Pupils will accurately replicate skills and movements individually and in combination focusing on the correct techniques. Pupils will show creativity, control, fluency and aesthetics in developed sequences. Students will evaluate and assess movements to improve sequences through self and peer assessment.		
<b>Assessment</b>	Students / teacher assessment through tracking sheets and level completion.		
<b>Essential Knowledge (what must students know):</b>		<b>Essential Skills (what must students be able to demonstrate):</b>	
<p><b>Students must know:</b></p> <ul style="list-style-type: none"> <li>• Safety aspects of getting out and putting away of the equipment.</li> <li>• Safety aspects of using the trampolining – basic jumping and stopping.</li> <li>• Safety aspects of supporting others on the trampoline – spotting.</li> <li>• Safety aspects of sequential learning of skills to avoid injury.</li> <li>• Technique of skills to support their own learning and the learning of their peers.</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – trampoline, crash mats, end decks, routine cards, tracking sheets  <b>Muscles</b> – Quadriceps, Hamstrings, Gastrocnemius, Deltoid, Triceps.  <b>Fitness</b> – strength, power, flexibility  <b>Skill terminology</b> – shapes, pike, tuck, straddle, front somersault, back somersault, front drop, back drop, twists</p>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Select and apply techniques and demonstrate control of their body when performing these with a good degree of technical correctness.</li> <li>• Link skills and techniques into sequences.</li> <li>• Compose sequences.</li> <li>• Identify and work on the strength and suppleness to perform with greater quality.</li> <li>• Self and peer assessment to improve the quality of performance.</li> <li>• Assess the fitness needs of trampolining.</li> </ul>	
		<p>9. Trampoline safety: basic jumps, aerial shapes and turns demonstrating control, body tension and posture. Link into a 10 bounce sequence. Assess and support a peer in developing a sequence to be aesthetically pleasing.</p> <p>10. For the remaining 7 lessons students will work with a partner (along with support from the teacher) to develop skills and techniques at their own pace of learning. Students will work through levels which build skill complexity and are incorporated into sequences. Skill development will be:</p> <ul style="list-style-type: none"> <li>Aerial shapes (tuck, pike, straddle, star, split).</li> <li>Twists - ½ and full</li> <li>Level 1 sequencing</li> <li>Seat drops</li> <li>Level 2 sequencing</li> <li>Seat drops with twists</li> <li>Level 3 sequencing</li> <li>Hands and knees to front drops</li> <li>Front drop onto a mat</li> <li>Level 4 sequencing</li> <li>Back landing onto a mat</li> <li>Level 5 sequencing</li> <li>Front drop</li> <li>Back landing</li> <li>Shapes and twists into and out of front / back drop</li> <li>Level 6 sequencing</li> <li>Swivel hips (with progressions as needed)</li> </ul>	

		<p>Hands and knees turn over                      Level 7 sequencing                      Seat drop, to front, to feet                      Front drop, to seat drop, to feet                      Front drop, half twist to feet                      Half twist to front drop, to feet                      Back drop, half twist to feet                      Half twist to back drop, to feet                      Five back bounce                      Level 8 sequencing                      Front drops (piked and straight), to feet                      Back drops (piked and straight), to feet                      Front drop to back drop to feet                      Back drop to front drop to feet                      Three quarter forward turnover to back, to feet                      Seat drop, full twist to seat (roller), to feet                      Backward roll                      Level 9 sequencing                      Seat drop half twist to back drop, to feet                      Back drop, half twist to back drop (cradle), to feet                      Front drop, half turn to front drop (half turntable), to feet                      Hands and knees forward turnover(with tuck and extension) to seat, to feet                      Front drop or back drop full twist to feet                      Full twist to seat drop or back drop, to feet                      Back drop, back pullover to feet                      Front somersault (tucked) or back somersault (tucked or straight)                      Level 10 sequencing</p>
<p><b>Careers Links:</b>                      Leisure Centre assistant. PE Teacher. Rugby player/ Official. Opportunities to help officiate at school and house matches.</p>	<p><b>Enrichment:</b>                      Trampoline club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p><b>MYPB:</b>                      Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

<b>Table Tennis: Medium Term Overview</b>			
<b>Year 10/11</b>	<b>Autumn Term 1</b>	<b>Unit Title: Table Tennis</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	This unit continues to develop skills from the Year 9 scheme of learning based on their individual learning end points. It teaches a range of essential skills and develops an understanding of techniques used to outwit an opponent. Students will be able to set up a court correctly and be able to score their own games. Students will progress and learn skills.		
<b>Assessment</b>	Students will play several 1v1 matches and be able to umpire their own games.		
<b>Essential Knowledge (what must students know):</b> <ul style="list-style-type: none"> <li>• Know how to hold a bat</li> <li>• Know how to set up a table safely</li> <li>• Know the rules of serving</li> <li>• Know the teaching points of the backhand and forehand serve</li> <li>• Know the teaching points of the drop shot</li> <li>• Know the teaching points of the forehand push and backhand push</li> <li>• Know the teaching points of the smash shot</li> <li>• Know the tactics to overcome opponent i.e, shot position/use of spin</li> <li>• Assist other pupils with the teaching points of table tennis</li> </ul> <b>Terminology:</b> <b>Equipment</b> – Bat, net, ball, table. <b>Muscles</b> – Quadriceps, Hamstrings, Gastrocnemius, Deltoid, triceps. Biceps, latissimus dorsi. <b>Cardio Vascular</b> – Pulse Raiser. <b>Court Markings</b> – Service line, singles / doubles service box / markings <b>Skills</b> – Serve, drop shot, backhand, forehand, smash shot.		<b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Know how to warm-up safely.</li> <li>• Set up a table tennis table.</li> <li>• Demonstrate a range of table tennis skills.</li> <li>• Work with other students to improve their own technique in a variety of different shots.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent by varying where they play the ball.</li> <li>• Outwit an opponent by varying their shots and attempting to disguise their next move.</li> <li>• Demonstrate effective teamwork in a doubles match to overcome the opponents.</li> </ul>	
		<b>Lessons:</b> <ol style="list-style-type: none"> <li>1. Learn how to set up and put away a table tennis tennis. Understand the court markings. Warm up safely. Play a 1 v 1 rally / game.</li> <li>2. Learn the rules of table tennis game, including the point system and illegal play. Apply in a game.</li> <li>3. Learn and effectively demonstrate the teaching points of the forehand and backhand serve from both sides of the table. Apply the forehand and backhand serve in an activity and game.</li> <li>4. Learn and effectively demonstrate the teaching points of the drop shot. Apply the drop shot in an activity and game.</li> <li>5. Learn and effectively demonstrate the teaching points of the forehand and backhand push. Apply the backhand and forehand push in an activity and game.</li> <li>6. Learn and effectively demonstrate the teaching points of the smash shot. Apply the smash shot in an activity and game.</li> <li>7. Learn how to outwit and opponent by using the effective shots at the correct time of the game.</li> <li>8. Assessment: Play, umpire and score several 1 v 1 games against a variety of opponents.</li> </ol>	
<b>Careers Links:</b>		<b>Enrichment:</b>	<b>MYPB:</b>

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<p>Leisure Centre assistant. PE Teacher. Badminton Official. Opportunities to help officiate at school and house matches.</p>	<p>Table tennis club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>
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<b>PE: Medium Term Overview</b>			
<b>Year 10.11</b>	<b>Summer Term 3</b>	<b>Unit Title: Rounders</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	Students will continue to develop skills and knowledge based on their end points from the curriculum in Year 9. In this unit pupils will demonstrate timing and fluency in the replication of techniques for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents within games that they play. Pupils should be able to accurately score & officiate games.		
<b>Assessment</b>	Students will play a number of games and be able to umpire their own games.		
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <ul style="list-style-type: none"> <li>• Know the basic laws of the game.</li> <li>• Know the success criteria for batting, bowling and fielding.</li> <li>• Know the technique of batting.</li> <li>• Know the technique for bowling.</li> <li>• Know the technique and role of the fielders.</li> <li>• Know how the rounders scoring system works</li> <li>• Know the success criteria for effective game play.</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – base, ball, bat, umpire  <b>Tactics and techniques</b> - stance, body position, follow-through, no ball, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation  <b>Muscles</b> – Quadricep, Hamstrings, Gastrocnemius, Deltoid, Tricep.  <b>Fitness</b> - Cardio Vascular, Pulse Raiser.  <b>Game terminology</b> – Rounder, bases, bowlers square, deep fielders, back stop, post fielders, bowler, backstop, innings, no ball, forward area, backward area, batting square, bowling square  <b>Skills</b> – batting, bowling, fielding</p>		<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know how to warm-up safely.</li> <li>• Identify their strengths and weaknesses and take decisions about what to work on.</li> <li>• Work with other students to improve their own technique in a variety of different skills.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Demonstrate a range of rounders skills within batting, bowling and fielding.</li> <li>• Outwit an opponent by selecting their shot based on where the ball is bowled and with the intention of avoiding the fielders.</li> <li>• Hit with control and accuracy.</li> <li>• Bowl with increasing accuracy and an awareness of the field placement</li> <li>• Field effectively and return the ball to an appropriate base position</li> <li>• Take an active and thoughtful part in the games.</li> <li>• Identify the fitness needs of different roles in the game.</li> </ul>	
		<ol style="list-style-type: none"> <li>11. Throwing/catching/fielding - accurately replicate close / short fielding skills and use effectively in a game. To develop communication skills, teamwork through rounders game play. To develop creative thinking &amp; outwitting opponents with the fielding of the ball. To be able to perform throwing/catching/fielding skills into a full game of rounders.</li> <li>12. Throwing/catching/fielding - accurately replicate distance fielding skills (including the long barrier) and use effectively in a game. To develop communication skills, teamwork through rounders game play. To develop creative thinking &amp; outwitting opponents with the fielding of the ball. To be able to perform throwing/catching/fielding skills into a full game of rounders.</li> <li>13. Bowling development- accurately replicate a legal bowling technique. To develop the ability to add disguise + power into bowling action. To understand rules involving bowling. i.e. stopping running once held. To incorporate bowling into a full game of rounders.</li> <li>14. Batting development - develop batting technique to increase opportunity to hit and score within a game. Show a confident understanding of umpire calls/rules and</li> </ol>	

		<p>batting/bowling infringements. Hit effectively to score within a full game of rounders.</p> <p>15. Batting development - develop batting technique incorporating power and placement. To develop strategic concepts when batting. To analyse individual strengths and make tactical changes to batting to maximise scoring within a full game of rounders.</p> <p>16. Fielding roles/outwit opponents (responsibilities of back stop, first base and 2<sup>nd</sup> base). Work effectively within a full game of rounders to outwit the opponents.</p> <p>17. Fielding positions to outwit opponents (team positioning). Make decisions about field positioning in response to batter analysis to limit scoring of opponents during full games of rounders.</p> <p>18. Assessment</p>
<p><b>Careers Links:</b> Leisure Centre assistant. PE Teacher. Rugby player/ Official. Opportunities to help officiate at school and house matches.</p>	<p><b>Enrichment:</b> Rounders club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p><b>MYPB:</b> Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

<b>PE: Medium Term Overview</b>			
<b>Year 10.11</b>	<b>Summer Term</b>	<b>Unit Title: Cricket</b>	<b>No of Lessons: 8-10</b>
<b>Overview/Intent</b>	Pupils will continue to develop their skills and understanding based on their end point knowledge and competency from the Year 9 curriculum. In this unit pupils will demonstrate consistency, timing and fluency in the execution of techniques for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupils should be able to accurately score, coach & officiate games.		
<b>Assessment</b>	Students will be continually assessed through teacher observation during progressive practices, set plays and full matches. Students will be graded against the AQA GCSE PE practical criteria and given a score out of 25 at the end of the block.		
<b><u>Essential Knowledge (what must students know):</u></b> <ul style="list-style-type: none"> <li>• Know how to warm up safely</li> <li>• The success criteria for effective fielding techniques</li> <li>• The success criteria for effective batting defensive techniques</li> <li>• The success criteria for effective batting attacking techniques</li> <li>• The success criteria for effective Bowling techniques</li> <li>• The success criteria for effective wicket keeping techniques.</li> </ul> <b>Terminology:</b> <b>Equipment</b> – Bat, ball, Wicket, <b>Muscles</b> – Quadriceps, Hamstrings, Gastrocnemius, Deltoid, Triceps, Bicep, Tibialis Anterior <b>Cardiovascular</b> – Pulse Raiser, oxygenated blood <b>Wicket Markings</b> – Crease, Off Stump, Middle Stump, Leg Stump <b>Skills and Tactics</b> – Fielding techniques, Batting Defensive, Batting Attacking, Bowling Spin and Pace, Wicket Keeping <b>Rules and scoring:</b> fault, ace, double fault, unforced error, in/out, scoring system, deuce, advantage, love, 15, 30, 40, game, set, match, let.		<b><u>Essential Skills (what must students be able to demonstrate):</u></b>  <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Warm-up safely.</li> <li>• Demonstrate a range of cricket skills in unopposed and fully opposed practices</li> <li>• Work with other students to improve their own technique in a variety of different scenarios.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent and opposition by applying the correct batting technique</li> <li>• Outwit an opponent and opposition by applying the correct bowling technique</li> <li>• Umpire and keep score in small-sided and fully competitive game.</li> </ul>	
		<b>Lessons:</b> <b>Week 1 (2 Lessons) Fielding fundamentals</b> To make accurate decision about outwitting opponents as batsmen or fielders. To accurately replicate a full range fielding techniques in response to a competitive environment. To play a full game in which pupils develop and apply winning strategies. To recognise and use the laws of cricket and officiate correctly.  <b>Week 2: (2 Lessons) Batting-defensive shots</b> To understand and correctly perform a batting defensive shot. To develop the knowledge of movement and timing needed to produce an effective batting execution. To attempt to use defensive shot and understand when it might be necessary to use it in a game situation. To understand some components of fitness important to cricket players.  <b>Week 3: (2 Lessons) Batting- Attacking shots</b> To understand & accurately replicate the cut, drive and pull shot technique. To attempt to use the cut, drive and pull shot in a competitive game and in response to the type of delivery bowled. To develop communication & teamwork skills as a batting pair during game situation. To encourage quick decision making in order to outwit fielders or a batsman.  <b>Week 4: (2 Lessons) Bowling-spin/pace</b> To incorporate a degree of disguise into bowling technique with the addition of spin or pace. To understand how spin is created and the effect it will have on the balls bounce. To recognise that run up speed will impact the bowling	

		<p>power/swing on delivery. To understand the rules &amp; infringements related to bowling deliveries.</p> <p><b>Week 5: Wicket keeping and game play</b>                  To demonstrate a knowledge of the wicket keepers role and perform basic stance + catching. To replicate a combination of skills to outwit opponents in a match situation. To develop knowledge of fielding positions and correct terminology. To encourage the use of leadership &amp; communication in all game roles.</p>
<p><b>Careers Links:</b>                  Leisure Centre assistant. PE Teacher. Official. Coach.                  Fitness Instructor. Physiotherapist. First Aider/Paramedic.                  Sports Injury Specialist. Nutritionist. Sports Psychologist.                  Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b>Enrichment:</b>                  Cricket club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p><b>MYPB:</b>                  Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>



**PE: Medium Term Overview**

<b>Year 10/11</b>	<b>Autumn/Spring Term</b>	<b>Unit Title: Badminton</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	To build on core skills and apply them in a range of competitive contexts and physically demanding conditional drills. To develop the ability to evaluate performance and provide feedback. To prepare tournaments and both officiate & compete in them competently. To demonstrate a deeper understanding about healthy active lifestyles and fitness.		
<b>Assessment</b>	Students will be assessed throughout the 8 lessons and will be graded at the end based on the AQA GCSE PE Specification for skills and Full Context performance		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• Know how to serve and recall the teaching points and justify.</li> <li>• Know how to demonstrate and recall the forehand and backhand drop shot.</li> <li>• Know how to demonstrate and recall the forehand and backhand drop shot.</li> <li>• Know how to demonstrate and recall the teaching points and justification of the smash shot.</li> <li>• Know how to serve effectively.</li> <li>• Know which shot to play according to the opponent's court position.</li> <li>• Know how to officiate effectively.</li> <li>• Know how to peer and self-assess and give effective feedback.</li> </ul> <p><b>Equipment</b> – Racquet, shuttlecock, net, posts.  <b>Muscles</b> – Quadricep, hamstrings, gastrocnemius, deltoid, triceps, biceps, latimuss dorsi, abdominals  <b>Cardio Vascular</b> – Pulse Raiser, aerobic, anaerobic.  <b>Skills</b> – Organisation, team work, communication, leadership, positioning.</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Execute the smash and drop shot.</li> <li>• Apply the overhead clear and both forehand and backhand drop shots.</li> <li>• Be able to communicate effectively with their team</li> <li>• Be able to serve effectively</li> <li>• Be able to problem solve</li> <li>• Be able to move their opponent around the court</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>9. Recap the rules of both singles and doubles games and be able to apply them.</li> <li>10. To be able to demonstrate and recall the knowledge needing to use the overhead clear. Using a variety of activities focused on enhancing the overhead clear, students are to know when and how to use this shot.</li> <li>11. Students will aim to learn the importance of both the forehand and backhand drop shot. They complete activities to develop their control of the shuttle to apply this shot effectively. They will also recall how to use the shot and when to use it. Develop their understanding by explaining how to use shots prior (effecting opponents court position) in order to be able to carry out the drop shot effectively.</li> <li>12. Students will work in isolated practices to develop their smash shot. Aiming to demonstrate and recall the knowledge needed for the smash shot. Students will complete a variety of shots and change their opponents court position to allow them to execute the smash shot.</li> <li>13. Students will focus on serving. Will isolated practices they will aim to understand the effective uses of serving. They will practice serving long and short and be able to recall the teaching points and justify the approaches taken to serving.</li> <li>14. Pupils will be encouraged to create new defensive &amp; attacking strategies to improve their performance. Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence.</li> <li>15. To improve analytical skills and to develop either their own or others performance. To develop leadership and more advanced skills through a self and peer</li> </ol>	

		assessment process. Appropriate questioning on teaching points of core skills and processes. 16. Students will now apply all learnt from previous lessons to game based situations. This will be completed through a tournament.
<b>Careers Links:</b> Leisure Centre assistant. PE Teacher. Official. Coach. Fitness Instructor. Physiotherapist. First Aider/Paramedic. Sports Injury Specialist. Nutritionist. Sports Psychologist. Sports media careers. Opportunities to help officiate at school and house matches.	<b>Enrichment:</b> Represent house or school in badminton competitions.	<b>MYPB:</b> Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation

<b>PE: Medium Term Overview</b>			
<b>Year 10/11</b>	<b>Autumn/Spring Term</b>	<b>Unit Title: Netball</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	Pupils will focus on further developing they key netball skills as well as team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with intent to outwit the opposition. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition. Students will evaluate their own and others performance and have opportunities to lead groups.		
<b>Assessment</b>	Students will be assessed throughout the 8 lessons and will be graded at the end based on the AQA GCSE PE Specification for skills and Full Context performance		
<b>Essential Knowledge (what must students know):</b>  Fundamental skills: Know how to warm up safely Know the success criteria for Passing & receiving, Know the success criteria for footwork (stationary and moving), Know the court positions, positional roles and responsibilities, Know the success criteria for good tactical and strategic understanding, Know the success criteria for appropriate passing and moving (attacking) selection. Know the correct rules.  <b>Terminology:</b> <b>Equipment</b> – Netball, Net, Post, Bibs, Cones <b>Muscles</b> – Quadriceps, Hamstrings, Gastrocnemius, Deltoid, Triceps, Bicep, Tibialis Anterior <b>Cardiovascular</b> – Pulse Raiser, oxygenated blood	<b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Warm-up safely.</li> <li>• Demonstrate a range of Netball skills in progressive practices, small-sided games and full 7v7 game.</li> <li>• Work with other students to improve their own technique in a variety of different scenarios.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent by using different types of passes, footwork and dodging techniques.</li> </ul>	<b>Lessons:</b> <ol style="list-style-type: none"> <li>1. <b>Fundamental skills Passing, receiving, footwork</b> - Warm-up safely. Pass selection: chest, bounce, shoulder, overhead. Key coaching points of footwork, 1 and 2 footed landings. Pass and move drills focus on pass selection and footwork.</li> <li>2. <b>Fundamental skills Passing, receiving, footwork</b> Warm up with passing drills *leadership opportunities*. Recap key scenarios for pass selection from lesson 1. Footwork drills to incorporate 1-2, 2 foot and split landings. Game play - SSG possession games/line ball. Focus on pass and move, create space, move into space, indicate for pass, footwork.</li> <li>3. <b>Shooting</b> – Warm up with passing drills *leadership opportunities*. Know the key coaching points for shooting (under net/close and on edge of D/long), drills with different types of shot, SSG game where all</li> </ol>	

<p><b>Court Markings</b> – Sideline, Baseline, Thirds, End third, goal third, centre third, centre circle, D, shooting area</p> <p><b>Skills and Tactics</b> – Chest pass, bounce pass, shoulder pass, overhead pass, catch, footwork, defending, blocking, marking, attacking, dodging, space, drive, retreat, square ball, switch, centre pass, double-mark, holding the space, zonal defence, set-plays (backline pass, centre pass, sideline pass, penalty pass, free pass).</p> <p><b>Rules:</b> footwork, held-ball, obstruction, simultaneous obstruction, offside, breaking, contact &amp; contest</p>	<ul style="list-style-type: none"> <li>• Outwit an opponent by using different types attacking tactics such as set-plays, creating space.</li> <li>• Outwit an opponent by using different defending skills and tactics such as blocking, marking and zonal defence.</li> <li>• Umpire and keep score in small-sided and fully competitive game.</li> <li>• Understand the different passing and moving selection options for different game scenarios.</li> </ul>	<p>must shoot. Observe and evaluate own and others technique.</p> <ol style="list-style-type: none"> <li>4. <b>Defending</b> – Warm up with passing drills*leadership opportunities*. 3 stages of defence. 1- mark the player. 2- mark your player now they have the ball. 3- marking the space, once they have realised the ball. Observe and evaluate own and others technique.</li> <li>5. <b>Attacking principles</b> – Warm up with passing drills*leadership opportunities*. Dodge selection; sprint, double, faint, roll. Game play – SSG, possession game 10 passes = 1 point using attacking principles. Observe and evaluate own and others technique.</li> <li>6. <b>Full game play tactics and strategy</b> – Warm up with passing drills*leadership opportunities*. Full 7v7 game focus on positional roles and responsibilities. Observe and evaluate own and others technique.</li> <li>7. <b>Full game play tactics and strategy</b> – Warm up with passing drills*leadership opportunities*. Full 7v7 game focus on set-plays (backline pass, centre pass).</li> <li>8. <b>Full game play tactics and strategy</b> – Warm up with passing drills*leadership opportunities*. Full 7v7 game Assessment: Demonstration of variety of skills and selection of appropriate skill, effective use of positional roles and responsibilities, tactics, set-plays.</li> </ol>
<p><b>Careers Links:</b>                  Leisure Centre assistant. PE Teacher. Official. Coach. Fitness Instructor. Physiotherapist. First Aider/Paramedic. Sports Injury Specialist. Nutritionist. Sports Psychologist. Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b>Enrichment:</b>                  Netball club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p><b>MYPB:</b>                  Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>