PE Curriculum Information Year 10 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 are not where they should be during a game.	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 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
Trampolining	Can I still do the basic jumps, landings and combinations? Can I develop these further into advanced twists? Can I help other people to improve their performance?	Tuck, straddle, pike, ½ twist, full twist; seat, front, back landings, seat to ½ twist, ½ twist to seat, seat to front, front to seat, front ½ twist, ½ twist to front Swivel hips, ½ twist to back, back to ½ twist, ½ turntable, cradle Coaching known skills	Students are assessed on their: **Knowledge & Understanding** Understanding of the importance of height when attempting advanced twists. Ability to identify where improvements can be made in others and their own performance. Use of appropriate terminology when giving feedback to others. **Skills** Demonstration of all known skills without a mat. **Assessment** Assessment is at the end of the 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.

Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Badminton	What are the basic rules and purpose of the game? What are the basic shots we can use in Badminton? When do we use them? What shots can we use to return a drop shot?	Must hit the shuttlecock over the net; needs to land within lines; score more points than your opponent. Forehand serve, backhand serve, overhand clear; smash, drop shot. Net shot, lift	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 shuttlecock. 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 all shots 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.
Rounders	How do we throw and catch the ball? How can we outwit our opponent through bowling? How can we outwit the	Underarm throw and catch; overarm throw and catch. Vary pace of bowling; put spin on the ball; donkey drop. Batting stance; timing	Students are assessed on their: **Knowledge and understanding** Leading small group, 4 part warm ups. Knowing when to apply the various fielding skills at appropriate times within game situations. Understanding team strategy in the field, and knowing your own role within it.

	fielding team when batting? How can we outwit the batting team when fielding?	of swing; use of hip and shoulder; aim for space/between the bases; backhand hit. Aim to return the ball to 1st base immediately; backstop throws to 2nd base immediately; getting more than one batter out on bases.	Knowing when to stop, run and hold position when running between bases. Ability to identify where improvements can be made in others and their own performance. Use of appropriate terminology when giving feedback to others. **Skills** Using the various batting, bowling and fielding skills in isolation and at appropriate times in competitive situations. Playing by the rules, and keeping score **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.
Dance-a-thon	What is a good song to choreograph a dance for? How can we work together as a class to create choreography? Use of choreographical devices	Consider tempo, song structure, lyrics/meaning. Split into groups, each with responsibility for choreographing a section of the song. This is then taught to the rest of the class. Different levels, unison, canon, gestures, turns, stillness, step patterns, formation.	