



## Curriculum Map for Core PE Year 10

YEAR 10	<p style="text-align: center;"><b>Autumn 1 &amp; 2</b> <b>Spring 1 &amp; 2</b> <b>Students rotate around the topics.</b></p>
<b>Topics</b>	<b>Football, Basketball, Benchball, Badminton, Table Tennis, Netball, Health Related Exercise, Sport Leadership Level 1</b>
<b>Declarative Knowledge – Knowing What To Do</b>	<p><b>Invasion Games – Football, Netball, Basketball and Benchball</b></p> <ul style="list-style-type: none"> <li>• Students will learn in football the importance of formation and tactics and conditioned games and mini tournaments.</li> <li>• Students will learn in netball the importance of formation and tactics and conditioned games and mini tournaments.</li> <li>• Students will learn in basketball about ball familiarisation, importance of formation and tactics and conditioned games and mini tournaments.</li> <li>• Students will learn in benchball a recap of rules and regulations and game play.</li> </ul> <p><b>Net Games – Badminton and Table Tennis</b></p> <ul style="list-style-type: none"> <li>• Students will learn in badminton the basic rules and laws, serving, shot selection and game play – doubles and singles.</li> <li>• Students will learn in table tennis the rules and laws, serving and strokes, scoring and game play – singles and doubles.</li> </ul> <p><b>Health Related Exercise</b></p> <ul style="list-style-type: none"> <li>• Students will learn how to plan a fitness training programme, what sets/reps are, importance of timing, pyramid workout, kettle bell workout and gym etiquette.</li> </ul> <p><b>Sports Leadership Level 1</b></p> <ul style="list-style-type: none"> <li>• Unit 1 – Students will learn about the different leadership skills.</li> </ul>
<b>Procedural Knowledge – Knowing How To Apply The Declarative Knowledge</b>	<ul style="list-style-type: none"> <li>• Students will be able to perform skills in both non-competitive and competitive situations.</li> <li>• Students learn through conditioned games.</li> <li>• Students learn by completing a fitness training programme.</li> <li>• Students will apply the principles of attack and defence to game situations.</li> <li>• Students plan and lead warm-ups and cool downs.</li> <li>• Discussions on training programme design.</li> <li>• Self-evaluation.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Students will gain an ability to use gym equipment safely and responsibly.</li> <li>• Students will develop their: <ul style="list-style-type: none"> <li>- Leadership Skills - leading warm-ups</li> </ul> </li> <li>• Outline why the following skills are necessary for a Sports Leader: <ul style="list-style-type: none"> <li>- Communication</li> <li>- Self-Belief</li> <li>- Teamwork</li> <li>- Self-Management</li> <li>- Problem Solving</li> <li>- Communication Skills - verbal and non-verbal</li> <li>- Empathy</li> <li>- Working in a Team</li> <li>- Resilience</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Evaluative Skills</li> <li>- Analytical Skills</li> <li>- Decision Making Skills</li> <li>- Officiating Skills</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Students will build upon knowledge of all sports from Years 7, 8 and 9.</li> <li>• Students may be outside school participating in sports clubs.</li> <li>• Students may be participating in extra-curricular school sport.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• Students will be scoring and counting into teams.</li> <li>• Writing documents (training programmes).</li> <li>• Rating behaviours using numbers.</li> <li>• Students will use key words and terms.</li> <li>• Students will be measuring using time.</li> <li>• Students will use oracy when giving feedback to others.</li> <li>• Students complete a logbook as part of the sports leader's course.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Careers in Sport</li> <li>• Demonstrating Sportsmanship: <ul style="list-style-type: none"> <li>- Enforce Rules and Follow Peers' Decisions</li> <li>- Fair Play</li> </ul> </li> <li>• Leading to the Following Groups: <ul style="list-style-type: none"> <li>- Mixed Ethnic and Religious Classes</li> <li>- Mixed Gender Classes</li> <li>- Mixed Socio-Economic Classes</li> </ul> </li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Although non-graded students use game play to analyse peers' performance and offer areas for improvement.</li> <li>• Sports Leadership - Create an action plan to develop own leadership skills.</li> </ul>

<b>YEAR 10</b>	<b>Summer 1 &amp; 2 Students Rotate Around The Topics</b>
<b>Topics</b>	<b>Cricket, Tennis, Rounders and Softball and Sport Leadership Level 1</b>
<b>Declarative Knowledge – Knowing What To Do</b>	<p><b>Striking and Fielding Games - Rounders, Cricket and Softball</b></p> <ul style="list-style-type: none"> <li>• Students will learn in rounders a recap of the rules and laws, development of batting and bowling and game play.</li> <li>• Students will learn in cricket a recap rules and laws, fielding positions, batting order importance, wicket keeping and game play.</li> <li>• Students will learn in Softball a recap of rules and laws, tactics and game play.</li> </ul> <p><b>Net Games – Tennis</b></p> <ul style="list-style-type: none"> <li>• Students will learn in Tennis a recap of the rules and laws, development of serving, importance of shot selection and tournaments – singles and doubles.</li> </ul> <p><b>Sports Leadership Level 1</b></p> <ul style="list-style-type: none"> <li>• Unit 2 – Students will learn how to assist in leading and reviewing a sport/physical activity session.</li> </ul>
<b>Procedural Knowledge – Knowing How To</b>	<ul style="list-style-type: none"> <li>• Students will be able to perform skills in both non-competitive and competitive situations.</li> <li>• Students learn by completing a fitness training programme.</li> <li>• Students will apply the principles of attack and defence to game situations.</li> </ul>

<b>Apply The Declarative Knowledge</b>	<ul style="list-style-type: none"> <li>• Students plan and lead warm-ups and cool downs.</li> <li>• Discussions on training programme design.</li> <li>• Self-evaluation.</li> <li>• Lead to external groups e.g. local primary school.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Students will gain an ability to use gym equipment safely and responsibly.</li> <li>• Students will develop their: <ul style="list-style-type: none"> <li>- Leadership skills - leading warm-ups</li> </ul> </li> <li>• Outline why the following skills are necessary for a Sports Leader: <ul style="list-style-type: none"> <li>- Communication</li> <li>- Self-Belief</li> <li>- Teamwork</li> <li>- Self-Management</li> <li>- Problem Solving</li> <li>- Communication Skills - verbal and non-verbal</li> <li>- Empathy</li> <li>- Working in a Team</li> <li>- Resilience</li> <li>- Evaluative Skills</li> <li>- Analytical Skills</li> <li>- Decision Making Skills</li> <li>- Officiating Skills</li> </ul> </li> </ul>
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<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Careers in Sport</li> <li>• Demonstrating Sportsmanship: <ul style="list-style-type: none"> <li>- Enforce Rules and Follow Peers' Decisions</li> <li>- Fair Play</li> </ul> </li> <li>• Leading to the Following Groups: <ul style="list-style-type: none"> <li>- Mixed Ethnic and Religious Classes</li> <li>- Mixed Gender Classes</li> <li>- Mixed Socio-Economic Classes</li> </ul> </li> </ul>
<b>Assessment</b>	<p>Although non-graded students use game play to analyse peers' performance and offer areas for improvement.</p> <p>Sports Leadership - Lead/assist practical session - Complete 1-hour demonstration of leadership to peers – can be split into bitesize delivery.</p> <ul style="list-style-type: none"> <li>• Assist in leading a minimum of 2 x 10 minutes of sport/physical activity</li> </ul>