

**Key Stage 4 Subject Timeline Year 9 to 11**

**Subject: Physical Education**

**Exam Board: NA**

Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p><i>Trampolining – Developing rotational movements</i></p> <p><i>Netball – Developing footwork and advanced skills</i></p>	<p><i>Rugby – Developing a knowledge of scrums and lineouts (restarts)</i></p> <p><i>Swimming/personal survival – Learning to survive in deep water.</i></p> <p><i>Handball – developing team and individual defence and attack</i></p>	<p><i>HRE – Development of aerobic and muscular endurance</i></p> <p><i>Basketball – Creating space in attacking positions</i></p>	<p><i>Leadership – Introduction to sports leadership</i></p> <p><i>Football – Developing individual and team attacking principles</i></p>	<p><i>Athletics – To develop advanced technical understanding.</i></p> <p><i>Tennis – Developing shots that use spin. Develop more advanced techniques</i></p>	<p><i>Striking and fielding – Developing advanced fielding skills</i></p>
Key skills and Concepts	<p><i>Trampolining – refamiliarize with front and back landings and progress towards front and back somersaults</i></p> <p><i>Netball – Understanding footwork and the rules around it. Developing special awareness on the court. Developing team attack and defence.</i></p>	<p><i>Rugby – knowing how to bind and correctly position the body safely. Being able to understand the safety requirements of scrums and lineouts. Knowing when and where a scrum/line out would be awarded</i></p> <p><i>Swimming/personal survival – Treat water/straddle entry/HELP</i></p> <p><i>Handball – focus on team play and creating overloads in attack. Defensively working through team tactics (banana) and goalkeeping</i></p>	<p><i>HRE – What are the aerobic and muscular endurance. How do we test them and how do we train them.</i></p> <p><i>Basketball – learning to screen and cut effectively. Learning to move and create space for teammates.</i></p>	<p><i>Leadership – Communication/role of the coach/coaching styles/leadership of small groups</i></p> <p><i>Football – Crossing the ball (low/high/with pace/curl/laces) Attacking principles – creating overloads,</i></p>	<p><i>Athletics – focus will mainly be on 200m bend running/trigger points in relay changeover/Fosbury flop in HJ/basic TJ technique (introduction)</i></p> <p><i>Tennis – Learning to play with slice and topspin. Learning how to use a legal serve with increased technical knowledge</i></p>	<p><i>Striking and fielding – Students will develop their coordination/ground fielding/running between bases or stumps. Students develop confidence in their decision making and tactical ideas.</i></p>
Threshold Concepts	<p><i>Trampolining – being able to include a somersaults within a routine.</i></p> <p><i>Netball – Being able to move and turn through the air. Understanding the idea of</i></p>	<p><i>Rugby – Correctly being able to bind and contest with small resistance in a 5 man scrum and execute a line out plan.</i></p> <p><i>Swimming/personal survival – Being able to maintain the head above water for the entire</i></p>	<p><i>HRE – Understanding continuous/Fartlek/interval and circuit training concept.</i></p> <p><i>Basketball – Choosing the correct movement depending on the opposition players positions.</i></p>	<p><i>Leadership – Can use verbal and non-verbal communication/can plan, organise and deliver small warm ups and practices. Understand the key parts of leading a session</i></p>	<p><i>Athletics – Understanding the lean and use of arms. Understanding the need for start points/times and minimising time taken to complete. Developing HJ that can advance the use of the point of gravity.</i></p>	<p><i>Striking and fielding – Being able to play with confidence in different S and F games – being able to use key skills and techniques across different games with effectiveness.</i></p>

## Key Stage 4 Subject Timeline Year 9 to 11

**Subject: Physical Education**

**Exam Board: NA**

	overloading areas of the court to gain an advantage	duration of the individual skills and when linked together  Handball – understanding the role of the player in team defence and how one player can affect the unit. Being able to create and	Knowing how to screen within the rules of basketball	Football – Can loft the ball with one dominant foot/ can play with different attacking principles (overlap/2v3, 3v4). Can strike the ball with either foot towards goal with some placement/power	Tennis – Serving overarm legally with increased competency. Playing ground strokes that are developing spin.	
<b>Endpoints</b>	Trampolining – Creating/practices and performing a routine created by the student. Using skills built up through the 3 years to date.  Netball - Playing modified games that can be self-refereed.	Rugby – small-sided games with a focus on restarts and understanding of when/how they should be given/completed  Swimming/personal survival – Completion of the personal survival test (adapted for individual students) and understanding the links between each individual skill  Handball – Students organise and execute a team defence performance in competitive games. Students also demonstrate how to overload in attack in practice and game situations	HRE – Complete full programme of test/train/test to develop performance. Completing full training programme and understanding the role of measuring performance to gain improvement  Basketball – Playing small and larger games that allow higher level skills to be performed. Students can select and apply advanced skills in competitive situations.	Leadership – able to lead a session with peers that consists of warm up/skill development/game.  Football – Students can lead small and large games with high degree of knowledge and understanding of attacking play. Students can understand how to cross and why it's important for creating goalscoring opportunities.	Athletics – Producing performances in a range of activities covered that demonstrate more advanced and smoother technique. Being able to explain why we do certain technical movements to improve performance.  Tennis – Playing competitive singles with technique that is starting to look more defined. Understanding the rules and some tactics for singles. Serving overhead.	Striking and fielding – Understanding the key skills required in each type of game and transferring them. Being able to understand the rules and how to implement them confidently.
<b>Assessment</b>	Trampolining – Ongoing through SOW and finally through last performance of routine  Netball – Ongoing through weekly small tasks	Rugby – Ongoing through SOW.  Swimming/personal survival – test – straddle entry/25m swim/help/tread water/duck dive/100m swim/surface dive  Handball – Ongoing through sow.	HRE – continuous assessment of performance through observation.  Basketball – Performance in isolation and during game scenarios as per the SOW.	Leadership – feedback from leadership session.  Football – Ongoing through the SOW. Scenarios in play to be used to check knowledge and understanding of students	Athletics – Weekly assessment through performance and q and a  Tennis – Ongoing assessment. Singles tennis performance in last lesson	Striking and fielding – continuously through the sow.

**Key Stage 4 Subject Timeline Year 9 to 11**

**Subject: Physical Education**

**Exam Board: NA**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics</b>	<p>Trampolining – Developing synchronised routines</p> <p>Netball – How to maximise restarts</p>	<p>Rugby – Kicking the ball</p> <p>Water polo – Introduction to water polo</p> <p>Handball – Maximising attacking threat</p>	<p>HRE – Development of power/strength/speed or flexibility</p> <p>Basketball – Advanced team tactics and strategies</p>	<p>OAA – Developing teamwork skills</p> <p>Football – Developing team tactics</p>	<p>Athletics - Developing a knowledge and advanced skills and techniques plus a focus on officiating.</p> <p>Tennis – Understanding doubles play</p>	<p>Striking and fielding – Outwitting opponents.</p>
<b>Key skills and Concepts</b>	<p>Trampolining – Use of timing to work as a team and perform together. Use of music to enhance performance.</p> <p>Netball – understanding the skills and qualities required to deliver tactics at a restart (centre/sideline/backline)</p>	<p>Rugby – being able to punt/drop kick/grubber/place kick and convert.</p> <p>Water polo – eggbeater legs/shooting/basic rules/passing</p> <p>Handball – Developing shooting on the turn/from the jump/low position/using the fake. Developing decision making for the fast break and overloads in open play.</p>	<p>HRE – What is power/strength/speed/flexibility – how do we measure them and how do we develop them further.</p> <p>Basketball – Learning about different types of defence that can be played as a team (zone/half court press/full court press). Starting to look at officiating and the positions required to be taken up and the movements required as well as hand signals/gestures.</p>	<p>OAA – understanding Plan/do/review. Working through team work/communication/resolving problems/cooperation. Map reading and planning routes.</p> <p>Football – Understanding different formations of play and how and when to use them. Understanding the different parts of the team (defence/midfield/attack) and understanding how/when to utilise them</p>	<p>Athletics - bend running in longer sprint races/throwing the discus/shot putt officiating/relay change overs</p> <p>Tennis – Developing groundstrokes, volleys/smash. Understanding different formations of doubles depending on attack or defence.</p>	<p>Striking and fielding – This sow will consider how performers use different batting/bowling/fielding techniques to outwit an opponent and gain an advantage. The use of different fielding positions/batting position or bowling speed/spin will be explored to develop confidence.</p>
<b>Threshold Concepts</b>	<p>Trampolining – Students will be challenged to work together and use team skills (cooperation/communication etc) to develop a short 10 bounce routine encompassing as many skills learnt over the previous years. Students will need to work with choreography skills and use originality.</p> <p>Netball – Knowing how and when to execute different set</p>	<p>Rugby – players can understand when and where to kick for the most effective results. Students can correctly identify in a game the technique required for kicking the ball</p> <p>Water polo – Positions and movements in water polo/understanding of the basic rules and regulations of the game.</p>	<p>HRE – Being able to measure and assess levels of performance and design ways to develop the further.</p> <p>Basketball – Understanding the individuals place in the team and the requirements of their role. Knowing how to interchange different defensive styles depending on the situation in the game.</p>	<p>OAA – Being able to work with mixed groups of people to achieve a goal/target. Being able to plan how to achieve a task/work through a task with cooperation and resilience/ evaluate a task.</p> <p>Football – Knowing the different roles and responsibilities of different positions – can a right back for example move up with other defenders/support the</p>	<p>Athletics - performing with fluency and knowledge of rules and regulations of each activity. Understanding the lean in bend running/triple jump phases/shot putt regulations/acceleration zone in relay</p> <p>Tennis – Being able to interchange formations depending on attacking or defensive situations. Being</p>	<p>Striking and fielding – Stealing a base/run etc. Fielding to the strengths of the batting team – encourage a hit into a certain area to trap the batter, using bowling speed/spin to encourage a mistake or a hit into a certain area.</p>

## Key Stage 4 Subject Timeline Year 9 to 11

**Subject: Physical Education**

**Exam Board: NA**

	<i>plays. Being able to discover and run self-devised set plays</i>	<i>Handball – Knowing how to create overloads during open play - improving decision making to see the opportunity as the game unfolds. Knowing when to use different shooting techniques depending on the defensive threat posed in front of the shooter</i>		<i>midfield in attack/slide over the pitch to support defence etc. Can the team switch tactics in winning/losing situations.</i>	able to play confidently on the forehand/backhand	
<b>Endpoints</b>	<p><i>Trampolining – Developing a routine that can be performed repeatedly that involves the best skills of each student</i></p> <p><i>Netball – being able to devise and execute different set plays from the back of the court/centre/sideline in a pressured situations</i></p>	<p><i>Rugby – students can select the best type of kick and execute with some success in practice and game situations.</i></p> <p><i>Water polo – Can move with the ball/pass with one hand/shoot in practice and game situations.</i></p> <p><i>Handball – Attack versus defence games played with understanding of the principles of attacking. Creating overloads in open play.</i></p>	<p><i>HRE – Completion of test/train test theory for speed/strength/power and flexibility – students will measure success of the decisions made.</i></p> <p><i>Basketball – Performing in 5v5 situations whereby different defence and attack can be called and interchanged depending on the situation in the game. Officiating with understanding of the rules/regulations of the game,</i></p>	<p><i>OAA – Understanding the concept of plan/do/review. Work with the concept and evaluate the effectiveness of the performance. Plan and execute orienteering courses with minimal mistakes in preparation for further challenge</i></p> <p><i>Football – Interchanging positions/tactics/strategies depending on the match situation.</i></p>	<p>Athletics- performance in each of the athletic events covered – 300m/discus/relay/shot putt/100m. Being able to evaluate performance and work through problems. Helping to coach and support classmates</p> <p>Tennis – Playing and officiating small game situations in doubles. Playing shots with confidence and control.</p>	<p>Striking and fielding – Playing matches in rounders/cricket and/or softball with confidence and competitiveness that allows the students to confidently dictate the progress and performance of the opposition.</p>
<b>Assessment</b>	<p><i>Trampolining – Final lesson assessment through performance.</i></p> <p><i>Netball – Ongoing through SOW</i></p>	<p><i>Rugby – Ongoing through SOW.</i></p> <p><i>Water polo – small-sided games. Pupils perform a variety of roles.</i></p> <p><i>Handball – Ongoing through unit of work</i></p>	<p><i>HRE – ongoing through unit of work based on knowledge and performance levels.</i></p> <p><i>Basketball – Ongoing through SOW</i></p>	<p><i>OAA – Ongoing through sow.</i></p> <p><i>Football – Ongoing through SOW</i></p>	<p>Athletics – weekly assessment of progress.</p> <p>Tennis – End of SOW interclass tournament.</p>	<p>Striking and fielding – ongoing through the sow.</p>

### Year 11

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
-----------------	-----------------	-----------------	-----------------	-----------------	-----------------

## Key Stage 4 Subject Timeline Year 9 to 11

**Subject: Physical Education**

**Exam Board: NA**

<b>Topics</b>	<i>Net games – Exploring different types of game and preparing for the future</i>	<i>Swimming pool activities- Team work.</i>	<i>Invasion games – developing confidence in team games in preparation for the next step</i>	<i>HRE – Understanding how to train for the future.</i>		
<b>Key skills and Concepts</b>	<i>Exploring a range of different net games (table tennis/volleyball etc) and learning the skills required to play and compete (e.g. set, dig, spike, serve etc)</i>	<i>Exploring different challenges in the swimming pool that work on the team building in OAA (see year 10) where plan/do/review was the cornerstone. To include – retrieval activities/problem solving/Designing new games</i>	<i>Exploring the different leadership roles of an invasion game. How do we referee/coach/officiate in different games.</i>	<i>Understanding the principles of Progressive overload/FITT and rest and recovery whilst planning training.</i>		
<b>Threshold Concepts</b>	<i>Understanding the rules and regulations for each game/ how to perform the functioning skills and officiating the basic rules.</i>	<i>Effective use of team skills to complete/solve/create problems. Working effectively to design and complete new skills</i>	<i>Have a strong understanding of the rules and regulations for different games. Having a strong understanding of the skills and characteristics of an official.</i>	<i>Planning and preparing a training programme that can develop one of the components of fitness. Completing a training programme and understanding how to evaluate its effectiveness</i>		
<b>Endpoints</b>	<i>Playing and officiating new games. Understanding the concepts and skills/tactics and strategies required for performance</i>	<i>Producing students who are confident and effective swimmers Producing students who can solve problems and work effectively as teams</i>	<i>Officiating with confidence and control. Feeling confident about the rules and regulations for different invasion games</i>	<i>Planning for the next stage of development. Students will be confident with how to exercise and the effectiveness of different types of training and their requirements</i>		
<b>Assessment</b>	<i>Ongoing through sow</i>	<i>Ongoing through sow</i>	<i>Ongoing through sow</i>	<i>Ongoing through sow</i>		