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| **KS3** | **Autumn 1-**  **8 weeks** | **Autumn 2**  **7 weeks** | **Spring 1**  **6 weeks** | **Spring 2**  **7 weeks** | **Summer 1**  **5 weeks** | **Summer 2**  **7 weeks** |
| **Girls** | *4 lessons*  *Base line testing (House Competition end of term)*  *6 lessons*  *Netball*  *6 lessons*  *Badminton* | *4 Lessons*  *OAA/Team Building*  *(Mock Exams)*  *5 Lessons*  *Football*  *5 Lessons*  *Dance* | *6 Lessons*  *HBPE (Fitness)*  *6 Lessons*  *Enrichment Activities* | *4 Lessons*  *OAA/Team Building Girls and Boys (Mock Exams)*  *5 Lessons*  *Tag Rugby*  *5 Lessons*  *Handball/Basketball* | *10 lessons*  *All Athletics* | *6 Lesson Rotation*  *Rounders*  *Cricket* |
| **Boys** | *4 lessons*  *Base line testing (House Competition end of term)*  *6 lessons*  *Football*  *6 lessons*  *Rugby* | *4 Lessons*  *OAA/Team Building*  *(Mock Exams)*  *5 Lessons*  *Badminton*  *5 Lessons*  *Handball* | *6 Lessons*  *HBPE (Fitness)*  *6 Lessons*  *Enrichment Activities* | *4 Lessons*  *OAA/Team Building Girls and Boys (Mock Exams)*  *5 Lessons*  *Boys Basketball*  *5 Lessons*  *Boys Table Tennis* | *10 lessons*  *All Athletics* | *6 Lesson Rotation*  *Rounders*  *Cricket* |
| **Assessment** | 1. Baseline assessment, students will be assessed in a range of activities to set students  2. Quiz to be completed at the end of the unit being taught to demonstrate understanding of different activity.  3. Conditioned Game assessment. | 1. Quiz to be completed at the end of the unit being taught to demonstrate understanding of different activity.  2. Conditioned Game assessment, focusing on the key skills, tactics and strategies taught within the activity  3. Dance group performance assessment based upon dance principles taught | 1. Quiz to be completed at the end of the unit 1. Quiz to be completed at the end of the unit being taught to demonstrate understanding of different activity.  2. Conditioned Game assessment, focusing on the key skills, tactics and strategies taught within the activity  3. Performance assessed in a range of Health Based activities | 1. Quiz to be completed at the end of the unit 1. Quiz to be completed at the end of the unit being taught to demonstrate understanding of different activity.  2. Conditioned Game assessment, focusing on the key skills, tactics and strategies taught within the activity | 1. Quiz to be completed at the end of the unit being taught to demonstrate understanding of different activity.  2. Students will be assessed on each of the disciplines within athletics after completing the event, based on technique, distance/time and strategies required for each event | 1. Quiz to be completed at the end of the unit being taught to demonstrate understanding of different activity.  2. Conditioned Game assessment, focusing on the key skills, tactics and strategies taught within the activity |
| **Development of skills and knowledge through Year 7, 8 and 9:**  **Year 7**  To develop the replication of the core skills necessary to outwit opponents with increasing pressure. To build on the basic principles of attack and defence for invasion games and net/wall activities. To develop an understanding of different components of fitness which are transferrable to other activities. Students begin to accurately score and officiate mini games, developing leadership skills and complete self-led warmups.  **Year 8**  To develop the consistency in replicating core skills through conditioned situations. To develop the ability to refine game strategies with the intention of outwitting an opponent. Students will develop the confidence with movement and take responsibility for aspects of a warm-up within small groups. Students will develop an understanding of how the body adapts and benefits from exercise and demonstrate the ability to score and officiate games.  **Year 9**  To develop more advanced techniques and implement and refine strategic play to outwit opponents. Students will demonstrate the essential elements of attack and defence in competitive situations. To develop in confidence in directing their opponent into making errors and creating an advantage. Students will develop the ability to categorise short and long-term effects of exercise on physical, mental and social wellbeing. Students will independently score and officiate games unassisted and be able to lead an effective warm up to whole class | | | | | | |

**Essential Skills and Knowledge to be taught in KS3:**

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| Invasion Games | Net and Wall | OAA/Team Building | Dance/Creativity | HBPE | Athletics | Striking and Fielding |
| **Essential Skills** **to be explicitly taught within invasion games:**  Passing, receiving, dribbling (if applicable), footwork, shooting, attacking and defending, leadership  **Essential knowledge to be explicitly taught within invasion games:**  Components of warm up, rules and regulations, principles of attacking (individually and as a team), principles of defending (individually and as a team)  **Learning Links:**  HBPE Movers, previous experience of activities within primary schools or attendance to external clubs, invasion games. | **Essential Skills** **to be explicitly taught within net/wall:**  Footwork/stance and grips, shuttle control, sending/receiving – forehand/backhand, service actions, individual shots  **Essential knowledge to be explicitly taught within net/wall**  Shot selection in a range of competitive contexts,  using space, simple strategies to outwit opposition, application of modified game rules  **Learning Links:**  HBPE Movers, previous experience of activities within primary schools or attendance to external clubs, net/wall games. | **Essential Skills** **to be explicitly taught within OAA/Team Building:**  Identifying symbols, map orientation, compass direction, thumb the map, define boundaries, listening, communication, cooperation, leadership, negotiation skills.  **Essential Knowledge** **to be explicitly taught within OAA/Team Building:** Problem solving, navigation, reflection, rules, safety, orienteering.  **Learning Links:**  HBPE Movers, previous experience of activities within primary schools or attendance to external clubs. | **Essential Skills** **to be explicitly taught within Dance:** Timing (Canon and Unison) Levels (High Medium and Low) Travel (Rotations, Leaps, steps)  Musicality, Aesthetics  **Essential knowledge** **to be explicitly taught within Dance:** Choreography, Musicality, Styles of dance, Principles of dance.  **Learning Links:**  HBPE Movers, previous experience of activities within primary schools or attendance to external clubs. | **Essential Skills** **to be explicitly taught within HBPE:**  Demonstrate safe and effective practice in a range of physical activities.  Participate in a range of common light, moderate and vigorous physical activities.  Support and encourage others to lead an active lifestyle.  **Essential knowledge to be explicitly taught within HBPE:**  Value a physically active life, becoming habitual, motivated, informed and critical movers.  Identify PA guidelines (60 mins of moderate to vigorous daily PA on average across the week).  Explain the effects of PA and an active lifestyle on physical, mental and social well-being.  Identify how and where to take part in PA inside and outside of school.  Identify common barriers to PA participation and how to overcome these | **Essential Skills** **to be explicitly taught within Athletics:**  Pacing, Sprint technique, Sprint start technique, Scissor kick Fosby Flop, Relay change over and tactics, Varying throwing techniques for shot put, javelin and discus  **Essential knowledge to be explicitly taught within Athletics:**  Rules and regulations of each event  Strategies and tactics involved in long and medium distance running  Phases of the sprint  Techniques required for the varying types of throwing events  **Learning Links:**  HBPE Movers, previous experience of activities within primary schools or attendance to external clubs. | **Essential Skills** **to be explicitly taught within Striking and Fielding:**  Throwing and catching, Batting, Bowling, Fielding, Fielding – Positioning  **Essential knowledge to be explicitly taught within Striking and Fielding:**  Rules and regulations and scoring, Principles of attacking play, Principles of defending play  **Learning Links:** HBPE Movers, previous experience of activities within primary schools or attendance to external clubs. |

**Enrichment Activities:**

This will involve students using and applying the skills and knowledge developed within all the different activities taught so far within invasion games, OAA, net/wall, HBPE and dance. They will experience a range of different activities to include: Uni-hoc, Boccia, Kabaddi, Ultimate Frisbee, Table Tennis, Different varieties of dance.

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1 & 2** |
| ***Year 10 & 11 Core PE*** | Year 11’s will follow a similar sports pattern that are available to the other year groups. At Ridgeway we look at giving students more choice over their PE within the last year at the school. Therefore, we are offering the following pathways:  • Performance  • Participation  The Performance pathway is offered to encourage students to refine techniques and implement tactics in order to perform at the best of their team/owns ability. This allows students to study different sports in depth by taking part in the 6/7 lessons of one sport with the aim of increasing performance.  The Participation pathway is offered to encourage students to find a gateway into physical activity.  This is done by rotation of activities every 2-4 lessons to offer a broad choice of activities so that every student finds a sport they wish to participate in after school. This builds on the HBPE knowledge delivered in KS3 that encourages our students to be Habitual, Motivated, Informed and Critical Movers | | | | |
|  | • Invasion Games  • Badminton  • Table Tennis  • Dodgeball  • HBPE  • Dance | • Invasion Games  • Badminton  • Table Tennis  • Dodgeball  • HBPE  • Dance | • Invasion Games  • Badminton  • Table Tennis  • Dodgeball  • HBPE  • Dance | • Invasion Games  • OAA  • Dodgeball  • HBPE  • Striking and Fielding | Exams – Year 11  Athletics  Cricket/Softball/Rounders - Year 10 |
| **Assessment** | 1. Conditioned Game assessment, focusing on the key skills, tactics and strategies taught within the activity  2. Dance group performance assessment based upon dance principles taught  3. Performance assessed in a range of Health Based activities with quiz completed to demonstrate knowledge and understanding | 1. Conditioned Game assessment, focusing on the key skills, tactics and strategies taught within the activity  2. Dance group performance assessment based upon dance principles taught  3. Performance assessed in a range of Health Based activities with quiz completed to demonstrate knowledge and understanding | 1. Conditioned Game assessment, focusing on the key skills, tactics and strategies taught within the activity  2. Dance group performance assessment based upon dance principles taught  3. Performance assessed in a range of Health Based activities with quiz completed to demonstrate knowledge and understanding | 1. Conditioned Game assessment, focusing on the key skills, tactics and strategies taught within the activity  2. Dance group performance assessment based upon dance principles taught  3. Performance assessed in a range of Health Based activities with quiz completed to demonstrate knowledge and understanding | 1. Quiz to be completed at the end of the unit being taught to demonstrate understanding of different activity.  2. Conditioned Game assessment, focusing on the key skills, tactics and strategies taught within the activity |

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|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| ***Year 10 GCSE*** | 1. The structure of the skeletal system  2.The Structure of the muscular system  **Essential Skills/Knowledge**  Students able to identify components of the Musco-skeletal system  Students able to apply the role and functions of the Musco-skeletal system to practical performances  **Links**  KS3 PE lessons, cross curricular links with Science Biology lessons | | 1. The structure and functions of the cardiovascular system  2. The structure and functions of the respiratory system  **Essential Skills/Knowledge**  Students able to identify components of the cardio-respiratory systems  Students will be able to apply the role of the cardio-respiratory systems to sporting performances  Students will be able to identify the different types of respiration available and relate to sporting activities  **Links:**  KS3 PE lessons, skeletal and muscular systems, cross curricular links with Science Biology lessons | 1. The short- and long-term effects of exercise on the body systems  2. Movement analysis  3 The relationship between health and fitness and the role  **Essential Skills/Knowledge**  Students able to identify immediate and long-term effects of exercise on the body  Students able to identify different levers, planes and axis and link to sporting performances  **Links:**  Skeletal, muscular, cardiovascular, respiratory body systems, cross curricular links with Science Biology lessons | | Physical Training  1. The components of fitness, benefits for sport and how fitness is measured and improved  2. The principles of training and their application to a personal exercise programme  **Essential Skills/Knowledge**  Students able to identify the different components of fitness  Students able to link the specific components of fitness to sporting performances  Students able to identify the different methods of training  Students able to apply the principles of training to sports performance | | Controlled Assessment  Planning, Implementing, Monitoring and Evaluating a Personal Exercise Programme.  **Essential Skills/Knowledge:**  Students to be able to analysis and identify their own areas for development from their fitness tests  Students will be able to use their knowledge of training methods and principles of training to improve their weakness.  Students will complete a training programme and evaluate the effectiveness of their programme.  **Links:**  Components of fitness, training methods, principles of training, short- and long-term effects of exercise on the body systems, training zones, aerobic and anaerobic respiration | | |
| **Assessment** | 1. The structure of the skeletal system end of unit test  2.The Structure of the muscular system end of unit test  3. Edexcel Workbook tasks | | 1.The cardiovascular and respiratory system end of unit test  2. Edexcel Workbook tasks | 1. Effects of exercise on body systems end of unit test    2. Movement analysis end of unit test  3. Edexcel Workbook tasks | | 1.Components of fitness end of unit test  2.Applying the principles of training end of unit test  3. Edexcel Workbook tasks | | This is a coursework element of the course which will be completed and handed in for moderation | | |
|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| ***Year 11 GCSE*** | 1. How to optimise training and prevent injury  2. Effective use of warm up and cool down  3. Physical, social and emotional health, fitness and well-being  **Essential Skills/Knowledge**  Awareness of the different injuries that can occur in sport and the correct preventative measures available  Students will be able to understand the benefits of participating in physical activity and sport  **Links:**  Own experiences of injuries and playing competitive sport, PE lessons | | 1. Consequences of a sedentary lifestyle  2. Energy use, diet, nutrition and hydration  **Essential Skills/Knowledge**  Students able to evaluate impact of a healthy lifestyle  Students able to identify the components of a balanced diet  Students able to know the different diet requirements for different athletes  **Links:**  Body Systems, life experience, Science lessons | Sport Psychology  1. Classification of skills  3. Guidance and Feedback on performance  4. Mental Preparation for performance  **Essential Skills/Knowledge**  Students able to identify skill classification, feedback and guidance  Students able to explain the positives and negatives of each type of feedback  **Links:**  Body systems, knowledge of their own sporting performances | | Socio- Cultural Influences  1. Engagement patterns of different social groups  2. Commercialisation of physical activity and sport  3. Ethical and socio-cultural issue in sport and physical activity  **Essential Skills/Knowledge**  Students able to identify user groups who struggle with participation in sport  Students to identify reasons behind the barrios to participation and possible solutions  Students able to understand the commercialisation of physical  activity and sport including sponsorship, along with the influences of the media  outlining positive and negative effects on participation  Students able to define the key terms of sportsmanship, gamesmanship  and deviance.  Students able to identify the effects of drugs in sport and the  reasons why sports performers use drugs  **Links:**  Health and fitness lessons, PE lessons | | Revision | | |
| **Assessment** | 1. Edexcel workbook  2. Injuries and injury prevention end of unit test | | 1. Edexcel workbook  2. Diet and Lifestyle end of unit test | 1. Edexcel workbook  2. Sports Psychology end of unit test | | 1. Edexcel workbook  2. Socio-cultural end of unit test | | Students will be continually assessed during this revision period with mock exam papers, CGP questions, revision booklets, work booklets | | |
| **Autumn 1**  **Football Badminton** | | **Autumn 2**  **Netball Basketball** | | | **Spring 1**  **Handball Badminton** | | **Spring 2**  **Table Tennis Athletics** | | **Summer 1 &2**  **Coursework** | | |
| Football  **Essential Skills:**  Passing (short passes – push pass, instep), running with the ball (dribbling, feints, step overs), tackling (block, slide), turning with the ball – recycling (Cruyff, drag back) striking the ball (free kicks, shooting – dominant foot)  **Essential Knowledge:**  Receiving the ball and control (first touch, either/both feet, thigh, chest)  jockeying (shadowing ball/player, channelling)  striking the ball (shooting, clearing, long passes)  throw ins – attack defence (short/long)  restarts – attack/defence (corners, free kicks)  contribution to open play: unit formation, specific role – keeping/regaining  possession, support (attack and defence)  contribution to set play/moves, e.g. free-kicks, corners, throw ins (attack  and defence)  demonstrating communication and influence on team performance  applying the team strategy in open play and set play  decision making  ability to adapt to the environment and changing circumstances  (e.g. weather, loss of a player) adhering to rules, health and safety guidelines, and considering  appropriate risk management strategies  **Learning Links:**  Invasion games within KS3  Badminton  **Essential Skills:**  Serves – low and short, high and deep, flick, drive  Clear shot – forehand and backhand; attacking and defending;  overhead, underarm  Drop shot – fast, slow  Drives shot – forehand, backhand; cross court and  down-the-line  Smash  Block shot – drop, straight, angled  Net shots – forehand, backhand  Lift  Round-the-head clear  **Essential Knowledge:**  Appropriate choice of shot in relation to situation.  Application of skills/techniques in tactics: movement pressure,  deception, serving, attack/defensive formations in doubles (if offering  as a team activity)  Appropriate shot selection with length, height, speed and angle  Considering a range of factors that impact on success such as  strengths and weaknesses of opponent(s), playing conditions (such as  the temperature and humidity) and their impact on the shuttle and the  speed of the court  Contribution to set play/moves  Demonstrating communication and influence on team performance if  offering as a double's activity  Applying the strategy in open play and set play.  Adhering to rules, health and safety guidelines, and considering  appropriate risk management strategies  **Learning Links:**  Badminton lessons within KS3 | | Netball  **Essential Skills:**  Passing (shoulder, chest, bounce, two handed over-head) handling (ball control) catching (one handed, two handed, static, on the move) footwork (landing, pivot, running pass) evasion (holding space, dodging) shooting where appropriate to position (one/two handed,  forward/backward step shot) defending stages (1: player-to-player; 2: defending the pass;  3: denying space)  **Essential Knowledge:**  Contribution to open play (holding space, back up on the circle edge) in  attack and defence, contribution to set play/moves, (back line passes, centre passes,  throw-in) in attack and defence, decision making (making correct decision to use appropriate  techniques), contribution to strategy and tactics, demonstrating communication and influence on team performance, applying the team strategy in open play and set play, ability to adapt to the environment and changing circumstances  (weather, loss of a player), adhering to rules, health and safety guidelines, and considering, appropriate risk management strategies  Basketball  **Essential Skills:**  passing and receiving – chest, bounce, javelin, overhead  shooting – lay-up, reverse lay-up with weak hand, set, jump  dribbling – either hand, changes of direction, pace, crossover, spin  rebounding and boxing out  footwork – pivot, stop.  **Essential Knowledge:**  application in competitive situation: fast break, give and go, 1 v. 1  attack and defence, man to man and zone defence, post play, screens,  re-starts like jump ball and out of bounds, motion and zone offence appropriate technique with accuracy, and optimum trajectory and pace  decision making  Considering a range of factors that impact on success such as  strengths and weaknesses of opponent(s), or playing circumstances  (such as taller opposition)  adhering to rules, health and safety guidelines, and considering  appropriate risk management strategies  **Learning Links:**  Basketball lessons within KS3 | | | Handball  **Essential Skills:**  Passing (right and left hand, short, long, stationary, on the move) catching (one handed, two handed, static, on the move)control (stability in performance of skills) footwork (running pass, running shot, dribbling) evasion (breakthrough, feints with and without a ball) shooting where appropriate to position (jump shot from the wing, jump  shot from the back court, dive shot, standing shot) defending (blocking, tackling, interceptions, stealing, man to man, zonal) goal keeping skills (shot stopping – hands, legs, trunk, putting the ball  down, long and short shots, fast attack).  **Essential Knowledge:**  Contribution to open play (e.g. moving up court, moving into space, creating space, interceptions) in attack and defence, contribution to set play/moves, (free throws, goalkeeper throw, fast  break, throw off, throw in) in attack and defence, decision making (making correct decision to use techniques as  appropriate), contribution to strategy and tactics, demonstrating communication and influence on team performance, applying the team strategy in open play and set play, ability to adapt to the environment and changing circumstances  (for example loss of a player) adhering to rules, health and safety guidelines, and considering appropriate risk management strategies  **Learning Links:** Invasion games within KS3  Badminton  **Essential Skills:**  Serves – low and short, high and deep, flick, drive  Clear shot – forehand and backhand; attacking and defending;  overhead, underarm  Drop shot – fast, slow  Drives shot – forehand, backhand; cross court and  down-the-line  Smash  Block shot – drop, straight, angled  Net shots – forehand, backhand  Lift  Round-the-head clear  **Essential Knowledge:**  Appropriate choice of shot in relation to situation.  Application of skills/techniques in tactics: movement pressure,  deception, serving, attack/defensive formations in doubles (if offering  as a team activity)  Appropriate shot selection with length, height, speed and angle  Considering a range of factors that impact on success such as  strengths and weaknesses of opponent(s), playing conditions (such as  the temperature and humidity) and their impact on the shuttle and the  speed of the court  Contribution to set play/moves  Demonstrating communication and influence on team performance if  offering as a double's activity  Applying the strategy in open play and set play.  Adhering to rules, health and safety guidelines, and considering  appropriate risk management strategies  **Learning Links:**  Badminton lessons within KS3 | | Table Tennis  **Essential Skills:**  Grip and ready position, movement at and around the table, push – forehand and backhand, topspin drives – forehand and backhand, serves – chop, top spin and side spin, return of serve, loop – forehand and backhand, sidespin loop – forehand, block  **Essential Knowledge:**  Tactical application: third ball attacks, variation, deception, in doubles (if offered as a doubles activity) appropriate shot selection with length, height, speed and angle, taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), playing conditions (such as space around the table)  demonstrating communication and influence on performance, applying own strategy in competitive play, ability to adapt to the environment and changing circumstances, adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.  **Learning Links:** Table tennis within KS3  Athletics  **Essential Skills:**  **Track**  • starts  • posture  • pacing  • leg and arm action  • coordination of legs and arms  • stride pattern  **Essential Knowledge:**  **Track**  Select the most appropriate techniques and tactics relevant for their track event or cross-country event  • adapt chosen techniques to maximise performance based on feedback  and experience  • take account of external factors, e.g. weather, crowd, competitors, in  race  • apply pace judgement  • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.  **Essential Skills:**  **Field**  Jump: high, pole, long or triple.  • run-up  • take-off  • flight  • landing.  OR  Throw: shot putt, javelin, hammer or discus.  • initial stance  • grip  • preparation  • movement  • release  • recovery  **Essential Knowledge:**  **Field**  Select the most appropriate techniques and tactics relevant for their field event  • adjust run-ups, take-offs and/or throwing technique to maximise  performance based on feedback and past experience  • take account of external factors, e.g. weather, crowd, deciding entry points, starting heights/lengths, techniques  • adhering to rules, health and safety guidelines, and considering  appropriate risk management strategies | | Practical Coursework Completion | | |
| **Assessment** | | | | | | | | | | | |
| **Football**  **Badminton** | | **Netball**  **Basketball** | | | **Handball**  **Badminton** | | **Table Tennis**  **Athletics** | | **Coursework** | | |
| 1. The performance of skills and techniques in isolation/unopposed  2. Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation | | 1. The performance of skills and techniques in isolation/unopposed  2. Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation | | | 1. The performance of skills and techniques in isolation/unopposed  2. Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation | | 1. The performance of skills and techniques in isolation/unopposed  2. Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation | | Controlled Assessment  Planning, Implementing, Monitoring and Evaluating a Personal Exercise Programme.  **Essential Skills/Knowledge:**  Students to be able to analysis and identify their own areas for development from their fitness tests  Students will be able to use their knowledge of training methods and principles of training to improve their weakness.  Students will complete a training programme and evaluate the effectiveness of their programme.  **Links:**  Components of fitness, training methods, principles of training, short- and long-term effects of exercise on the body systems, training zones, aerobic and anaerobic respiration | | |

**Year 11 Practical**

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|  | **Autumn 1**  **Handball Badminton** | **Autumn 2**  **Basketball Netball** | **Spring 1**  **Football Badminton** | **Spring 2**  **Practical Moderation** | **Summer 1**  **Summer 2** |
|  | Handball  **Essential Skills:**  passing (right and left hand, short, long, stationary, on the move) catching (one handed, two handed, static, on the move)control (stability in performance of skills) footwork (running pass, running shot, dribbling) evasion (breakthrough, feints with and without a ball) shooting where appropriate to position (jump shot from the wing, jump  shot from the back court, dive shot, standing shot) defending (blocking, tackling, interceptions, stealing, man to man, zonal) goal keeping skills (shot stopping – hands, legs, trunk, putting the ball  down, long and short shots, fast attack).  **Essential Knowledge:**  Contribution to open play (e.g. moving up court, moving into space, creating space, interceptions) in attack and defence, contribution to set play/moves, (free throws, goalkeeper throw, fast  break, throw off, throw in) in attack and defence, decision making (making correct decision to use techniques as  appropriate), contribution to strategy and tactics, demonstrating communication and influence on team performance, applying the team strategy in open play and set play, ability to adapt to the environment and changing circumstances  (for example loss of a player) adhering to rules, health and safety guidelines, and considering appropriate risk management strategies  **Learning Links:** Invasion games within KS3  Badminton  **Essential Skills:**  Serves – low and short, high and deep, flick, drive  Clear shot – forehand and backhand; attacking and defending;  overhead, underarm  Drop shot – fast, slow  Drives shot – forehand, backhand; cross court and  down-the-line  Smash  Block shot – drop, straight, angled  Net shots – forehand, backhand  Lift  Round-the-head clear  **Essential Knowledge:**  Appropriate choice of shot in relation to situation.  Application of skills/techniques in tactics: movement pressure,  deception, serving, attack/defensive formations in doubles (if offering  as a team activity)  Appropriate shot selection with length, height, speed and angle  Considering a range of factors that impact on success such as  strengths and weaknesses of opponent(s), playing conditions (such as  the temperature and humidity) and their impact on the shuttle and the  speed of the court  Contribution to set play/moves  Demonstrating communication and influence on team performance if  offering as a double's activity  Applying the strategy in open play and set play.  Adhering to rules, health and safety guidelines, and considering  appropriate risk management strategies  **Learning Links:**  Badminton lessons within Year 10 and KS3 | Basketball  **Essential Skills:**  passing and receiving – chest, bounce, javelin, overhead  shooting – lay-up, reverse lay-up with weak hand, set, jump  dribbling – either hand, changes of direction, pace, crossover, spin  rebounding and boxing out  footwork – pivot, stop.  **Essential Knowledge:**  application in competitive situation: fast break, give and go, 1 v. 1  attack and defence, man to man and zone defence, post play, screens,  re-starts like jump ball and out of bounds, motion and zone offence appropriate technique with accuracy, and optimum trajectory and pace  decision making  Considering a range of factors that impact on success such as  strengths and weaknesses of opponent(s), or playing circumstances  (such as taller opposition)  adhering to rules, health and safety guidelines, and considering  appropriate risk management strategies  **Learning Links:**  Basketball lessons within KS3  Netball  **Essential Skills:**  Passing (shoulder, chest, bounce, two handed over-head) handling (ball control) catching (one handed, two handed, static, on the move) footwork (landing, pivot, running pass) evasion (holding space, dodging) shooting where appropriate to position (one/two handed,  forward/backward step shot) defending stages (1: player-to-player; 2: defending the pass;  3: denying space)  **Essential Knowledge:**  Contribution to open play (holding space, back up on the circle edge) in  attack and defence, contribution to set play/moves, (back line passes, centre passes,  throw-in) in attack and defence, decision making (making correct decision to use appropriate  techniques), contribution to strategy and tactics, demonstrating communication and influence on team performance, applying the team strategy in open play and set play, ability to adapt to the environment and changing circumstances  (weather, loss of a player), adhering to rules, health and safety guidelines, and considering, appropriate risk management strategies | Football  **Essential Skills:**  passing (short passes – push pass, instep)  running with the ball (dribbling, feints, step overs)  tackling (block, slide)  turning with the ball – recycling (Cruyff, drag back) striking the ball (free kicks, shooting – dominant foot)  **Essential Knowledge:**  Receiving the ball and control (first touch, either/both feet, thigh, chest)  jockeying (shadowing ball/player, channelling)  striking the ball (shooting, clearing, long passes)  throw ins – attack defence (short/long)  restarts – attack/defence (corners, free kicks)  contribution to open play: unit formation, specific role – keeping/regaining  possession, support (attack and defence)  contribution to set play/moves, e.g. free-kicks, corners, throw ins (attack  and defence)  demonstrating communication and influence on team performance  applying the team strategy in open play and set play  decision making  ability to adapt to the environment and changing circumstances  (e.g. weather, loss of a player) adhering to rules, health and safety guidelines, and considering  appropriate risk management strategies  **Learning Links:**  Invasion games within Year 10 and KS3  **Essential Skills:**  passing (short passes – push pass, instep)  running with the ball (dribbling, feints, step overs)  tackling (block, slide)  turning with the ball – recycling (Cruyff, drag back) striking the ball (free kicks, shooting – dominant foot)  **Essential Knowledge:**  Receiving the ball and control (first touch, either/both feet, thigh, chest)  jockeying (shadowing ball/player, channelling)  striking the ball (shooting, clearing, long passes)  throw ins – attack defence (short/long)  restarts – attack/defence (corners, free kicks)  contribution to open play: unit formation, specific role – keeping/regaining  possession, support (attack and defence)  contribution to set play/moves, e.g. free-kicks, corners, throw ins (attack  and defence)  demonstrating communication and influence on team performance  applying the team strategy in open play and set play  decision making  ability to adapt to the environment and changing circumstances  (e.g. weather, loss of a player) adhering to rules, health and safety guidelines, and considering  appropriate risk management strategies  **Learning Links:**  Invasion games within Year KS3  Badminton  **Essential Skills:**  Serves – low and short, high and deep, flick, drive  Clear shot – forehand and backhand; attacking and defending;  overhead, underarm  Drop shot – fast, slow  Drives shot – forehand, backhand; cross court and  down-the-line  Smash  Block shot – drop, straight, angled  Net shots – forehand, backhand  Lift  Round-the-head clear  **Essential Knowledge:**  Appropriate choice of shot in relation to situation.  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| **Assessment** | 1. The performance of skills and techniques in isolation/unopposed  2. Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation | 1. The performance of skills and techniques in isolation/unopposed  2. Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation | 1. The performance of skills and techniques in isolation/unopposed  2. Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation | 1. The performance of skills and techniques in isolation/unopposed  2. Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation |