

KS4 Rodillian Academy PE Curriculum Map

Year 10 'Lifelong participation'		
Activity	Disciplinary Knowledge	Substantive knowledge
Football: To focus on building on core skills and applying them in a pressurised situation in order to outwit opponents. To develop the use of game tactics and experiment with the success of these to help improve as a team.	<ul style="list-style-type: none"> Principles of attack and defence Decision making and skill execution Understanding of roles and development of set plays to outwit opposition Application of game rules 	Use of width, attacking as a unit/team, defending and defensive roles, formations and roles in a team, corners/free kicks and strategies, role of the referee.
Netball (girls): To focus on building on core skills and applying them in a pressurised situation in order to outwit opponents. To develop the use of game tactics and experiment with the success of these to help improve as a team.	<ul style="list-style-type: none"> More complex principles of attack and defence. Decision making related to skill execution. Understanding of roles and development of set plays to outwit opposition. Application of complex game rules + position constraints. 	Attacking principles, outwitting opposition, defending principles, tactics and team strategies, role of an umpire and coach.
Rugby union (boys): To focus on building on core skills and applying them in a pressurised situation in order to outwit opponents. To develop the use of game tactics and experiment with the success of these to help improve as a team	<ul style="list-style-type: none"> Principles of attack and defence Decision making and skill execution Understanding of roles and development of set plays to outwit opposition Understanding terminology and application of game rules 	Passing and the use of width, outwitting opponents, recap tackling and rucking, restarting play (line out development), scrums and the role of the referee
Badminton: To develop advanced techniques and implement and refine strategic play to outwit opponents. To demonstrate knowledge of the essential elements of attack and defence in competitive situations.	<ul style="list-style-type: none"> Shot selection in a range of competitive contexts Using space and shuttle placement Use of tactics and strategies to outwit opposition Application of a set of game rules 	Recap basics, develop overhead clear, short/long serves, backhand clear, doubles and singles game play (teamwork, communication, rotation).

Alternative sports: Pupils will be given the opportunity to officiate and coach small groups and understand the importance of teamwork and decision making. Core skills will be further developed & refined and use to outwit opponents in competitive games.	<ul style="list-style-type: none"> · Application of motor movements in a range of new activities. · Core skills will be used in a variety of activities to outwit opponents. · Develop resilience, problem solving, creativity, leadership and communication. 	Following rules – Gaelic football. Resilience – Gaelic football. Problem solving – Tchoukball. Creativity – Flag American football. Leadership – Flag American football Communication – Ultimate frisbee.
Health & Fitness: To replicate techniques and perform across a range of fitness activities. To undertake different roles and responsibilities relating to leading and performance.	<ul style="list-style-type: none"> · Skill replication in a range of activities. · Understanding of the way the body responds to exercise using specific terminology. · Understanding of strengths & weaknesses. · Knowledge of fitness and ways to improve physical capacity. 	Interval training, continuous training, sport specific circuits, aerobics.
Handball: In this unit pupils will focus on building on core skills and applying them in pressurised situations in order to outwit opponents.	<ul style="list-style-type: none"> · More complex principles of attack and defence. · Decision making related to skill execution. · Understanding of roles and development of set plays to outwit opposition. · Application of complex game rules + position constraints. 	Develop passing and receiving and the rule of 3, passing, dribbling and movement off the ball to create space. Striding shot, jump shots and falling shot. Defensive and attacking strategies and roles to outwit opponents in a competitive game situation.
Athletics: To replicate event techniques and perform across a range of disciplines. To undertake different roles and responsibilities relating to coaching, officiating and performance.	<ul style="list-style-type: none"> · Skill replication in a range of competitive events · Experienced a number of sprint & pacing races. · Understanding of strengths & weaknesses. · Knowledge of fitness and ways to improve 	To accurately replicate technique and overall time/distance of: sprint running (100/200/300/400m), middle and long distance running (800/1500m), throwing events (javelin/shot putt/discuss), high jump.
Striking and fielding: To develop the use of more advanced techniques and apply them in a competitive game in order to outwit opponents. To develop decision making skills and the use of batting and bowling/fielding tactics	<ul style="list-style-type: none"> · Application of techniques in a range of competitive contexts · Develop spatial awareness to outwit opposition · Understanding of strengths & weaknesses · Understanding of specific terminology, umpire calls and game rules. 	Fielding fundamentals, batting (placement of ball), bowling (legal techniques), positional roles, tactical ideas/concepts, competitive matches and role of umpire/coach.

OAA: Pupils will extend and improve communication and teamwork skills in a variety of situations. Pupils will undertake mental and physical challenges using the cooperation of others and encourage leadership skills.	<ul style="list-style-type: none"> • Recap and accurate replication of orienteering skills. • Develop skills and techniques to overcome challenges. • Making and applying decisions. • Apply strategies and tactics in teams. 	Recap of problem solving and team building, develop trust within OAA environment, use of strategies and tactics in competitive situation (capture the flag), pace orienteering, create and plan OAA.
Trampolining: To replicate skills in isolation and in combination with other techniques as part of a sequence of movements. To demonstrate control, aesthetics and fluency in developed sequences.	<ul style="list-style-type: none"> · Develop understanding of how to replicate core skills using coordination, timing and body control. · Understanding of how core movements can be linked. · Understanding of strengths & weaknesses. · Use of sport specific terminology. 	Recap trampoline safety and basic skills, seat landing development and swivel hips, front landing development, back landing, somersaults, routine creations.

Year 10/11 GCSE PE (one year)		
Term	Topic (Applied anatomy & physiology)	Knowledge

Term 1	The structure & function on the skeletal system	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Name and locate the major bones of the body and be able to apply examples of how the skeletal system allows functions such as posture and protection. • Identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. • Identify types of movement at hinge joints and ball and socket joints, as well as being able to apply these movements to examples from physical activities and sports.
	The structure and function of the muscular system	<p>Learners will develop their knowledge of:</p> <ul style="list-style-type: none"> • The location of the major muscle groups and be able to apply muscle use to examples from physical activities and sport. • The roles of muscles as agonists, antagonists, fixators and also how they operate as antagonistic pairs, again by applying to examples from physical activities and sports.
	Movement analysis	<p>Learners will develop their knowledge of:</p> <ul style="list-style-type: none"> • The three classes of lever and will be able to use examples from physical activities and sport to show where these levers might operate to produce movement. • The mechanical advantage provided by levers in movement. • The three planes of movement and be able to give examples of these levers from different physical activities and sports. • Frontal, transverse and longitudinal axes of rotation and will be able to apply these to examples from physical activities and sports.
Term 2	Cardiovascular system	<p>Learners will develop their knowledge of:</p> <ul style="list-style-type: none"> • The structure and function of the cardiovascular system. • Blood vessels and blood cells with their pathway through the heart, along with definitions of key cardiac terms.
	Respiratory system	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Explain the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions. • Define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.
	Effects of exercise on body systems	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Explain the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system. • Apply understanding of these effects to examples from a range of physical activities and sports. • Collect and use data in this section related to both short-term and long-term effects of exercise.

	Components of fitness	Learners will be able to: <ul style="list-style-type: none"> Define each component and be able to apply using a range of practical examples from physical activities and sports. Explain the suitable tests for each component. Collect and use data related to the identified components of fitness.
	Applying the principles of training	Learners will be able to: <ul style="list-style-type: none"> Define each principle of training and be able to apply each to personal exercise/ training programmes. Explain how to optimise training using the FITT principle and different types of training. Identify the key components and physical benefits of the warm up and cool down applied to physical activities and sports.
	Preventing injury in physical activity	Learners will be able to: <ul style="list-style-type: none"> Explain how to prevent injury when participating in physical activities and sport. Identify the potential hazards in a range of physical activities and sports settings. Explain how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of competition.
Term	Topic (Socio-cultural influences/ sports psychology)	Knowledge
Term 1	Engagement patterns of social groups	Learners will be able to: <ul style="list-style-type: none"> Explain current participation trends using a range of valid and respected sources. Identify the factors affecting participation for a range of different groups in society along with strategies to promote participation, using practical examples from physical activities and sports.
	Commercialisation of sport	Learners will be able to: <ul style="list-style-type: none"> Explain commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports.
	Ethical & socio cultural issues	Learners will be able to: <ul style="list-style-type: none"> Develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. Explain the effects of drugs in sport and the reasons why sports performers use drugs. Identify reasons for player violence with practical examples in physical activities and sports.

	Sports psychology	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Understand the psychological factors that can affect performers. • Explain how movement skills are learned and performed in physical activities and sports. Identify the characteristics and classification of skillful movement. • Explain the role of goal setting and mental preparation to improve performance in physical activities and sports.
Term 2	Sports psychology	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Explain the different methods of guidance and feedback that affect the learning and performance of movement skills. • Identify key terms and describe psychological concepts, using practical examples from their own performances. • Explain and evaluate sports psychology theories and principles and be able to apply theory to practice.
	Health, fitness & wellbeing	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Explain the benefits of participating in physical activities and sport to health, fitness and well-being, as well as having a clear definition of health and fitness. • Identify the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. • Identify the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.
Term 3	Assessment of Analysing and Evaluating Performance (J587/05) <ul style="list-style-type: none"> • Analyse aspects of personal performance in a practical activity • Evaluate the strengths and weaknesses of the performance • Produce an action plan which aims to improve the quality and effectiveness of the performance. 	<p>Through the teaching of the practical activities and the theory knowledge, learners should be able to identify aspects of their performance that are skillful and those that are not. They should be able to recognise strengths and weaknesses in performance and be able to suggest ways in which weaknesses might be improved using appropriate, progressive training or practice methods, which will lead to improvements in the aspects of the performance identified. Students will be taught the relevant sections of the theory content in terms 1 and 2 to complete this task.</p>

Year 10/11 GCSE PE (one year)

Term	Activity	Disciplinary Knowledge	
Term 1	Athletics	<ul style="list-style-type: none"> • Pre-race tactics • Changing and adapting your race tactics • Positioning in the field, where to run in the pack, when to lead and when to follow (where appropriate) • Timing of kicking for the finish line • When to dip for the finish line • Awareness of the rules and regulations of the event and their application (including officials commands/signals) <ul style="list-style-type: none"> • Pre-event tactics • Tactics for qualifying throws • Changing and adapting your throwing tactics: • Consideration of weather conditions • Check mark adjustments (javelin only) • Awareness of the rules and regulations of the event and their application (including officials commands/signals) 	<p>Track events to include:</p> <p>Starting</p> <p>Finishing</p> <p>Posture</p> <p>Leg action</p> <p>Arm action</p> <p>Head carriage</p> <p>Advanced to include:</p> <p>Starting: Use of blocks (where relevant)</p> <p>Leg action – foot strike, cadence</p> <p>Hurdling with either leg (where relevant)</p> <p>Throwing events to include:</p> <p>Initial stance</p> <p>Grip</p> <p>Throwing action</p> <p>Release phase</p> <p>Recovery phase/follow through</p> <p>Advanced:</p> <p>Travel – use of cross step/glide, rotational throws</p> <p>Appropriate angle of release</p>

Term 2			Efficient transition between technical phases
	Football	<ul style="list-style-type: none"> • When to pass/shoot/dribble/tackle • Where to pass/shoot/dribble/tackle • Which pass to make • Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, corners • Attacking positioning on the field • Defensive positioning on the field • Defensive plays – man to man marking, zonal marking • Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game • Awareness of the rules and regulations of the game and their application (including refereeing signals) • Positioning and organisation at set pieces, communication, command of area (goalkeeper only), use of penalty area to judge interceptions (goalkeeper only) 	<p>Core:</p> <p>Ball control (using feet)</p> <p>Passing</p> <p>Shooting</p> <p>Dribbling</p> <p>Heading</p> <p>Tackling</p> <p>Marking</p> <p>Advanced:</p> <p>Ball control (chest/thigh)</p> <p>Non-dominant foot passing</p> <p>Shooting (volleys and swerve)</p> <p>Dribbling</p> <p>Heading</p> <p>Marking</p> <p>Decision making and tactical awareness</p>
	Rugby	<ul style="list-style-type: none"> • When to run/pass/kick • Where to run/pass/kick • Which pass to make • Controlled phase possession • Collective alignment • Methods to cross the gain line • Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays • Attacking positioning on the field • Defensive positioning on the field • Defensive plays – man to man marking • Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game • Awareness of the rules and regulations of the game and their application (including refereeing signals) 	<p>Core:</p> <p>Handling and carrying</p> <p>Passing</p> <p>Receiving</p> <p>Running with the ball</p> <p>Beating opponents</p> <p>Try scoring</p> <p>Contact skills</p> <p>Advanced:</p> <p>Handling and carrying skills</p> <p>Beating opponents</p> <p>Contact skills</p> <p>Counter ruck</p> <p>Decision making and tactical awareness</p>
	Badminton	<ul style="list-style-type: none"> • Selection of appropriate shot • Principals of attack and defence e.g. roles and positioning • Understanding of positions and roles in attack and defence • Applying tactics in different competitive situations (singles or doubles tactics) • Applying different systems/formations of play in different situations e.g. attacking and defensive formations in doubles • Applying other plays/tactics to outwit opponent • Intercepting in doubles, disguising your shot, switching positions • Awareness of the rules and regulations of the sport and their application 	<p>Core:</p> <p>Serving</p> <p>Return of serve</p> <p>Forehand shots</p> <p>Teamwork and communication with partner (doubles only)</p> <p>Advanced:</p> <p>Serving</p> <p>Backhand shots</p> <p>Footwork and court positioning</p>

			Decision making and tactical awareness
Term 3	Trampolining	<ul style="list-style-type: none"> • Difficulty of routine, balance of difficulty with quality of execution • Composition of routine • Flow of routine • Order of the skills in routine • Body awareness • Use of flight • Acceleration/deceleration of movements • Spatial awareness • Use of showmanship • Awareness of strengths/weaknesses and actions of other performers e.g. adopt a different routine/tariff of discipline depending on score achieved by other competitors. • Awareness of the rules and regulations of the activity and their application (including judging signals) 	<p>Core to include:</p> <p>Shapes – tuck, pike, straddle</p> <p>Twists – half, full</p> <p>Seat drop</p> <p>Rotational – front and back landings</p> <p>Combined movements – swivel hips, half turn in/out of front/back landings, seat to front, front to seat</p> <p>Advanced:</p> <p>Back to front</p> <p>Front to back</p> <p>Half turntable</p> <p>Cradle</p> <p>Front somersault (tucked)</p> <p>Back somersault (tucked)</p> <p>Decision making and application of compositional ideas/choreography</p>
	Netball	<ul style="list-style-type: none"> • When to pass/shoot/dodge • Where to pass/shoot/dodge • Which pass to make • Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, shot/penalty • Attacking positioning on the court • Defensive positioning on the court • Defensive plays – man to man marking • Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game • Awareness of the rules and regulations of the game and their application (including refereeing signals) • Positioning and organisation at set pieces, communication 	<p>Core to include:</p> <p>Footwork – landing, pivoting</p> <p>Catching whilst stationary</p> <p>Passing over short distances</p> <p>Shooting - stationary</p> <p>Marking player with the ball</p> <p>Advanced to include:</p> <p>Catching on the run</p> <p>Catching in the air</p> <p>Passing over mid-long distance</p> <p>Shooting - Stepping</p> <p>Defence – shadowing, intercepting, marking player without the ball</p>