



IMBERHORNE SCHOOL

Curriculum Map: Physical Education (KS4 Core PE)

Our Vision:

To promote a life-long love of sport and health through enjoyable lessons and a broad curriculum, with opportunities for all, to be physically active. At its best, PE and sport can teach pupils to be fearless, resilient, team workers, who appreciate the beauty of sport and can relate to the sporting endeavour of others. In Key Stage 4, there is a greater emphasis on participation and enjoyment and building on the skills developed in KS3 and to use them in game situations

Year Group	<u>Subject Skills</u> <i>Students will be able to use these skills and techniques:</i>	<u>Subject Knowledge</u> <i>Students will develop subject knowledge about...</i>	<u>Qualities Enhanced</u> <i>Through the study of PE, students will enhance their skills in...</i>
10 & 11	<u>Basic Techniques:</u> Catching Throwing Passing Intercepting Tackling Shooting/scoring points Running Jumping Kicking	<u>Understanding of:</u> Rules of the game Techniques required to play Tactics required to play Positioning within the game Roles within a game Safety in sport Understanding the unwritten contract to play fairly with others Importance of a warm-up Types of defence and attack	<ul style="list-style-type: none"> ● Communication ● Team Work/Collaboration ● Reading ● Resilience ● Taking risks ● Working outside of your comfort zone ● Overcoming fears ● Etiquette ● Empathy ● Critical thinking ● Appreciating aesthetic qualities ● Performing to others
	Fitness gym: Safe use of cardio machines Correct use of free weights Correct use of weight machines Suitable warm-up and warm-down techniques. Correct form and technique.	Fitness gym: Students should understand how to behave in an adult setting for when they leave school including: Correct protocols when visiting a private club/public gym including what to wear, replacing equipment, cleaning equipment for next user, not using a phone whilst working out, not dropping weights, no loud conversations, not hogging machines, not working in large groups, not working out too close to weights or to others, asking if equipment is free and "working in" when appropriate. Full understanding of sets and reps. Pyramid training	<ul style="list-style-type: none"> ● Taking risks ● Working outside of your comfort zone ● Etiquette ● Critical thinking



IMBERHORNE SCHOOL

		HITT Super setting Progression, overload and reversibility	
10 & 11	Fitness: Circuit training Interval training Fitness testing Continuous training Aerobics	Fitness: Students will be able to accurately replicate the techniques at each station. They will sustain performance over 2 sets. Students will be able to understand the principles of interval training and will work at a high intensity followed by periods of low intensity/rest. Students will be able to accurately replicate a sustained running technique for 12 minutes. They will understand the aerobic system and recognize the relevant heart rate range to be working in. They will understand the relationship between heart rate recovery and fitness level and be aware of their own fitness level. Students will accurately replicate skill and health related fitness tests. They will understand the relationship between test scores and strengths as a performer. Students will be able to perform and accurately replicate various aerobic techniques, they will combine a range of sequenced skills to raise heart rate and understand the immediate changes to the body as a result of a sustained aerobic performance.	<ul style="list-style-type: none"> • Communication • Teamwork/Collaboration • Taking risks • Working outside of your comfort zone • Etiquette • Critical thinking
10 & 11	Hockey: Dribbling, passing and receiving Use of space Defending Shooting Positioning and formations	Hockey: Students will be able to demonstrate effective and efficient passing and receiving. They will accurately replicate strong and weak side dribbling. Students should be able to dribble the ball with fluency, control and speed in a small sided game with the intention of outwitting opponents. They will understand and demonstrate the ability to beat defensive players and use information gained on opponents to influence play and tactical ideas. They will accurately replicate tackling techniques to dispossess opposition. They will understand when to use the appropriate tackling technique in a game and develop and demonstrate set plays. Students will explore, plan & implement tactics and strategies from restarts/set plays. They will demonstrate the ability to adapt from attacking to defensive roles when necessary and evaluate how to develop and improve their own particular role within a game.	<ul style="list-style-type: none"> • Communication • Teamwork/Collaboration • Taking risks • Working outside of your comfort zone • Etiquette • Critical thinking
10 & 11	Table Tennis:	Table Tennis:	<ul style="list-style-type: none"> • Communication



IMBERHORNE SCHOOL

	<p>Recap of the basic shots and grip Backhand/forehand topspin Slice Serve Doubles and singles games.</p>	<p>Students should be able to demonstrate & use the correct grip and use of basic shots. They should be able to show how to outwit opponents with movement of the ball. Students should be able to replicate the topspin and understand the importance within a game. Students should understand the rules of the serve and be able to demonstrate a legal serve, starting to vary the shot depending on their opponent. Students should know the rules of the game for both doubles and singles and should apply these independently to a game.</p>	<ul style="list-style-type: none"> • Teamwork/Collaboration • Taking risks • Working outside of your comfort zone • Etiquette • Critical thinking
10 & 11	<p>Rugby: Passing and use of width Tackling and rucking Restarting play - line out development Scrums</p>	<p>Rugby: Students should be able to accurately replicate a variety of types of pass. They should be able to perform these in a game to retain ball possession & outwit opposition. Students will develop knowledge and understanding of tackling and rucking techniques. They will accurately replicate safe tackling & rucking during a game situation Students should be able to perform and replicate a 4 man line out with the correct technique. They will combine the use of passing, receiving, tackling & rucking to outwit opponents. They will develop the knowledge and understanding of how to form a 5-man scrum and cooperate as a team to produce the correct scrummaging technique.</p>	<ul style="list-style-type: none"> • Communication • Teamwork/Collaboration • Taking risks • Working outside of your comfort zone • Etiquette • Critical thinking
10 & 11	<p>Badminton: Recap of the basic shots and grip. Overhead Clear Drop shot Serves - long and short Backhand clear Doubles and singles games Doubles and singles tactics</p>	<p>Badminton: Students should be able to demonstrate & use the correct grip and use of basic shots. They should be able to show how to outwit opponents with movement of the shuttle. Students should be able to perform and replicate the overhead clear with control, power and accuracy and develop the skill of outwitting an opponent using a combination of shots. Students should understand the rules of the serve. They should be able to use a variety of different serve techniques to outwit their opponent. Students should know the rules of the game for both doubles and singles and should apply these independently to a game.</p>	<ul style="list-style-type: none"> • Communication • Teamwork/Collaboration • Taking risks • Working outside of your comfort zone • Etiquette • Critical thinking
10 & 11	<p>Football: Keeping possession</p>	<p>Football:</p>	<ul style="list-style-type: none"> • Communication • Teamwork/Collaboration



IMBERHORNE SCHOOL

	<p>Ball Control Shooting Defending and attacking corners Set Pieces</p>	<p>Students will be able to perform basic skills to retain ball possession. They will be able to outwit opponents using dummies & fakes at speed and with accuracy. They will show an understanding of the importance of width and playing into space in order to attack.</p> <p>Students will understand and perform attacking principles and strategies found in Football e.g. shooting low and with accuracy</p> <p>They will perform necessary skills and techniques to attack from set plays and corners and outwit opponents as well as being able to perform crosses using varying height, speed and positioning. Students will develop creativity in developing new strategies from set plays in attack.</p>	<ul style="list-style-type: none"> • Taking risks • Working outside of your comfort zone • Etiquette • Critical thinking
10 & 11	<p>Basketball: Lay up Jump shots/free throws Strategies for attacking Defensive roles</p>	<p>Basketball: Students will be able to demonstrate the lay up from both sides. They will also be able to perform the jump shot from various positions on the court. Students will demonstrate the various different strategies for attacking, including from set plays. They will understand and demonstrate both man to man marking and zone defence and be able to apply them accordingly throughout the game.</p>	<ul style="list-style-type: none"> • Communication • Teamwork/Collaboration • Taking risks • Working outside of your comfort zone • Etiquette • Critical thinking
10 & 11	<p>Handball: Familiarisation with rules and ball handling Passing and shooting Attacking team play Defending and goalkeeping Set plays</p>	<p>Handball: Students will be able to understand the basic rules of handball and demonstrate the basic skills of ball handling.</p> <p>They will be able to accurately replicate the correct passing technique, both in isolation practice and a conditioned game situation.</p> <p>Students will be able to demonstrate the correct technique for shooting showing some degree of power and will understand the term 'screening' and its application in handball.</p> <p>Students will understand the importance of defending as a team and be able to demonstrate the correct position around the area when defending.</p>	<ul style="list-style-type: none"> • Communication • Teamwork/Collaboration • Taking risks • Working outside of your comfort zone • Etiquette • Critical thinking
10 & 11	<p>Lacrosse: Catching Throwing Ground Balls Cradling</p>	<p>Lacrosse: Students will demonstrate how to correctly hold the stick and will be able to replicate the throw and catch. Students will understand the rules and demonstrate ground balls. Students will be introduced to</p>	<ul style="list-style-type: none"> • Communication • Teamwork/Collaboration • Taking risks • Working outside of your comfort zone • Etiquette



IMBERHORNE SCHOOL

		cradling and will be able to demonstrate this both static and on the move. Students will be able to put all skills into small-sided games.	<ul style="list-style-type: none"> • Critical thinking
10 & 11	<p>Futsal:</p> <ul style="list-style-type: none"> Keeping possession Ball Control Shooting Defending and attacking 	<p>Futsal:</p> <p>Students will be able to perform basic skills to retain ball possession. They will be able to outwit opponents using dummies & fakes at speed and with accuracy. They will show an understanding of the importance of width and playing into space in order to attack.</p> <p>Students will understand and perform attacking principles and strategies.</p> <p>They will perform necessary skills and techniques to attack from set plays and outwit opponents as well as being able to perform crosses using varying speed and positioning. Students will develop creativity in developing new strategies from set plays in attack.</p>	<ul style="list-style-type: none"> • Communication • Teamwork/Collaboration • Taking risks • Working outside of your comfort zone • Etiquette • Critical thinking
10 & 11	<p>Netball:</p> <ul style="list-style-type: none"> Recap of basic skills including passing, footwork and positions. Attacking principles Defending principles Tactics and team strategies 	<p>Netball:</p> <p>Students will be able to demonstrate effective team play using attacking principles and be able to devise and select appropriate strategies. They will effectively develop defensive marking techniques off the ball – defending the circle using correct body and arm position. Accurately replicate set plays from the centre circle to outwit opponents and select advanced tactics to outwit opposition.</p> <p>Students will be able to evaluate tactical outcomes and consider how to improve performance. They will adapt game plans in response to the opposition and the state of the game. They will develop & refine set plays from the side-line.</p>	<ul style="list-style-type: none"> • Communication • Teamwork/Collaboration • Taking risks • Working outside of your comfort zone • Etiquette • Critical thinking
10 & 11	<p>Athletics:</p> <ul style="list-style-type: none"> Sprint running (100m, 200m, 400m) Middle distance running (800m) Long jump/triple jump Shot put Javelin High jump 	<p>Athletics:</p> <p>Students will be able to accurately replicate sprinting technique from a sprint start. They will improve overall performance/recorded times. They will use peer assessment to improve performance and understand the different phases of a race.</p> <p>Students will accurately replicate and maintain an effective running technique and use the skill of pacing to complete an 800m race to best of potential</p> <p>Students will accurately replicate the technique for long/triple jump and perform and record the distance achieved.</p>	<ul style="list-style-type: none"> • Taking risks • Working outside of your comfort zone • Etiquette • Critical thinking



IMBERHORNE SCHOOL

		<p>Students will perform and accurately replicate the glide technique for shot putt. They will correctly record distances achieved.</p> <p>Students will perform and accurately replicate the technique for javelin using a 3 or 5 stride run up.</p> <p>Students will accurately replicate the fosbury flop technique and understand the rules regarding take off and competition.</p>	
10 & 11	<p>Softball:</p> <p>Bowling varying the speed</p> <p>Batting, to be able to hit in different positions</p> <p>Fielding, long and short barrier, throwing and catching</p> <p>Fielding positions</p>	<p>Softball:</p> <p>Students should understand how to bowl the ball in a variety of different ways.</p> <p>Students should understand the importance of having a range of shots when batting.</p> <p>Students should be able to field a ball from a variety of different positions from both the outfield and infield. They should be able to move themselves depending on where the batter is hitting.</p> <p>Students should be able to field a ball from a variety of different positions from both the outfield and infield.</p> <p>Students should be able to communicate with each other both whilst batting and also when fielding. They should understand the importance of backing each other up whilst fielding.</p>	<ul style="list-style-type: none"> ● Communication ● Teamwork/Collaboration ● Taking risks ● Working outside of your comfort zone ● Etiquette ● Critical thinking
10 & 11	<p>Stoolball:</p> <p>Underarm bowling varying the speed, adding a run up and adding spin</p> <p>Batting, to be able to hit various sides including driving the ball down</p> <p>Fielding, long and short barrier, throwing and catching both infield and outfield</p> <p>Fielding positions</p>	<p>Stoolball:</p> <p>Students should understand how to bowl the ball in a variety of different ways including adding a run up from the opposite wicket and adding different variations of spin.</p> <p>Students should understand the importance of having a range of shots when batting. They should aim to drive the ball down both pulling the ball across their body and hitting to the off side.</p> <p>Students should be able to field a ball from a variety of different positions from both the outfield and infield. They should be able to move themselves into a better fielding position depending on the batters preferred shot.</p> <p>Students should be able to communicate with each other both whilst running between the wickets whilst batting and also when fielding. They should understand the importance of backing each other up whilst fielding, both on the boundary and when the ball is thrown into the bowler.</p>	<ul style="list-style-type: none"> ● Communication ● Teamwork/Collaboration ● Taking risks ● Working outside of your comfort zone ● Etiquette ● Critical thinking