

**Subject:** PE      **Year** 11      **Ability** All

Term / Date(s)	Activity 1	Activity 2	Activity 3	Activity 4		
<b>Topic</b>	Invasion Games Basketball, Football, Rugby, Netball	Net/wall and Striking and Fielding Badminton, Table Tennis, Rounders, Cricket	Fitness	Athletics	Aesthetics (Dance, Gymnastics)	OAA/ Problem Solving (Problem solving)
Topic overview  <b>Pupils will learn...</b>	<ul style="list-style-type: none"> <li>To lead on officiating games using their understanding of the rules and regulations.</li> <li>To assist others in demonstrating key skills such as passing, tackling dribbling and shooting and a range of tactics in game situations to outwit an opponent</li> <li>To demonstrate leadership characteristics and assessment skills in order to make progress</li> <li>To apply their knowledge of components of fitness into sports and explain using sporting examples.</li> </ul>	<p>Table tennis/Badminton</p> <ul style="list-style-type: none"> <li>To lead on officiating using their understanding of the rules and regulations of the sport and apply them in game situations.</li> <li>To assist others by demonstrating key skills and a variety of shots used to outwit an opponent.</li> <li>To assess other players areas of weakness and apply a range of tactics to outwit the opponents.</li> </ul> <p>Rounders/Cricket</p> <ul style="list-style-type: none"> <li>To lead on umpiring games using their understanding of the rules and regulations.</li> <li>To assist others by demonstrating how to field effectively, prevent runs and gain wickets.</li> <li>To assist others by demonstrating how to play a variety of shots to outwit an opponent</li> <li>To assist others by demonstrating how to bowl effectively with variety to outwit an opponent</li> <li>To assess an opponent's weaknesses and play tactically to outthink the opponent.</li> </ul> <p>To secure knowledge of components of fitness and making links to sporting examples.</p>	<ul style="list-style-type: none"> <li>Students will demonstrate knowledge of safety when training using fitness equipment.</li> <li>Students will assist others using their understanding of how to train at a high intensity in order to support them to achieve training goals.</li> <li>Students will deepen their understanding of the different components of fitness and how they are trained for to enhance sporting performance.</li> <li>Students will deepen their understanding of the different methods and justify the use of each for different sports performers.</li> <li>Students will understand the importance of applying principles of training and be able to explain how they can be applied in order to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>To apply the safety requirements for each event and explain the importance of the event rules.</li> <li>To demonstrate how to throw, run and jump effectively in a variety of events using different techniques when required.</li> <li>Use assessment skills to identify strengths and weaknesses within different events and make suggestions for how to improve linked to the methods of training.</li> </ul>	<p><b>Gymnastics</b></p> <ol style="list-style-type: none"> <li>Revisit forms of travel, rolls and balances and understand how to make travel look aesthetically pleasing.</li> <li>Explore devices used to make paired/group actions aesthetically pleasing e.g. matching, mirroring, canon and unison.</li> <li>Using equipment such as benches, agility tables and springboards, students will develop a range of jumps e.g. tuck, straddle, pike etc.</li> <li>Create a paired and group routine combining rolls, balances, jumps and the use of equipment.</li> <li>To identify areas of strength and weakness within a performance and suggest ways of improving performance.</li> </ol> <p><b>Dance</b></p> <ol style="list-style-type: none"> <li>To revisit the use of an 8 count and use this to effectively to develop actions that are fluent and in time.</li> <li>To be creative, using skills and resources to choreograph own section of a routine.</li> <li>Develop leadership to teach other</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate effective problem solving skills.</li> <li>To be able to read an eight point compass accurately.</li> <li>To be able to navigate using coordinates and scale.</li> <li>To use fitness attributes such as aerobic endurance in order to complete orienteering courses competitively.</li> <li>To think strategically and tactically to find locations effectively in competitive situations.</li> </ol>

		To secure leadership characteristics and assessment skills in order to make progress			<p>students choreograph.</p> <ol style="list-style-type: none"> <li>4. To combine whole class routine with individual section of routine effectively.</li> <li>5. Apply the use of formations within a choreographed section of the routine.</li> <li>6. To identify areas of strength and weakness within a performance and suggest ways of improving performance.</li> </ol>	
<b>Components</b>	<ul style="list-style-type: none"> <li>• Students understand the need for a range of rules and how they impact on the way the game is played. Students can also apply rules independently to play games safely and fairly.</li> <li>• Students will revisit the key components from each sport, passing, tackling, dribbling and shooting to ensure that students are at a stage where they can demonstrate these skills in game situations.</li> <li>• Following on from this, if the key skills are demonstrated effectively, they will then progress onto applying these key components alongside a variety of tactics to make games more challenging and competitive.</li> <li>• Throughout the delivery of key components and tactics, students will be expected to self and peer assess performance, meanwhile understanding the relevant components of fitness being applied within each aspect of the sport.</li> </ul>	<p><b>Net/wall</b></p> <ul style="list-style-type: none"> <li>• Students will consistently apply all of the basic rules for each sport to allow games (both single and doubles) to be ran independently and fairly</li> <li>• Students will perform a range of serves with varied elements of direction and power to outwit an opponent</li> <li>• Students will understand and demonstrate when to perform a backhand or forehand shot with the correct grip, to outwit an opponent and achieve success.</li> <li>• Students will recognise the correct body position to make their shots most effective.</li> <li>• Students will understand key tactics that can be applied within games to outwit an opponent. Such as playing to an opponent's backhand if this is an area of development for them.</li> </ul> <p><b>Striking and fielding</b></p> <ul style="list-style-type: none"> <li>• Students will consistently apply all of the basic rules for each sport to allow games (both single and doubles) to be ran independently and fairly</li> <li>• Students will be able to apply key skills effectively (bowling, batting, fielding) to outwit an opponent. For example, varying the speed</li> </ul>	<ul style="list-style-type: none"> <li>• Students will recap the 11 different components of fitness and how they are applicable to various sports.</li> <li>• Students will recap the correct fitness tests for each component of fitness. Whilst, transferring their understanding to compare their results against normative data to identify their own strengths and weaknesses</li> <li>• Students will begin to understand 'principles of training' and the importance of them within an athlete's training</li> <li>• Students will look closely at: specificity, progressive overload, adaptation and variation. <ul style="list-style-type: none"> <li>Specificity: Show an understanding that athletes must train specifically and use the relevant methods of training to be effective.</li> <li>Progressive overload: Show an understanding that training must become gradually more challenging so that athletes can progress.</li> <li>Variation: Show an understanding that</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn the basic safety rules within each activity to allow them to perform safely and avoid injury.</li> <li>• Students will learn how to hold various equipment safely.</li> <li>• Students will develop a number of techniques in each discipline to enable them to throw, jump and run successfully in competitive situations.</li> <li>• Students will be able to identify teaching points in each discipline through self or peer observation to allow them to understand key techniques for a range of track and field events.</li> <li>• Students will develop a self-awareness of their stronger and weaker events; successfully making links to why/how their physical characteristics benefit/hinder this.</li> </ul>	<p><b>Gymnastics</b></p> <p>Students will develop their knowledge and performance on travel, movements and balance.</p> <p>Students will develop their understanding and application of unison, canon, matching and mirroring and apply it to different performances.</p> <p>Students will develop their skill and confidence of using apparatus to enhance their routine and develop more advanced actions.</p> <p><b>Dance</b></p> <p>Students will develop an understanding of different styles of dance in different eras.</p> <p>Students will develop an understanding of formations and levels and how to incorporate a variety of formations and levels into a routine.</p> <p>Students will use creative thinking skills and leadership/teamwork skills to create their own section of routine and assess others.</p>	<p>Students will learn how to work as a team to overcome problems.</p> <p>Students develop a range of communication skills to allow them respectfully listen to others and to allow them to work effectively with others</p> <p>Students develop the ability to communicate both verbally and non-verbally within a group to situation to solve a range of problems.</p> <p>Students will learn how to orientate themselves around a specified area using a map.</p> <p>Students will be able to give clear and appropriate directions for others to follow.</p> <p>Challenge: Students will be challenged to create their own orienteering challenges using maps and compasses. They will also need to lead others during the tasks to ensure the team work cohesively.</p>

		<p>and direction of their delivery when bowling.</p> <ul style="list-style-type: none"> <li>Students will understand different tactics that can be applied in various game situations to be successful. Such as to play softer shots and run quickly between wickets if fielders are protecting the boundary.</li> </ul> <p>Students will also continue to develop their leadership skills within small groups. Students will be expected to self and peer assess performance, meanwhile understanding the relevant components of fitness being applied within each aspect of the sports.</p>	<p>variation must be implemented to prevent training becoming boring and demotivating. Adaptation: Show an understanding of what variations occur through different types of training and applying it to sporting examples,</p>		<p><b>Both</b></p> <p>Students will evaluate their own and other performances using keywords to improve and develop further.</p> <p>Students will develop an understanding of different relationships in dance/gymnastics and how to use formations to make routines look better.</p> <p>Students will learn how to link actions/ movements together through travel and turns.</p> <p>Challenge: Students will be challenged to combine aspects of dance and gymnastics together to create independent and group routines. Students will also be challenged through leadership roles to coach other groups who are lacking creativity to add more dimensions to their routine.</p>	
<p><b>What pupils should already know (prior learning components)</b></p>	<p>Students should understand:</p> <ul style="list-style-type: none"> <li>The most important rules from each sport.</li> <li>The techniques needed to be successful in each sport.</li> <li>How to apply the techniques, both within, isolation and conditioned games (such as drawing a defender in in Rugby to allow an attack to maintain effectiveness). Meanwhile, applying the correct teaching points, whilst in pressurised situations.</li> <li>Tactics used within in sport for attacking and defending purposes.</li> <li>How to identify their own and somebody else's strength and areas for development, offering suggestions for development</li> <li>The different components of fitness, both skill and</li> </ul>	<p>Students should understand:</p> <ul style="list-style-type: none"> <li>The most important rules from each sport and when they should be applied within a game.</li> <li>The different techniques needed to be successful in each sport and when to apply them in different situations. (such as throwing, catching and striking.</li> <li>How to apply the techniques with an understanding of how these can make a player more successful. For example, keeping shots low in cricket to decrease the chances of losing your wicket.</li> <li>Some of the different tactics that can be used to have success in each sport. Such as playing a drop shot in Badminton to force their opponent to the front of the court.</li> <li>How to identify their own and somebody else's strengths and areas for development.</li> </ul>	<ul style="list-style-type: none"> <li>Students will already understand the various components of fitness (skill and physical).</li> <li>Students should recognise and be able to conduct different fitness tests (skill and physical), that can be used to test different components of fitness.</li> <li>Students will understand the different methods of training</li> <li>Students should also recognise which methods of training are relevant to the various components of fitness. For example, when it's explained that continuous training is done over a longer period of time, understanding that this</li> </ul>	<ul style="list-style-type: none"> <li>The safety implications of each event should be clearly understood but will be revisited throughout</li> <li>Students should already understand their own physical abilities (e.g. speed, power, stamina)</li> <li>Students should already understand the rules for each event and how/why a foul can be committed.</li> <li>Students should understand the key technique points (e.g. stance when throwing, coordinating arms</li> </ul>	<p>Students will have some knowledge of forward, pencil and teddy bear rolls within gymnastics . All students will also know how to travel within a performance. Students will have knowledge of how to put together a sequence and what a sequence is. Students will understand how to give feedback to peers using key terminology.</p>	<p>Students will have limited knowledge of problem solving and orienteering skills unless they are involved in a scouts group. In key stage 2 students have covered OAA activities but currently this isn't seen on enter into year 7. Some basic problem solving skills maybe covered in other areas. Students will have some experience of working independently or within small groups</p>

	<p>physical, and how they relate to different aspects of each sport (e.g. flexibility when discussing an increase stride length when running with the ball in Rugby)</p> <ul style="list-style-type: none"> <li>• Different ways of training used by different athletes to improve their performance within these sports.</li> </ul>		<p>would be most applicable to improve muscular/aerobic endurance.</p> <ul style="list-style-type: none"> <li>• Students will understand how using specific training methods can improve performance in specific sporting disciplines.</li> </ul>	<p>and legs during running action)</p> <ul style="list-style-type: none"> <li>• Students should have some understanding of pacing in long distance running events.</li> <li>• Students should understand some of the ways that they can train for certain events (e.g. continuous training for a 1500m event)</li> <li>• Students should understand which events require which components of fitness e.g. javelin with power and 1500m with aerobic endurance.</li> </ul>		
<b>Transferrable knowledge (skills)</b>	<ul style="list-style-type: none"> <li>• Students will understand the importance of rules and regulations within sports, allowing them to play competitive and fair games within other team game sports (net/wall and striking and fielding)</li> <li>• Students will understand the key components of catching a ball, such as keeping your eyes on the ball and having your hands ready. This technique can be applied into KS3/4 Cricket and Rounders.</li> <li>• Students' improved understanding about positioning during invasion game situations can be transferred into how to position yourself within a fielding formation, Badminton court and</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand various rules and regulations within a variety of sports. Acknowledging them and their importance those who continue their PE studies into BTEC sport units.</li> <li>• Students time spent practicing overhead clear shots in Badminton will support them during the skill of throwing a football in American Football.</li> <li>• The students improved ability to maintain a strong base when batting/striking the ball/shuttlecock will support them to perform Aesthetic activities</li> <li>• Catching techniques within Striking and Fielding can be transferred into American Football</li> <li>• Understanding relevant components of fitness within each sport will prepare them for Activity 6 and BTEC Sport unit 2, enabling them to make links between sporting performance and how they can be trained.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' understanding of different components of fitness and how various components can be improved through different training methods will enable them to make sporting links within their next activity, Athletics.</li> <li>• Going forward, students who choose to study BTEC Sport in Y10/11 will have a secure understanding for Unit 2 where they will focus on components of fitness and methods of training.</li> <li>• Students will be able to apply their secure understanding of the different components of fitness to allow them to self and peer assess performance in</li> </ul>	<ul style="list-style-type: none"> <li>• Students' developed running technique could improve their performance in invasion games (e.g. out pacing an opponent in football)</li> <li>• Students understanding of pacing will allow them to implement this into invasion game sports ensuring they do not burn out too quickly, allowing them to last for longer in game situations</li> <li>• Students understanding of the correct throwing technique will support students'</li> </ul>	<p>The use of space when creating routines. Unison and canon in both activities. The use of levels and directions to create a more aesthetically pleasing performance. Aesthetic appreciation of others works. Students identify strengths and areas for development in performances referring to keywords/ teaching points. Students will have a knowledge of the word formation from invasion games.</p>	<p>Listening skills and clear communication are used across all PE activities.</p> <p>Verbal and non-communication.</p> <p>Students identify strengths and areas for development in performances referring to keywords/ teaching points.</p> <p>To build students resilience to problems both in other activities but also in school/life.</p> <p>Development of confidence within group situation to allow them to lead warm ups, officiate and evaluate others performance.</p>

	<p>Dance/Gymnastics floor during KS3/4.</p> <ul style="list-style-type: none"> <li>Students' understanding of more advanced tactics in sports will be relayed within Unit 2 BTEC Sport as they will be asked to describe two tactics in detail for two separate sports.</li> <li>Students' ability to self and peer assess performance, alongside being able to apply their understanding of the different components of fitness will be relayed within BTEC Sport in KS4.</li> </ul>		<p>dance/gymnastics and Athletics. With an additional understanding of ways to improve upon aspects of the feedback.</p> <ul style="list-style-type: none"> <li>Students will understand and be able to demonstrate how to warm the body up properly before physical exercise.</li> </ul>	<p>performance in striking and fielding sports (e.g. fielding in cricket).</p> <ul style="list-style-type: none"> <li>The one-foot take off technique used in high jump/long jump will have a direct impact on students' ability to perform a lay-up in Basketball and catching in Rugby from a high ball situation.</li> <li>Students' improved understanding of the different components of fitness will encourage students to make links to other areas of PE (e.g. muscular strength in American Football)</li> <li>Students secure their understanding of how to self and peer assess performance, whilst being able to offer suggestions of how to improve it. This will support students within Unit 2 of BTEC Sport where they are required to assess their performance and compare it to professionals.</li> </ul>		
<p><b>Key vocabulary pupil will know and learn</b></p>	<ul style="list-style-type: none"> <li>Tactics, components of fitness, space, outwitting, passing, dribbling, tackling, shooting, leadership, peer/self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Tactics, components of fitness, outwitting, body positioning, speed, direction, forehand, backhand, variation, trajectory, control, power, timing</li> <li>Skill: Agility, balance, coordination, reaction time, power</li> </ul>	<ul style="list-style-type: none"> <li>Methods of training: continuous, circuit, weight, fartlek, interval, plyometric.</li> <li>Principles of training: Specificity, progressive</li> </ul>	<p>Self/peer assessment, methods of training, pacing, take-off, landing, 90 degree, Fosbury Flop, release, coordination</p>	<p>Gymnastics Balance, levels, rolls, forward, backward, link, transition, fluency, tension, extension, cannon and unison.</p> <p>Dance</p>	<p>Navigate, calculation, thinking, review, route, roles, listening, resilience, communication, Leadership</p>

	<ul style="list-style-type: none"> <li>Skill: Agility, balance, coordination, power, reaction time</li> <li>Physical: Muscular endurance, aerobic endurance, muscular strength, flexibility, body composition, speed</li> </ul>	<ul style="list-style-type: none"> <li>Physical: Speed, flexibility, muscular endurance, aerobic endurance</li> </ul>	<ul style="list-style-type: none"> <li>overload, adaptation, variation</li> <li>Skill: Agility, balance, coordination, reaction time, power</li> <li>Physical: Speed, flexibility, muscular endurance, aerobic endurance</li> </ul>	<p>Components of Fitness: Muscular strength, aerobic endurance, speed, power, muscular endurance</p>	<p>Expression, travel, balances, canon, unison, formation, size, levels, direction, pathway, dynamics.</p>	
<b>Assessment activities</b>	<ul style="list-style-type: none"> <li>Overload Attack v defence (4v2)</li> <li>Small sided conditioned games (3v3, 4v4)</li> <li>Unconditioned games</li> </ul>	<ul style="list-style-type: none"> <li>Last person standing rally competition</li> <li>Students perform a (5 person max) table competition following the basic rules</li> <li>Rounders match (5 person max). All players have five bats and rotate positions (fielder, back stop), bowler, batter)</li> </ul>	<ul style="list-style-type: none"> <li>Q&amp;A of student understanding</li> <li>Assessment of student intensity during exercise sessions.</li> <li>Students ability to create a training session for an individual, complete it and justify the exercise choices.</li> </ul>	<ul style="list-style-type: none"> <li>Assess throughout each lesson and at the end of each discipline. <ol style="list-style-type: none"> <li>Measure throws and jumps.</li> <li>Timed races</li> <li>Demonstrate how to perform techniques safely</li> <li>Student ability to assess their own and others' technique</li> </ol> </li> </ul>	<p>Dance</p> <ol style="list-style-type: none"> <li>Weekly short performances of each style of dance.</li> <li>Final small group routine.</li> </ol>	<p>Eight point compass challenge activity</p>
<b>Resources available</b>	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22	<p>Power points and lesson plans available on the shared area.</p> <p>I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22</p>	I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22
<b>Notes</b> <b>Why this topic is important...</b>	<ul style="list-style-type: none"> <li>Students secure the understanding of key skills to attack and defend in each of the sports.</li> <li>Students are able to consistently demonstrate how to restart games and the key rules for each of the different sports so that games can be ran independently.</li> <li>Chest pass, bounce pass, pop pass and overhead pass are fundamental skills that students will have secured, meaning that they become more effective during game situations. This also allows students to</li> </ul>	<ul style="list-style-type: none"> <li>This activity allows students to further enhance their understanding of how different tactics can be applied to different situations to gain an advantage over an opponent</li> <li>This activity enables students to consistently demonstrate effective hand eye coordination, balance, speed, power and flexibility that are required to be successful across all sports</li> </ul>	<ul style="list-style-type: none"> <li>Students secure their understanding of the different components of fitness and training methods, whilst understanding how each of them are most applicable to different sporting disciplines This will enable them to improve their own practical performance within various areas of PE and BTEC Sport, achieving a higher-grade boundary.</li> <li>Students' improved knowledge around physical/skill related</li> </ul>	<ul style="list-style-type: none"> <li>Students secure and develop their understanding of the correct running technique that will allow them to run at their optimal speed. An integral aspect of sport.</li> <li>Students secure and develop their understanding of different aspects the correct throwing technique that will allow them to perform</li> </ul>	<p>This allows all students to have a broad and balanced range of experiences across the national curriculum. They have the opportunity to develop their performance skills in front of their peers and evaluation skills. These activities will develop students confidence in performing in front of each.</p>	<p>This topic develops skills that enable students to work effectively as a team. These skills can then be used to ensure success in other invasion games. Compass skills are learnt to give students the basic knowledge in preparation for Orienteering in Yr8 and beyond.</p> <p>This topic aims to develop student's resilience which will enable students to work through problems that are put in front of them within life.</p>

	<p>apply this within their understanding of different tactics so that they can effectively outwit an opponent.</p> <ul style="list-style-type: none"> <li>• Ensuring a secure understanding of the tackling technique in Rugby is important so that games can be played safely and competitively.</li> </ul>		<p>fitness tests allows them to evaluate sporting performance in more detail whilst being able to compare it against normative data, offering ways to improve their own and peer's performance in PE, in BTEC Sport and for when they leave school after KS4.</p> <ul style="list-style-type: none"> <li>• Students understanding of the principles of training prepares those who choose to study BTEC sport, specifically for Unit 1 and 3, where they will need to apply this knowledge when creating a training programme, to ensure the programme is effective and successful.</li> </ul>	<p>successfully in sports where throwing is integral. This is common amongst a wide range of sports.</p> <ul style="list-style-type: none"> <li>• Within many athletic events, coordination is important, this will support students in a variety of sports enabling to perform more effectively.</li> <li>• Students secure their understanding of how to self and peer assess performance, whilst being able to offer suggestions of how to improve it. This will support students within Unit 2 of BTEC Sport where they are required to assess their performance and compare it to professionals.</li> </ul>		
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