



QPHS Year 10 (KS4) Physical Education Curriculum Map

Title	Unit summary	Assessment
Football	s - passing, receiving, shooting, dribbling, ball control, defending in a competitive environment with the use of strategies and tactical play . k - complex principles of attack/defence, decision making , working effectively as a team to exploit/deny space and application of rules/ use of sport specific terminology .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Netball	s - passing/receiving, ball handling, footwork, shooting, marking/covering, intercepting and dodging in a competitive environment with the use of strategies and tactical play . k - complex principles of attack/defence, decision making , working effectively as a team to exploit/deny space and application of rules/ use of sport specific terminology .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Rugby/Tag Rugby	s - passing/receiving, ball handling, tackling, rucking, scrum, kicking and line out in a competitive environment with the use of strategies and tactical play . k – complex principles of attack/defence using a range of strategies , finding/using space for attack, decision making and understanding terminology/rules of the game .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Basketball	s - ball control, dribbling, passing/receiving, lay-up + variations, set shot + variations, drives/fakes and defending positions/set up in a competitive environment with the use of strategies and tactical play . k - complex principles of attack/defence using a range of strategies , finding/using space for attack, decision making and understanding terminology/rules of the game .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Badminton	s - service action – variety, clear – forehand/backhand, drop shot with deception, flick shot and smash. k – shot selection, using space, strategies and tactical play to outwit opponent, application of game rules.	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Table tennis	s- grip and stance, push – backhand/forehand, drive – forehand, serve, top spin. k - using space, complex strategies to outwit opposition application of modified game rules	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Health related fitness	s – circuits, tests for components of fitness, boxercise, continuous. k – understanding/planning of a warm up/cool down, application of health/fitness components.	Demonstrate skills and technique, and apply the knowledge of a healthy active lifestyle.
Dodgeball	s – dodge, throwing and catching, jumping, diving in a competitive environment with the use of strategies and tactical play . k – using a range of strategies, decision making and understanding terminology/rules of the game .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Problem Solving	s – team building, communication, resilience, decision making and brainstorming. k – application of team’s strengths and weaknesses and take responsibility in a number of different roles.	Demonstrate team working skills and apply problem solving strategies.
Volleyball	s – dig, set, volley, serve, block in a competitive environment with the use of strategies and tactical play . k – shot selection and using a range of strategies, decision making and understanding terminology/rules of the game .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Hockey	s – passing, receiving, dribbling, ball control, shooting, defending in a competitive environment with the use of strategies and tactical play . k – using attack/defence using a range of strategies, decision making and understanding terminology/rules of the game .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Athletics	s – sprinting/speed/power, pacing/cardiovascular endurance, starts/drive phase, stride length, take off, flight, landing, throwing actions, relay. k – application of rules when competing, understanding an accurate technique, knowledge of personal running, jumping and throwing capacity.	Demonstrate skills and technique, and apply them to a performance routine.
Cricket	s – batting drive and pull shot, bowling, fielding, positioning in a competitive environment with the use of strategies and tactical play . k – application of technique in a competitive context, sport specific terminology and strategic play.	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Tennis	s – grip, stance, top spin, footwork, lob/smash, forehand, backhand, volley, serve. k – shot selection in a competitive game, use of deception/strategies to outwit opponents, use of specific terminology.	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Rounders	s – batting, bowling, fielding, backstop, positioning. k – application of technique in a competitive context, sport specific terminology and strategic play.	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.



KS4 curriculum overview (Year 10)

Core Physical education

At KS4, students are encouraged and given the opportunity to become involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.

As part of their transition into KS4, students will revisit sports and activities they participated in throughout their KS3 learning journey. Students will be encouraged to build on prior skills and knowledge, namely the isolated drills and technique built in Year 7, the conditioned practices incorporated in Year 8, and the competitive games for understanding coupled with a focus on strategy and tactics applied in Year 9. Student will be provided with specialist and individual feedback to help them develop their technique and a variety of tactics and strategies. In addition, they will be taught the skills to successfully evaluate their own and others performances. The ultimate goal remains to develop and enthuse students with a passion for sport and an appreciation of healthy active lifestyles, whilst offering the support to high achievers in pursuit of sporting excellence, whether this be through community links, sports clubs or in competitive sports.

Throughout the year, students will participate in the broad range of activities detailed above. The timing of activities may depend factors such as availability of facilities, weather and upcoming competitions. Detailed timings for individual groups can be found on the following page.

Queen's Park High School physical education department shares the purpose of the **National curriculum** in England which aims to ensure that all pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- ✓ use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- ✓ develop their technique and improve their performance in other competitive sports
- ✓ take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- ✓ evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- ✓ continue to take part regularly in competitive.

Although students are not exclusively assessed on their ability and performance like In KS3 PE, there is an active promotion of core employability and personal skills that supplement students ongoing personal development and growth, with a significant drive towards student self-reflection, evaluation and feedback.



		Autumn half term 1	Autumn half term 1	Autumn half term 2	Autumn half term 2	Spring term 1	Spring term 1	Spring term 2	Spring term 2	Summer term 1	Summer term 1	Summer term 2	Summer term 2
Teaching start date		2 nd Sept	30 th Sept	4 th Nov	2 nd Dec	6 th Jan	27 th Jan	24 th Feb	17 th Mar	21 st Apr	5 th May	2 nd June	30 th June
Year 10 (three classes)	Group1 (Girls)	Netball	Problem solving & orienteering	Dodgeball	Health Related Fitness	Table tennis (school hall)	Badminton	Dodgeball/Bench ball	Volleyball	Athletics	Football	Rounders	Tennis
	Group2 (Boys)	Football	Rugby	Badminton	Basketball	Health Related Fitness	Table tennis (school hall)	Volleyball	Problem solving, orienteering & dodgeball	Athletics	Tennis	Cricket	Rounders
	Group 3	Tag Rugby	Basketball	Dodgeball (school hall)	Table tennis (school hall)	Badminton	Health Related Fitness	Football (outside)	Hockey (outside)	Volleyball	Athletics	Tennis	Rounders

		Autumn half term 1	Autumn half term 1	Autumn half term 2	Autumn half term 2	Spring term 1	Spring term 1	Spring term 2	Spring term 2	Summer term 1	Summer term 1	Summer term 2	Summer term 2
Teaching start date		2 nd Sept	30 th Sept	4 th Nov	2 nd Dec	6 th Jan	27 th Jan	24 th Feb	17 th Mar	21 st Apr	5 th May	2 nd June	30 th June
Year 10 (two classes)	Group1 (Girls)	Netball	Volleyball	Problem solving, orienteering	Health Related Fitness	Volleyball	Badminton	Dodgeball/Bench ball	Hockey	Football	Athletics	Rounders	Tennis
	Group2 (Boys)	Football	Rugby	Badminton	Basketball	Health Related Fitness	Table tennis	Volleyball	Problem solving, orienteering, dodgeball	Athletics	Tennis	Cricket	Rounders