



St Dunstan's School
GLASTONBURY



PE Curriculum Booklet
2024-25

Subject Lead: Miss Pengelly and Mr Waugh

Physical Education Curriculum Intent:

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity”

John F. Kennedy

The St Dunstan’s PE curriculum intends to instil the St Dunstan’s core values of Truth; Resilience; Ambition; Community and Kindness (TRACK) as follows:

- **Truth:** The curriculum intent is to give students the *principles of PE and sport* needed for them to make informed decisions in their future lives to be physically and mentally happy.
- **Resilience:** The curriculum intent is to develop students’ *perseverance* and an attitude to keep trying through removing barriers to success.
- **Ambition:** The curriculum intent is to ensure that all learners are studying a *challenging curriculum*. Students are supported to flourish in their chosen sports to compete locally and nationally to have a high **ambition for all**.
- **Community:** The curriculum intent is to develop in students a deep appreciation of the importance of **teamwork**. We intend to supplement our in-class coverage of the curriculum, with opportunities in extra-curricular programmes including visits to sporting events, thus enriching the **cultural capital** of our students.
- **Kindness:** The intent for our implementation of the curriculum is to be delivered with pace, challenge and kindness. Students should be rewarded for their positive contributions in lessons. A **positive learning environment** flourishes in the classroom.

The curriculum at St Dunstan’s meets, and at times exceeds, the national curriculum which consists of the following golden threads:

- To promote a lifestyle that supports lifelong physical activity.
- To build confidence in a wide range of sports and physical activities through application and coaching.
- To offer a wide range of extra-curricular activities to enrich and extend our students opportunities and experiences in sport.
- To develop leadership and teamwork skills through sport.
- To challenge every student to perform at their own ‘Personal Best’ each lesson.

Our Key Stage 3 curriculum intends to develop in students a deep appreciation of the importance of physical activity to support a healthy and positive lifestyle. The curriculum gives students an opportunity to participate in various different sports including individual sports and team sports. Students will develop their core skills from each sport and apply in different levels of competition. We are aware of different barriers to participation in sports and an appreciation of tactical and technical aspects of sports is instilled in students throughout the curriculum.

Our Key Stage 4 curriculum builds on the foundations of the Key Stage 3 curriculum both within core PE and Sports Studies. Within the Sports Studies qualification students will study a set number of sports to develop their skills and knowledge.

PE Curriculum Implementation:

Key Stage 3

Our KS3 curriculum offers a broad and balanced curriculum, exceeding the National Curriculum. The curriculum gives opportunities for students to use a range of tactics and strategies to overcome opponents in direct competition through a broad range of individual and team activities. The curriculum is ordered in accordance with the County sporting calendar for example, Netball is delivered in Term 1-4 to coincide with fixtures. Activities are taught on a termly rotation to maximise the use of our excellent sporting facilities. In all years students are set into mixed ability groups to ensure that all students receive support and challenge. Our curriculum carefully sequences our students' learning to ensure knowledge and skills are introduced in a logical order, allowing them to retain and build on their knowledge and skills with secure foundations. We begin Year 7 with a holistic multi activity unit of work that allows students to explore a range of activities early and build foundations. Key fundamental movement skills are introduced during this unit of work. This is the beginning of their 5-year journey to grow and develop into physically literate young adults. The activities that then follow are sequenced carefully to build on prior learning, with skills being revisited to enable students to ensure learning is built on and secured. The curriculum design gives opportunities for students to communicate with others when analysing and evaluating performance and providing feedback through peer assessment in order to develop their literacy skills. This is introduced in Year 7 and analysis and evaluation skills are taught and built on throughout the Key Stage. Subject specific terminology is introduced through a 'word of the week' focus within lessons in order to exceed the National Curriculum and bridge the gap between KS3 and KS4 as extension and challenge opportunities.

Key Stage 4

Our Year 10 and 11 students take part in 4 hours per fortnight of core PE lessons. Within these lessons, students take part in a broad range of activities which develop personal fitness, promote an active, healthy lifestyle and give opportunity for competitive sport. Students in Year 10 and 11 are taught on a 4-week rotation, to ensure they experience a wide range of activities. Students who opt for PE at Key Stage 4 undertake the NCFE Health and Fitness qualification. Assessment at Key Stage 4 is a mixture of knowledge quizzes, formative and summative assessments which allow our students time to reflect and make improvements, that in turn ensure gaps in knowledge and practical ability are closed. This means our students are equipped to help themselves make progress and become self-aware and ready for the demands of examinations and able to access future academic or vocational A level and Certificate courses.

Allocated Curriculum Time:

Year Group	Y7	Y8	Y9	Y10	Y11
Fortnightly lesson allocation in hours	4	4	4	4 Core PE 5 Health and Fitness (GCSE)	4 Core PE 5 Health and Fitness (GCSE)

Curriculum Plan: Year 7

Term	Curriculum Foci Areas	Assessment Criteria
1	<p>Badminton (Both)</p> <ul style="list-style-type: none"> To know how AND to be able to hit a shuttle using the forehand grip ensuring the correct side of the racket is used. Introduce footwork around the court and have a basic knowledge of line markings of the court. To know how AND be able to perform the three stroke actions (push, tap and whip) and a short or long serve. To understand how to score and umpire singles ½ court game. <p>Rugby (Both)</p> <ul style="list-style-type: none"> Tower of Power - To know how to AND be able to perform the tower of power successfully (isolated skill-based practice). Tackle - To understand how to convert the Tower of Power position into an isolated tackle. Handling - To know how to handle the ball and perform a pop and push pass with the dominant hand. Recycling - to understand how you can recycle the ball after a tackle. 	<p>Assessment 1</p> <p>Individual Sport: Badminton</p> <p>Knowledge-based assessment focussed on students demonstrating their understanding of the key technical skills and principles of the sport (including the key shots, how to grip the racket etc)</p>
2	<p>Table Tennis (Both)</p> <ul style="list-style-type: none"> To use the backhand push shot with increasing accuracy in game scenarios To use the forehand drive shot and with correct technique in a competitive rally with a partner To attempt the use of a backhand drive shot in a game situation with varying success To use a forehand push in a practice scenario with increasing success, and attempting it in a match situation To increase the awareness of shot selection and placement to gain an advantage of opponents <p>Fitness (Both)</p> <ul style="list-style-type: none"> To understand the importance of warm-ups and cool-downs To understand the broader concept of Components of Fitness (CoF). Knowing what Aerobic Endurance is and when it is used in sport and daily life. To understand the different muscle groups and what exercises can target these. To learn and demonstrate the safe and correct execution of different movements and exercises. <p>Rugby (Both)</p> <ul style="list-style-type: none"> Tower of Power - To know how to AND be able to perform the tower of power successfully (isolated skill-based practice). Tackle - To understand how to convert the Tower of Power position into an isolated tackle. Handling - To know how to handle the ball and perform a pop and push pass with hand. Recycling - to understand how you can recycle the ball after a tackle. 	

3	<p>Fitness (Both)</p> <ul style="list-style-type: none"> To understand the importance of warm-ups and cool-downs To understand the broader concept of Components of Fitness (CoF). Knowing what Aerobic Endurance is and when it is used in sport and daily life. To understand the different muscle groups and what exercises can target these. To learn and demonstrate the safe and correct execution of different movements and exercises. <p>Netball (Girls)</p> <ul style="list-style-type: none"> Be able to demonstrate the correct technique when passing the ball over varying distances Be able to demonstrate correct footwork within small competitive scenarios. Understand how to effectively mark the ball and mark the player. Understand how dodging can be used to outwit an opponent. Know the positions and basic role of players on court. <p>Football (Boys)</p> <ul style="list-style-type: none"> Dribbling - to understand how to maintain control of the football whilst on the move Passing - to understand the key technical coaching points for an accurate pass using the dominant foot Shooting - to know how to perform an accurate and powerful shot on goal Tackling - to understand how to perform a standing block tackle against an opponent 	<p>Assessment 2 - Team Sport:</p> <p>Netball (girls) Football (boys)</p> <p>Tactical Awareness assessment centred on students being tasked with demonstrating their understanding of, and appreciation for, the use of tactics within team sports. This is through a blend of both practical performance as well as oral and written responses to key questions on this topic.</p>
4	<p>Football (Both)</p> <ul style="list-style-type: none"> Dribbling - to understand how to maintain control of the football. Passing & shooting - to understand the key technical points for accuracy Tackling - to understand how to perform a standing block tackle <p>Basketball (Both)</p> <ul style="list-style-type: none"> Learning technical play including passing, moving with the ball and shooting. Learning tactical play including positioning and defending. <p>Dance (Both)</p> <ul style="list-style-type: none"> To learn how to count music in 8's To learn basic dance actions, shapes and apply this during movement. To learn about different types of movement and levels in dance. To learn what a motif is 'A single movement which expresses the style or theme of the dance'. To learn about dance dynamics, words and hand gestures which may influence movement. To be able to work creatively alongside others when developing choreographic ideas. To learn about performance skills and perform a group sequence to engage an audience and evaluate it. 	
5-6	<p>Athletics (Both)</p> <ul style="list-style-type: none"> Sprints - To be able to demonstrate the correct movement sequence for a crouch start. Relay Changeovers - To be able to exchange the baton at speed using a 'push pass'. 	<p>Assessment 3 - Sports Skills</p> <p>Athletics (both)</p>

- Endurance - To be able to develop good pace judgement and the ability to sustain running for increased periods of time
- Jumps - To know about the common elements associated with jumping events/activities
 - High Jump - To be able to begin to implement the Fosbury flop technique
 - Long Jump - To be able to perform a 5 step long jump, taking off 1 foot and landing on 2, with correct technique
 - Triple Jump - To be able to demonstrate a standing hop, step and jump with equal phases with a 5 step run-up
- Throws - To understand the differences between the push, pull and sling throwing actions
 - Shot Put - Demonstrate basic standing shot put technique
 - Javelin - Throw an implement using a 'pull' throw whilst demonstrating the 'power' position with a javelin throw
 - Discus - Adopting a 'power' position to sling an implement with balance and control consistently

Rounders (Both)

- To be able to apply the overarm throwing technique with increasing accuracy within drill and modified game scenarios.
- To understand the term 'support play' in relation to fielding and be able to back up team mates within play.
- To understand the importance of batting for distance, developing the ability to consistently contact the ball .
- To be able to bowl with increasing consistency within drill and game scenarios.
- To develop a tactical understanding of game play, utilising strategies for maximising 'out' when fielding.

Softball (Both)

- Develop understanding of tactics used by a batting team such a 'base run calling' and 'not running team members out'
- To understand the importance of batting for distance, developing the ability to consistently contact the ball
- To develop a tactical understanding of game-play utilising strategies for maximising 'outs' when fielding
- Students to learn and implement the three key catching positions
- To be able to perform a long-barrier effectively and react to fielding positions in a game.

Cricket (Both)

- To be able to play a back foot shot in cricket.
- To be able to grip the ball correctly for the bowl and throw the ball over longer distances.
- To be able to perform an overarm bowling action with the correct arm technique.
- To be able to perform a long barrier effectively and react to fielding positions in a game.
- To be able to anticipate movement when batting and fielding to influence the game.

Performance-based assessment to allow students to demonstrate their practical abilities to use correct techniques to bring about the desired results across a range of athletic events in order to gain an understanding of their overall athletic ability

Curriculum Plan: Year 8

Term	Curriculum Foci Areas	Assessment Criteria
1	<p>Badminton (Both)</p> <ul style="list-style-type: none"> To know how to grip a racket using the backhand grip AND be able to demonstrate it. To know and to understand how to move effectively around the court. To be able to select either the push, tap or whip action to play the shuttle into space on court looking to win the rally. To be able to perform a variety of serves (both long and short) with accuracy and a correct trajectory. To understand the tactics associated with singles ½ court games. <p>Rugby (Both)</p> <ul style="list-style-type: none"> Tower of Power - To be able to perform the tower of power successfully in game situations Tackle - To be able to perform an effective tackling position within a game scenario Handling - To know how to handle the ball and perform a pop and push pass with both the dominant and non-dominant hands in drills and conditioned games. Recycling - to understand how you can recycle the ball after a tackle and ruck. 	<p>Assessment 1</p> <p>Individual Sport: Badminton</p> <p>Knowledge-based assessment focussed on students demonstrating their understanding of the key technical skills and principles of the sport (including the key shots, how to grip the racket etc)</p>
2	<p>Table Tennis (Both)</p> <ul style="list-style-type: none"> To use the backhand push shot with increasing accuracy in game scenarios To use the forehand drive shot and with correct technique in a competitive rally with a partner To attempt the use of a backhand drive shot in a game situation with varying success To use a forehand push in a practice scenario with increasing success, and attempting it in a match situation To increase the awareness of shot selection and placement to gain an advantage of opponents <p>Fitness (Both)</p> <ul style="list-style-type: none"> To understand what Circuit Training is and perform a circuit session. To understand the short term effects of exercise. To understand Continuous Training. To perform a continuous training activity - HR Run. To understand how to perform Flexibility and Plyometric Training. To understand what Interval Training is, and describe its relevance to a number of different sports. Understand the concept of Weight Training and when it would be used in sports. To understand the different muscle groups and what exercises can target these. To learn and demonstrate the safe and correct execution of different movements and exercises. <p>Rugby (Both)</p> <ul style="list-style-type: none"> Tower of Power - To be able to perform the tower of power successfully in game situations Tackle - To be able to perform an effective tackling position within a game scenario Handling - To know how to handle the ball and perform a pop and push pass with both the dominant and non-dominant hands in drills and conditioned games. Recycling - to understand how you can recycle the ball after a tackle and ruck. 	

3	<p>Fitness (Both)</p> <ul style="list-style-type: none"> ● To understand what Circuit Training is and perform a circuit session. To understand the short term effects of exercise. ● To understand Continuous Training. To perform a continuous training activity - HR Run. ● To understand how to perform Flexibility and Plyometric Training. ● To understand what Interval Training is, and describe its relevance to a number of different sports. ● Understand the concept of Weight Training and when it would be used in sports. ● To understand the different muscle groups and what exercises can target these. ● To learn and demonstrate the safe and correct execution of different movements and exercises. <p>Football (Boys)</p> <ul style="list-style-type: none"> ● To be able to pass the ball with control and accuracy, moving into the correct position to receive it within gameplay ● To understand the importance of playing in the direction you are facing ● To be able to understand the importance of passing at the correct time and not keeping possession of the ball for too long ● To understand how to adopt an effective defending position in relation to jockeying and channelling an opponent away from goal. ● To be able to restart play in the correct way after the ball has left the field of play <p>Netball (Girls)</p> <ul style="list-style-type: none"> ● Understand the importance of passing triangles, practically demonstrating positional awareness. ● Be able to select and apply the correct passing technique within small competitive scenarios with control and accuracy. ● Be able to impact upon the effectiveness of an opposing player through effective man to man marking. ● Be able to demonstrate the ability to outwit an opponent through the use of varying dodges including the feint dodge, sprint dodge and reverse pivot. ● Know when a free pass and a penalty is awarded and the consequences of each within competitive play. 	<p>Assessment 2 - Team Sport:</p> <p>Netball (girls) Football (boys)</p> <p>Tactical Awareness assessment centred on students being tasked with demonstrating their understanding of, and appreciation for, the use of tactics within team sports. This is through a blend of both practical performance as well as oral and written responses to key questions on this topic.</p>
4	<p>Football (Both)</p> <ul style="list-style-type: none"> ● To be able to pass the ball with control and accuracy, moving into the correct position to receive it within gameplay ● To understand the importance of playing in the direction you are facing ● To be able to understand the importance of passing at the correct time and not keeping possession of the ball for too long ● To understand how to adopt an effective defending position in relation to jockeying and channelling an opponent away from goal. ● To be able to restart play in the correct way after the ball has left the field of play <p>Basketball (Both)</p> <ul style="list-style-type: none"> ● To know how to beat a player using a variety of means within a 2v1 scenario. ● To be able to perform a set shot correctly (holding the ball correctly, preparation, release, follow through). ● To understand and apply the following rules, violations and scenarios: tip off, free throws, 3 second rule, ½ court defence. 	

	<ul style="list-style-type: none"> ● To be able to adopt one of the different roles and positions on court (point guard, wings, forwards). ● To understand how, when and the advantages of performing a fast break. <p>Gymnastics (Both)</p> <ul style="list-style-type: none"> ● To perform individual balances and jumps demonstrating excellent control and body extension. ● Locomotion: To understand the importance of aesthetics during movements - “aesthetically pleasing”. ● Rolls - control, movements at different levels, linking rolls to balances/jumps. ● To create a routine involving all prior learning. 	
5-6	<p>Athletics (Both)</p> <ul style="list-style-type: none"> ● Sprints - To be able to demonstrate the correct movement sequence for a crouch start. ● Relay Changeovers - To be able to exchange the baton at speed using a ‘push pass’. ● Endurance - To be able to develop good pace judgement and the ability to sustain running for increased periods of time ● Jumps - To know about the common elements associated with jumping events/activities <ul style="list-style-type: none"> ○ High Jump - To be able to begin to implement the Fosbury flop technique ○ Long Jump - To be able to perform a 5 step long jump, taking off 1 foot and landing on 2, with correct technique ○ Triple Jump - To be able to demonstrate a standing hop, step and jump with equal phases with a 5 step run-up ● Throws - To understand the differences between the push, pull and sling throwing actions <ul style="list-style-type: none"> ○ Shot Put - Demonstrate basic standing shot put technique ○ Javelin - Throw an implement using a ‘pull’ throw whilst demonstrating the ‘power’ position with a javelin throw ○ Discus - Adopting a ‘power’ position to sling an implement with balance and control consistently <p>Cricket (Both)</p> <ul style="list-style-type: none"> ● To be able to play a back foot shot in cricket. ● To be able to grip the ball correctly for the bowl and throw the ball over longer distances. ● To be able to perform an overarm bowling action with the correct arm technique. ● To be able to perform a long barrier effectively and react to fielding positions in a game. ● To be able to anticipate movement when batting and fielding to influence the game. <p>Rounders (Both)</p> <ul style="list-style-type: none"> ● To be able to apply the overarm throwing technique with increasing accuracy within drill and modified game scenarios. ● To understand the term ‘support play’ in relation to fielding and be able to back up team mates within play. ● To understand the importance of batting for distance, developing the ability to consistently contact the ball . 	<p>Assessment 3 - Sports Skills</p> <p>Athletics (both)</p> <p>Performance-based assessment to allow students to demonstrate their practical abilities to use correct techniques to bring about the desired results across a range of athletic events in order to gain an understanding of their overall athletic ability</p>

- To be able to bowl with increasing consistency within drill and game scenarios.
- To develop a tactical understanding of game play, utilising strategies for maximising 'out' when fielding.
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Softball (Both)

- Develop understanding of tactics used by a batting team such a 'base run calling' and 'not running team members out'
- To understand the importance of batting for distance, developing the ability to consistently contact the ball
- To develop a tactical understanding of game-play utilising strategies for maximising 'outs' when fielding
- Students to learn and implement the three key catching positions
- To be able to perform a long-barrier effectively and react to fielding positions in a game.

Curriculum Plan: Year 9

Term	Curriculum Foci Areas	Assessment Criteria
1	<p>Badminton (Both)</p> <ul style="list-style-type: none"> To know the difference between singles and doubles court lines and scoring procedures. To understand the difference between the two different doubles formations (front and back & sides). To be able to adopt the correct positioning within doubles gameplay (front and back & sides). To understand and begin to apply the tactics associated with both singles and doubles games. To be able to correctly play and officiate both singles and doubles games. <p>Rugby (Both)</p> <ul style="list-style-type: none"> Scrummaging - To know how to AND be able to perform the tower of power successfully in a 3v3 contested scrummage Tackle - To be able to perform effective tackling technique consistently to influence conditioned game scenarios. Handling - To perform appropriate passes to retain possession and create attacking opportunities in game scenarios. Recycling - to understand how you can recycle the ball after a tackle, ruck and maul 	<p>Assessment 1</p> <p>Individual Sport: Badminton</p> <p>Knowledge-based assessment focussed on students demonstrating their understanding of the key technical skills and principles of the sport (including the key shots, how to grip the racket etc)</p>
2	<p>Table Tennis (Both)</p> <ul style="list-style-type: none"> To understand when to use particular shots, and show an increasing efficiency in performing an appropriate shot during rallies and game situations. To be able to perform a backhand push consistently and successfully with correct technique. To be able to perform a forehand drive consistently and successfully with correct technique. To perform backhand drive, and forehand push shots with greater consistency in the appropriate situations. To use variety and shot selection to outwit an opponent. <p>Fitness (Both)</p> <ul style="list-style-type: none"> To understand the importance of fitness testing in professional and amateur sport. To understand how to test for a number of fitness components (Power, Coordination, Speed, Muscular Strength and Balance Testing). To understand the Principles of Training and training zones. To understand the Principles of Training with a focus on specificity. To understand the importance of, and how to apply, Progression/Overload in training sessions. To understand the different muscle groups and what exercises can target these. To learn and demonstrate the safe and correct execution of different movements and exercises. <p>Rugby (Both)</p> <ul style="list-style-type: none"> Scrummaging - To know how to AND be able to perform the tower of power successfully in a 3v3 contested scrummage Tackle - To be able to perform effective tackling technique consistently to influence conditioned game scenarios. Handling - To perform appropriate passes to retain possession and create attacking opportunities in game scenarios. 	

	<ul style="list-style-type: none"> ● Recycling - to understand how you can recycle the ball after a tackle, ruck and maul 	
3	<p>Fitness (Both)</p> <ul style="list-style-type: none"> ● To understand the importance of fitness testing in professional and amateur sport. ● To understand how to test for a number of fitness components (Power, Coordination, Speed, Muscular Strength and Balance Testing). ● To understand the Principles of Training and training zones. ● To understand the Principles of Training with a focus on specificity. ● To understand the importance of, and how to apply, Progression/Overload in training sessions. ● To understand the different muscle groups and what exercises can target these. ● To learn and demonstrate the safe and correct execution of different movements and exercises. <p>Football (Boys)</p> <ul style="list-style-type: none"> ● To be able to pass with a degree of accuracy over longer distances with the dominant foot. ● To be able to develop and refine the ability to use both feet to pass, dribble and shoot. ● To understand the importance of playing the ball wide and the opportunities that this presents. ● to understand and be able to identify situations when players would be ruled as 'offside'. ● To be able to adopt an effective defending position in relation to jockeying and channelling opponents away from goal. <p>Netball (Girls)</p> <ul style="list-style-type: none"> ● Be able to demonstrate control, accuracy and power when selecting and applying passing techniques. ● Be able to demonstrate an awareness of timing and anticipation (in relation to movement, positioning and passing). ● Know the role of positions on court and how they contribute to the wider team performance. ● Understand how set plays can be used to gain a competitive advantage (for example, from centre pass or attacking backline passes). ● Be able to oversee game scenarios, recognising basic game related rules and imposing appropriate decision making skills (umpiring). 	<p>Assessment 2 - Team Sport:</p> <p>Netball (girls) Football (boys)</p> <p>Tactical Awareness assessment centred on students being tasked with demonstrating their understanding of, and appreciation for, the use of tactics within team sports. This is through a blend of both practical performance as well as oral and written responses to key questions on this topic.</p>
4	<p>Football (Both)</p> <ul style="list-style-type: none"> ● To be able to pass with a degree of accuracy over longer distances with the dominant foot. ● To be able to develop and refine the ability to use both feet to pass, dribble and shoot. ● To understand the importance of playing the ball wide and the opportunities that this presents. ● to understand and be able to identify situations when players would be ruled as 'offside'. ● To be able to adopt an effective defending position in relation to jockeying and channelling opponents away from goal. <p>Basketball (Both)</p>	

	<ul style="list-style-type: none"> ● To be able to perform a lay-up in the correct situation within a game. ● To understand the benefits of performing a screen within a game scenario. ● To understand how to box out within a game and the benefits of doing so. ● To understand the key aspects associated with free throws being awarded in game scenarios. ● To know the differences between the following forms of defences: ½ court man to man, full court man to man, 2-1-2 zone. <p>Gymnastics (Both)</p> <ul style="list-style-type: none"> ● To perform individual balances, combining basic and advanced skills, demonstrating excellent control and body extension. ● Students will work to investigate different ways of moving a ball through the air, along the ground, around their body and passing it to each other using gymnastic movements and skills. ● Students will work together to investigate ways of moving a ribbon through the air, along the ground, around their body and passing it to each other using gymnastic movements and skills. ● Students will work together to investigate ways of moving a hoop through the air, along the ground, around their body and passing it to each other using gymnastic movements and skills. 	
5-6	<p>Athletics (Both)</p> <ul style="list-style-type: none"> ● Sprints - To be able to develop and improve explosive acceleration and pick-up. ● Relay Changeovers - To be able to develop and improve the speed at which the baton is exchanged using a 'push pass'. ● Endurance - To be able to develop and improve pace judgement over sustained periods of time. ● Jumps - To understand the importance of using an effective short approach to increased distance or height achieved. This includes: <ul style="list-style-type: none"> ○ High Jump ○ Long Jump ○ Triple Jump ● Throws - To apply the common throwing pointers and apply them to specific events. This includes: <ul style="list-style-type: none"> ○ Shot Put ○ Javelin ○ Discus <p>Cricket (Both)</p> <ul style="list-style-type: none"> ● To be able to select the correct batting shot (front or back). ● To be able to bowl the ball with the use of run up, demonstrating a degree of consistency in terms of line and length. ● To understand which wicket to send the ball to when fielding to maximise the chances of getting a wicket. ● To understand the key positions and roles that players have when fielding. ● To understand and be able to apply the following rules - LBW and bowling no balls (including no balls). <p>Rounders (Both)</p> <ul style="list-style-type: none"> ● To understand the benefits of being able to 'place' the ball, developing the ability to bat for placement. ● To be able to explore a range of bowling techniques and strategies to aid performance (eg speed, angle, spin, height - donkey drop). 	<p>Assessment 3 - Sports Skills</p> <p>Athletics (both)</p> <p>Performance-based assessment to allow students to demonstrate their practical abilities to use correct techniques to bring about the desired results across a range of athletic events in order to gain an understanding of their overall athletic ability</p>

- To understand how to respond to the batting player when fielding, working as a collective unit to minimise scoring opportunities (fielding placement)
- To be able to assess the strengths and weaknesses of a team, devising suitable drills to help enhance rounders playing performance.
- To know the role of umpire 1 and 2 within game play and be able to implement/demonstrate an understanding of game related rules.

Softball (Both)

- To understand the benefits of being able to 'place' the ball, developing the ability to bat for placement.
- To understand how to respond to the batting player when fielding, working as a collective unit to minimise scoring opportunities (fielding placement).
- To be able to explore a range of bowling techniques and strategies to aid performance (e.g. speed, angle, spin, height)
- To understand which base to send the ball to when fielding to maximise the chances of getting a batsman out
- To be able to use basic stops, short and long barriers to return the ball to an appropriate base when fielding

Key Stage 4 Curriculum Intent:

At Key Stage 4 the overall aim is to foster our TRACK values by creating opportunities for students to develop skills and inspire a deep-rooted knowledge in a broad range of activities, whilst developing the character of a polite, respectable citizen, equipped with the ability, awareness and inspiration to partake in lifelong physical activity.

Core PE lessons serve to equip students with the skills and confidence in their chosen areas to partake in exercise beyond the PE curriculum building upon the prior learning developed at KS3, so that they enjoy exercising and become lifelong participants in regular physical activity.

Curriculum Plan: Year 10 (Core)

Term	Curriculum Foci Areas Assessment Criteria
1	<ul style="list-style-type: none">● Rugby (Both)● Badminton (Both)● Handball / Volleyball (Both)
2	<ul style="list-style-type: none">● Rugby/American Football (Both)● Netball (Girls)● Football (Boys)● Handball / Volleyball (Both)● Fitness (Both)
3	<ul style="list-style-type: none">● Football (Both)● Fitness (Both)● Table Tennis (Both)● Netball (Girls)● Rugby/American Football (Boys)
4	<ul style="list-style-type: none">● Football (Both)● Futsal (Boys)● Ultimate Frisbee (Both)● Fitness (Both)● Table Tennis (Both)● Netball (Girls)
5	<ul style="list-style-type: none">● Athletics (Both)● Striking and Fielding (Both)
6	<ul style="list-style-type: none">● Athletics (Both)● Striking and Fielding (Both)

Curriculum Plan: Year 11 (Core)

Term	Curriculum Foci Areas Assessment Criteria
1	<ul style="list-style-type: none">● Rugby (Both)● Badminton (Both)● Handball / Volleyball (Both)
2	<ul style="list-style-type: none">● Rugby/American Football (Both)● Netball (Girls)● Football (Boys)● Handball / Volleyball (Both)● Fitness (Both)
3	<ul style="list-style-type: none">● Football (Both)● Fitness (Both)● Table Tennis (Both)● Netball (Girls)● Rugby/American Football (Boys)
4	<ul style="list-style-type: none">● Football (Both)● Futsal (Boys)● Ultimate Frisbee (Both)● Fitness (Both)● Table Tennis (Both)● Netball (Girls)
5	<ul style="list-style-type: none">● Athletics (Both)● Striking and Fielding (Both)
6	<ul style="list-style-type: none">● Athletics (Both)● Striking and Fielding (Both)

**Sports Studies Final Assessment Structure:
NCFE Level 1/2 Technical Award in Health and Fitness**

Component	Weighting	Content	Proposed Date of Examination/Submission
Non-Exam Assessment (NEA)	60%	<p>This qualification consists of 8 content areas which are applied to the coursework task.</p> <ol style="list-style-type: none"> 1. Structure and function of body systems. 2. Effects of health and fitness activities on the body. 3. Health and fitness and the components of fitness. 4. Principles of training. 5. Testing and developing components of fitness. 6. Impact of lifestyle on health and fitness. 7. Applying health and fitness analysis and setting goals. 8. Structure of a health and fitness programme and how to prepare safely. 	<p>Content learnt in year 10 and year 11.</p> <p>NEA assessment deadline: April of Year 11</p>
Examined Assessment (EA)	40%	<p>This qualification consists of 8 content areas which are covered in the exam.</p> <ol style="list-style-type: none"> 1. Structure and function of body systems. 2. Effects of health and fitness activities on the body. 3. Health and fitness and the components of fitness. 4. Principles of training. 5. Testing and developing components of fitness. 6. Impact of lifestyle on health and fitness. 7. Applying health and fitness analysis and setting goals. 8. Structure of a health and fitness programme and how to prepare safely. 	<p>Content learnt in year 10 and year 11.</p> <p>Written Exam: June of Year 11</p>

Please see exam board websites for up to date information:

<https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-health-and-fitness-111>