PE Curriculum Information Year 11 Core

Autumn / Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Basketball	Can I perform the basic skills of Basketball? Where should I shoot from? How do I shoot from different distances? What position best suits my attributes and the way I play the game?	Dribbling, chest pass, bounce pass, shoulder pass, overhead pass Set shot; jump shot Power forward, small forward, point guard, shooting guard, centre.	Students are assessed on their: **Knowledge & Understanding** Understanding of the responsibilities of their chosen position, and ability to demonstrate them during games. Ability to identify where improvements can be made in their own and others performances. Use of appropriate terminology when giving feedback to others. **Skills** Performance of various passes and shooting techniques. **Assessment** Assessment is at the end of the term. It is also based on their ability to evaluate their own and others performances, and suggest improvements.
Netball	What is my preferred position? What are the specific roles and responsibilities of my position? How can I be more effective during a game?	Students select their own preferred position to specialise in, based on their experience of the game thus far. Players they are looking to link up with; areas of the court in which they should focus their gameplay; what happens if they	Students are assessed on their: **Knowledge and understanding** Leading small group, 4 part warm ups. Ability to read what is happening in a game, and respond appropriately according to their position. Ability to identify where improvements can be made in others and their own performance. Understanding the importance of set piece strategies, and their application in

		are not where they should be during a game.	game situations. Use of appropriate terminology when giving feedback to others. **Skills** Performance of chest, bounce and shoulder pass at the appropriate time. Ability to shoot from various positions in the D (GS and GA only). Ability to sprint drive towards the ball ahead of defender; running footwork to gain territory and enhance attacking options Effective marking of the player, ball, and area (3 stages of defence) **Assessment** Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.
Football	Can I perform the basic skills of Football? When should I dribble the ball? When should I pass the ball? Who should I pass to? What position best suits my attributes and the way I play the game?	Dribbling, passing, using both feet Is there space in front of me? Which of my teammates is in space? Goalkeeper, defender, midfielder, winger, striker	Students are assessed on their: **Knowledge and understanding** Leading small group, 4 part warm ups. Ability to read what is happening in a game, and respond appropriately according to their position. Ability to identify where improvements can be made in others and their own performance. Understanding the importance of using the right skill at the right time in game situations. Use of appropriate terminology when giving feedback to others. **Skills** Performance of dribbling and passing, in isolation and with passive and active defenders

			Ability to move into space to give teammates passing options; ability to dribble into space to make progress up the pitch Effective marking of the player, ball, and area (relevant to position) **Assessment** Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.

Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Volleyball	What are the basic rules and purpose of the game? What are the basic shots we can use in Volleyball? When do we use these shots? How do we score in a game?	Must hit the ball over the net; needs to land within lines; score more points than your opponent; team can touch ball 3 times before it goes over the net Underarm serve; overarm serve; volley; dig. Serve to start a rally; other shots depend on height and trajectory of the ball, and where our opponent is standing. Serve within the service box/over line, hit the ball so it lands on the ground in the opponent's court to score a point.	Students are assessed on their: **Knowledge and understanding** Ability to select the correct shot to play in a rally Knowledge of the different shots, and how they relate to the height of the incoming ball. Know where the different shots should be landing, and their trajectory into their opponent's court. Ability to identify where improvements can be made in others and their own performance. Use of appropriate terminology when giving feedback to others. **Skills** Performance of both serves, volley, and dig both in isolation and in game situations. **Assessment** Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.