



Curriculum Plan *PE (Girls)*



Year 9	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts) Skill acquisition and development Application of acquired skills in non-competitive and competitive tasks Personal development within physical tasks Co-operating with others within physical tasks				Enrichment: What is offered through the year to support learning in the classroom? Extracurricular clubs Fixtures Inter-tutor competitions Ski Trip Pencelli		Review and evaluation: Give date for review of the curriculum June 2024
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
	Badminton (3 doubles)	Continual assessment of knowledge, skills and game play	Racket handling Serve (backhand and forehand) Overhead shots (clears, drives) Drop shots/net shots Single and double game play Rules	Perform a range of skills Selecting the most appropriate skill to use in specific situation Work independently and as part of a pair/small group Analyse and evaluate own performance and performance of others Act on feedback Apply rules	The line is part of the court so in. Singles boundary is the long and thin tramlines. Doubles – for the service only the court is short and fat tramlines, after the serve the whole court is in. The area between the net and the service box is only out for the service	Tier 2: Officiate Angles Width Tier 3: Forehand Backhand Shuttlecock Service line Tramline	Review of previous years.
	Volleyball (3 doubles)	Continual assessment of knowledge, skills and game play	Perform the dig and set shot Underarm serve over net Movement and anticipating the ball trajectory Small sided conditioned game play	Perform a range of skills Selecting the most appropriate skill to use in specific situation Demonstrate teamwork within small and larger sized games Analyse and evaluate own performance and performance of others	Clenching fists and using hands/first to pass the ball Not moving feet enough	Tier 2: Tactics Attack Defence Tip Serve Tier 3: Volley Set	Hand eye and movement skills from other modules.



Curriculum Plan *PE (Girls)*



				Act on feedback		Spike Block	
	Rugby	Continual assessment of knowledge, skills and game play	Review handling Tower of power/body position in contact How to fall How to Tackle Option to continue with contact or touch	Perform a range of skills Selecting the most appropriate skill to use in specific situation Demonstrate teamwork within small and larger sized games Analyse and evaluate own performance and performance of others Act on feedback	Passing the ball backwards, understanding what happens if the ball has been passed forwards. Dropping the ball on the line to score a try, not placing it down.	Tier 2: Ball handling Try Tackle Tier 3: Pop pass Lateral/backwards pass Onside offside 2V1 3v1 etc. Tower of power Ruck	Review of previous years.
	Cross Country	Inter tutor competition	Rules of a competition – starting commands, process at the finish, adhering to the course. Response of the body to continuous exercise. Sustaining periods of exercise. How to pace a race.	Apply pacing to complete route Analyse and evaluate of own performance.	Increased breathing rate and heart rate can cause panic when running, these are normal responses to exercise.	Tier 2: Timekeeping, funnel, average Tier 3: Pacing, heart rate, terrain, warm up, aerobic, anaerobic, lactic acid	Experience form Year 7 and Year 8.
Term 2	Netball	Continual assessment of knowledge, skills and game play Inter tutor competition	Keeping possession Effective pivoting 2 footed landings stepping to shoot turning in the air clearing and driving holding space. Set Plays – centre, backline, sideline. Using positions effectively, zonal play/channelling. Attacking – effective use of variety of dodges. Defending- 3 phases.	Perform a range of skills Selecting the most appropriate skill to use in specific situation Demonstrate teamwork within small and larger sized games Analyse and evaluate own performance and performance of others Act on feedback		Tier 2: Footwork/ pivoting/ attacking/ dodging (sprint, feint, double, overhead)/ defending (marking a player, interception, marking a ball) Tier 3: Turning in the air, clearing, driving, order of play, centre set plays, back line set plays, side line set plays.	Review of previous years.



Curriculum Plan *PE (Girls)*



	Fitness	Fitness tests at the beginning and the end of the module.	<p>Completion of fitness tests from a range of fitness components</p> <p>Perform a range of methods of training</p> <p>Use heart rate training zones</p>	<p>Show a desire to work hard</p> <p>Perform activities safely</p> <p>Work independently</p> <p>Work as part of a team</p>		<p>Tier 2: Progression Specificity Overload</p> <p>Tier 3: Heart rate Strength Cardiovascular fitness Flexibility Reaction Time Agility Balance Speed Power Coordination</p>	Review of previous years.
	Basketball	Continual assessment of knowledge, skills and game play	<p>Passing and receiving – chest, bounce, shoulder and overhead</p> <p>Dribbling – technique, pivoting, control</p> <p>Beating an opponent</p> <p>Shooting – set shot, lay up, jump shot</p> <p>Rebounding Defending – closing-down space, intercepting, stealing, player-on-player marking</p> <p>Game play</p>	<p>Perform a range of skills</p> <p>Selecting the most appropriate skill to use in specific situation</p> <p>Demonstrate teamwork within small and larger sized games</p> <p>Analyse and evaluate own performance and performance of others</p> <p>Act on feedback</p>		<p>Tier 2: Pass Pivot Attack Defend Shoot Marking</p> <p>Tier 3: Dribble Layup Set shot Travelling Double-dribble Triple threat</p>	Review of previous years.
Term 3	Gymnastics	Performance of sequence to other group to music.	<p>Counterbalances and counter tension balances</p> <p>Weight bearing balances</p> <p>Group balances</p> <p>Paired balances on different equipment</p> <p>Develop a sequence and link to music</p>	<p>Create a group sequence using knowledge of composition</p> <p>Analyse and evaluate own performance and performance of others</p> <p>Act of feedback</p>	<p>Mistaking the difference between counterbalance and counter tension</p> <p>Mistaking part and full weight bearing balances</p>	<p>Tier 2: Body tension Control Extension Group balance</p> <p>Tier 3: Counter balances Counter tension Aesthetically pleasing Weight bearing Working collaboratively</p>	Review of previous years.



Curriculum Plan *PE (Girls)*



			Perform to the other group				
	Football	Continual assessment of knowledge, skills and game play	Ball control Dribbling / turning Passing and receiving – selecting and application Principles of attack and defence in football Shooting Basic formations	Perform a range of skills Selecting the most appropriate skill to use in specific situation Demonstrate teamwork within small and larger sized games Analyse and evaluate own performance and performance of others Act on feedback	Understanding of specific roles during game play	Tier 2: Dribbling Passing Receiving Shooting Turning Tier 3: Strike Tackles Press Man marking Possession Cushioning Pressure Closing down	Review of previous years.
Term 4	Hockey	Continual assessment of knowledge, skills and game play Inter tutor competition	Develop skills of sending, receiving and traveling with a ball Push pass, hit, sweep, reverse stick skills Develop receiving skills, using both strong and reverse stick Shooting using the hit/sweep/reverse skills Tackling – block tackle; jab tackle 1V1 skills – attacking the non stick side - roll out; V drag, 3D skills	Perform a range of skills Selecting the most appropriate skill to use in specific situation Demonstrate teamwork within small and larger sized games Analyse and evaluate own performance and performance of others Act on feedback	Understanding of specific roles during game play	Tier 2: Conditioned Structure Reverse Channels Feedback Umpire Tier 3: Attack Defence Midfield Hit out Short Corner V drag Roll out Block Jab Sweep Reverse 3D skills	Review of previous years.



Curriculum Plan *PE (Girls)*



Term 5	Rounders	Continual assessment of knowledge, skills and game play Inter tutor competition	Revisit Throwing – Overarm/ underarm/bowl/donkey drop/spin. Role of backstop Catching – English/ Australian Batting – Blocking / striking Fielding - long barrier – short barrier Fielding – chase, one handed pick up Tactical awareness as a fielding team Setting the field Tactical awareness when arranging batting order	Perform a range of skills Selecting the most appropriate skill to use in specific situation Demonstrate teamwork within small and larger sized games Analyse and evaluate own performance and performance of others Act on feedback	Dropping the bat once the ball has been hit Keeping in contact with the base when waiting on a base	Tier 2: Positions Tactics Trajectory Angle Stance Risk Obstruction Spin bowl Tier 3: Backswing Reaction time Innings Donkey drop	Review of previous years.
	Athletics (Term 5 and 6)	Continual assessment throughout of technique and knowledge and recording of performances	Track: & Field Events Techniques Rules Measuring/Timing Pacing	Show a desire to work hard Perform activities safely Work independently Work as part of a team	Sprint commands are 'Take your marks, set & Go' races 800m and longer only have two commands 'take your marks and Go!' High jump take off must be from one leg only. It is not against the rules to clip a hurdle or knock it over, as long as you don't push them with your hands this is fine. Throwing events are measured from where the implement lands, not where they stop rolling.	Tier 2: Pacing Endurance Technique Angle Trajectory Tier 3: Trail leg Hurdles Changeover Javelin Fosbury Flop Hang Technique Sprint start	Review of previous years.
	Tennis (Term 5 and 6)	Continual assessment of knowledge, skills and game play	Forehand, backhand, overhead serve, volley, smash, lob Movement around court Game play – singles and doubles Knowledge of singles of doubles rules Scoring	Perform a range of skills Selecting the most appropriate skill to use in specific situation Work independently and as part of a pair/small group Analyse and evaluate own performance and performance of others Act on feedback	Scoring system – students often think the scoring system is love, 15, 30, 45, game. The correct scoring is love, 15, 30, <u>40</u> , game.	Tier 2: Grip Coordination Forehand Backhand Rally Doubles Singles Positioning Tier 3:	Review of previous years.



Curriculum Plan *PE (Girls)*



				Apply rules		Stroke Feeding Volley Lob Smash	
Term 6	Cricket/softball (striking and fielding)	Continual assessment of knowledge, skills and game play Inter tutor competition		Perform a range of skills Selecting the most appropriate skill to use in specific situation Demonstrate teamwork within small and larger sized games Analyse and evaluate own performance and performance of others Act on feedback	Dropping the bat once the ball has been hit. Drop in softball, keep hold of it in rounders Being able to turn and run back to a base if the base they are running to has a fielder with the ball Often students don't wait to be called up to bat Being ran out in cricket if their teammates runs and they don't	Tier 2: Grip Stance Follow through Bowl Straight arm Catch Cushion Batting Fielding Tier 3: Long barrier Short barrier Innings Batting area Foul ball Called up Stumped Pitch Strike out	Review of previous years and transferrable skills from other S/F sports.



Curriculum Plan *PE (Girls)*



Year 10	Golden Treads: State the big ideas that will be taught across the year ()				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 2							
Term 3							
Term 4							
Term 5							
Term 6							



Curriculum Plan *PE (Girls)*



Year 11	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts)				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 2							
Term 3							
Term 4							
Term 5							
Term 6							



Curriculum Plan *PE (Girls)*



Year 12	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts)				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 2							
Term 3							
Term 4							
Term 5							
Term 6							



Curriculum Plan *PE (Girls)*



Year 13	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts)				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 2							
Term 3							
Term 4							
Term 5							
Term 6							