

Year 10 Physical Education

Students should tackle more complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Students should be taught to use and develop a variety of tactics and strategies to overcome opponents in team and individual games develop their technique and improve their performance in other competitive sports or other physical activities 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, evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best, continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. There should be more opportunity for students to lead lessons which ideally gives GCSE PE students to take on more responsibility to develop and reinforce their knowledge and understanding. In addition to this comes the introduction of less familiar sports and activities to help broaden students' experiences of PE and Sport. **BRAIN IN GEAR** questions should relate to topics covered throughout the unit and could also link to other areas such as health and fitness, anatomy and kinesiology. Each lesson should incorporate **KEY LEARNING QUESTION(S)**. Alternatively there could be a key learning question that encompasses a series of lessons.

Activity	Year 10	Assessment	Independent work	CEIAG
Football NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.	Emphasis on full sized games and opportunities for students to recognise their own strengths and weaknesses and apply these to the full recognised game(s). Experience playing in various positions and understanding roles and responsibilities. Greater emphasis on discussing and utilising specific tactics as a team to overcome the opposition. Students should have a clear understanding of their roles/positions within the team. Students now fully recognise their own strengths and weaknesses and those of others and use this information to put together the most effective team.	Full sided games/Conditioned Understanding and application of skills, tactics and rules. Application of skills and decision making.	Rules and regulations of association football. Lever Systems Joint classification and impact on movement. Planes and axes.	Teamwork Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory

<p>Hockey NC:Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Emphasis on full sized games and modified games, opportunities for students to recognise their own strengths and weaknesses and apply these to the full recognised game(s). Experience playing in various positions and understanding roles and responsibilities. Greater emphasis on discussing and utilising specific tactics as a team to overcome the opposition. Students should have a clear understanding of their roles/positions within the team. Students now fully recognise their own strengths and weaknesses and those of others and use this information to put together the most effective team.</p>		<p>Full sides and modified competitive matches.</p> <p>Application of skills, tactics and rules in a competitive match.</p> <p>Ability to make a decision when under pressure and keep possession for the team.</p>	<p>Rules and regulations of hockey. Lever Systems Joint classification and impact on movement. Planes and axes.</p>	<p>Teamwork Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Gaelic Football NC:Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Introduction to the basic rules and regulations of the game. Difference and similarity to rugby and football. Scoring system.</p>	<p>Four step rule Solo Handstrike Bounce Kicking</p>	<p>Understanding and application of newly acquired knowledge. Accurate execution of basic skills. Exploration of successful tactics. Ability to transfer core skills from other areas of curriculum e.g. basketball, football, rugby.</p>	<p>Rules and regulations worksheets. Basic Gaelic Tactics.</p>	<p>Teamwork Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Netball NC:Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Emphasis on full sized games and opportunities for students to recognise their own strengths and weaknesses and apply these to the full recognised game(s). Experience playing in various positions and understanding roles and responsibilities. Greater emphasis on discussing and utilising specific tactics as a team to overcome the opposition. Students should have a clear understanding of their roles/positions within the team. Students now fully recognise their own strengths and weaknesses and those of others and use this information to put together the most effective team.</p>		<p>Full sided game, half court games and small sided games. Understanding and application of more advances and consistent skills, tactics and rules. Application of skills and decision making.</p>	<p>Rules and regulations worksheets. Lever Systems Joint classification and impact on movement. Planes and axes.</p>	<p>Teamwork Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Rugby NC:Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Emphasis on full sized games and opportunities for students to recognise their own strengths and weaknesses and apply these to the full recognised game(s). Experience playing in various positions and understanding roles and responsibilities. (forwards/back) Greater emphasis on discussing and utilising specific tactics as a team to overcome the opposition. Students should have a clear understanding of their roles/positions within the team. Students now fully recognise their own strengths and weaknesses and those of others and use this information to put together the most effective team.</p>		<p>SSG/Conditioned/Full sided games Understanding and application of positions and responsibilities of positions. Developing tactical skills, tactics and rules. Application of skills and decision making in a game situation. Pupils taking increasing responsibility for warm up, stretch and skills practise and organisation of teams.</p>	<p>Rules and regulations. Lever Systems Joint classification and impact on movement. Planes and axes.</p>	<p>Teamwork Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>

<p>Volleyball NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Introduction to basic rules and court dimensions. 6v6, 3 touch rule, one touch rule. Scoring. Order of serve. Volley Dig Serve Smash Block 3v3/4v4/5v5/6v6 games</p>	<p>Understanding and application of skills during conditioned drills and game situations. Rules and regulation tests.</p>	<p>Rules and regulations of volleyball. Basic volleyball tactics. Volleyball quiz.</p>	<p>Teamwork Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Dodgeball NC: Develop their technique and improve their performance in other competitive sport.</p>	<p>Introduction of the official dodgeball rules and regulations. Teams, dimensions. The catch, the hit, the block, the dead ball and the showdown.</p>	<p>Understanding and application of newly acquired knowledge. Accurate execution of basic skills. Exploration of successful tactics.</p>	<p>Taking on the role of the official. Recording results, keeping score. Performance analysis and evaluation sheets.</p>	<p>Teamwork Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Badminton NC: Use a range of tactics and strategies to overcome opponents in direct competition through individual and team games.</p>	<p>Doubles/singles tactics Positional play and technique at the net. Competitive matches e.g. ladder tournaments. Defensive play and attacking play as an effective partnership.</p>	<p>Ability to interact as an effective partnership to outwit the opposition. Fluency and precision of movements. Ability to make the correct decisions under pressure.</p>	<p>Google worksheets specific to doubles play. Qualities and attributes required for successful play</p>	<p>Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Fitness NC: Analyse performances compared to previous ones and demonstrate improvement to achieve personal best.</p>	<p>Fitness Testing Thorough analysis of results to determine where weaknesses lie and discuss the potential impact on lifestyle and sporting performance. Students devise <u>their own</u> simplified exercise programme to address <u>their own weaknesses</u> identified by the fitness tests this year.</p>	<p>Appropriate choice of method of training and appropriate exercise choices in relation to student's fitness profile. Ability to independently take control and plan a suitable exercise programme.</p>	<p>Methods of training. Principles of training. Effective warm up, cool down, rest and recovery.</p>	<p>Resilience Determination Reflection Self assessment Goal setting (SMART)</p>
<p>Dance / Gymnastics NC: Develop technique and improve performance in other competitive sports</p>	<p>Group work Emphasis on choreography and team work Use of: Space Level Dynamics Relationships</p>	<p>Appropriate choice of music Understanding of groups' strengths and weaknesses Ability to work independently within groups to take control and plan / choreograph routines</p>	<p>Lever Systems Joint classification and impact on movement. Planes and axes.</p>	<p>Teamwork Cooperation Self assessment Resilience Creativity Originality</p>

<p>Lacrosse NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Introduction of the basic lacrosse rules and regulations</p> <p>Underarm throwing Overarm throwing</p> <p>Cradling</p> <p>Underarm and overarm catches</p>		<p>Understanding and application of newly acquired knowledge. Accurate execution of basic skills. Exploration of successful tactics.</p>	<p>Rules and regulations of Lacrosse. Basic Lacrosse tactics. Lever Systems Joint classification and impact on movement. Planes and axes.</p>	
<p>Outwitting Develop their technique and improve their performance in other competitive sports</p>	<p>Throwing skills Catching skills Dodging Marking an opponent Shooting</p>		<p>Small sided and full sided games Basic tactics of each outwitting game identified and applied Transfer of skills and tactics from other invasion games explored and highlighted</p>	<p>Rules and regulations of the various sports covered. Lever Systems Joint classification and impact on movement. Planes and axes.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Cricket NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Develop consistency and power in batting, stepping into shots, finding the gaps. Further develop bowling techniques, spin, swing, pace. Familiarity and confidence with fielding positions to improve tactical decision making.</p>	<p>Application of skills and tactics under pressure. Pairs cricket 6v6/8v8. Full size wicket (u15) Four overs/pair. Minus five runs/wicket</p>	<p>Rules and regulations. Taking on the role of umpire/score keeper/coach. Lever Systems Joint classification and impact on movement. Planes and axes.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>	
<p>Softball NC: Develop their technique and improve their performance in other competitive sports</p>	<p>Introduction to softball rules. Similarities and contrasts to rounders/baseball. Key concepts: scoring, strike, fly ball, foul ball, running the bases, loading the bases, tag out. Bowling, Batting, Fielding (infield/outfield)</p>	<p>Perform core skills accurately, under pressure in game situations. Use of appropriate tactics to outwit opposition. Accurate understanding and application of rules. Recognition of strengths and weaknesses of players' abilities and the ability to build a successful team based on this knowledge.</p>	<p>Rules and regulations of softball. Basic tactics. Lever Systems Joint classification and impact on movement. Planes and axes.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>	

<p>Rounders NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Throwing retrieval practice: Underarm Overarm Bowling technique - donkey drops, faster pace Increased accuracy and pace Catching underarm and overarm throws from greater distances / pace / angle under pressure Batting - forehands and backhands, tactics according to fielder's positions Back stop technique and tactics</p>	<p>Focus on fielding techniques of catching, long barriers, scoops, pick ups Fielding positions of deep, close and back stop specific skills Batting technique work - power and accuracy</p>	<p>Small sided games/full sided games, adapted games of beat the ball and bucket rounders Understanding and application of skills, tactics and rules in different fielding positions Batting tactics employed Different fielding positions - employing more advanced tactics Application of skills and decision making.</p>	<p>Google work sheets: Rules and regulations. Lever Systems Joint classification and impact on movement. Planes and axes. Characteristics of an effective batter/bowler/fielder.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Tennis NC: Use a range of tactics and strategies to overcome opponents in direct competition through individual and team games.</p>	<p>Developing technique focusing on applying topspin/slice (more able). Power and direction of serve. Doubles/singles tactics, application of rules and correct technique. Positional play and technique at the net. Communication and confidence when playing both singles/doubles.</p>	<p>Application of skills and decision making. Ability to apply tactics, rules and the correct technique in a competitive match. Recognises their own strengths/weaknesses in a competitive match. Ability to identify their opponents strengths/weaknesses.</p>	<p>Rules and regulations worksheets. Lever Systems Joint classification and impact on movement. Planes and axes.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>	

<p>Athletics NC: Analyse performances compared to previous ones and demonstrate improvement to achieve personal best.</p>	<p>Retrieval of sprint technique Sprint starts Pacing for distance running and comparison to world record times in relay teams Jumping for distance (long & triple) Jumping for height varying length of run up Emphasis on hurdling technique - strides and lead /trail leg over higher hurdles</p>	<p>Shot technique (glide) Javelin technique (increased run up) Increased preparation phase for discus throw Relay changeover - up/down sweep and 'push' and tactical approach Increased run up and measuring for jumps Rules & performance in competitions</p>	<p>Performance & time/distance results in competition</p>	<p>Google work sheets: Rules and regulations. World record research. Lever Systems Joint classification and impact on movement. Planes and axes.</p>	<p>Confidence Resilience Determination Discipline Safety Goal setting (SMART)</p>
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Impact of learning
Mastery Curriculum – Physical Education

Progress	Performance	Tactical and Compositional Concepts	Observation and Analysis	Fitness
Bronze	I can perform basic skills with some control and coordination in a small game/performance.	I can remember basic tactical/compositional ideas but do not use them when performing.	I can comment on my own and others' actions.	I can observe and copy basic exercise techniques. I can use basic fitness movements. I get tired very quickly.
	I can perform simple skills with some control and coordination with limited success in a game/ performance.	I can understand basic tactical/compositional ideas but rarely use them when performing.	I can describe and comment on my own and others' actions.	I can observe and copy simple exercise techniques. I can use simple fitness movements. I get tired quickly.
	I can perform simple skills and sequences with control and coordination with some success in performances.	I can use basic tactical/ compositional ideas with limited success.	I can give basic evaluations of my own and others' performance with limited use of key terms/words.	I can use simple exercise techniques. I get tired easily. I can remember some fitness components.
Silver	I can perform some intermediate skills and sequences with some control and some success in a game / performance.	I can use basic tactical / compositional ideas with some success.	I can give a basic evaluation of my own and others performance with use of key terms/words.	I can apply core exercise techniques. I sometimes get tired quickly. I can remember some fitness components and tests.
	I can perform intermediate skills and sequences with control and some success in a game/performance.	I can use basic tactical/ compositional ideas with consistent success.	I can recognise strengths and weaknesses in my own and other work and identify some ways to improve performance.	I can apply intermediate exercise techniques. I sometimes get tired quickly. I can remember most fitness components and fitness tests.

Gold	I can apply a range of skills and techniques with control with some degree of success in game/performance.	I can use tactical/ compositional ideas in response to an opponent/ stimulus with some success.	I can recognise multiple strengths and weaknesses in my own and other work and identify ways to improve performance.	I can apply intermediate exercise techniques. I rarely get tired quickly. I can remember most fitness components and their tests.
	I can apply a range of skills and techniques with control and fluency with some degree of success in a game/performance.	I can use tactical / compositional ideas in response to an opponent/ stimulus with consistent success.	I can evaluate strengths and weaknesses in my own and others work and implement ways to improve performance.	I can apply intermediate exercise techniques I can exercise for a reasonable period without fatigue. I can use most fitness components & fitness tests.
	I can apply some advanced skills and techniques with control and fluency with some degree of success in a game/performance.	I can use multiple tactical / compositional ideas in response to a changing opponent / stimulus.	I can evaluate strengths and weaknesses in my own and others' work and implement ways to significantly improve performance.	I can apply advanced exercise techniques I can exercise for an extended period without fatigue. I can use all fitness components and fitness tests.
	I can apply a range of advanced skills and techniques correctly with control and fluency with some degree of success in a game/performance.	I can use multiple advanced tactical/compositional ideas in response to a changing opponent/stimulus.	I can justify the strengths and weaknesses in my own and others work and implement ways to significantly improve performance.	I can adapt advanced exercise techniques. I can exercise for an extended period without fatigue. I can use all fitness components, tests and data to improve training.
	I can consistently use a range of advanced skills, techniques and actions with precision and fluency in a game/performance.	I can create multiple tactical / compositional ideas in response to a changing opponent/stimulus.	I continuously create my own and others' performance whilst implementing ways to significantly improve performance.	I can adapt multiple advanced exercise techniques. I can exercise for an exceptionally long time without fatigue. I can use all fitness components, tests and data to improve training.
Platinum	I can demonstrate an exceptional range of advanced skills, techniques and actions with precision and fluency and have a significant impact in a game/performance.	I can create and perform an exceptional range of advanced skills to tactically respond to a changing stimulus/opponent.	I can routinely analyse my own and others' performance by continuously providing constructive ways to make significant improvements.	I can demonstrate a wide range of advanced exercise techniques for exceptional long periods of time without fatigue. I can expertly use fitness components, test and data to improve my training and those around me.

Primarily, by ensuring that students reach their full potential in physical education, it is anticipated that each and every child will have developed the necessary knowledge and understanding to allow him or her to make informed healthy lifestyle choices. Furthermore, by equipping students with the necessary skills s/he will be in a better position to continue to enjoy an active and healthy lifestyle during and beyond their secondary school years and ultimately pass on this love of sport and exercise to future generations, subsequently improving the health of the nation and reversing the trend of declining fitness amongst our youngsters.

Secondly, by adopting the above approaches to PE and making experiences as positive and enjoyable as possible, GCSE will continue to be a popular choice for many students who will be in a strong as possible position to cope with the demands of the course both practically and theoretically. Hence, overall outcomes for GCSE PE will continue to be strong.