

The Big Picture Y10 - Intent:

The aim of PE in year 10 is to build on the foundation knowledge and skills that students have gained in their Year 9 towards a more advanced experience. Students will take part in a variety of activities designed to help develop more advanced knowledge and introduce more advanced tactics and performances. They will work on the 3 core progression pillars which underpin the PE curriculum - *Motor competence, rules and tactics* and students will gain awareness of *health principles* in greater depth and challenge than in Y9.

Students will study a slightly more narrowed range of activities based on previous experience and options with a focus to further develop more advanced skills that they will need to be successful in year 11, KS5 and beyond. Skills and knowledge will be assessed at the end of each unit of work (core task and conditioned/full context gameplay). The units that students can be studying based on selection will include: Cross country and training methods, Fitness, Football, Rugby, Netball, Trampolining, Volleyball, Dodgeball, Netball, Badminton, Athletics (run, throw, jump through Individual events at max levels) and Rounders.

Implementation:

Lessons will be practical in nature and will require students to work as a part of a team and as individuals. PE lessons will be mixed gender classes based on options choices. This will provide appropriate challenge and motivation leading to improved self-esteem and engagement levels. Each member of staff will be responsible for teaching the group for a complete term. Staff will deliver activities based upon their expertise or qualification levels (Rugby/Trampolining/Netball and football commonly). This ensures the most expert member of the department oversees lesson planning and delivery and ultimate efficiency of the pedagogy and progress. The Idsall Character principles (head, heart and hands) build on the LORIC principles from PiXL but in an Idsall context. Students' progress through Beginner, Novice, Improver, Competent to Advanced performers.

Assessment tasks are core tasks, highlighting specific skills in the Hands curriculum. These are usually GCSE skill areas so that students who follow an academic route in PE or sport are gaining high quality assessment and moderation opportunities. Students also gain a 'Hands' score in full or conditioned game play; where they can show tactics and creativity against others in order to outwit or succeed.

Key Summative Assessments:

End block using Head Heart Hands.

Head (Creativity/Problem solving, analysis and knowledge of rules)

Heart (Resilience, Independence and Leadership)

Student Progression Levels are - Beginner, Novice, Improver, Competent and Advanced

Autumn Term (group specific)

XC, fitness, Netball, Trampolining, Rugby, Football, Badminton, Table Tennis.

Spring Term (group specific)

Netball, Trampolining, Volleyball, Dodgeball

Summer term (group specific)

Athletics, Trampolining, Cricket and Rounders

Impact:

Students will build on and embed the physical development and skills learned in Year 9 in most activities; and create new experience and a love for long term advanced performance, rules and tactics in either new activities or the sports where previous learning has occurred. They will become more competent, confident and expert in their techniques and start to apply more advanced tactics and skills in more competitive situations. Some students will do this across multiple sports. Students will develop curiosity and strengths in which they can pursue outside of school. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to ask questions within lessons to further understand more complex elements being taught and students will get involved in exercise, sports and activities out of school, where possible, due to this love and appreciation. Clubs links will further support lifelong participation and understanding the long-term health benefits of physical activity. Leadership and responsibility become a big focus area during KS4 lessons.

Content/Units	Skills	Knowledge	Prior Learning (Y9)	Future Learning (Y11)
Cross country and fitness training	To successfully run a variety of cross-country distances with greater capacity and speed. Understand Fartlek and Continuous training methods	<ul style="list-style-type: none"> Understand the importance of Aerobic and Anaerobic pacing to be more successful than previously. Understand how oxygen is delivered around the body during Aerobic events. 	<ul style="list-style-type: none"> To successfully run a variety of cross-country distances with greater capacity and speed. Understand Fartlek and Continuous training methods. Understand the important of Aerobic and Anaerobic pacing to be more successful than previously. 	Understand Fartlek and Continuous training methods, understand the important of Aerobic and Anaerobic pacing developing best ever performances in a more advanced XC run.
Volleyball	To develop serve, dig, set, spike and blocking skills	<ul style="list-style-type: none"> Understand and implement to rules of volleyball, court lines, service, gameplay and net touch rules. 	N/A	Further develop these skills in competitive situations, developing the correct application of power and accuracy
Dodgeball	To develop starts, throwing, catching and dodging (attack and defensive) skills	<ul style="list-style-type: none"> Understand and implement to rules of Dodgeball in full 6 aside format, court lines, tagging, saving, gameplay and tactics. 	N/A	Further develop these skills in competitive situations, developing the correct application of power and accuracy
Fitness training types (Circuit, Interval, plyometrics, Fartlek, SAQ/HIT, Resistance intro)	To successfully complete different training types safely and effectively	<ul style="list-style-type: none"> Know the methodology behind equipment, intensity and timings of exercise and training types. Programming and FITT principles are learned. 	<ul style="list-style-type: none"> To be able to develop and perform, safe and valid training in CV and ME fitness exercise training. Be aware of and understand Overload, principles of training (intro) and the exercise, intensity required for CV and ME training. 	Students will repeat in specific schemes of work, if selected pathway. Students will be independent when training but also understand fitness within other sports valid to that sport (this might be in a skills drill format commonly). Train with purpose and efficiency.
Netball	To further develop general game play including centre starts, attacking and defensive principles, passing, dodging, footwork and shooting skills.	<ul style="list-style-type: none"> To know more advanced movement tactics including starting procedures. Students will also develop understanding of passing techniques (variety) and positioning to be more effective in attack (close to 	<ul style="list-style-type: none"> To develop general game play including centre starts, attacking and defensive principles, passing, dodging, footwork and shooting skills. To know movement tactics including starting procedures. Students will also develop understanding of passing 	Students will further develop key skills and both declarative and procedural knowledge towards creating space, passing risk, footwork and landing ability and shooting from appropriate ranges with greater success and accuracy as a result.

		the post) and defence building on from Y8 work.	techniques and positioning to be more effective in attack and defence building on from KS3 work.	
Rugby	To develop Contact positioning in the tackle, with an introduction to Mauling and Scrummaging and lineout. This will combine student ability to pass and receive with different options after contact in game play. Students will also develop deeper support play and ability to offload before, during and after the tackle and present in conditioned gameplay.	<ul style="list-style-type: none"> • Students will develop knowledge of gain and defensive lines. • Teaching and safety coaching points of all skills and know and understand the reasons for timing of key skills in open gameplay. • Knowledge of the safety points of scrummaging (body position tower of power, hips below shoulders) and importance of ball height/location in ruck and maul positioning. 	<ul style="list-style-type: none"> • To develop contact positioning in the tackle, with an introduction to rucking. This will combine student ability to pass and receive with different option in game play. • Students will develop sealing, cleaning, depth support play and ability to offload before, during and after the tackle and present in conditioned gameplay. • Students will develop knowledge of gain and defensive lines. • Teaching and safety coaching points of all skills and know and understand the reasons for timing of key skills in open gameplay. 	Students in Y10 should be able to tackle and be safe in all contact situations. Develop depth of passing and support running. Scrummaging, lineout lifting will only be considered based on the experience of the group in non-competitive situations.
Trampolining	To develop sequences, front and back landing, elements of twisting and rotation and advanced skills including lineout, somersaults, where possible.	<ul style="list-style-type: none"> • Know all safety elements and coaching points in order to successfully lead others. 	<ul style="list-style-type: none"> • To develop basic shapes, develop body tension (isometric contraction ability), apply 10 bounce routine with elements of rotation and develop appreciation and analysis skills. • Know how to present and end a routine, know the components of basic shapes and arm set/position before twisting or rotations. 	Students will develop forwards and backwards rotations, leading up to front and back somersaults, where possible. These advanced moves will be able to be combined within a 10-bounce routine.

			<ul style="list-style-type: none"> • Know the main teaching points for these physical competencies. 	
Netball	<p>Students will develop a variety of centre start tactics and attacking and defensive principles. Man marking/dodging and playing out of the centre to gain distance to the post. Students may start to focus upon more attacking and defensive positions in which to specialise.</p>	<ul style="list-style-type: none"> • Students will know and understand the importance of pressing and close marking in defence. • In attack, the ability for quick accurate passing in front of the player to prevent the defence from setting. • And understand key principles of coaching points of these principles. 	<ul style="list-style-type: none"> • Students will develop centre start tactics and attacking and defensive principles. Man marking/dodging and playing out of the centre to gain distance to the post. • Students will know and understand the importance of pressing and close marking in defence. • In attack, the ability for quick accurate passing in front of the player to prevent the defence from setting. • And understand key principles of coaching points of these principles. 	<p>To further develop positional awareness, pivoting, passing and receiving accuracy and knowledge of tactics including restarts.</p>
Athletics	<p>To further develop the techniques and fitness requirements to run, throw and jump through individual events at max levels (advanced starts, run ups and approaches). To develop self and peer analysis, determination and resilience.</p>	<ul style="list-style-type: none"> • To know the coaching points of successful and advanced athletics events including run ups/preparation phases. • To know the rules of measuring and to use distance and time successfully as a measure of performance. 	<ul style="list-style-type: none"> • To further develop the techniques and fitness requirements to run, throw and jump through Individual events at maximum levels (advanced starts, run ups and approaches). to develop self and peer analysis, determination and resilience. • To know the coaching points of successful and advanced athletics events including run ups/preparation phases. • To know the rules of measuring and to use distance and time successfully as a measure of performance. 	<p>Students will repeat successful movements patterns and apply greater force/speed and accuracy to technical events and learn more advanced skills including discuss/high jump Fosbury flop and run ups/slide in javelin and shot and apply autonomously in Y11.</p>

<p>Rounders/Cricket (group dependent)</p>	<p>Students will develop more advanced batting skills and the ability to hit from faster and more accurate bowlers. Placement and accuracy will also develop. Bowling and fielding skills including slip/backstop reaction catches will occur.</p>	<ul style="list-style-type: none"> • Knowledge of fitness developments and coaching points for different catch styles will be explored. • Positioning and standing up based on bowler speed will also be looked at. • Field placement by the bowler will be understood as bowler develops accuracy. 	<ul style="list-style-type: none"> • To develop batting skills, position/grip, foot movement. • To develop shot selection and develop fielding skills of catching and throwing in. • Students will also develop bowling skill, line/height length and speed will all be improved. 	<p>Students will play in advanced game play focussed upon all elements of bowling and the link to fielding positions. Batting players will develop advanced shots in order to protect wickets and outs. Batters will be able to hit poor bowls into space to evade a fielder and score runs.</p>
<p>House series (competitive opportunity at varying points in the calendar)</p> <ol style="list-style-type: none"> 1. Cross country 2. Netball 3. Football 4. Rugby 5. Trampolining (lunch 4 seeds) 6. Badminton 	<p>Those involved (majority) will develop and have opportunity to showcase full tactical and rules strategies to outwit opponents. All skills learned will be able to be utilised and successes and involvement celebrated.</p>	<ul style="list-style-type: none"> • Those involved (majority) will develop sportsmanship, ethics and moral compass and fair play. • Appreciation of others in both success and defeat and contribute towards a team ethos of their house. • Competitive situations and experience of winning and losing is important if supported and self-esteem allows. 	<ul style="list-style-type: none"> • To use the knowledge and experience gained in order to successfully complete in a house event supporting own performance and others. 	<p>House events should be able to be performed at higher accuracy or performance level due to the skills being repeated in Y9 in many of the activities.</p>
<p>Club links</p>	<p>To be able to access local clubs in all sports.</p>	<ul style="list-style-type: none"> • To know contact numbers and training details for all appropriate local clubs. 	<ul style="list-style-type: none"> • Continue with any links previously used. 	<p>Continue with any previous clubs.</p>

The Big Picture Y11 – Intent:

The aim of PE in year 11 is to build on the advanced knowledge and skills that students have gained in their Year 10. Students will take part in a variety of activities designed to help develop more advanced knowledge and introduce more advanced tactics and performances. They will work on the 3 core progression pillars which underpin the PE curriculum - motor competence, rules and tactics, and students will gain awareness of health principles in greater depth and challenge than in Y10.

Students will study a slightly more narrowed range of activities based on previous experience and options, with a focus to further develop more advanced skills that they will need to be successful in KS5 and beyond. Skills and knowledge will be assessed at the end of each unit of work (core task and conditioned/full context gameplay). The units that students can be studying based on selection will include: Cross country and training methods, Fitness, Football, Rugby, Netball, Trampolining, Volleyball, Dodgeball, Netball, Badminton, Athletics (run, throw, jump through Individual events at maximum levels) and Rounders.

Implementation:

Lessons will be practical in nature and will require students to work as a part of a team and as individuals. PE lessons will be mixed gender classes based on options choices. This will provide appropriate challenge and motivation leading to improved self-esteem and engagement levels. Each member of staff will be responsible for teaching the group for a complete term. Staff will deliver activities based upon their expertise or qualification levels (Rugby/Trampolining/Netball and football commonly). This ensures the most expert member of the department oversees lesson planning and delivery, and ultimate efficiency of the pedagogy and progress. The Idsall Character principles (head, heart and hands) build on the LORIC principles from PiXL but in an Idsall context. Students progress through Beginner, Novice, Improver, Competent to Advanced performers.

Assessment tasks are core tasks, highlighting specific skills in the Hands curriculum. These are usually GCSE skill areas so that students who follow an academic route in PE or sport are gaining high quality assessment and moderation opportunities. Students also gain a 'Hands' score in full or conditioned game play; where they can show tactics and creativity against others in order to outwit or succeed.

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End block using Head Heart Hands.

Head (creativity/problem solving, analysis and knowledge of rules)

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Spring Term (group specific)

Netball, Trampolining, Volleyball, Dodgeball

Summer term (group specific)

Athletics, Trampolining, Cricket and Rounders

Impact:

Students will build on and embed the physical development and skills learned in Year 10 in most activities; and create new experiences and a love for long term advanced performance, rules and tactics, where previous learning has occurred, so that they will become more competent, confident and expert in their techniques and start to apply more advanced tactics and skills in more competitive situations. Some students will do this across multiple sports. Students will develop curiosity and strengths which they can pursue outside of school. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to ask questions within lessons to further understand more complex elements being taught and students will get involved in exercise, sports and activities out of school, where possible, due to this love and appreciation. Club links will further support life-long participation and understanding the long-term health benefits of physical activity. Leadership and responsibility become a big focus area during KS4 lessons.

Content/Units	Skills	Knowledge	Prior Learning (Y10)	Future Learning (N/A)
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Volleyball	To develop serve, dig, set, spike and blocking skills	<ul style="list-style-type: none"> Understand and implement to rules of volleyball, court lines, service, gameplay and net touch rules. 	None	N/A
Dodgeball	To develop starts, throwing, catching and dodging (attack and defensive) skills	<ul style="list-style-type: none"> Understand and implement to rules of Dodgeball in full 6 aside format, court lines, tagging, saving, gameplay and tactics. 	None	N/A
Fitness training Types (Circuit, Interval, plyometrics, Fartlek, SAQ/HIT, Resistance intro)	To successfully complete different training types safely and effectively	<ul style="list-style-type: none"> Know the methodology behind equipment, intensity and timings of exercise and training types. Programming and FITT principles are learned. 	<ul style="list-style-type: none"> To be able to develop and perform, safe and valid training in CV and ME fitness exercise training. Be aware of and understand Overload, principles of training (intro) and the exercise, intensity required for CV and ME training. 	N/A
Netball	To further develop general game play including centre starts, attacking and defensive principles, passing, dodging, footwork and shooting skills.	<ul style="list-style-type: none"> To know more advanced movement tactics including starting procedures. Students will also develop understanding of passing techniques (variety) and positioning to be more effective in attack (close to 	<ul style="list-style-type: none"> To develop general game play including centre starts, attacking and defensive principles, passing, dodging, footwork and shooting skills. To know movement tactics including starting procedures. Students will also develop understanding of passing 	N/A

		the post) and defence building on from y8 work.	techniques and positioning to be more effective in attack and defence building on from KS3 work.	
Rugby	To develop Contact positioning in the tackle, with an introduction to Mauling and Scrummaging and lineout. This will combine students' ability to pass and receive with different options after contact in game play. Students will also develop deeper support play and ability to offload before, during and after the tackle and present in conditioned gameplay.	<ul style="list-style-type: none"> • Students will develop knowledge of gain and defensive lines. • Teaching and safety coaching points of all skills and know and understand the reasons for timing of key skills in open gameplay. • Knowledge of the safety points of scrummaging (body position tower of power, hips below shoulders) and importance of ball height/location in ruck and maul positioning. 	<ul style="list-style-type: none"> • To develop Contact positioning in the tackle, with an introduction to Rucking. This will combine students' ability to pass and receive with different option in game play. • Students will develop sealing, cleaning, depth support play and ability to offload before, during and after the tackle and present in conditioned gameplay. • Students will develop knowledge of gain and defensive lines. • Teaching and safety coaching points of all skills and know and understand the reasons for timing of key skills in open gameplay. 	N/A
Trampolining	To develop sequences, front and back landing, elements of twisting and rotation and advanced skills including lineout, somersaults, where possible.	<ul style="list-style-type: none"> • Know all safety elements and coaching points in order to successfully lead others. 	<ul style="list-style-type: none"> • To develop basic shapes, develop body tension (isometric contraction ability), apply 10 bounce routine with elements of rotation and develop appreciation and analysis skills. • Know how to present and end a routine, know the components of basic shapes and arm set/position before twisting or rotations. 	N/A

			<ul style="list-style-type: none"> • Know the main teaching points for these physical competencies. 	
Netball	<p>Students will develop a variety of centre start tactics and attacking and defensive principles. Man marking/dodging and playing out of the centre to gain distance to the post. Students may start to focus upon more attacking and defensive positions in which to specialise.</p>	<ul style="list-style-type: none"> • Students will know and understand the importance of pressing and close marking in defence. • In attack, the ability for quick accurate passing in front of the player to prevent the defence from setting. • And understand key principles of coaching points of these principles. 	<ul style="list-style-type: none"> • Students will develop centre start tactics and attacking and defensive principles. • Man marking/dodging and playing out of the centre to gain distance to the post. • Students will know and understand the importance of pressing and close marking in defence. • In attack, the ability for quick accurate passing in front of the player to prevent the defence from setting. • And understand key principles of coaching points of these principles. 	N/A
Athletics	<p>To further develop the techniques and fitness requirements to run, throw and jump through individual events at max levels (advanced starts, run ups and approaches). To develop self and peer analysis, determination and resilience.</p>	<ul style="list-style-type: none"> • To know the coaching points of successful and advanced athletics events including run ups/preparation phases. • To know the rules of measuring and to use distance and time successfully as a measure of performance. 	<ul style="list-style-type: none"> • To further develop the techniques and fitness requirements to run, throw and jump through Individual events at maximum levels (advanced starts, run ups and approaches). To develop self and peer analysis, determination and resilience. • To know the coaching points of successful and advanced athletics events including run ups/preparation phases. • To know the rules of measuring and to use distance and time successfully as a measure of performance. 	N/A

<p>Rounders/Cricket (group dependent)</p>	<p>Students will develop more advanced batting skills and the ability to hit from faster and more accurate bowlers. Placement and accuracy will also develop. Bowling and fielding skills including slip/backstop reaction catches will occur.</p>	<ul style="list-style-type: none"> • Knowledge of fitness developments and coaching points for different catch styles will be explored. • Positioning and standing up based on bowler speed will also be looked at. • Field placement by the bowler will be understood as bowler develops accuracy. 	<ul style="list-style-type: none"> • To develop batting skills, position/grip, foot movement. • To develop shot selection and develop fielding skills of catching and throwing in. • Students will also develop bowling skill, line/height length and speed will all be improved. 	<p>N/A</p>
<p>House series (competitive opportunity at varying points in the calendar)</p> <ol style="list-style-type: none"> 1. Cross country 2. Netball 3. Football 4. Rugby 5. Trampolining (lunch 4 seeds) 6. Badminton 	<p>Those involved (majority) will develop and have opportunity to showcase full tactical and rules strategies to outwit opponents. All skills learned will be able to be utilised and successes and involvement celebrated.</p>	<ul style="list-style-type: none"> • Those involved (majority) will develop sportsmanship, ethics and moral compass and fair play. • Appreciation of others in both success and defeat and contribute towards a team ethos of their house. • Competitive situations and experience of winning and losing is important if supported and self-esteem allows. 	<ul style="list-style-type: none"> • To use the knowledge and experience gained in order to successfully complete in a house event supporting own performance and others. 	<p>N/A</p>
<p>Club links</p>	<p>To be able to access local clubs in all sports.</p>	<ul style="list-style-type: none"> • To know contact numbers and training details for all appropriate local clubs. 	<p>N/A</p>	<p>N/A</p>