

KS3 PE CURRICULUM MAP YEAR 11

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>Football</p> <p>Passing/Control</p> <p>Dribbling</p> <p>Shooting</p> <p>Decision making</p>	<p>Passing and controlling the ball – Using two parts of the foot, inside and outside. Introduction of through balls for players to run on to. Long passing tackling and crossing. The correct technique for all.</p> <p>Dribbling with the ball using different parts of the foot – inside and outside of the foot. Introduction of turns and using the sole of the foot to perform these. Also, beating the defender when running, confidence on the ball. (SPEED, AGILITY, CO-ORDINATION)</p> <p>How to shoot the ball and fundamental aiming of the shot using different parts of the foot, laces or top of the foot. Shooting to beat the goalkeeper, shot placement. (POWER, CO-ORDINATION)</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>

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	<p>Tactical understanding/Positional play</p> <p>Attacking and Defending Play</p>	<p>Understanding the importance of decision making, when to pass and when to shoot. Shape and formation. Application and decision making in game play.</p> <p>Importance of positions within the game. Communicating with all teammates. Set plays and goalkeeper work if required. (COMMUNICATION)</p> <p>Understanding the importance of when to attack and defend. Communicating with teammates. Linking to positional play, counter attacks, defending in numbers. Emphasis on defending and attacking and working as a team. (COMMUNICATION)</p>	
<p>Autumn 2</p>	<p><u>Badminton</u></p> <p>Service – high, low, flick (forehand or backhand).</p> <p>Overhead – clear, drop (forehand and backhand where appropriate).</p> <p>Underarm – clear, drive, drop (forehand and backhand where appropriate).</p> <p>Net play.</p>	<p>Understanding the key serves and playing these to gain advantage over opponent. Analysis of basic shot, positional play and understanding of the rules. Basic grip of the badminton racquet. Timing overhead clear & drop shot</p> <p>Overhead clear aimed at back of court, pushing opponent onto back foot Drop shot should be executed with the intent of moving your opponent to the front court</p> <p>Underarm – clear, drive, drop as defensive shots and used to get back into position</p> <p>Delicate net play, not over-hitting the shuttle allowing the opponent back into the game.</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>

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	Smash.	Aiming for each shot to landing front of service line, close to the net as possible Timing of the smash/generating power	
Spring 1	<u>Basketball</u> Outwitting an opponent Shooting Playing in different positions Defending Attacking Officiating	<p>Outwitting an opponent - Developing the ability to outwit opponents and teams using advancing tactics i.e. varying passing and moving up and down the court efficiently (SPEED, AGILITY, COMMUNICATION AND SPACIAL AWARENESS).</p> <p>Jump shots and Lay ups - To understand the need to create space to shoot and begin to work on this in a game situation (SPACIAL AWARENESS, AGILITY AND ACCURACY).</p> <p>Playing in different positions – students will be able to experience different roles and find one suited to their ability.</p> <p>Defending - To perform defensive strategies including man to man and zone. Have the ability to understand techniques to stop opponents outwitting them. (TACTICAL/STRATEGIC THINKING, OBSERVING OPPONENTS' MOVEMENTS, REACTION TIME, AGILITY, SPEED, COORDINATION)</p> <p>Attacking - To develop creativity in developing new strategies from set plays in attack.</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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	Experience full games	Officiating - Having knowledge of the rules and to understand the importance of effective communication with others.	
Spring 2	<p>Ultimate Frisbee</p> <p>Passing – backhand and forehand</p> <p>Catching</p> <p>Pivoting</p> <p>Defence</p>	<p>Passing Stance – knees bent, disc to be held at waist level (with thumb on top) and take a step with dominant foot so that the hip and eyes are pointed to the receiver.</p> <p>Catching - To accurately pass the frisbee and be able to consistently catch the frisbee using the ‘pancake’ and/or ‘two handed’ technique.</p> <p>Pivot more effectively when making a pass.</p> <p>Defence – to develop an understanding of defensive structure and marking in a game.</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> <p>This also includes the students playing different positions and taking turns to officiate live matches.</p>
Summer 1	<p>Athletics</p> <p>Track – Sprinting and middle endurance running</p> <p>Throws</p> <p>Jump</p>	<p>Improve cardiovascular endurance for effective running.</p> <p>Mastered individualised 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>Mastered Individualised technique of grip, stance, approach and movement into throwing action (COORDINATION, BALANCE), with a</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) 800m 1500m</p> <p>Jumps: High jump Long jump</p>

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		<p>concentrated follow-through and recovery (POWER)</p> <p>Mastered Individualised approach (SPEED, COORDINATION) and take-off ensuring explosive lift and height in the jump (POWER).</p> <p>Mastered aesthetic shape in flight (FLEXIBILITY) with a perfect landing placement</p>	<p>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	Exams		