## Key Stage 4 curriculum vision

***'Physical Education - Striving for a Healthy, Active and Successful Future'***

Our high-quality physical education key stage 4 curriculum strives to inspire all students to succeed and excel in competitive sport and other physically-demanding activities. It strives to provide opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## Year 10 overview

| Topic Title | Pupils should be taught to:<br>• use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]<br>• develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]<br>• take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group<br>• evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best<br>• continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. |
|---|---|
| **Pupils will know** | • develop competence to excel in a range of physical activities<br>• are physically active for sustained periods of time<br>• engage in competitive sports and activities<br>• lead healthy, active lives |
| **Pupils will know how to (procedural knowledge)** | • know, apply and understand the matters, skills and processes specified in the relevant programme of study. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | • Students should be able to tackle complex and demanding physical activities.<br>• Students should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle |
| **Prior knowledge** | • Students should build on and embed the physical development and skills learned in key stage 3. |
| **Future knowledge** | • In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a |

| | |
|---|---|
| | healthy and active lifestyle.<br>● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | ● Aerobic<br>● Agility<br>● Cardiovascular Endurance<br>● Muscular Strength<br>● Flexibility<br>● Power<br>● Warm Up<br>● Cool Down<br>● Heart Rate<br>● Sportsmanship<br>● Anaerobic |

**Year 10 – Team and Individual Games (Football, Rugby League, Netball, Hockey, Basketball, Table Tennis, Volleyball, Tennis, Rounders, Cricket)**

| **Topic Title** | **Football** |
|---|---|
| **Pupils will know** | • Passing • Turning • Control • Dribbling • Running with the ball • Shooting • Defending • Possession • Receiving • Officiating • Formations |
| **Pupils will know how to (procedural knowledge)** | ● perform a range of different Football skills including tackling, short passing, long passing, heading, crossing & shooting in competitive situations.<br>● apply some of the main rules of Football in competitive situations.<br>● apply different formations in Football in competitive situations.<br>● apply the different tactics in Football in competitive situations.<br>● officiate a game of football<br>● lead in a variety of roles including coaching warm-ups<br>● perform exercise as part of a healthy and active lifestyle. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | ● what some of the different skills in Football are including tackling, short passing, long passing, heading, crossing & shooting, and know when to apply these in competitive situations.<br>● what some of the main rules in Football are.<br>● different types of formations<br>● what different tactics are in Football and apply these in competitive situations.<br>● some of the officiating signals.<br>● key parts of a coaching session<br>● that improved cardiovascular endurance or stamina will help a Football player to last the full game without tiring. |
| **Prior knowledge** | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will: |

| | |
|---|---|
| | • Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | • In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.<br>• Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Passing<br>• Shooting<br>• Dribbling<br>• Crossing<br>• Heading<br>• Volleying<br>• Tackling<br>• Interception<br>• Pressing<br>• Jockeying<br>• Offside trap<br>• Counter-attack<br>• Zonal marking<br>• Man-to-man marking |

| **Topic Title** | **Rugby League** |
|---|---|
| **Pupils will know** | Handling, Passing, Tackling, Scrums, Kicking, Play the Ball |
| **Pupils will know how to (procedural knowledge)** | • perform a range of different Rugby League skills including tackling, passing, spin passing, kicking in competitive situations.<br>• apply some of the main rules of Rugby League in competitive situations.<br>• apply defensive strategies in competitive situations.<br>• apply the different tactics in Rugby League in competitive situations.<br>• officiate a game of Rugby League<br>• lead in a variety of roles including coaching warm-ups<br>• perform exercise as part of a healthy and active lifestyle. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | • some of the different skills in Rugby League skills including tackling, passing, spin passing, kicking in competitive situations.<br>• some of the main rules in Rugby League.<br>• Where different positions stand in the defensive line.<br>• what different tactics are in Rugby League and apply these in competitive situations.<br>• some of the officiating signals. (e.g. office, high tackle)<br>• key parts of a coaching session<br>• That improved cardiovascular endurance or stamina will help a Rugby League player to last the full game without tiring. |

| | |
|---|---|
| **Prior knowledge** | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will:<br>● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | ● In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.<br>● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | ● Passing<br>● Offloading<br>● Play-the-ball<br>● Dummy half pass<br>● Grubber kick<br>● Bomb kick<br>● Spiral punt<br>● Chip kick<br>● Drop Kick<br>● Front-on tackle<br>● Side-on tackle<br>● Ankle tap<br>● Hit and spin<br>● Ball stripping (1 on 1)<br>● Offside<br>● Markers |

| **Topic Title** | **Netball** |
|---|---|
| **Pupils will know** | • Passing • Receiving • Footwork • Pivoting • Dodging • Driving • Shooting • Attacking • Defending • Marking • Interception • Positions • Rules • Tactics • Officiating |
| **Pupils will know how to (procedural knowledge)** | ● perform a range of different Netball skills including passing, receiving, pivoting, dodging, driving, shooting, marking and intercepting in competitive situations.<br>● apply the footwork and obstruction rules correctly in competitive situations.<br>● apply attacking strategies including creating space, driving into space and maintaining possession.<br>● apply defensive strategies including marking a player, marking the ball and intercepting passes.<br>● apply different positions and understand the areas of the court in which each position can play.<br>● apply different tactics and strategies in competitive situations.<br>● officiate a game of Netball and apply the main rules.<br>● lead in a variety of roles including coaching warm-ups.<br>● perform exercise as part of a healthy and active lifestyle. |

| | |
|---|---|
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | ● what the different skills in Netball are including passing, receiving, pivoting, dodging, driving, shooting, marking and intercepting, and know when to apply these in competitive situations.<br>● what the main rules of Netball are including footwork, obstruction, contact and held ball.<br>● that effective attacking play involves creating and using space, accurate passing and maintaining possession.<br>● that effective defensive play involves marking an opponent, marking the ball, anticipating play and intercepting passes.<br>● the different Netball positions and the areas of the court in which each position can play.<br>● what different tactics and strategies are in Netball and how to apply these in competitive situations.<br>● some of the officiating signals and how to apply the rules during competitive games.<br>● that improved cardiovascular endurance and agility can help a Netball player perform effectively throughout a game. |
| **Prior knowledge** | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will:<br>● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | ● In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.<br>● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | ● Chest pass<br>● Bounce pass<br>● Overhead pass<br>● Shoulder pass<br>● Lob pass<br>● One-handed pass<br>● Footwork rule<br>● Landing foot<br>● Pivoting<br>● Driving<br>● Cutting<br>● Dodging<br>● Shadowing<br>● Interception<br>● Deflecting<br>● Shooters' hold |

| **Topic Title** | **Hockey** |
|---|---|
| **Pupils will know** | • Slapping variations • Hitting • Reverse stick passing• 3D skills• Rules for 11 aside hockey • Defensive positioning (marking) • Team formations. |
| **Pupils will know how to** | ● Perform a short handle and long handle slap and when to use each variation of the skill. |

| | |
|---|---|
| **(procedural knowledge)** | ● Hit the ball on the move and in different directions.<br>● Develop the technique to reverse pass/sweep/hit.<br>● Use 3D skills when dribbling in isolation.<br>● Apply the rules correctly during game play.<br>● position themselves and use correct footwork to defend and mark players on the pitch.<br>● play in a basic team formation. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | ● the key technique for performing the different slap skills and when to use these in game situations.<br>● why you would hit the ball during competitive situations.<br>● the correct technique to perform a reverse pass in isolation.<br>● when to initiate 3D skills, and how to keep control and the skills safely within the rules.<br>● to self-officiate the game in an 11-aside situation, applying the rules consistently.<br>● to mark players for a defensive advantage.<br>● the roles and positioning of players within basic formations e.g, 4-3-3, 3-4-3, 4-4-2. |
| **Prior knowledge** | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will:<br>● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.<br>● Skills and technique for passing, dribbling, tackling. |
| **Future knowledge** | ● In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.<br>● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | ● Push pass<br>● Slap hit<br>● Open-stick hit<br>● Reverse-stick sweep<br>● Revers-stick hit<br>● Flick<br>● Indian dribble<br>● Speed dribble<br>● Footwork<br>● Marking<br>● Jab tackle<br>● Block tackle<br>● Flat-stick tackle<br>● Channeling<br>● Interception<br>● Trapping |

| Topic Title | Basketball |
|---|---|
| **Pupils will know** | • Chest pass • Bounce pass • Pivoting • Contact • Marking the player • Marking the ball • Creating space • Maintaining possession • Transition • Attacking formation • Defensive formation • Officiating • Leadership |
| **Pupils will know how to (procedural knowledge)** | • perform a range of different Basketball skills including passing, receiving, marking and intercepting more competently and confidently in challenging competitive situations.<br>• select and apply appropriate skills in response to different situations during competitive games.<br>• apply attacking strategies including creating and exploiting space, maintaining possession and developing effective patterns of play.<br>• apply defensive strategies including marking the player, marking the ball, anticipating play and intercepting passes.<br>• apply different tactics and strategies to overcome opponents in competitive situations.<br>• evaluate individual and team performance and identify ways to improve performance.<br>• officiate competitive games confidently and apply the main rules of Basketball .<br>• lead in a variety of roles including coaching, officiating and organising activities.<br>• make the correct choice to take part in PE and sporting activities that they enjoy in order to help develop a longer-term love of sport and exercise. |
| Core knowledge to **know** and remember to progress to later learning (foundational knowledge) | • how and when to select and apply different Basketball skills effectively in challenging competitive situations.<br>• that successful attacking play involves effective movement, creating and exploiting space, accurate passing and maintaining possession.<br>• that successful defensive play involves applying pressure, anticipating opponents' movements and creating opportunities to regain possession.<br>• that different tactics and strategies should be adapted in response to the strengths and weaknesses of teammates and opponents.<br>• how the main rules of Basketball are applied and how to officiate competitive games confidently.<br>• that evaluating individual and team performance can identify strengths and areas for improvement.<br>• that leadership roles including coaching and officiating can develop communication, organisation and decision-making skills.<br>• that regular participation in Basketball and other physical activities can contribute towards maintaining a healthy and active lifestyle. |
| Prior knowledge | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| Future knowledge | • In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.<br>• Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through after school PE clubs alongside having pathways to local clubs in the community. |

| | |
|---|---|
| Key vocabulary | • Chest pass<br>• Bounce pass<br>• Overhead pass<br>• Outlet pass<br>• Crossover dribble<br>• Between-the-legs dribble<br>• Behind-the-back dribble<br>• Speed dribble<br>• Layup<br>• Jump shot<br>• Floater<br>• Dunk<br>• Drop step<br>• Euro step<br>• Pump fake<br>• Triple threat position<br>• Defensive slide<br>• Box-out |

| **Topic Title** | **Table Tennis** |
|---|---|
| **Pupils will know** | • Grip • Rallying • Backhand Push • Forehand Push • Topspin • Serve • Lob • Smash • Rules |
| **Pupils will know how to (procedural knowledge)** | • perform the Serve, Push Shot, Drive, Smash and Lob in Table Tennis and perform these in more challenging situations.<br>• perform topspin and backspin in Table Tennis and perform these in more challenging situations.<br>• serve and hit to space when playing Table Tennis and perform these in more challenging situations. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | • that a range of skills and techniques in Table Tennis include the Serve, Push Shot, Drive, Smash and Lob and perform these in more challenging situations.<br>• that topspin and backspin can be used to outwit your opponent in Table Tennis and perform these in more challenging situations.<br>• that serving and hitting to space are tactics and strategies in Table Tennis and perform these in more challenging situations. |
| **Prior knowledge** | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | • In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.<br>• Students will be able to continue to access the extra-curricular PE clubs through |

| | |
|---|---|
| | the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Forehand drive<br>• Backhand drive<br>• Forehand push<br>• Backhand push<br>• Topspin loop<br>• Backspin chop<br>• Block<br>• Smash<br>• Pendulum serve<br>• Reverse pendulum serve<br>• Tomahawk serve<br>• Ghost serve<br>• Flick (Flip)<br>• Lob<br>• Footwork shuffle |

| **Topic Title** | **Volleyball** |
|---|---|
| **Pupils will know** | • Ready position • Volley • Set • Dig • Serve • Formation • Rules |
| **Pupils will know how to (procedural knowledge)** | • perform the volley/set: using the fingertips (making a "window" with the hands above the forehead) to push the ball high into the air.<br>• perform the dig (Forearm Pass): Creating a flat "platform" with the forearms, keeping elbows locked, and using the legs to push the ball forward.<br>• perform the underarm serve: holding the ball in one hand and striking it out of the hand with the heel of the other (like a pendulum) to start the rally reliably.<br>• perform the "catch and throw" progression: using a modified "catch-set-throw" sequence to learn the game's rhythm before moving to continuous volleys.<br>• play a continuous rally progression: moving away from catching the ball to focus on continuous play, using controlled, consecutive touches (like a dig followed by a volley) to keep the ball alive as a team.<br>• adopt a ready position: standing with knees bent and hands out, ready to react wherever the ball goes.<br>• call for the ball: loudly shouting "Mine!" or "Me!" to stop teammates from bumping into each other.<br>• aim for the middle: trying to play the ball to the middle of the court on the first touch so a teammate has an easy chance to hit it over. |
| **Core knowledge to know and** | • the techniques used when performing a volley/set, dig, and an underarm serve.<br>• the 3-touch rule: learning that a team can touch the ball a maximum of three |

| | |
|---|---|
| **remember to progress to later learning (foundational knowledge)** | times before it must go over the net.<br>• no double touches: understanding that a single player cannot hit the ball twice in a row.<br>• in or out?: learning to judge whether a ball has landed inside or outside the court boundaries.<br>• rotation: moving positions in a clockwise direction every time the team wins the serve, ensuring everyone gets a turn in the front and back rows. |
| **Prior knowledge** | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | • In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.<br>• Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | Underarm serve, volley, set, dig, tip, block, spike (smash), rotation, double contact, 3 touch rule. |

| **Topic Title** | **Tennis** |
|---|---|
| **Pupils will know** | Service techniques and placement techniques• Placement of shots to outwit opponents • Self officiate • Scoring • Lob • Smash• Doubles • Singles |
| **Pupils will know how to (procedural knowledge)** | • use different serves and aim them into different areas of the court.<br>• hit different length of shots.<br>• hit the ball in different directions into space to make it difficult for an opponent to return.<br>• follow the rules, keep score and make fair decisions during games. Keeping the score in singles and doubles.<br>• play a lob to move an opponent to the back of the court.<br>• perform a smash and when and why to do this.<br>• apply the rules and differing tactics to varying play in doubles and singles. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | • the different types of serve and that changing the placement and power/spin of a serve can make it harder for an opponent to return.<br>• that shots can be played short or deep and that different lengths can move an opponent around the court.<br>• that hitting into space and changing direction can create opportunities to win points.<br>• the basic rules of tennis, how to keep score in singles and doubles, and the tennis etiquette.<br>• that a lob is a high shot that travels to the back of the court and can move opponents back and therefore, create space at the front.<br>• that a smash is a fast, downward attacking shot that is used when the tennis ball is high to increase the chance of winning the point. |

| | |
|---|---|
| | • the game differs in singles and doubles in regards to rules and tactical play. |
| **Prior knowledge** | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.<br>• The technique for forehand, backhand, volley, serve and footwork.<br>• The basic rules for scoring in match play. |
| **Future knowledge** | • In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.<br>• Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Forehand shot<br>• Backhand shot<br>• One-handed backhand<br>• Two-handed backhand<br>• Flat serve<br>• Slice serve<br>• Kick serve<br>• Topspin groundstroke<br>• Backspin slice<br>• Volley<br>• Half-volley<br>• Overhead smash<br>• Drop shot<br>• Lob |

| **Topic Title** | **Cricket** |
|---|---|
| **Pupils will know** | • Catching • Batting • Bowling • Fielding • Wicket-keeping • Umpiring |
| **Pupils will know how to (procedural knowledge)** | • complete the correct batting techniques in striking and fielding activities and perform this in more challenging situations.<br>• complete the correct fielding techniques in striking and fielding activities and perform this in more challenging situations.<br>• complete the correct bowling techniques in striking and fielding activities and perform this in more challenging situations.<br>• apply tactics and strategies in striking and fielding activities and perform this in more challenging situations.<br>• complete regular exercise in order to burn calories and as part of an active and healthy lifestyle. |
| **Core knowledge to know and remember to progress to later learning** | • the correct batting technique involves watching the ball, timing your hit and hitting to space and perform this in more challenging situations.<br>• the correct fielding technique involves successful catching and accurate throwing and perform this in more challenging situations.<br>• the correct bowling technique involves accurate and consistent bowling and perform this in more challenging situations. |

| | |
|---|---|
| **(foundational knowledge)** | • that tactics and strategies include hitting to space away from your opponents and taking chances towards the end of your game in order to win and perform this in more challenging situations.<br>• that a sedentary lifestyle involves a person choosing to engage in little or irregular physical exercise.<br>• that a sedentary lifestyle can lead to obesity. |
| **Prior knowledge** | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | • In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.<br>• Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Forward defensive<br>• Cover drive<br>• Pull shot<br>• Hook shot<br>• Sweep shot<br>• Reverse sweep<br>• Square cut<br>• Outswing bowler<br>• Inswing bowler<br>• Off-break<br>• Leg-break<br>• Googly<br>• Yorker<br>• Bouncer<br>• Clean bowled<br>• Caught behind<br>• Leg before wicket (LBW)<br>• Stumping<br>• Run out |

| **Topic Title** | **Rounders** |
|---|---|
| **Pupils will know** | • Batting • Bowling • Catching • Throwing • Fielding • Backstop • Bases • Stumping • Interception • Backing up • Batting placement • Tactics • Rules • Officiating |
| **Pupils will know how to (procedural knowledge)** | • complete the correct batting techniques in striking and fielding activities and perform this in more challenging situations.<br>• complete the correct fielding techniques in striking and fielding activities and perform this in more challenging situations.<br>• complete the correct bowling techniques in striking and fielding activities and perform this in more challenging situations. |

| | |
|---|---|
| | • apply tactics and strategies in striking and fielding activities and perform this in more challenging situations.<br>• complete regular exercise in order to burn calories and as part of an active and healthy lifestyle. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | • the correct batting technique involves watching the ball, timing your hit and hitting to space and perform this in more challenging situations.<br>• the correct fielding technique involves successful catching and accurate throwing and perform this in more challenging situations.<br>• the correct bowling technique involves accurate and consistent bowling and perform this in more challenging situations.<br>• that tactics and strategies include hitting to space away from your opponents and taking chances towards the end of your game in order to win and perform this in more challenging situations.<br>• that a sedentary lifestyle involves a person choosing to engage in little or irregular physical exercise.<br>• that a sedentary lifestyle can lead to obesity. |
| **Prior knowledge** | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | • In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.<br>• Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Underarm bowling<br>• Forward drive<br>• Square hit<br>• Backward hit<br>• Placement hitting<br>• Pitching<br>• Deep fielding<br>• Backstop catch<br>• Base stumping<br>• Interception<br>• Direct throw<br>• Backing up |

**Year 10 – Other Competitive Sports (Athletics)**

| Topic Title | Athletics |
|---|---|
| **Pupils will know** | • Shot Put • Discus • Javelin • High Jump • Long Jump • Triple Jump • Sprints • Distance • Hurdles • Relay |

| | |
|---|---|
| **Pupils will know how to (procedural knowledge)** | ● beat your personal bests scores in a range of different Athletics events and perform these in more challenging situations.<br>● perform the correct sprinting technique and perform this in more challenging situations.<br>● use power and the correct technique when throwing in Athletics and perform this in more challenging situations.<br>● use power and the correct technique when jumping in Athletics and perform this in more challenging situations.<br>● apply health and safety rules in Athletics to keep everyone safe.<br>● apply different tactics and strategies of pacing, running on the inside of the track and having a strong finish in mid to long distance Athletics events and perform these in more challenging situations.<br>● complete regular exercise in order to burn calories and as part of an active and healthy lifestyle. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | ● that you should aim to beat your personal best scores from your previous Athletics scores and perform this in more challenging situations.<br>● that the correct sprinting technique involves keeping your head straight, driving your arms, high knees and landing on the balls of the feet and perform this in more challenging situations.<br>● that you need to use power and the correct technique when throwing in Athletics and perform this in more challenging situations.<br>● that you need to use power and the correct technique when jumping in Athletics and perform this in more challenging situations.<br>● that health and safety rules are key in Athletics to keep everyone safe.<br>● that sprinting, throwing and jumping are all anaerobic exercises in Athletics which are high intensity exercises without oxygen.<br>● that the mid distance events and long distance events are aerobic exercises in Athletics which are lower intensity activities with oxygen.<br>● that tactics and strategies include pacing, running on the inside of the track and having a strong finish in mid to long distance Athletics events and perform these in more challenging situations.<br>● that regular exercise and a healthy diet will help you to have an active and healthy lifestyle. |
| **Prior knowledge** | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will:<br>● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | ● In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.<br>● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | ● Track/track events, sprint, distance, hurdles, relay, baton, leg, lane, lap, changeover box, positioning, false start, starting blocks/start line, finish line, field events, long jump, high jump, crossbar, triple jump, shot put, discus, javelin, aerobic, anaerobic, lactic acid, oxygen, energy, diet, carbohydrates, fats, protein, plyometric training, continuous training, weight training. |

**Year 10 – Dance**

| Topic Title | Dance - KMG |
|---|---|
| **Pupils will know** | • Dance theme • Motif development • Group dance • Relationships and dynamics within a contemporary style of dance |
| **Pupils will know how to (procedural knowledge)** | • perform an effective warm-up and explain why it prepares the body for dance.<br>• perform dance phrases with accuracy, demonstrating physical control, alignment, balance, and spatial awareness.<br>• perform a set motif from a dance, copy the performance style of the chosen theme.<br>• work in a group to choreograph a dance in line with the chosen theme.<br>• demonstrate the use of levels and pathways of movement within a routine.<br>• demonstrate the use of relationships by practicing spatial awareness, synchronization, and timing like unison or canon within a routine.<br>• demonstrate an awareness of timing, rhythm and musicality.<br>• analyse their own performance and that of peers, using dance terminology to provide feedback and implement corrections. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | • that an effective warm up involves a pulse raising activity and stretching of the major muscles.<br>• to perform a range of dance movements with accuracy, control and fluency.<br>• to use relationships in Dance.<br>• to incorporate high, medium and low levels and different floor patterns.<br>• to perform with confidence, using body language and facial expression to communicate mood.<br>• to evaluate performances, then apply feedback to refine and improve. |
| **Prior knowledge** | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | • In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.<br>• Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Warm-Up, Theme, Motif, Actions, Space, Dynamics, Relationships, Focus, Musicality, Fluency, Levels, Pathways, Formations, Transitions, Evaluation, Canon, Unison, Choreography. |

**Year 10 - Outdoor and Adventurous Activities**

| Topic Title | Orienteering |
|---|---|

| | |
|---|---|
| **Pupils will know** | • Health & Safety • Setting a map • Teamwork • Pacing • Short Course • Long Course • Route Planning • Compass work |
| **Pupils will know how to (procedural knowledge)** | ● orientate the map effectively and move quickly between control points in Orienteering and perform these in more challenging situations.<br>● apply the quickest route when taking part in Orienteering.<br>● use your speed, strength and power in Orienteering to move quickly between control points. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | ● that you need to orientate the map effectively and move quickly between control points in Orienteering and perform these in more challenging situations.<br>● that planning the quickest route in Orienteering will help you to be successful in Orienteering and perform this in more challenging situations. |
| **Prior knowledge** | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will:<br>● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | ● In Year 11 students will get the opportunity to continue to develop their skills and knowledge in a variety of different sporting activities whilst taking part in a healthy and active lifestyle.<br>● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | ● Map, orienting, control point/checkpoint, control description, timekeeping, route planning, scale, terrain, hazard, compass, legend, star event, score event, combination event, attack point, contouring, knoll. |

**Year 11 overview**

| | |
|---|---|
| **Topic Title** | **Pupils should be taught to:**<br>● **use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]**<br>● **develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]**<br>● **take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group**<br>● **evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best**<br>● **continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.** |

| | |
|---|---|
| **Pupils will know** | • develop competence to excel in a range of physical activities<br>• are physically active for sustained periods of time<br>• engage in competitive sports and activities<br>• lead healthy, active lives |
| **Pupils will know how to (procedural knowledge)** | • know, apply and understand the matters, skills and processes specified in the relevant programme of study. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | • Students should be able to tackle complex and demanding physical activities.<br>• Students should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle |
| **Prior knowledge** | • Students should build on and embed the physical development and skills learned in Year 10. |
| **Future knowledge** | • Students will also get the opportunity to choose AQA A Level PE in the 6th Form.<br>• Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Aerobic<br>• Anaerobic<br>• Cardiovascular Endurance<br>• Agility |

**Year 11 – Team and Individual Games (Football, Rugby League, Netball, Hockey, Basketball, Table Tennis, Volleyball, Tennis, Rounders)**

| **Topic Title** | **Football** |
|---|---|
| **Pupils will know** | • Passing • Turning • Control • Dribbling • Running with the ball • Shooting • Defending • Possession • Receiving • Officiating • Formations |
| **Pupils will know how to (procedural knowledge)** | • perform a range of different Football skills including tackling, short passing, long passing, heading, crossing & shooting in competitive situations.<br>• apply some of the main rules of Football in competitive situations.<br>• apply different formations in Football in competitive situations.<br>• apply the different tactics in Football in competitive situations.<br>• officiate a game of football<br>• lead in a variety of roles including coaching warm-ups<br>• perform exercise as part of a healthy and active lifestyle. |

| | |
|---|---|
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | • what some of the different skills in Football are including tackling, short passing, long passing, heading, crossing & shooting, and know when to apply these in competitive situations.<br>• what some of the main rules in Football are.<br>• different types of formations<br>• what different tactics are in Football and apply these in competitive situations.<br>• some of the officiating signals.<br>• key parts of a coaching session<br>• that improved cardiovascular endurance or stamina will help a Football player to last the full game without tiring. |
| **Prior knowledge** | Students will build on their experiences in Year 10 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | • Students will also get the opportunity to choose AQA A Level PE in the 6th Form.<br>• Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Passing<br>• Shooting<br>• Dribbling<br>• Crossing<br>• Heading<br>• Volleying<br>• Tackling<br>• Interception<br>• Pressing<br>• Jockeying<br>• Offside trap<br>• Counter-attack<br>• Zonal marking<br>• Man-to-man marking<br>• Warm up<br>• Cool down |

| **Topic Title** | **Rugby League** |
|---|---|
| **Pupils will know** | Handling, Passing, Tackling, Scrums, Kicking, Play the Ball |
| **Pupils will know how to (procedural knowledge)** | • perform a range of different Rugby League skills including tackling, passing, spin passing, kicking in competitive situations.<br>• apply some of the main rules of Rugby League in competitive situations.<br>• apply defensive strategies in competitive situations.<br>• apply the different tactics in Rugby League in competitive situations. |

| | |
|---|---|
| | • officiate a game of Rugby League<br>• lead in a variety of roles including coaching warm-ups<br>• perform exercise as part of a healthy and active lifestyle. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | • some of the different skills in Rugby League skills including tackling, passing, spin passing, kicking in competitive situations.<br>• some of the main rules in Rugby League.<br>• where different positions stand in the defensive line.<br>• what different tactics are in Rugby League and apply these in competitive situations.<br>• some of the officiating signals. (e.g. office, high tackle)<br>• key parts of a coaching session<br>• improved cardiovascular endurance or stamina will help a Rugby League player to last the full game without tiring. |
| **Prior knowledge** | Students will build on their experiences in Year 10 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | • Students will also get the opportunity to choose AQA A Level PE in the 6th Form.<br>• Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Passing<br>• Offloading<br>• Play-the-ball<br>• Dummy half pass<br>• Grubber kick<br>• Bomb kick<br>• Spiral punt<br>• Chip kick<br>• Drop Kick<br>• Front-on tackle<br>• Side-on tackle<br>• Ankle tap<br>• Hit and spin<br>• Ball stripping<br>• Offside<br>• Markers |

| **Topic Title** | **Netball** |
|---|---|
| **Pupils will know** | • Passing • Receiving • Footwork • Pivoting • Dodging • Driving • Shooting • Attacking • Defending • Marking • Interception • Positions • Rules • Tactics • Formations • Officiating • Leadership |

| | |
|---|---|
| **Pupils will know how to (procedural knowledge)** | ● perform a range of different Netball skills including passing, receiving, pivoting, dodging, driving, shooting, marking and intercepting more competently and confidently in challenging competitive situations.<br>● select and apply appropriate skills in response to different situations during competitive games.<br>● apply attacking strategies including creating and exploiting space, maintaining possession and developing effective patterns of play.<br>● apply defensive strategies including marking the player, marking the ball, anticipating play and intercepting passes.<br>● apply different tactics and strategies to overcome opponents in competitive situations.<br>● evaluate individual and team performance and identify ways to improve performance.<br>● officiate competitive games confidently and apply the main rules of Netball.<br>● lead in a variety of roles including coaching, officiating and organising activities.<br>● make the correct choice to take part in PE and sporting activities that they enjoy in order to help develop a longer-term love of sport and exercise. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | ● how and when to select and apply different Netball skills effectively in challenging competitive situations.<br>● that successful attacking play involves effective movement, creating and exploiting space, accurate passing and maintaining possession.<br>● that successful defensive play involves applying pressure, anticipating opponents' movements and creating opportunities to regain possession.<br>● that different tactics and strategies should be adapted in response to the strengths and weaknesses of teammates and opponents.<br>● how the main rules of Netball are applied and how to officiate competitive games confidently.<br>● that evaluating individual and team performance can identify strengths and areas for improvement.<br>● that leadership roles including coaching and officiating can develop communication, organisation and decision-making skills.<br>● that regular participation in Netball and other physical activities can contribute towards maintaining a healthy and active lifestyle. |
| **Prior knowledge** | Students will build on their experiences in Year 10 PE National Curriculum.<br>Students will:<br>● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | ● Students will also get the opportunity to choose AQA A Level PE in the 6th Form.<br>● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Chest pass • Bounce pass • Overhead pass • Shoulder pass • Lob pass • One-handed pass • Footwork rule • Landing foot • Pivoting • Driving • Cutting • Dodging • Shadowing • Interception • Deflection • Obstruction • Contact • Marking the player • Marking the ball • Creating space • Maintaining possession • Transition • Centre pass strategy • Attacking formation • Defensive formation • Officiating • Leadership |

| Topic Title | Hockey |
|---|---|
| **Pupils will know** | Rules for 11 aside hockey • team formations • tactics and strategies • shooting techniques • Press • Channelling |
| **Pupils will know how to (procedural knowledge)** | • apply the rules correctly during game play.<br>• plan and formulate ideas on formations and positioning on the pitch.<br>• work collaboratively to create overloads to increase the chance of scoring opportunities.<br>• develop the shooting skills for (push, hit, slap, flick, or deflection)<br>• perform and choose the most appropriate shot (push, hit, slap, flick, drag flick or deflection) depending on the situation.<br>• set up a basic umbrella (inverted 1-3-1 defending press).<br>• position the body to guide attackers away from dangerous central areas (the D) in order to delay play. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | • the key rules of 11-a-side hockey, including how goals are scored, fouls, free hits, penalty corners, penalty strokes, and safe use of the stick.<br>• the purpose of basic team formations (e.g. 4-3-3, 4-4-2, 3-4-3), the roles of defenders, midfielders and forwards, and the importance of maintaining team shape.<br>• that an overload creates the advantage over opponents.<br>• the purpose and basic technique of each shooting method, including when each shot is most effective in game situations.<br>• the roles and positioning of players within an inverted 1-3-1 (umbrella) press and understand how it limits passing options and forces play into less dangerous areas.<br>• that channelling is a defensive tactic used to force attackers wide, reduce goal-scoring opportunities, and allow teammates time to engage/recover. |
| **Prior knowledge** | Students will build on their experiences in Key Stage 3 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together.<br>• Skills and technique for passing, dribbling, tackling, shooting. |
| **Future knowledge** | • Students will get the opportunity to choose A-level AQA PE Course.<br>• Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs, coaching and leading others, and take part in the after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Push pass<br>• Slap hit<br>• Open-stick hit<br>• Reverse-stick hit<br>• Tomahawk<br>• Flick<br>• Scoop<br>• Indian dribble<br>• Speed dribble<br>• Jab tackle<br>• Block tackle<br>• Flat-stick tackle |

| | |
|---|---|
| | • Channeling<br>• Interception<br>• Trapping<br>• Aerial reception |

| Topic Title | Basketball |
|---|---|
| **Pupils will know** | • Chest pass • Bounce pass • Pivoting • Contact • Marking the player • Marking the ball • Creating space • Maintaining possession • Transition • Attacking formation • Defensive formation • Officiating • Leadership |
| **Pupils will know how to (procedural knowledge)** | • perform a range of different Basketball skills including passing, receiving, marking and intercepting more competently and confidently in challenging competitive situations.<br>• select and apply appropriate skills in response to different situations during competitive games.<br>• apply attacking strategies including creating and exploiting space, maintaining possession and developing effective patterns of play.<br>• apply defensive strategies including marking the player, marking the ball, anticipating play and intercepting passes.<br>• apply different tactics and strategies to overcome opponents in competitive situations.<br>• evaluate individual and team performance and identify ways to improve performance.<br>• officiate competitive games confidently and apply the main rules of Basketball .<br>• lead in a variety of roles including coaching, officiating and organising activities.<br>• make the correct choice to take part in PE and sporting activities that they enjoy in order to help develop a longer-term love of sport and exercise. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | • how and when to select and apply different Basketball skills effectively in challenging competitive situations.<br>• that successful attacking play involves effective movement, creating and exploiting space, accurate passing and maintaining possession.<br>• that successful defensive play involves applying pressure, anticipating opponents' movements and creating opportunities to regain possession.<br>• that different tactics and strategies should be adapted in response to the strengths and weaknesses of teammates and opponents.<br>• how the main rules of Basketball are applied and how to officiate competitive games confidently.<br>• that evaluating individual and team performance can identify strengths and areas for improvement.<br>• that leadership roles including coaching and officiating can develop communication, organisation and decision-making skills.<br>• that regular participation in Basketball and other physical activities can contribute towards maintaining a healthy and active lifestyle. |
| **Prior knowledge** | Students will build on their experiences in Year 10 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |

| | |
|---|---|
| **Future knowledge** | ● Students will also get the opportunity to choose AQA A Level PE in the 6th Form.<br>● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | ● Stance, Jump, Pivot, Chest pass, Bounce pass, Double dribble, Travel, Back court violation, Lay -up, Free throws, Contact, Sideline |

| **Topic Title** | **Table Tennis** |
|---|---|
| **Pupils will know** | • Grip • Rallying • Backhand Push • Forehand Push • Topspin • Serve • Lob • Smash • Rules |
| **Pupils will know how to (procedural knowledge)** | ● perform the Serve, Push Shot, Drive, Smash and Lob in Table Tennis and perform these more competently/confidently in more challenging situations.<br>● perform topspin and backspin in Table Tennis and perform these more competently/confidently in more challenging situations.<br>● serve and hit to space when playing Table Tennis and perform these more competently/confidently in more challenging situations.<br>● make the correct choice to take part in PE and sporting activities that you enjoy in order to help you develop a longer term love of sport and exercise. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | ● that a range of skills and techniques in Table Tennis include the Serve, Push Shot, Drive, Smash and Lob and perform these more competently/confidently in more challenging situations.<br>● that topspin and backspin can be used to outwit your opponent in Table Tennis and perform these more competently/confidently in more challenging situations.<br>● that serving and hitting to space are tactics and strategies in Table Tennis and perform these more competently/confidently in more challenging situations. |
| **Prior knowledge** | Students will build on their experiences in Year 10 PE National Curriculum.<br>Students will:<br>● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | ● Students will also get the opportunity to choose AQA A Level PE in the 6th Form.<br>● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | ● Forehand drive<br>● Backhand drive<br>● Forehand push<br>● Backhand push<br>● Topspin loop<br>● Backspin chop<br>● Block<br>● Smash |

| | |
|---|---|
| | • Pendulum serve<br>• Reverse pendulum serve<br>• Tomahawk serve<br>• Ghost serve<br>• Flick (Flip)<br>• Lob<br>• Footwork shuffle |

| **Topic Title** | **Volleyball** |
|---|---|
| **Pupils will know** | • Ready position • Volley/Set • Dig • Set • Serve • Formation • Rules |
| **Pupils will know how to (procedural knowledge)** | • perform the volley/set: using the finger pads, forming a diamond "window" above the forehead, to control and push the ball high and accurately to a teammate, aiming to position it near the net for an attacking teammate to hit.<br>• perform the dig (forearm pass): locking the elbows to create a flat, stable "platform" with the forearms, using the legs to direct the ball upward toward the net or the centre of the court, rather than just forward.<br>• perform the underarm serve: holding the ball steady in one hand and striking it cleanly with the heel of the hitting hand in a smooth pendulum motion, aiming for consistency and depth into the opponent's court.<br>• perform the overarm serve (introduction): tossing the ball consistently above the head and striking it at the highest point with an open, firm hand to generate power and drive the ball deeper into the opposition's court.<br>• play a continuous rally progression: moving away from catching the ball to focus on continuous play, using controlled, consecutive touches (like a dig followed by a volley) to keep the ball alive as a team.<br>• play a defensive-to-attacking progression: transitioning from passive defense to aggressive offense by linking three distinct, continuous touches together, specifically moving from a dig to a set to a controlled overhead hit/spike. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | • the techniques used when performing a volley/set, dig, and overarm serve.<br>• the 3-touch rule: understanding that a team can touch the ball a maximum of three times before it must go over the net.<br>• no double touches: understanding that a single player cannot hit the ball twice in a row.<br>• in or out?: being able to judge whether a ball has landed inside or outside the court boundaries.<br>• rotation: moving positions in a clockwise direction every time the team wins the serve, ensuring everyone gets a turn in the front and back rows. |
| **Prior knowledge** | Students will build on their experiences in Year 10 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | • Students will also get the opportunity to choose AQA A Level PE in the 6th Form.<br>• Students will be able to continue to access the extra-curricular PE clubs |

| | |
|---|---|
| | through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Overarm serve, volley, set, dig, tip, block, spike (smash), rotation, double contact, 3 touch rule. |

| **Topic Title** | **Tennis** |
|---|---|
| **Pupils will know** | Service techniques• Placement • Topspin ••Slice • Tie-break • Sudden Death Deuce • Scoring • Lob • Smash• Doubles • Singles |
| **Pupils will know how to (procedural knowledge)** | • use different serves and add slice and topspin.<br>• hit different length and height of shots.<br>• tactically place the ball to outwit opponents.<br>• perform forehand and backhand drives with top spin.<br>• attempt to add slices on shots.<br>• follow the rules, and make tactical decisions based on the score.<br>• score correctly in a tie-break game.<br>• use sudden death deuce and long deuce in match play.<br>• tactically play a lob to move an opponent to the back of the court.<br>• perform a smash tactically to outwit an opponent.<br>• how to position and move as a doubles pair. |
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | • the purpose of different types of serves, and understand how spin, placement and pace can influence an opponent's return.<br>• that varying the height and depth of shots can move opponents around the court, create space and change the tempo of a rally.<br>• that hitting into space and changing direction can create opportunities to win points.<br>• the key technical points for performing forehand and backhand drives with topspin, and understand when topspin is most effective during a match situation.<br>• that executing forehand and backhand slice shots can be used to vary the pace, keep the ball low, or defend.<br>• the rules of singles and doubles tennis and understand how the score influences tactical decisions during match play.<br>• how to score a tie-break correctly, including serving order, end changes, and the conditions for winning.<br>• the rules and scoring procedures for both sudden-death deuce and advantage (long deuce), and understand how each format affects tactical play.<br>• when and why to use a lob, recognising situations where it can create space, put an opponent under pressure, or recover from a defensive position.<br>• the correct technique for an overhead smash and understand when it is the most effective attacking option to win the point.<br>• and explain the basic roles, positioning, communication, and movement patterns to be an effective doubles partnership. |
| **Prior knowledge** | StStudents will build on their experiences in Year 10 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |

| | |
|---|---|
| **Future knowledge** | • Students will also get the opportunity to choose AQA A Level PE in the 6th Form.<br>• Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Forehand drive<br>• Backhand drive<br>• Flat serve<br>• Slice serve<br>• Kick serve<br>• Topspin groundstroke<br>• Backspin slice<br>• Volley<br>• Overhead smash<br>• Drop shot<br>• Lob<br>• Doubles positioning<br>• Doubles formation<br>• Tie-break<br>• Long Deuce<br>• Sudden Death Deuce |

| **Topic Title** | **Rounders** |
|---|---|
| **Pupils will know** | • Batting • Bowling • Catching • Throwing • Fielding • Backstop • Bases • Stumping • Interception • Backing up • Batting placement • Tactics • Rules • Officiating • Leadership |
| **Pupils will know how to (procedural knowledge)** | ● perform a range of different batting, bowling and fielding skills more competently and confidently in challenging competitive situations.<br>● select and apply appropriate batting techniques including placement and power to overcome different fielding strategies.<br>● select and apply appropriate fielding techniques including catching, throwing, stumping, intercepting and backing up.<br>● bowl accurately and consistently and adapt bowling strategies in response to different batters.<br>● apply different attacking and defensive tactics and strategies to overcome opponents in competitive situations.<br>● make effective decisions about running between bases and taking appropriate risks during competitive games.<br>● evaluate individual and team performance and identify ways to improve performance.<br>● officiate competitive games confidently and apply the main rules of Rounders.<br>● lead in a variety of roles including coaching, officiating and organising activities.<br>● make the correct choice to take part in PE and sporting activities that they enjoy in order to help develop a longer-term love of sport and exercise |
| **Core knowledge to know and** | • when to select and apply different batting, bowling and fielding skills effectively in challenging competitive situations. |

| | |
|---|---|
| **remember to progress to later learning (foundational knowledge)** | • that successful batting involves selecting appropriate placement and power in response to the positioning of fielders.<br>• that successful fielding involves effective communication, accurate throwing, catching, stumping, intercepting and backing up.<br>• that accurate and consistent bowling can place pressure on the batter and limit scoring opportunities.<br>• that different tactics and strategies should be adapted in response to the strengths and weaknesses of teammates and opponents.<br>• that effective decision-making and appropriate risk-taking when running between bases can increase scoring opportunities.<br>• the main rules of Rounders are applied and how to officiate competitive games confidently.<br>• that evaluating individual and team performance can identify strengths and areas for improvement.<br>• that leadership roles including coaching and officiating can develop communication, organisation and decision-making skills.<br>• that regular participation in Rounders and other physical activities can contribute towards maintaining a healthy and active lifestyle. |
| **Prior knowledge** | Students will build on their experiences in Year 10 PE National Curriculum.<br>Students will:<br>• Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | • Students will also get the opportunity to choose AQA A Level PE in the 6th Form.<br>• Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | • Underarm bowling • Bowling accuracy • Bowling variation • Batting placement • Power hitting • Forward hit • Backward hit • Catching • Long barrier • Short barrier • Deep fielding • Backstop • Base stumping • Interception • Direct throw • Backing up • Fielding positions • Fielding formation • Running between bases • Risk-taking • Decision-making • Attacking tactics • Defensive tactics • Communication • Officiating • Leadership |

**Year 11 - Outdoor and Adventurous Activities**

| **Topic Title** | **Orienteering** |
|---|---|
| **Pupils will know** | • Health & Safety • Setting a map • Teamwork • Pacing • Short Course • Long Course • Route Planning • Compass work |
| **Pupils will know how to (procedural knowledge)** | • orientate the map effectively and move quickly between control points in Orienteering and perform these more competently/confidently in more challenging situations.<br>• and apply the quickest route when taking part in Orienteering and perform this more competently/confidently in more challenging situations.<br>• make the correct choice to take part in PE and sporting activities that you enjoy in order to help you develop a longer term love of sport and exercise. |

| | |
|---|---|
| **Core knowledge to know and remember to progress to later learning (foundational knowledge)** | ● that you need to orientate the map effectively and move quickly between control points in Orienteering and perform these more competently/confidently in more challenging situations.<br>● that planning the quickest route in Orienteering will help you to be successful in Orienteering and perform this more competently/confidently in more challenging situations. |
| **Prior knowledge** | Students will build on their experiences in Year 10 PE National Curriculum.<br>Students will:<br>● Continue to develop and apply a broader range of skills, learning how to use them in different ways and link them together. |
| **Future knowledge** | ● Students will also get the opportunity to choose AQA A Level PE in the 6th Form.<br>● Students will be able to continue to access the extra-curricular PE clubs through the academic year which take place through lunchtime PE clubs and after school PE clubs alongside having pathways to local clubs in the community. |
| **Key vocabulary** | ● Map, orienting, control point/checkpoint, control description, timekeeping, route planning, scale, terrain, hazard, compass, legend, star event, score event, combination event, attack point, contouring, knoll. |