





# YEAR 10 CURRICULUM MAP



## Physical Literacy, Health, Wellbeing, Development

<p><b>HALF TERM 1: Futsal (1)</b></p> <p><b>KQ1 – How can we speed up gameplay in order to outwit opponents and be creative in possession of the ball?</b></p> <ul style="list-style-type: none"> <li>• 1 and 2 touch passes are essential in speeding up play and to move the ball quickly from one player to another when space is tight.</li> <li>• Being able to pass first time makes it difficult for the opposition to close down players and space and easier for team mates to pass and move for each other in order to start and attack or to keep possession of the ball</li> <li>• First time passes can be more effective if the player can pass using a variety of techniques, such as different parts of the foot. Less orthodox passes like rolling the ball to the side with the sole of the foot or poking the ball with the toe can outwit opponents.</li> <li>• Being able to control the ball with all parts of the body in such a way that the player are able to move off with the ball or quickly pass.</li> </ul> <p><b>KQ2 - How can we work together and assist others in order to break down the opposition?</b></p> <ul style="list-style-type: none"> <li>• Communicating with each other as team mates will help to keep structure in the team and ensure player understand their role and the responsibilities of their position.</li> <li>• Communicating also advises players about potential threats or guides them into a space or direction in order to counter the opposing teams offensive tactics.</li> <li>• Players give feedback to each other to communicate and tell each other what they have done well and what can be better next time. This enables players to guide each other and identify opportunities or threats.</li> </ul> <p><b>KQ3 – How can we show creativity and teamwork when competing?</b></p> <ul style="list-style-type: none"> <li>• Showing a variety of off the ball runs, such as an overlap, cross over and diagonal runs to create space. Varying the running technique and speed of the run will enable players to outwit opponents and make movements more difficult to predict.</li> <li>• Supporting team mates by running with them and offering angles and space for a pass. Not receiving a pass can be a positive for the team as defenders have decisions to make whether to go with the person with the ball or the runner.</li> </ul>	<p><b>Key Methods of Delivery</b></p> <p>TGFU Modified rules games - adapting rules to focus on specific elements or tactics Differentiated instruction</p>
	<p><b>Suggested Activities/ Tasks</b></p> <p>Adapted rules for attack v defence Limited touch games (2 touch max, 1st time finish) Silent game</p>
	<div style="display: flex; align-items: center;">  <div> <p><b>Class Discussion</b></p> <p>Planned oracy opportunities for students to go here.</p> <p>Why is communication so important in team games? What are the key things to think about when communicating? What are the key roles and responsibilities of the various positions in futsal?</p> </div> </div>
<div style="display: flex; align-items: center;">  <div> <p><b>CC Links</b></p> <p>Possible cross curricular links to be suggested here.</p> <p>Sports Studies - links to components of fitness for invasion games. Psychological effects of competitive sport. Maths – angles of passes Science – forces.</p> </div> </div>	



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<p><b>KQ4 – What are the positions used in futsal and how do the roles and responsibilities change for these positions in a game?</b></p> <ul style="list-style-type: none"> <li>• There are 5 key positions and players should understand the roles of each and the areas they are likely to be in when playing.</li> <li>• 1 Goalkeeper- used to guard the team goal, they can use their hands inside their area. They often start plays from the back and can come out of their area to receive the ball and act as another defender and option at the back.</li> <li>• 1 Defender or Fixed player- this player stays back more than the other outfield players but can move forward into the opposing half and does regularly. They are more likely to make tackles and block shots.</li> <li>• 2 Wingers (right and left) - Each player will stick mainly to their side of the court but will help out defensively and in attack.</li> <li>• 1 Forward or Target player – these players are usually found furthest forward and they play a big part in offensive play. Part of their role will be to hold the ball up for get support from wingers and also to attempt to score or assist with goals.</li> </ul>		
<p><b>HALF TERM 1: Basketball</b></p> <p><b>KQ1 – How can we work as a team to break down the opposition and attack?</b></p> <ul style="list-style-type: none"> <li>• Being able to pass quickly and accurately under pressure is key to breaking down an oppositions defence.</li> <li>• Moving from a defensive position to attacking an opponent’s basket can be done with varied, disguised passes in order to outwit opponents.</li> <li>• The ability to dribbling competently past opponents creates space in behind defences and allows players to offload the ball to unmarked teammates.</li> <li>• Changing hands and direction with the basketball makes players less predictable and harder to steal the ball from.</li> </ul> <p><b>KQ2 – How can we counter tactics put in place by the opposition?</b></p> <ul style="list-style-type: none"> <li>• Identifying and adapting to tactics put in place by the opposition is key to breaking down the opposition and scoring baskets.</li> </ul>	<p><b>Key Methods of Delivery</b></p> <p>Guided discovery. Student creating and implementing their own ideas/tactics Lay-up – whole part whole method TGFU</p> <p><b>Suggested Activities/ Tasks</b></p> <p>Small sided possession games Attack vs Defence tactical play Competitive games</p> <p></p> <p><b>Class Discussion</b> Planned oracy opportunities for students to go here.</p> <p></p> <p><b>CC Links</b> Possible cross curricular links to be suggested here.</p>	



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<ul style="list-style-type: none"> <li>• Creating plays that get the ball in behind the opposition's defensive tactics and in dangerous positions for them to defend successfully.</li> <li>• Varying the passing style in order to outwit opponents and create space for team mates.</li> </ul> <p><b>KQ3 – How do teams vary their tactics in order to defend effectively?</b></p> <ul style="list-style-type: none"> <li>• Adapting and changing to the demands of the game and the strength and weaknesses of the opposition</li> <li>• Varying from man-to-man and zone defence depending on the time and score in the game             <ul style="list-style-type: none"> <li>• Adopt and apply offensive and defensive tactics through observing the opponents play. Highlighting which tactic would best suit the situation</li> <li>• Understand and use diamond and 1 tactics to defend as a team and be able to counter attack players with a fast break.</li> </ul> </li> </ul> <p><b>KQ4 - How do team set up in formations with correct positions?</b></p> <ul style="list-style-type: none"> <li>• Centre - usually the tallest player on each team, playing near the basket. On offense, the centre tries to score on close shots and rebound. But on defence, the centre tries to block opponents' shots and rebound their misses.</li> <li>• Power Forward - do many of the things a centre does, playing near the basket while rebounding and defending taller players. But power forwards also take shots further from the basket, like 3 point shots.</li> <li>• Small Forward – Move all over the court, so can shoot at the basket from further away or close range. They often play against short or taller players so have to be versatile.</li> <li>• Point Guard - these players run the offensive tactics and plays. They are often the best dribbler on the team and carry the ball (ball carrier). The point guard defends the opponent's point guard and tries to steal the ball.</li> <li>• Shooting Guard - The shooting guard is usually the team's best shooter. The shooting guard can make shots from long distance and is also used to dribble the ball.</li> </ul>		<p>Sports studies – links to components of fitness used in basketball: e.g power</p> <p>Maths - scoring system, timing, angles of passes and shooting.</p> <p>Science – forces</p>
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<p><b>KQ1) How can we develop service technique/tactics, so it becomes a strength?</b></p> <ul style="list-style-type: none"> <li>Vary the height, speed, depth and trajectory of the serve so your serve becomes unpredictable. Disguise of serve- use of flick BH serve as well as FH short/ long serves.</li> <li>If your net play is stronger, then start with a low serve. If your opponent is better at the net (drop shots/ underarm shots) then use a high serve to back of the court.</li> <li>If your opponent is quick and dynamic, you will need to disguise your shots to apply maximum movement pressure.</li> <li>High serve—difficult to smash from a vertically falling shuttle/ usually opponents weaker in the rear court- further to run back and return- also gives you time to get into position ready for the next shot.</li> </ul> <p><b>KQ2) What advanced tactics can we identify and showcase during competitive games?</b></p> <ul style="list-style-type: none"> <li>Apply maximum movement pressure to opponent- move them around the court/ hit shots with different angles and depths. Hit to the corners/ disguise. Vary the speed and trajectory of shots.</li> <li>Build shots- try to think ahead and consider the relationships of shots (E.g. Long Serve, Overhead clear, disguised drop shot, cross court underarm clear, disguised drop shot in the opposite direction). This would apply maximum movement pressure to your opponent and the creative deception (if executed correctly) can create your opponent to step in the wrong direction, which makes it difficult to recover from.</li> </ul> <p><b>KQ3) Can you identify and showcase both attacking and defensive shots during competitive single and doubles games? Attacking shots</b></p> <p><i>Drive shot</i>- basic flat shot- powerful, quick counter attacking shot. If played correctly, your opponent will have to play an upward return, which will give you an advantage in the point.</p> <p><i>Attacking Overhead clear (Attacking lob)</i>- similar to overhead clear, however the trajectory will be much lower. Try to perform down the side-lines, which will make it more difficult to return.</p> <p><i>Smash</i>- Powerful shot which is hit steeply downwards (Jumping may help to create the angle for you to perform this shot) Its hit from the shuttles highest point and aimed low into the opponents side of the court.</p>	<p><b>Key methods of delivery</b></p> <p>Group work/ Student led leadership- Designing service accuracy drills.</p> <p>Reciprocal coaching/ Record &amp; Review- Serving tactics and application.</p> <p>TGFU- Single/ double games</p> <p>Guided discovery- tactical awareness and application.</p>
	<p><b>Suggested activities/ tasks</b></p> <ul style="list-style-type: none"> <li>Relationship of shots- maintain a cooperative rally while students perform different shots. Cones set out in various areas of the court – student 1 performs over head clear, student 2 performs disguised drop shot. Students who excel at 1 particular shot can help coach and develop other students.</li> <li>Single/ double games- with students taking on the role of the official (demonstrating knowledge of rules and regs) students playing to demonstrate tactical development in their game play.</li> </ul>
	<div style="display: flex; align-items: center;">  <div> <p><b>Class Discussion</b></p> <p>What is the relationship between badminton shots? What type of attacking shot could follow a particular defensive shot?</p> <p>With your current level of technical skills, how can you apply maximum movement pressure to your opponent?</p> </div> </div>
	<div style="display: flex; align-items: center;">  <div> <p><b>CC Links</b></p> <p>Maths- Trajectory/ Angles/ Scoring system.</p> <p>PSE- British values- Rule of law- applying the rules fairly and consistently.</p> <p>Science- Warm up and cool down (muscles/ bones/ effects of a warm up/ injuries)</p> <p>Sports studies- Components of fitness/ anatomy and physiology</p> </div> </div>



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<p><b>Defensive shots-</b> <i>Underarm defensive clear-</i> this is the most basic shot in badminton. It is performed to get you out of trouble. You will contact the shuttle above and slightly in front of you and hit the shuttle towards the back of your opponents' side of the court. This shot (when played correctly, will allow you to get organised (back into position).</p> <p><i>Block shot-</i> This is used to counter a smash/ attacking shot. Performed from mid court- follow the path and flight of the shuttle carefully, move your racket towards shuttle and absorb power from the smash. Reflex shot so not time for a backswing and then get back into the ready position.</p> <p><i>Underarm clear-</i> This shot will counter a drop shot- the shot will be played in front of you and you swing the racket from low to high so the shuttle fly's over your opponent's head. Aiming for the corners will give you time to get back into the centre court ready position and a well-placed corner clear can help to apply maximum movement pressure.</p>		
<p><b>HALF TERM 2: Handball</b></p> <p>KQ To select and apply the skills and tactics required for handball in attacking AND defending situations.</p> <p>Students when <u>Attacking</u> to focus on Speed / movement (player and ball) Decision making                      Awareness Precision Opportunity (shoot)</p>		<p><b><u>Key Methods of Delivery</u></b></p> <p>Paired and small group work. Reciprocal teaching- technique of skills. Feedback to develop knowledge and performance- improve and progress both individually and as a team. Guided discovery- learn from experience. TGFU- small sided conditioned games leading to Full sided competitive games</p>
<p>Students when <u>Defending</u> to focus on Recovery/movement                      Decision making Awareness                      Distances /pressure Intercept Opportunity (attack)</p> <p>Students should have knowledge of the different position and roles in handball individuals to understand which roles would suit them: The goalkeeper defends the goal with just about every part of the body and is the only player who can touch the ball with his/her feet. The centre is a creative handball player who directs play at both ends of the court. Also known as the 'playmaker' he/she sets up the tactics and players in shooting positions. Left &amp; right backs are usually the largest players on the team. When defending, they try to block shots, and in attack they are the long-range handball shooters.</p>		<p><b><u>Suggested Activities/ Tasks</u></b></p> <p>1v1 – focus on specific skills (running with the ball/ passing/ receiving / shooting) 2v2 - focus on specific skills (running with the ball/ passing/ receiving/ shooting) Small conditioned games – opportunity for students to showcase skills and techniques alongside tactics 7v7 games to emulate the full game. Students to officiate games</p>
		<p><b><u>Class Discussion</u></b></p> <p>Movement on/ off the ball- passing and moving into space/ use a variety of passes/ shots/ dribbling, how does this effect the game? Feedback and evaluation- teacher, peer and individual. Can you describe and explain strengths and weaknesses of both individual and peer feedback and have secure knowledge and understanding of how to improve?</p>



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<p>The circle runner is the force in attack and a disruption to opponents when defending. He/she is quick and gets in among opposing defenders to either create openings for teammates or to get into a good scoring position.</p> <p>Left &amp; right wingers are fast players who patrol the sides of the court. They counter opposing wingers and in attack look to create openings for others, or shoot from the more difficult angles.</p> <p>Use of man to man marking. Zonal defending- all 6 players must get behind the ball to defend the goal area. Counter attack</p> <p><b>KQ- How can students develop your leadership skills to have a positive impact on yours and your team's performance.</b></p> <p><b>KQ To acknowledge teamwork and help others to improve in a competitive situation.</b> Identifying strengths and areas for improvement and adapt tactics to outwit your opponents.</p> <p><b>KQ- Can you evaluate your own and others performance?</b> Feedback must be constructive for students to have secure knowledge and understanding and demonstrate progress.</p>		<p>What is the importance of using tactics in a game? What tactics are required to be successful in handball?</p> <p><b>CC Links</b> PSE- British values. Respect, values and tolerance Science- Warm up and cool down (muscles/ bones/ effects of a warm up/ injuries) Sports studies- Components of fitness/ anatomy and physiology Maths- Movement/ transfer of weight/ trajectory and generation of power when passing or shooting</p>
<p><b>HALF TERM 3: Rugby</b> <b>KQ1) To select and apply the skills (showcase) and tactics required for Rugby in attacking AND defending situation</b> Students when <u>Attacking</u> to focus on Speed / movement (player and ball) Decision making                      Awareness Precision Opportunity (run with the ball/ pass/ kick) Students when <u>Defending</u> to focus on Recovery/movement                      Decision making Awareness                      Distances /pressure/ defensive line Intercept Opportunity (attack)</p> <p><b>KQ2)- What tactics are required to be successful in Rugby?</b> Movement on/ off the ball- passing and moving into space/ use a variety of passes. Decision making/ Leadership skills/ knowledge and understanding of positional play.</p>	<p><b>Key Methods of Delivery</b> Paired and small group work. Reciprocal teaching- technique of skills. Feedback to develop knowledge and performance- improve and progress both individually and as a team. Guided discovery- learn from experience. TGFU- small sided conditioned games leading to Full sided competitive games</p> <p><b>Suggested Activities/ Tasks</b> 1v1 – focus on specific skills 2v2 - focus on specific skills Small conditioned games - opportunity for students to showcase skills and techniques alongside tactics 7v7 games to emulate the full game. Students to officiate games</p>	<p><b>Class Discussion</b> Feedback and evaluation- teacher, peer and individual. Can you describe and explain strengths and weaknesses and how to improve?</p>
		



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<p>What positions (Forward, backs, scrum half, winger) best suit an individual? Can they explain why?</p> <p>Do students use physical strength of the forwards, in scrums and rolling mauls- this can result in significant territory gain?</p> <p>Accurate and consistent use of kicking to effectively influence a game (conversion/ cross kick)?</p> <p><b>KQ- KQ To acknowledge teamwork and help others to improve in a competitive situation and evaluate your own and others performance?</b></p> <p>Feedback must be constructive for students to have secure knowledge and understanding and demonstrate progress.</p>		<p>What is the importance of using tactics in a game?</p> <p>Do you discuss with your team how to outwit your opponents? How does this help?</p> <p>Students to explain why a person would be suited to a particular position.</p>
		<p><b>CC Links</b></p> <p>PSE- British values. Respect, values and tolerance</p> <p>Science- Warm up and cool down (muscles/ bones/ effects of a warm up/ injuries)</p> <p>Sports studies- Components of fitness/ anatomy and physiology</p>
<p><b>Fitness Suite</b></p> <p><b>KQ1- How do we exercise safely and effectively?</b></p> <p>A) Proper stretching during warm up to reduce the risk of injury and increase the speed and strength of muscular contractions.</p> <p>B) Stay hydrated before, during and after exercise. Nutritional requirements/ Eat well plate- the fuel we put into our bodies.</p> <p><b>KQ2) What is meant by the term overload &amp; progression and how do we apply this to a training programme?</b></p> <p><b>Overload-</b> is a basic sports fitness training concept. It means that in order to improve, athletes must continually work harder/ overload their body systems as their bodies adjust to existing workouts.</p> <p><b>Progression-</b> The principle of progression states that you should increase overload, which can be achieved by using FITT (see below) when your body adapts to its present routine.</p> <ul style="list-style-type: none"> <li>The overload/ progression principle- the only way your body physically changes and grows is if the muscles are taxed to the point where they must grow stronger to lift that weight. When the muscle fibres are taxed in this manner, they break, allowing new and in turn stronger ones to develop. (Muscle fibres become stronger over time).</li> <li>You can increase the repetitions and sets, amount of weight or resistance or the length of time and intensity for an exercise. If you can do this effectively, you are applying overload principles to your training.</li> </ul> <p><b>KQ4) While devising your own training plan, set personal goals and display your previous</b></p>	<p><b>Key Methods of Delivery</b></p> <p>Paired work- spotting/ H&amp;S/ Reciprocal coaching- Technique/form to avoid risk of injury/ strains- EBI/ WWW</p>	
		<p><b>Suggested Activities/ Tasks</b></p> <ul style="list-style-type: none"> <li>Students work in pairs to design and implement a progressive training programme, which displays overload/progression and a clear understanding of COF/ training methods/ principles of training. (SMART targets identified as a pair)</li> <li>Sheets can be used to design the programme and track progress over the sequence of lessons.</li> </ul>
		<p><b>Class Discussion</b></p> <p>What happens to our muscles when we overload them during training or weight sessions?</p> <p>How can we minimise the risk of injury when we initiate overload in our training programmes?</p>
		<p><b>CC Links</b></p> <p>PSE- Healthy living</p> <p>DT- Cooking- Diet and nutrition/ Eat well plate</p> <p>BTEC Sport- Component 2 exam- COF/ Training methods</p> <p>Science/ Biology- Anatomy and Physiology</p>





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<p><b>knowledge of COF, Methods of training and principles of training.</b></p> <p>A) Personal Goals- SMART- Specific, measurable, achievable, realistic, timely.</p> <p>B) Principles of training- SPORT- Specificity, progression, overload, reversibility, tedium. FITT- Frequency, Intensity, Time, Type.</p>		
<p><b>HALF TERM 4: Dodgeball</b></p> <p><b>KQ1) Can you identify and showcase your ability to throw the dodgeball with a powerful flat trajectory? Grip the ball on the side to impart a curve ball that will fly lower and quicker through the air.</b></p> <ol style="list-style-type: none"> <li>1. Practise by gripping the ball on the side and throwing it in a half circle, rather than a straight line.</li> <li>2. Try progressing to a wraparound curve ball by wrapping your wrist and hand around the ball.</li> <li>3. Use the whole of the body/ full transfer of weight from side to front and follow through over to opposite shoulder. Aim below the knee/ at players shins to avoid being caught out.</li> </ol> <p><b>KQ2) Can you showcase a range of advanced tactics when under pressure in game situations?</b></p> <ul style="list-style-type: none"> <li>• The best teams have unity and cohesion and will throw at a single target together. Most often the best team is most coordinated and organised team.</li> <li>• Jump high to avoid being hit- the higher you jump, you more chance you have of avoiding being hit as players should be aiming below the waist to avoid the chances of being caught out. Link to muscular strength &amp; power in the legs/ COF.</li> <li>• If your team are losing players quickly, go to the back 1/3 of the court and aim to catch the throw of one of the weaker players on the other team.</li> </ul> <p><b>KQ3) Can you take on a leadership role to create a game plan with set plays and tactics?</b></p> <ul style="list-style-type: none"> <li>• Work as a team to discuss tactics and a game plan. Listen to all ideas and decide on the best approach. Observe opponents/ other teams carefully to work out what tactics will work best against them.</li> <li>• Decide on different positions and roles within the team that students can undertake. Think about suitability and justification for each role.</li> <li>• Apply previous learnt skills and tactics to game situations.</li> </ul>	<p><b>Key Methods of Delivery</b></p> <p>Group work/ TGFU- full sided games with a tactical focus. Guided Discovery- game play scenarios. Student led leadership- Create a game plan/ set play.</p> <p><b>Suggested Activities/ Tasks</b></p> <ul style="list-style-type: none"> <li>• Full sided games- to display developing tactical knowledge- can students create set plays and roles and responsibilities for individual team members.</li> <li>• Allow students to rotate around the 4 different dodgeball positions.</li> <li>• Dodgeball from every side. 4 teams in each ¼ of half the sports hall. Teams can throw at any team in one of the other ¼ areas. Successful Basketball shot in basket above the ¼ allows a team to win the game. Cricket stumps hit enables team members who are out to come back in.</li> </ul>	
		<p><b>Class Discussion</b></p> <p>How can we throw the ball on flatter and more powerful trajectory?          Can you identify your best position on a dodgeball team and provide reasons why this is your best position?          What are your team tactics or strategies?</p>
		<p><b>CC Links</b></p> <p>PSE- British Values- Respect the official's decisions/ be honest when you get hit with a live ball.          Maths- Trajectory of throw- the more powerful you can throw the ball- the flatter the trajectory will be.          Science- Laws of physics- Opposite reaction- dodge to the left- we will need to push down on the right side.          BTEC Sport- Jumping involves muscular strength and power- COF</p>





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<p><b>HALF TERM 4: Futsal (Part 2)</b></p>	<p><b><u>Key Methods of Delivery</u></b></p>	
<p><b>KQ1 – How can we speed up gameplay in order to outwit opponents and be creative in possession of the ball?</b></p>	<p>TGFU Modified rules games - adapting rules to focus on specific elements or tactics Differentiated instruction</p>	
<ul style="list-style-type: none"> <li>• 1st time passes are essential and used often especially in player own halves of the pitch, when passing between defender and goalkeeper.</li> <li>• in speeding up play and to move the ball quickly from one player to another when space is tight.</li> <li>• Being able to pass first time makes it difficult for the opposition to close down players and space and easier for team mates to pass and move for each other in order to start and attack or to keep possession of the ball</li> <li>• Players can use all part of the foot to pass and control and they select the most effective part of the foot in order to avoid opposition or outwit opponents</li> <li>• Disguise and varying body shape enabled players to outwit opponents and pass the ball off without being too predictable and read by the opposition.</li> <li>• Players can apply curl and spin on the ball when passing using the inside and outside of the foot. Curl enables the ball to spin either on the floor or through the air and is used to evade close defenders.</li> </ul>	<p><b><u>Suggested Activities/ Tasks</u></b> Adapted rules for attack v defence Limited touch games (2 touch max, 1st time finish)</p>	
<p><b>KQ2 - How can we work together and assist others in order to break down the opposition?</b></p> <ul style="list-style-type: none"> <li>• Effectively communicating with team mates to direct and advise players about potential threats or attacking opportunities. The game is loud and sound busy with both teams communicating.</li> <li>• Players use breaks in the game and the end of matches to discuss tactics and change them as needs be.</li> <li>• Threats are highlighted and tactics are adapted in order to make it more difficult for the opposition</li> <li>• The game is a lot more physical with tackles and contact from opposing players.</li> </ul>		<p><b><u>Class Discussion</u></b> Planned oracy opportunities for students to go here.</p> <p>Discuss as a team the oppositions tactics, strengths and weaknesses in order to adapt your own tactics to outwit and beat the opposition</p>
		<p><b><u>CC Links</u></b> Possible cross curricular links to be suggested here.</p> <p>Sports Studies - links to components of fitness for invasion games. Psychological effects of competitive sport. Maths – angles of passes Science – forces.</p>



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<ul style="list-style-type: none"><li>• Players are marked tightly and not given a lot of time and space on the ball.</li></ul> <p><b>KQ3 – How can we show creativity both individually and as a team when competing?</b></p> <ul style="list-style-type: none"><li>• Showing a variety of off the ball runs, such as an overlap, cross over and diagonal runs to create space. Varying the running technique and speed of the run will enable players to outwit opponents and make movements more difficult to predict.</li><li>• Supporting team mates by running with them and offering angles and space for a pass. Not receiving a pass can be a positive for the team as defenders have decisions to make whether to go with the person with the ball or the runner.</li><li>• Players can shoot using curve and whip, slicing across the inside of the ball to enable the ball to move through a curve on the floor or in the air. The ball spins outwards. This is used to curl back inwards when placed in the corner of the goal or to curve the ball around a defender.</li><li>• Players can change direction quickly and move into space to avoid and outwit defenders and look comfortable on the ball with the head up and gesturing with their hands information e.g where other players should move to.</li></ul> <p><b>KQ4 – How can players show flexibility, adaptability and a positive attitude when playing in different positions?</b></p> <ul style="list-style-type: none"><li>• Players understand they need to show flexibility and be adaptable to the differing situations in competitive games.</li><li>• Taking on the role of a defensive player or an attacking player as the game progresses, even if this isn't your initial role.</li><li>• Players identify threats and opportunities and can quickly make decisions and counter in order to outwit opponents.</li><li>• there are 5 key positions and players should understand the roles of each and</li></ul>		
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## Physical Literacy, Health, Wellbeing, Development

<p>the areas they are likely to be in when playing.</p> <ul style="list-style-type: none"> <li>• Players lead by example and guide other players in decision making and awareness.</li> <li>• The game is played at a fast pace and is more physical with both teams competing and wanting to win.</li> </ul>		
<p><b>HALF TERM 5: Cricket</b></p> <p><b>KQ1 – What tactics can we use when bowling?</b></p> <p>A) consistency in the correct technique          B) bowl with fluency and accuracy          C) develop knowledge of tactics when bowling:</p> <ul style="list-style-type: none"> <li>• The length to bowl</li> <li>• The line of the ball</li> <li>• Where to bowl to encourage batsman to play certain shots</li> <li>• Use of swing/spin/seam bowling</li> </ul> <p>D) plan for each batsman based on their weaknesses e.g. can't play the short ball, struggles on their legs.</p> <p><b>KQ2 - How do I implement the rules and regulations of cricket?</b></p> <p>A) have sound knowledge of the rules of cricket          B) be able to umpire a small sided game with confidence, making calls on</p> <ul style="list-style-type: none"> <li>• Wickets</li> <li>• Wides</li> <li>• No balls</li> </ul> <p><b>KQ3 – What tactics can be used when batting in a game?</b></p> <p>A) be able to confidently hit the ball around the field to avoid fielders          B) to increase or decrease power depending on the field          C) to make decisions on which shot to play depending on the pitch and length of the ball          D) know when to attack or defend.</p> <p><b>KQ4 – How can I lead a drill to help others improve?</b></p> <ul style="list-style-type: none"> <li>• use knowledge of an area of cricket to identify strengths and weaknesses in others' performance</li> <li>• In teams or individually, create and lead a drill for other students.</li> <li>• be able to coach throughout the drill, installing technique and confidence.</li> </ul>	<p><b>Key Methods of Delivery</b></p> <p>TGFU – being able to implement the rules of the game          Reciprocal coaching – developing the line and length to bowl, partner help.</p> <p><b>Suggested Activities/ Tasks</b></p> <ul style="list-style-type: none"> <li>• Scenario cards highlighting batsmans innings, students must then bowl an over based on the batsman</li> <li>• Game situation, 2 batsman and fielders in a range of positions, ball is bowled and batsman have a target of how many runs to score that ball. They must decide the shot/power/direction to play to be able to score the correct amount of runs.</li> </ul>	 <p><b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>• What does it take to be a good umpire?</li> <li>• What is the advantage of rotating the strike when batting?</li> </ul>
<p><b>HALF TERM 5: Softball</b></p> <p><b>KQ1 – What skills do I need to perfect to improve my game?</b></p>	<p><b>Key Methods of Delivery</b></p> <p>TGFU – students should be in full games with a focus on performing the skills to be able to compete successfully.</p>	 <p><b>CC Links</b></p> <ul style="list-style-type: none"> <li>• History – how did cricket travel from England to the rest of the world?</li> <li>• PSHE – British values – rules and regulations</li> </ul>



# YEAR 10 CURRICULUM MAP

## Physical Literacy, Health, Wellbeing, Development

<ul style="list-style-type: none"> <li>Pitch accurately, with correct technique- face target, with ball in dominant hand. Swing your arm forward, transferring your weight from your back foot to front foot. Release the ball when your arm is positioned in front of your body. Your fingers should be pointing at the target when the ball is released.</li> <li>Catch balls at varying height and pace consistently - if ball coming high, feet shoulder width apart, hands placed above head creating a triangle with thumbs and forefingers, and rest of fingers spread. Once ball is in hands, pull ball into chest to protect.</li> <li>Hit the ball with consistency - grip with left and at the bottom (right-handed batter) right hand above, hands close to the body, elbows pointed downwards, legs and hips start the swing movement, with the arms moving forward extending the elbows when making contact with the ball. Follow through with the arms finishing over the opposite shoulder.</li> </ul> <p><b>KQ2 - can I lead a Softball specific warm up?</b></p> <ul style="list-style-type: none"> <li>Pulse raiser - side steps, jogging, touching floor, jumping,</li> <li>Stretches – quadricep, hamstring, gastrocnemus, tricep, bicep,</li> </ul> <p><b>KQ3 - What tactics are required to be successful in Softball?</b></p> <ul style="list-style-type: none"> <li>Use the rules to outwit your opponents</li> <li>Be able to disguise your hit, depending on the fielding positions to enable a run to be scored - turn body position at the last minute to hit in a direction that the fielding team aren't expecting</li> </ul> <p><b>KQ4 - can I analyse my own, and others' strengths and areas for development, giving solutions to improve?</b></p> <ul style="list-style-type: none"> <li>Recognise a good performance, and state why it is good</li> <li>Recognise where technique needs to be developed</li> <li>Give constructive feedback to others regarding their performance</li> </ul>	<p>Student-led – students should be leading the warm up each lesson, taking into account the 3 sections.</p>
	<p><b><u>Suggested Activities/ Tasks</u></b></p> <p>Full games where possible to reinforce rules and regulations, and also tactical play. Encourage practicing a variety of batting techniques within the game, to emphasise the difference and impact of them.</p>
	
	<p><b><u>CC Links</u></b></p> <p>PSHE – leadership skills, teamwork</p> <p>Science – effects of exercise on the body</p>
<p>HALF TERM 6: Athletics</p> <p><b>KQ1 – How can we improve throws/jumps in athletics?</b></p>	<p><b><u>Key Methods of Delivery</u></b></p> <p>Guided discovery-record and review, prior learning</p>



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## Physical Literacy, Health, Wellbeing, Development

<ul style="list-style-type: none"> <li>• Research and watch clips of top athletes in competition, play, pause make notes</li> <li>• Know where you need to focus in order to execute with accuracy-self assessment</li> <li>• Remember footwork-preparation, execution, follow through and more importantly after throw/jumps-exit area rules</li> </ul> <p><b>KQ2 – Can you identify areas of improvement with your track events (short and long-distance running)?</b></p> <ul style="list-style-type: none"> <li>• Good starting position (sprint start to create power and speed)</li> <li>• Know exactly where to stand for your distance of event on the track, stay in lane, move lane and finish</li> <li>• Pacing with competitiveness and reflect on own ability. Know your age group time for a specific distance and build targets around this.</li> </ul> <p><b>KQ3 - What can I do if I want to pursue this area of interest?</b></p> <ul style="list-style-type: none"> <li>• Practice as much as possible</li> <li>• Attend after school clubs</li> <li>• Seek advice from your local club (visit one of their training sessions)</li> </ul>	<p>Reciprocal coaching-Developing weight transfer (low to high), release at crucial point, footwork and power in throws.</p> <p><b>Suggested Activities/ Tasks</b> Partner work-record and review Student lead warm up-testing reaction time, pulse raiser and stretches, plyometrics for regular athletes. Small groups running together</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="786 589 943 976" style="text-align: center; vertical-align: middle;"> </td> <td data-bbox="951 589 1399 976"> <p><b>Class Discussion</b> How can technique improve my performance?</p> <p>What are your age group timings for specific distances in your area of interest in athletics and how did these people achieve this?</p> <p>Where can I be professionally coached for this specific area of athletics?</p> </td> </tr> <tr> <td data-bbox="786 981 943 1301" style="text-align: center; vertical-align: middle;"> </td> <td data-bbox="951 981 1399 1301"> <p><b>CC Links</b> Science- warm up, why is it important? Effects of exercise on the body. Sports Studies- CoF (what are we using for jumping, throwing &amp; running) Maths: Recording measurement of distances thrown/run. Trajectory of throws (technique for height). Timing for runs</p> </td> </tr> </table>		<p><b>Class Discussion</b> How can technique improve my performance?</p> <p>What are your age group timings for specific distances in your area of interest in athletics and how did these people achieve this?</p> <p>Where can I be professionally coached for this specific area of athletics?</p>		<p><b>CC Links</b> Science- warm up, why is it important? Effects of exercise on the body. Sports Studies- CoF (what are we using for jumping, throwing &amp; running) Maths: Recording measurement of distances thrown/run. Trajectory of throws (technique for height). Timing for runs</p>
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<p><b>HALF TERM 6: Softball (Part 2)</b></p> <p><b>KQ1 – What are the fielding positions in terms of roles and tactics?</b></p> <ul style="list-style-type: none"> <li>• First base - majority of the fielded balls are thrown. If the ball is not going to be thrown right to you, you need to leave the base to get the ball because it is much more important to prevent the runner from advancing another base than keeping your foot on the base. If you will not be making a play you need to stay clear of the base path and runner because if she touches you and you do not have the ball it will be obstruction and the runner will get another base if they are heading to 2nd or rounding first when they touch you.</li> <li>• Second base - You have to cover first base and second base and you need to be aware in case a ball that is thrown back to the pitcher is not caught and you need to back them up. You also need to back up</li> </ul>	<p><b>Key Methods of Delivery</b> TGFU – particular focus on the roles and responsibilities of the fielding team. Ensure all fielders practice all positions during the full games</p> <p><b>Suggested Activities/ Tasks</b> Full games to encourage use of skills, techniques and tactics.</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="786 1731 943 1921" style="text-align: center; vertical-align: middle;"> </td> <td data-bbox="951 1731 1399 1921"> <p><b>Class Discussion</b> Discussion around rules and why they are important Discussion around the fielding positions, checking all students understand their role in the position</p> </td> </tr> <tr> <td data-bbox="786 1926 943 2029" style="text-align: center; vertical-align: middle;"> </td> <td data-bbox="951 1926 1399 2029"> <p><b>CC Links</b> PSHE – leadership skills, teamwork</p> </td> </tr> </table>		<p><b>Class Discussion</b> Discussion around rules and why they are important Discussion around the fielding positions, checking all students understand their role in the position</p>		<p><b>CC Links</b> PSHE – leadership skills, teamwork</p>
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<p>second base if the ball is thrown when a runner is stealing from first base. Go about 5 feet behind the base for covering so that you have lots of time to react if the ball gets passed the Shortstop. This position also includes lots of movement side to side covering the bases and for balls that are hit up the middle. Good mobility and quick reactions are important because it is a lot of ground to cover.</p> <ul style="list-style-type: none"><li>• Third base - This position is also known as the “hot corner” It is important for you to be focussed and ready for anything. The ball generally comes faster as it is hit on the dominant side for right handed hitters. For left handed hitters the ball will not be hit as hard and will likely be hit more to the right side of the field.</li></ul> <p><b>KQ2 – What tactics are required to be successful?</b></p> <ul style="list-style-type: none"><li>• Throw 2 bases ahead of the runner to prevent them from running more than one base</li><li>• Always aim to throw to home plate to stop a run being scored</li><li>• Strong batter at the start</li></ul>		<p>Science – effects of exercise on the body</p>
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# YEAR 10 CURRICULUM MAP

## Physical Literacy, Health, Wellbeing, Development

<p><b>HALF TERM 1: Netball</b></p> <p><b>KQ1 – what skills do I need to perfect to improve my game?</b></p> <ul style="list-style-type: none"> <li>• Demonstrate power, control and accuracy in a variety of passes to outwit defenders</li> <li>• Use positioning and timing to intercept a pass - on toes, eyes on ball, time movement.</li> </ul> <p><b>KQ2 - can I lead a netball specific warm up?</b></p> <ul style="list-style-type: none"> <li>• Pulse raiser - side steps, jogging, touching floor, jumping,</li> <li>• Stretches – quadricep, hamstring, gastrocnemus, tricep, bicep,</li> </ul> <p><b>KQ3 - What tactics are required to be successful in sport?</b></p> <ul style="list-style-type: none"> <li>• Understand centre pass strategies to enable your team to keep possession - use the centre pass as a means of attacking, so aim to pass to the WA or GA in the first instance</li> <li>• Demonstrate tactical play in terms of timings and ball movement</li> </ul> <p><b>KQ4 - can I analyse my own, and others’ strengths and areas for development, giving solutions to improve?</b></p> <ul style="list-style-type: none"> <li>• Recognise a good performance, and state why it is good</li> <li>• Recognise where technique needs to be developed</li> <li>• Give constructive feedback to others regarding their performance</li> </ul>	<p><b><u>Key Methods of Delivery</u></b></p> <p>TGFU – students should be in full games with a focus on performing the skills to be able to compete successfully.</p>
	<p><b><u>Suggested Activities/ Tasks</u></b></p> <p>Full games where possible to reinforce rules and regulations, and also tactical play. Ball movement to encourage transfer down the court from a backline pass, keeping possession. Ball has to be passed from Gk to GD to WD to C to WA to GA to GS who then scores. Add an opposition as a progression.</p>
	<div style="display: flex;"> <div style="flex: 1;">  </div> <div style="flex: 2;"> <p><b><u>Class Discussion</u></b></p> <p>Why is communication vital when starting a game with a centre pass?</p> <p>Students are able to give constrictive criticism regarding performances</p> </div> </div>
	<div style="display: flex;"> <div style="flex: 1;">  </div> <div style="flex: 2;"> <p><b><u>CC Links</u></b></p> <p>PSHE – leadership skills, teamwork</p> <p>Science – effects of exercise on the body</p> </div> </div>
<p><b>KQ1- What tactics can we implement during game play?</b></p> <p>A) Play defensively when needed, making use of blocking (player close to the net stopping the ball coming over)</p> <p>B) be able to play the 3 shots in the correct order (dig, set, spike)</p> <p>C) spiking the ball into space to ensure the point is won or to make it more difficult for the opposition to return.</p> <p>D) serve with intent, not just to get over the net but to win the point/make it difficult for the opposition</p>	<p><b><u>Key Methods of Delivery</u></b></p> <p>TGFU – developing tactics through game play</p> <p>Reciprocal coaching – developing the overhand serve</p>
	<p><b><u>Suggested Activities/ Tasks</u></b></p> <ul style="list-style-type: none"> <li>• Small sided games – allows for practice of the rules, tactic development</li> <li>• Server on one side of the net, rest of the group on the other. Server tries to serve the ball so it is unplayable for the opposition.</li> </ul>
	<div style="display: flex;"> <div style="flex: 1;">  </div> <div style="flex: 2;"> <p><b><u>Class Discussion</u></b></p> <ul style="list-style-type: none"> <li>• What could cause a team to have to rethink their tactics?</li> <li>• How can we give feedback constructively?</li> </ul> </div> </div>



# YEAR 10 CURRICULUM MAP

## Physical Literacy, Health, Wellbeing, Development

E) Playing the set shot, not always used but it is great for controlling the ball and passing it to a spiker

F) Use of communication to avoid collisions/confusion and to confirm who is taking the shot.

**KQ2 – How can we improve our own and others' technique?**

A) To use coaching points on :

- the dig
- The set
- The spike
- The serve

to offer constructive feedback using WWW and EBI

B) To be able to give feedback on tactics based on how the opposition is playing.

**KQ3- How do we perform an overhand serve?**

- Volleyball in the left hand, with the right hand by your side.
- Toss the Volleyball up to the right side
- Keeping hand and wrist firm, make contact with the ball above the head
- Transfer of weight

**KQ4 – what positions are played in Volleyball?**

- **Middle blocker/hitter** - must be at the net and positioned between the two outside blockers. In defence, their role is to support the blocking of an opponent's shot from where the ball crosses the net. In attack, they must supply very accurate and quick set shots to outside hitters.
- **Outside hitter** - the outside hitter must be the player who hits and blocks on the front left side of the court. In defence, their role is to support the blocking of an opponent's shot from where the ball crosses the net. In attack, their role is to be both a main passer and a final hitter.
- **Libero** - the libero is a defensive position that is required to keep the ball in play and to begin most attacking situations. In contrast to other positions the libero stays in play throughout the game and is the only player that does not need to rotate. In defence, their role is to dig accurately and to keep the rally alive.
- **Setter** - the setter is a very important attacking position in volleyball. In attack, their role is to be in charge of the point strategy and to decide when and where to pass the ball





### CC Links

- History – when coaching, using the analytical skills learnt in history to read sources.



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## Physical Literacy, Health, Wellbeing, Development

<p>HALF TERM 2: <b>Fitness Suite/Celeb Workout</b></p> <p><b>KQ1- How do we exercise safely and effectively?</b></p> <p>A) Proper stretching during warm up to reduce the risk of injury and increase the speed and strength of muscular contractions.</p> <p>B) Stay hydrated before, during and after exercise. Nutritional requirements/ Eat well plate- the fuel we put into our bodies.</p> <p><b>KQ2 - What is meant by the term overload &amp; progression and how do we apply this to a training programme?</b></p> <p><b>Overload-</b> is a basic sports fitness training concept. It means that in order to improve, athletes must continually work harder/ overload their body systems as their bodies adjust to existing workouts.</p> <p><b>Progression-</b> The principle of progression states that you should increase overload, which can be achieved by using FITT (see below) when your body adapts to its present routine.</p> <ul style="list-style-type: none"> <li>The overload/ progression principle- the only way your body physically changes and grows is if the muscles are taxed to the point where they must grow stronger to lift that weight. When the muscle fibres are taxed in this manner, they break, allowing new and in turn stronger ones to develop. (Muscle fibres become stronger over time).</li> <li>You can increase the repetitions and sets, amount of weight or resistance or the length of time and intensity for an exercise. If you can do this effectively, you are applying overload principles to your training.</li> </ul>	<p><b><u>Key Methods of Delivery</u></b></p> <p>Paired work- spotting/ H&amp;S/          Reciprocal coaching- Technique/form to avoid risk of injury/ strains- EBI/ WWW          Student leadership-identify a successful ‘celeb’ workout based on their achievements (WWW)</p>
<p><b>KQ3 - While devising your own training plan, set personal goals and display your previous knowledge of COF, Methods of training and principles of training.</b></p> <p>A) Personal Goals- SMART- Specific, measurable, achievable, realistic, timely.</p> <p>B) Principles of training- SPORT- Specificity, progression, overload, reversibility, tedium. FITT- Frequency, Intensity, Time, Type.</p> <p><b>KQ4 – Why have we chosen this particular ‘Celebs’ workout?</b></p> <ul style="list-style-type: none"> <li>Their achievements and longevity of the workout</li> <li>The results are achievable by all with focus and commitment to work out regularly</li> <li>The type of workout meets our needs at this moment in time</li> </ul>	<p><b><u>Suggested Activities/ Tasks</u></b></p> <ul style="list-style-type: none"> <li>Students work in pairs to design and implement a progressive training programme, which displays overload/progression and a clear understanding of COF/ training methods/ principles of training. (SMART targets identified as a pair)</li> <li>Sheets can be used to design the programme and track progress over the sequence of lessons.</li> <li>Students participate in ‘celeb’ workout within their own capabilities but guided by staff for safety.</li> </ul>
	<div style="display: flex; align-items: center;">  <div> <p><b><u>Class Discussion</u></b></p> <p>What happens to our muscles when we overload them during training or weight sessions?              How can we minimise the risk of injury when we initiate overload in our training programmes?</p> <p>Consider other factors behind the success of chosen ‘Celeb’ and how to maintain this success in reality.</p> <p>What else can we do as an individual to maintain wellbeing and a healthy lifestyle in our own environment?</p> </div> </div>
	<div style="display: flex; align-items: center;">  <div> <p><b><u>CC Links</u></b></p> <p>PSE- Healthy living              DT- Cooking- Balanced diet and nutrition/ Eat well plate              BTEC Sport- Component 2 exam- COF/              Training methods              Science/ Biology- Anatomy and Physiology</p> </div> </div>



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## Physical Literacy, Health, Wellbeing, Development

<p><b>HALF TERM 2: Futsal</b></p> <p><b>KQ1 – How can we speed up gameplay in order to outwit opponents and be creative in possession of the ball?</b></p> <ul style="list-style-type: none"> <li>• 1 and 2 touch passes are essential in speeding up play and to move the ball quickly from one player to another when space is tight.</li> <li>• Being able to pass first time makes it difficult for the opposition to close down players and space and easier for team mates to pass and move for each other in order to start and attack or to keep possession of the ball</li> <li>• First time passes can be more effective if the player can pass using a variety of techniques, such as different parts of the foot. Less orthodox passes like rolling the ball to the side with the sole of the foot or poking the ball with the toe can outwit opponents.</li> <li>• Being able to control the ball with all parts of the body in such a way that the player are able to move off with the ball or quickly pass</li> </ul> <p><b>KQ2 - How can we work together and assist others in order to break down the opposition?</b></p> <ul style="list-style-type: none"> <li>• Communicating with each other as team mates will help to keep structure in the team and ensure player understand their role and the responsibilities of their position.</li> <li>• Communicating also advises players about potential threats or guides them into a space or direction in order to counter the opposing teams offensive tactics.</li> <li>• Players give feedback to each other to communicate and tell each other what they have done well and what can be better next time. This enables players to guide each other and identify opportunities or threats.</li> </ul> <p><b>KQ3 – How can we show creativity and teamwork when competing?</b></p> <ul style="list-style-type: none"> <li>• Showing a variety of off the ball runs, such as an overlap, cross over and diagonal runs to create space. Varying the running technique and speed of the run will enable players to outwit opponents and make movements more difficult to predict.</li> <li>• Supporting team mates by running with them and offering angles and space for a pass. Not receiving a pass can be a positive for the team as defenders have decisions to make whether to go with the person with the ball or the runner.</li> </ul> <p><b>KQ4 – What are the positions used in futsal and how do the roles and responsibilities change for these positions in a game?</b></p>	<p><b><u>Key Methods of Delivery</u></b></p> <p>TGFU Modified rules games Differentiated instruction</p>	
	<p><b><u>Suggested Activities/ Tasks</u></b></p> <p>Adapted rules for attack v defence Limited touch games (2 touch max) Silent game</p>	
		<p><b><u>Class Discussion</u></b></p> <p>Planned oracy opportunities for students to go <a href="#">here</a>.</p> <p>Why is communication so important in team games? What are the key things to think about when communicating? What are the key roles and responsibilities of the various positions in futsal?</p>
		<p><b><u>CC Links</u></b></p> <p>Possible cross curricular links to be suggested <a href="#">here</a>.</p> <p>Sports Studies - links to components of fitness for invasion games. Psychological effects of competitvie sport. Maths – angles of passes Science – forces</p>



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<ul style="list-style-type: none"> <li>• There are 5 key positions and players should understand the roles of each and the areas they are likely to be in when playing.</li> <li>• 1 Goalkeeper- used to guard the team goal, they can use their hands inside their area. They often start plays from the back and can come out of their area to receive the ball and act as another defender and option at the back.</li> <li>• 1 Defender or Fixed player- this player stays back more than the other outfield players but can move forward into the opposing half and does regularly. They are more likely to make tackles and block shots.</li> <li>• 2 Wingers (right and left) - Each player will stick mainly to their side of the court but will help out defensively and in attack.</li> <li>• 1 Forward or Target player – these players are usually found furthest forward and they play a big part in offensive play. Part of their role will be to hold the ball up for get support from wingers and also to attempt to score or assist with goals.</li> </ul>		
<p><b>HALF TERM 3: Trampolining</b></p> <p><b>KQ1– How can we combine landings and turns?</b></p> <p>A) to be able to come out of landings and perform half twists to feet</p> <ul style="list-style-type: none"> <li>• Seat, half twist to feet</li> <li>• Back half twist to feet</li> <li>• Front half twist to feet</li> </ul> <p>B) importance of control and tension to complete</p> <p><b>KQ2- What combination moves can we perform?</b></p> <p>A) to be able to perform a range of combination moves:</p> <ul style="list-style-type: none"> <li>• Swivel hips – seat landing, half turn seat landing</li> <li>-seat landing half turn to feet</li> <li>-seat landing, half turn to feet, seat landing</li> <li>-seat landing half turn, seat landing</li> <li>• Seat roller – seat landing, full twist to seat landing</li> <li>• Cradle – back landing, half twist to back landing</li> <li>• Cat twist – back landing, full twist to back landing</li> </ul> <p><b>KQ3 – How do we create our own 10 element routine?</b></p> <p>A) routine must start and finish on your feet</p> <p>B) has to start within 1 minute of signalled start.</p>	<p><b>Key Methods of Delivery</b></p> <p>Teacher led/student led – teacher or skilled student to demonstrate moves for the students to ensure safety of moves</p> <p>student led/ guided discovery/reciprocal coaching - creating and performing routines, other students helping and coaching</p> <p>Record/review- to see WWW and EBI of routines</p> <p><b>Suggested Activities/ Tasks</b></p> <ul style="list-style-type: none"> <li>• Students in small groups, one performer, one coach, one helping deliver the routine</li> </ul> <p></p> <p><b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>• What do you feel judges would be looking for when judging a trampolining routine?</li> <li>• If we are struggling to perform certain elements, what can help us to achieve them?</li> </ul> <p></p> <p><b>CC Links</b></p> <ul style="list-style-type: none"> <li>• Drama – performance and confidence</li> <li>• Sports studies – flexibility (CoF)</li> </ul>	



# YEAR 10 CURRICULUM MAP

## Physical Literacy, Health, Wellbeing, Development


<p>C) no element can be repeated during the routine.          D) allowed 1 extra bounce after finishing before the performer must kill the bounce and the bed must be still          E) routine must flow, with no extra bounces in between the elements</p>		<ul style="list-style-type: none"> <li>IT- use of technology to record</li> </ul>
<p><b>HALF TERM 3: Basketball</b></p> <p><b>KQ1 – How can we work as a team to break down the opposition and attack?</b></p> <ul style="list-style-type: none"> <li>Being able to pass quickly and accurately under pressure is key to breaking down an oppositions defence.</li> <li>Moving from a defensive position to attacking an opponent’s basket can be done with varied, disguised passes in order to outwit opponents.</li> <li>The ability to dribbling competently past opponents creates space in behind defences and allows players to offload the ball to unmarked teammates.</li> <li>Changing hands and direction with the basketball makes players less predictable and harder to steal the ball from.</li> </ul> <p><b>KQ2 – How can we counter tactics put in place by the opposition?</b></p> <ul style="list-style-type: none"> <li>Identifying and adapting to tactics put in place by the opposition is key to breaking down the opposition and scoring baskets.</li> <li>Creating plays that get the ball in behind the opposition’s defensive tactics</li> <li>Varying the passing style in order to outwit opponents</li> </ul> <p><b>KQ3 – How do teams vary their tactics in order to defend effectively?</b></p> <ul style="list-style-type: none"> <li>Adapting and changing to the demands of the game and the strength and weaknesses of the opposition</li> <li>Varying from man-to-man and zone defence depending on the time and score in the game</li> <li>Adopt and apply offensive and defensive tactics through observing the opponents play. Highlighting which tactic would best suit the situation</li> </ul> <p><b>KQ4 - How do team set up in formations with correct positions?</b></p> <ul style="list-style-type: none"> <li>Centre - usually the tallest player on each team, playing near the basket. On offense, the centre tries to score on close shots and rebound. But on defence, the</li> </ul>	<p><b>Key Methods of Delivery</b></p> <p>Guided discovery. Student creating and implementing their own ideas/tactics          TGFU          Adapted and modified rules games</p>	<p><b>Suggested Activities/ Tasks</b></p> <p>Small sided possession games          Attack vs Defence tactical play          Competitive full sided games</p>
	<p><b>Class Discussion</b></p> <p>Planned oracy opportunities for students to go here.</p> <p>How do you break down a solid zone defence?</p> <p>What are he advantages and disadvantages of playing: zone defence, man-to-man marking?</p> <p>What are the main roles of the idfferent positions in basketbal and how can we play to players strengths?</p>	
	<p><b>CC Links</b></p> <p>Possible cross curricular links to be suggested here.</p> <p>Sports studies – links to components of fitness used in basketball: e.g power          Maths - scoring system, timing, angles of passes and shooting.          Science – forces</p>	





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<p>centre tries to block opponents' shots and rebound their misses.</p> <ul style="list-style-type: none"> <li>• Power Forward - do many of the things a centre does, playing near the basket while rebounding and defending taller players. But power forwards also take shots further from the basket, like 3 point shots.</li> <li>• Small Forward – Move all over the court, so can shoot at the basket from further away or close range. They often play against short or taller players so have to be versatile.</li> <li>• Point Guard - these players run the offensive tactics and plays. They are often the best dribbler on the team and carry the ball (ball carrier). The point guard defends the opponent's point guard and tries to steal the ball.</li> <li>• Shooting Guard - The shooting guard is usually the team's best shooter. The shooting guard can make shots from long distance and is also used to dribble the ball.</li> </ul>		
<p><b>HALF TERM 4: Dodgeball</b></p> <p><b>KQ1) Can you identify and showcase your ability to throw the dodgeball with a powerful flat trajectory?</b></p> <p><i>Grip the ball on the side to impart a curve ball that will fly lower and quicker through the air.</i></p> <ol style="list-style-type: none"> <li>1. Practise by gripping the ball on the side and throwing it in a half circle, rather than a straight line.</li> <li>2. Try progressing to a wraparound curve ball by wrapping your wrist and hand around the ball.</li> <li>3. Use the whole of the body/ full transfer of weight from side to front and follow through over to opposite shoulder. Aim below the knee/ at players shins to avoid being caught out.</li> </ol> <p><b>KQ2) Can you showcase a range of advanced tactics when under pressure in game situations?</b></p> <ul style="list-style-type: none"> <li>• The best teams have unity and cohesion and will throw at a single target together. Most often the best team is most coordinated and organised team.</li> <li>• Jump high to avoid being hit- the higher you jump, you more chance you have of avoiding being hit as players should be aiming below the waist to avoid the chances of being caught</li> </ul>	<p><b>Key Methods of Delivery</b></p> <p>Group work/ TGFU- full sided games with a tactical focus. Guided Discovery- game play scenarios. Student led leadership- Create a game plan/ set play.</p> <p><b>Suggested Activities/ Tasks</b></p> <ul style="list-style-type: none"> <li>• Full sided games- to display developing tactical knowledge- can students create set plays and roles and responsibilities for individual team members.</li> <li>• Allow students to rotate around the 4 different dodgeball positions.</li> <li>• Dodgeball from every side. 4 teams in each ¼ of half the sports hall. Teams can throw at any team in one of the other ¼ areas. Successful Basketball shot in basket above the ¼ allows a team to win the game. Cricket stumps hit enables team members who are out to come back in.</li> </ul>	
		<p><b>Class Discussion</b></p> <p>How can we throw the ball on flatter and more powerful trajectory?          Can you identify your best position on a dodgeball team and provide reasons why this is your best position?          What are your team tactics or strategies?</p>



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<p>out. Link to muscular strength &amp; power in the legs/ COF.</p> <ul style="list-style-type: none"> <li>If your team are losing players quickly, go to the back 1/3 of the court and aim to catch the throw of one of the weaker players on the other team.</li> </ul> <p><b>KQ3) Can you take on a leadership role to create a game plan with set plays and tactics?</b></p> <ul style="list-style-type: none"> <li>Work as a team to discuss tactics and a game plan. Listen to all ideas and decide on the best approach. Observe opponents/ other teams carefully to work out what tactics will work best against them.</li> <li>Decide on different positions and roles within the team that students can undertake. Think about suitability and justification for each role.</li> <li>Apply previous learnt skills and tactics to game situations.</li> </ul>		<p><b>CC Links</b></p> <p>PSE- British Values- Respect the official's decisions/ be honest when you get hit with a live ball.</p> <p>Maths- Trajectory of throw- the more powerful you can throw the ball- the flatter the trajectory will be.</p> <p>Science- Laws of physics- Opposite reaction- dodge to the left- we will need to push down on the right side.</p> <p>BTEC Sport- Jumping involves muscular strength and power- COF</p>
<p>HALF TERM 4: <b>Yoga/Aerobics</b></p> <p><b>KQ1 – How do we recognise the importance of self-acceptance through yoga and to benefit from this?</b></p> <p>A) By understanding the affect relaxation can have on our bodies</p> <p>B) Change our focus in the short term</p> <p>C) Clear our minds and release from stresses</p> <p><b>KQ2 – How can we focus and remain calm in Yoga?</b></p> <p>A) Share a relaxed and calm environment for our bodies to recharge free from disturbances</p> <ul style="list-style-type: none"> <li>Enter the room in a quiet manner as soon as changed and ready</li> <li>Begin your own relaxation without fuss (lie back and relax, close your eyes, remain still and quiet</li> <li>Avoid disturbances that disrupt the flow of relaxation</li> </ul> <p>B) How can we release tension in the body and mind at school and at home</p> <ul style="list-style-type: none"> <li>Share relaxation techniques through leadership to allow space for the mind to slow down</li> <li>Remember: slow down breathing (intake 7/out 7)</li> <li>release tension in the body from head to toe by adjusting position slightly (let feet fall apart)</li> <li>Remind yourself of a happy place (think of a visual, smells, how do you feel there)</li> </ul> <p>C) Develop moves and positions our bodies can achieve at that moment in time</p>	<p><b>Key Methods of Delivery</b></p> <p>Reciprocal coaching- step by step guidance and support to perform a sequence of poses/movements. Guided discovery different stages/poses to suit individuals</p> <p>Upbeat tunes to maintain high level of movement and intensity</p> <p>Paired work for circuits section of aerobics</p>	<p><b>Suggested Activities/ Tasks</b></p> <p>Students follow teachers step by step guidance and support to perform a sequence of poses/movements safely.</p> <p>Use of different stages demonstrated by teacher depending on students flexibility.</p> <p>Students to hold a specific pose or movement for as long as the individual possibly can.</p> <p>Workout using high knees, heel flicks, star jumps, grapevine</p> <p>Students create a circuit for own areas to focus only features of the room (bench, wall &amp; floor) Mats to be used when using floor</p>
		<p><b>Class Discussion</b></p> <p>How can yoga help me today?</p> <p>What happens if I'm not comfortable relaxing in front of others?</p> <p>What will aerobics do to my body?</p> <p>Can I focus on specific areas only?</p>
		<p><b>CC Links</b></p> <p>PSHE-respect, tolerance, self believe. Healthy living/lifestyle</p>



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## Physical Literacy, Health, Wellbeing, Development

<ul style="list-style-type: none"> <li>• maximise own capabilities in a range of movement creating flexibility, strength and co-ordination</li> <li>• Increase range of movement over time regardless of body shape, size so you can feel the long-term benefit</li> </ul> <p><b>KQ3 – How do we do aerobics?</b></p> <ul style="list-style-type: none"> <li>• Exercise to music to strengthen and tone our bodies.</li> <li>• Developing stance and body position to ensure safe and full movement</li> <li>• Focus to maintain intensity and quality of effort (effort is what you give to each movement and what you want to achieve from this)</li> <li>• Circuits (short timed exercises with no equipment just mats)</li> </ul> <p><b>KQ4 – What happens to your body when you do aerobic exercise?</b></p> <ul style="list-style-type: none"> <li>• Regular aerobic exercise improves your cardiovascular fitness by increasing your capacity to use oxygen. It increases your heart capacity to send blood to your muscles.</li> <li>• Increases energy levels and endurance which means you can be active longer without getting tired</li> <li>• Improves your circulation and helps your body use oxygen better.</li> </ul>		<p>Science/Sport Studies-cardiovascular and circulation, endurance.</p>
<p>HALF TERM 5: Rounders</p> <p><b>KQ1 – What skills do I need to perfect to improve my game?</b></p> <ul style="list-style-type: none"> <li>• Bowl accurately, with correct technique - face target, with ball in dominant hand. Swing your arm forward, transferring your weight from your back foot to front foot. Release the ball when your arm is positioned in front of your body. Your fingers should be pointing at the target when the ball is released.</li> <li>• Catch balls at varying height and pace consistently - if ball coming high, feet shoulder width apart, hands placed above head creating a triangle with thumbs and forefingers, and rest of fingers spread. Once ball is in hands, pull ball into chest to protect.</li> </ul>	<p><b>Key Methods of Delivery</b></p> <p>TGFU – students should be in full games with a focus on performing the skills to be able to compete successfully.</p>	
		<p><b>Suggested Activities/ Tasks</b></p> <p>Full games where possible to reinforce rules and regulations, and also tactical play. Encourage practicing a variety of batting techniques within the game, to emphasise the difference and impact of them.</p>
		<p><b>Class Discussion</b></p> <p>Being able to communicate constructive criticism with peers, to enable them to improve their performance</p>
<p><b>KQ2 - can I lead a Rounders specific warm up?</b></p> <ul style="list-style-type: none"> <li>• Pulse raiser - side steps, jogging, touching floor, jumping,</li> </ul>		<p><b>CC Links</b></p> <p>PSHE – leadership skills, teamwork</p>



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

## Physical Literacy, Health, Wellbeing, Development

<ul style="list-style-type: none"> <li>• Stretches – quadricep, hamstring, gastrocnemus, tricep, bicep,</li> </ul> <p><b>KQ3 - What tactics are required to be successful in Rounders?</b></p> <ul style="list-style-type: none"> <li>• Use the rules to outwit your opponents - if there is a backward hit, backstop to throw the ball straight to 2nd base to prevent half rounder being scored by the batting team</li> <li>• Be able to disguise your hit, depending on the fielding positions - turn body position at the last minute to hit in a direction that the fielding team aren't expecting. Develop the backhand hit - the backhand technique is used for tactical reasons to trick the opposition. You start out in a normal batting stance facing bowler and once the bowler releases the ball, you bring the bat across your body and strike the ball using a backhand hit. If executed with accuracy, the ball should be placed between first and the back line where many teams won't have a fielder in position.</li> <li>• Donkey drop bowl - the ball is bowled above the target area, and then drops into it when reaching the batter's box just below head height, making it a legal ball. It forces the batter to hit the ball upwards and therefor making it easier for the fielders to catch the ball.</li> </ul> <p><b>KQ4 - can I analyse my own, and others' strengths and areas for development, giving solutions to improve?</b></p> <ul style="list-style-type: none"> <li>• Recognise a good performance, and state why it is good</li> <li>• Recognise where technique needs to be developed</li> <li>• Give constructive feedback to others regarding their performance</li> </ul>		<p>Science – effects of exercise on the body</p>
<p>HALF TERM 5: <b>Athletics</b></p> <p><b>KQ1 – How can we improve throws/jumps in athletics?</b></p> <ul style="list-style-type: none"> <li>• Research and watch clips of top athletes in competition, play, pause make notes</li> <li>• Know where you need to focus in order to execute with accuracy-self assessment</li> <li>• Remember footwork-preparation, execution, follow through and more</li> </ul>	<p><b><u>Key Methods of Delivery</u></b></p> <p>Guided discovery-record and review, prior learning Reciprocal coaching-Developing weight transfer (low to high), release at crucial point, footwork and power in throws.</p>	<p><b><u>Suggested Activities/ Tasks</u></b></p> <p>Partner work-record and review Student lead warm up-testing reaction time, pulse raiser and stretches, plyometrics for regular athletes.</p>



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<p>importantly after throw/jumps-exit area rules</p> <p><b>KQ2 – Can you identify areas of improvement with your track events (short and long-distance running)?</b></p> <ul style="list-style-type: none"> <li>• Good starting position (sprint start to create power and speed)</li> <li>• Know exactly where to stand for your distance of event on the track, stay in lane, move lane and finish</li> <li>• Pacing with competitiveness and reflect on own ability. Know your age group time for a specific distance and build targets around this.</li> </ul> <p><b>KQ3 - What can I do if I want to pursue this area of interest?</b></p> <ul style="list-style-type: none"> <li>• Practice as much as possible</li> <li>• Attend after school clubs</li> <li>• Seek advice from your local club (visit one of their training sessions)</li> </ul>	<p>Small groups running together</p>	
<p>HALF TERM 6: <b>Cricket</b></p> <p><b>KQ1 – What tactics can we use when bowling?</b></p> <p>A) consistency in the correct technique          B) bowl with fluency and accuracy          C) develop knowledge of tactics when bowling:</p> <ul style="list-style-type: none"> <li>• The length to bowl</li> <li>• The line of the ball</li> <li>• Where to bowl to encourage batsman to play certain shots</li> <li>• Use of swing/spin/seam bowling</li> </ul> <p>D) plan for each batsman based on their weaknesses e.g. can't play the short ball, struggles on their legs.</p> <p><b>KQ2 - How do I implement the rules and regulations of cricket?</b></p> <p>A) have sound knowledge of the rules of cricket          B) be able to umpire a small sided game with confidence, making calls on</p> <ul style="list-style-type: none"> <li>• Wickets</li> <li>• Wides</li> <li>• No balls</li> </ul> <p><b>KQ3 – What tactics can be used when batting in a game?</b></p> <p>A) be able to confidently hit the ball around the field to avoid fielders          B) to increase or decrease power depending on the field</p>	 <p><b><u>Class Discussion</u></b>          How can technique improve my performance?</p> <p>What are your age group timings for specific distances in your area of interest in athletics and how did these people achieve this?</p> <p>Where can I be professionally coached for this specific area of athletics?</p>	<p><b><u>CC Links</u></b>          Science- warm up, why is it important? Effects of exercise on the body.          Sports Studies- CoF (what are we using for jumping, throwing &amp; running)          Maths: Recording measurement of distances thrown/run. Trajectory of throws (technique for height). Timing for runs</p>
<p><b>Key Methods of Delivery</b>          TGFU – being able to implement the rules of the game          Reciprocal coaching – developing the line and length to bowl, partner help.</p> <p><b>Suggested Activities/ Tasks</b></p> <ul style="list-style-type: none"> <li>• Scenario cards highlighting batsmans innings, students must then bowl an over based on the batsman</li> <li>• Game situation, 2 batsman and fielders in a range of positions, ball is bowled and batsman have a target of how many runs to score that ball. They must decide the shot/power/direction to play to be able to score the correct amount of runs.</li> </ul>	 <p><b><u>Class Discussion</u></b></p> <ul style="list-style-type: none"> <li>• What does it take to be a good umpire?</li> <li>• What is the advantage of rotating the strike when batting?</li> </ul>	<p><b><u>CC Links</u></b></p> <ul style="list-style-type: none"> <li>• History – how did cricket travel from England to the rest of the world?</li> <li>• PSHE – British values – rules and regulations</li> </ul>
		<p><b><u>CC Links</u></b></p> <ul style="list-style-type: none"> <li>• History – how did cricket travel from England to the rest of the world?</li> <li>• PSHE – British values – rules and regulations</li> </ul>
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<p>C) to make decisions on which shot to play depending on the pitch and length of the ball D) know when to attack or defend.</p>		
<p>HALF TERM 6: <b>Dance</b> <b>KQ1 – How do we make routines aesthetically pleasing?</b> A) tension of the muscles in the body to keep strong positioning B) extension of the limbs and fingers to fully finish each move C) pointed toes <b>KQ2 – What elements are needed to choreograph a piece?</b> A) use of choreographic devices such as</p> <ul style="list-style-type: none"> <li>• basic movement</li> <li>• Travel</li> <li>• Flow</li> <li>• Transitions</li> <li>• Dynamics</li> <li>• Layout</li> <li>• Rhythm</li> <li>• Musicality</li> <li>• Gesture</li> <li>• Stillness</li> <li>• Turn</li> <li>• Levels</li> <li>• Unison</li> <li>• Cannon</li> <li>• repetition.</li> </ul> <p><b>KQ3 – How do I improve mine and others' performance?</b> A) be able to highlight the strengths and weaknesses of performance based on the successful or unsuccessful use of choreographic devices. B) give solutions on how to better the performance. <b>KQ4- how do I choreograph my own piece</b> A) use of choreographic devices B) use of flow and rhythm C) use of creative moves to portray a theme or emotion.</p>	<p><b>Key Methods of Delivery</b> Guided discovery – how can we move our bodies to be aesthetically pleasing in a range of themes Record and review – individuals/pairs/groups can be recorded to show their timing, tension, extension etc. be able to generate WWW and EBI</p> <p><b>Suggested Activities/ Tasks</b></p> <ul style="list-style-type: none"> <li>• Give students a theme, song and a 16 count start to the dance, they must then create another 16 counts (more if able) with the use of choreographical devices.</li> <li>• Teacher led pre choreographed dance that the students must do, they then must use the devices to make the dance more complex and appealing.</li> </ul> <p> <b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>• What is tension/extension and why are they important in dance?</li> <li>• How does dance differ around the world?</li> </ul> <p> <b>CC Links</b></p> <ul style="list-style-type: none"> <li>• Geography – how does dance differ across the world</li> <li>• Drama – confidence in performance</li> <li>• English/drama - creativity and imagination</li> <li>• Music – rhythm and timing.</li> </ul>	