

KS3 PE CURRICULUM MAP YEAR 10

Intent:

Physical education will be at the heart of the Academy and will endeavour to promote life-long physical activity. Students will improve their health and wellbeing through a holistic approach that allows them to flourish and become valuable members of society. We will create opportunities for students to develop personally through a wide range of experiences.

Students will make progress and become physically literate and able to articulate the key knowledge required for physical education whatever their starting point. Students will have opportunities to engage in competitive sport and leadership skills helping to build character and embed core values. Physical education should inspire students to become physically competent in a way which promotes lifelong physical activity.

The Oasis Physical Education Curriculum will improve students' health and wellbeing through a holistic approach that allows them to flourish and become valuable members within their community. Students will be provided with opportunities to develop personally through a wide range of experiences. They will have opportunities to engage and excel in competitive sport, physical activities and leadership, building character and embedding wider core values throughout.

Sequencing:

The Oasis Physical Education curriculum is sequentially planned so that the core and wider skills and knowledge required to be physically literate are developed over time.

- **Movement skills (Hands):** students develop locomotor, non-locomotor and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan.
- **Health and fitness (Hands):** students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives.
- **Technical skills (Hands):** students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s).
- **Tactical knowledge (Head):** students learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in.
- **Leadership (Head & Heart):** students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.

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Assessments:

Part 1 – Skills (10 marks per activity)

Students must demonstrate their ability to develop and apply the core skills/techniques in increasingly demanding and progressive drills in each of their **three** chosen activities. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills. This must not be in the full context of the activity. Students will be assessed holistically based on the overall performance of all of the core skills/ techniques listed for each activity, in increasingly demanding, progressive and competitive drills. Schools and colleges are reminded that students should adhere to the rules appropriate to the activities undertaken and be actively encouraged to take ownership of appropriate risk management strategies to reduce the chances of injury to themselves and/or others. The effectiveness of communication in team activities will inevitably contribute to the success or failure of the overall performance. As a result, the effectiveness of this skill will be encapsulated in the outcome of the performance.

Part 2 – Full context (15 marks per activity)

Students must demonstrate their ability to apply the core skills/techniques, specific to their position where appropriate, in the full context of each of their **three** chosen activities. Students must be assessed holistically, based on the performance of the listed skills/techniques in the full context of each activity. Students must adhere to the rules appropriate to the activities undertaken and be actively encouraged to take ownership of appropriate risk management strategies to reduce the chances of injury to themselves and/or others. The effectiveness of communication in team activities will inevitably contribute to the success or failure of the overall performance. As a result, the effectiveness of this skill will be encapsulated in the outcome of the performance.

<u>Term</u>	<u>Content</u>	<u>Skills students need to master:</u>	<u>Framed task</u>
Autumn 1	<p><u>Hockey</u></p> <p>Dribbling and passing</p> <p>Spatial awareness</p> <p>Tackling</p>	<p>Use of different types of passing and when they are best used in a game and why (CRITICAL THINKING AND CO-ORDINATION).</p> <p>Getting pupils dribbling and passing on the move and changing direction with the ball (CO-ORDINATION).</p> <p>Finding space to move into and to receive the ball into.</p> <p>Explanation of the two types of tackling – Jab and block, when they would be used in different situations. (COMMUNICATION)</p>	<p>Students will be assessed using formative and summative assessment:</p> <p>Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities.</p> <p>Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson.</p>
Autumn 2	<p><u>Football</u></p>	<p>The correct technique for long passing, tackling and crossing</p>	<p>Students will be assessed using formative and summative assessment:</p>

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	<p>Passing/control</p> <p>Dribbling</p> <p>Shooting</p> <p>Decision making</p> <p>Tactical understanding/positional play</p> <p>Attacking and defending play</p>	<p>Improved technique when dribbling with the ball using different parts of the foot Intro to turns and using the sole of the foot to perform these (CO-ORDINATION and AGILITY)</p> <p>Set plays and goalkeeper work if required (POWER, CO-ORDINATION, TIMING)</p> <p>Shape and formation of the team when applying decision making and game play (DECISION MAKING).</p> <p>Emphasis on defending and attacking and working as a team (SPATIAL AWARENESS, COMMUNICATION AND TEAMWORK).</p>	<p>Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities.</p> <p>Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson.</p>
<p>Spring 1</p>	<p><u>Volleyball</u></p> <p>Basic rules and court markings.</p> <p>Serving (Underarm)</p> <p>Passing (Forearm Underhand, Overhand, Overhead or Setting)</p> <p>Attack (Hitting)</p> <p>Defensive Skills</p>	<p>Focus on correct technique for serving and strive for success. Contact through the centre of ball.</p> <p>Accurate and consistent passing. Highlighting the importance that the ball is contacted above the head with the palms/fingertips (HAND – EYE COORDINATION)</p> <p>Look at court positioning and anticipation of the ball in order to perform defensive duties (SPEED, AGILITY, COMMUNICATION, REACTION TIME, SPACIAL AWARENESS).</p>	<p>Students will be assessed using formative and summative assessment:</p> <p>Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities.</p> <p>Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson. This also includes the students playing different positions and taking turns to officiate live matches.</p>

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Spring 2	<p><u>Orienteering</u></p> <p>Problem solving</p> <p>Team building</p> <p>Creative thinking</p>	<p>Developing knowledge and understanding within Orienteering, involving concepts such as problem solving, team building, and orienteering.</p> <p>(DECISION MAKING, PROBLEM SOLVING AND TEAMWORK).</p> <p>To learn the necessary safety precautions to carry out tasks/activities.</p> <p>Planning and use of forward thinking when devising new pathways.</p> <p>Leading themselves and team/group to succeed</p>	<p>Students will be assessed using formative and summative assessment:</p> <p>Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities.</p> <p>Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their decision making and leaderships skills after each lesson to ensure that they effectively implement corrections each lesson.</p>
Summer 1	<p><u>Athletics</u></p> <p>Track</p> <p>Throws</p>	<p>Enhanced start/finishing phases of each race inc: Arm action – Effectiveness and consistency Leg action – Creation of appropriate pace against resistance/competition (BALANCE, POWER, SPEED)</p> <p>Increased weight of the throwing apparatus (MUSCULAR STRENGTH)</p>	<p>Students should be assessed in two separate athletic events out of the following:</p> <p>Track: 80m hurdles (G) 100m hurdles (B) 100m 200m 300m (G) 300m hurdles (G) 400m (B) 400m hurdles (B)</p>

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	Jumps	<p>Individualised grip, stance, approach and movement into throwing action (COORDINATION, BALANCE), with a concentrated follow-through and recovery (POWER)</p> <p>Individualised approach (SPEED, COORDINATION) and take-off ensuring explosive lift and height in the jump (POWER).</p> <p>Continuation of aero-dynamic shape in flight (FLEXIBILITY) with a trounced landing placement (COORDINATION, BALANCE, FLEXIILTY)</p>	<p>800m 1500m</p> <p>Jumps: High jump Long jump Triple jump</p> <p>Throws: Shot put Discus Javelin</p> <p>Students should perform both events in a fully competitive meet. This should involve direct objectively measured competitors. The events can be assessed through competitive athletics at school or at club level (or higher). Students should demonstrate their ability in both events against suitably challenging opponents.</p>
Summer 2	<p><u>Softball</u></p> <p>Batting</p> <p>Bowling</p>	<p>Front and back foot positioning when playing attacking and defensive shots – drive, pull, hook, cut, sweep Decision making and recovery work as a back-stop (COORDINATION, REACTION TIME, BALANCE)</p>	<p>Students should perform the core skills/techniques in increasingly demanding and progressive drills in a position of their choice. This must not be in a full (11 versus 11) cricket match.</p> <p>Students should perform in a fully competitive cricket match (11 versus 11), demonstrating the skills appropriate to their chosen positions. Performers must</p>

