

KS4 PE/BTec Curriculum Overview

Subject Curriculum Intent:

Pupils should be taught to **combine & modify skills & tactics to outwit opponents** in a range of **small-sided competition**, establishing **skill & knowledge transfer between activities**. They should analyse their own & opponents' strengths & weaknesses, **developing strategies to utilise space and produce successful outcomes**, and **action plan ways of improving their personal best**. They should have an awareness of **emerging sports** in the UK and develop **leadership skills** to manage equipment, space, and others.

and take part in **athletics and outdoor & adventurous activities (Tracker)** to develop **problem solving** skills. They should develop knowledge of **fitness training principles** and aim to access training/competitive sport outside of school to establish lifelong participation. Children will also gain a **BTec qualification in Sport** whilst at the same time improving their keyboard skills, how to use search engines effectively, planning short- and long-term goals and understanding the importance of being prepared for adulthood.

Terms	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Due to interventions/CI ass sizes some activities may change e.g., Walk n Talk instead of Core Activity	Parkour Dodgeball Football	Invasion Games Basketball Netball	Net & Wall Games Badminton Tennis	Health/Fitness/ Regulation Circuits Boxing	Striking & Fielding Cricket Baseball	Athletics Tracker

<p>Core Knowledge:</p> <p>Locomotor</p> <p>Non- Locomotor</p> <p>Manipulative</p> <p>Communication</p> <p>Independence</p> <p>Resilience</p> <p>Balance</p> <p>Reflection</p> <p>Rules</p>	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> • Dribbling, turning & control to create space. • Shooting techniques to eliminate & score. • Rules & consequences in small-sided games. • Analysis of strengths & possible improvements <p><u>Parkour</u></p> <ul style="list-style-type: none"> • Use only coloured mats. • Introduce apparatus for difficulty. • Apply strategies to outwit your opponents in TAG Parkour <p><u>Dodgeball</u></p> <ul style="list-style-type: none"> • Vary game rules. • Tactics • Having fun • Learning to lose <p><u>Basketball</u></p> <ul style="list-style-type: none"> • Warm up and cool down drills • More complex dribbling • Moving and shooting • Lay ups • Using space effectively to gain an advantage. • Matches against other schools. <p><u>Netball</u></p> <ul style="list-style-type: none"> • Shot/pass selection. 	<p><u>Net & Wall Games</u></p> <ul style="list-style-type: none"> • skills & knowledge in isolated practice & pair work. • Using combinations and movement with more confidence • Understanding body positioning and using breathing techniques <p><u>Badminton/Tennis</u></p> <ul style="list-style-type: none"> • Rules • Attack • Positioning • Singles • Doubles • Creating rallies • Understand scoring. <p><u>Health/Fitness & Regulation</u></p> <p><u>Circuits</u></p> <ul style="list-style-type: none"> • Working towards a time/sets • Setting a personal goal • Working in a pair • Independence • Understanding muscle groups • Warmups and cool downs 	<p><u>Striking & Fielding Games</u></p> <ul style="list-style-type: none"> • Fielding & batting skills for different contexts (selecting skills in changeable situations). • Bowling & batting to eliminate opponents. • Rules & consequences in small-sided comp. • Analysis of strengths & possible improvements. • Transfer of techniques, rules (& tactics) across striking & fielding activities. <p><u>Cricket/Baseball</u></p> <ul style="list-style-type: none"> • Catching in the deep (high) and short. • Long barrier & intercepting skills. • Throwing techniques – overarm, bowling & pitching. • Hitting techniques to contact the ball. • Rules to safely setup & play competitive games. • Basic scoring to determine success. • Fielding & batting skills for different contexts (selecting skills in changeable situations). • Bowling & batting to eliminate opponents. • Analysis of strengths & possible improvements.
--	--	---	---

- Attacking shots to gain advantage.
 - Understanding rules.
 - Analysis of strengths & possible improvements.
- Transfer of techniques, rules (& tactics) across net/wall activities.

Football

- Understand offside rule, handball.
- Drills to improve fitness.
- Positioning in an attack
- How to defend/without the ball
- Positioning without the ball
- Sportsmanship in victory and defeat
- Matches against other schools.

Boxing

- Understanding how heartbeat changes under stress
- Types of training routines and their benefits to fitness.
- Safe sparring and understanding how to attack and defend.
- Warm up and cool down exercises for specific muscle
- Importance of distancing

- Transfer of techniques, rules (& tactics) across striking & fielding activities.
- Experience playing on a professional pitch.

Athletics

- Run - pacing & sprint starts techniques.
- Jump - take-off principles, scissors technique.
- Throw - grip, stance & push/pull/sling actions.
- Rules and procedures for safe setup & performance in athletic events.
- Measuring & assessing performance.
- Event-specific techniques to improve distances & times – run ups, shuffles, changeovers, bend running.
- Exploring new running and jumping events & techniques.
- Evaluate strengths & weakness of performance.
- Sequencing of techniques allows effective transfer of skills & rules across activities to consolidate knowledge & consistency in skills.

Tracker

- Decision making
- Strategies

			<ul style="list-style-type: none"> • Teamwork • Independence • Communication
<p>Why this learning now?</p>	<ul style="list-style-type: none"> • Build on skills, rules & concept of possession learnt in KS3. • Transfer of skills & concepts between invasion activities – recall of crucial knowledge & skills. • Build on techniques & criteria learnt in KS3. • Different manipulative skills (feet) to build up from more basic skills (dribbling) to more advanced skills such as tackling/positioning/feinting/Using space to gain an advantage. • Inter house competitions. • School Competitions 	<ul style="list-style-type: none"> • Build on serving & rallying techniques and rules learnt in KS3. • Natural progression of skills & knowledge into Y10. • Sequenced to build up from more basic skills (e.g., volleying) to more advanced attacking skills (e.g., smashing). • Transfer of skills & concepts between net/wall activities – recall of crucial knowledge & skills learnt in KS3. • Build on fitness components & testing learnt in KS3. • Lessons sequenced to use understanding of muscles to inform resistance training exercises. • Training benefits transferred across different types of training. • Access to gyms outside of school/BST • Build on boxing knowledge in KS3. 	<ul style="list-style-type: none"> • Build on core catching, throwing & hitting techniques learnt in KS3. • Sequenced so pupils will build skills to play small-sided games. • Transfer of skills & concepts between striking & fielding activities – recall of crucial knowledge. • (Athletics) Build on core running, jumping & throwing techniques & rules learnt in KS3. • Seasonal activity (summer) - enables access to sports day competitions. • Sequencing of techniques allows effective transfer of skills & rules across activities to consolidate knowledge & consistency in skills.

		<ul style="list-style-type: none">• Focus on independence.• Breathing techniques under pressure	<ul style="list-style-type: none">• Consistency in measuring & assessing performance against previous scores
--	--	--	--

Assessment Opportunities	<p>AFL embedded throughout, with regular formative assessment taking place via:</p> <ul style="list-style-type: none"> • Recall starters/warm up tasks to link & assess prior learning. • Teacher observation of lesson-based assessment objectives – focus on Physical, Psychological & Personal with links to school values. • Live and verbal feedback. • Targeted questioning and whole-class feedback. • Self- & peer-assessment of techniques and tasks. <p>Summative ‘Assessment Tasks’ at the end of each activity unit to inform progress – use against Thresholds.</p> <ul style="list-style-type: none"> •Skills & knowledge in isolated practice & group work. •Application of skills, rules & know. into small- sided competition to create space & eliminate. •Peer-assessment of techniques & sequences in coaching & judging roles. •Look for transition of skills learned in Netball/Basketball/Football • Dual coding/Questioning • skills & knowledge in isolated practice & pair work. •Using combinations and movement with peer observation • Self- & peer-assessment (coaching) tasks. • Leadership qualities observed. • Performance of techniques on gym apparatus and application within sequences. • Questioning/Dual Coding •Event-specific techniques in controlled practice situations. •Application of event procedures & techniques to perform safely & improve distances/times in competition. •Self-assessment of athletic performance using past records/results. •skills & knowledge in isolated practice & group work. •Application of techniques & rules into small- sided competition to officiate, take wickets & score runs (outwit opponent). 					
Pearson BTEC Level 1 Introductory	Task 1 Explore the benefits of developing a	Task 2 Find out about progression opportunities	Task 3 Identify entry requirements for progression	Task 4 Identify the skills and behaviours needed to meet progression goals	Task 5 Produce a Progression Plan	Due to interventions/poor attendance/late starters etc. there is allocated time at the end to allow pupils to catch up.

Award in Sports YR 10	progression plan.				
	Complete pages 1-13 of Unit A2 booklet	Complete pages 14-17 of Unit A2 booklet	Complete pages 18-22 of Unit A2 booklet	Complete pages 23-27 of Unit A2 booklet	Complete pages 28-31 of Unit A2 booklet
Pearson BTEC Level 1 Introductory Award in Sports YR 11	Learning aim A: Show skills and techniques in sport Evidence Checklist: <ul style="list-style-type: none"> • Video and observation record 			Learning aim B: Review own performance when playing sport to improve skills and techniques. Evidence Checklist: <ul style="list-style-type: none"> • Photos. Reflection of strengths and weaknesses/Written analysis of own performance and areas for improvement. 	
Key Vocabulary: Gateway 500 + Vocabulary for preparing for adulthood	Fun, competitive, sequenced, advanced, long term/short term goals, reflection, dual coding, questioning, leadership, respect, independence, teamwork, job, earning a wage, career opportunities, job prospects				
Why this learning now?	Students start their BTEC qualification in Year 10; Unit A2 - Developing a Personal Progression Plan . This takes them a year to complete. They then start the second part; SP7 - Reflection in Sport in Year 11. Due to KS4 now only having 1 PE lesson per week, it is imperative that they complete their BTEC work first before they enter the practical side of their lesson.				
School values covered	Personal' skills to be developed across activities: <ul style="list-style-type: none"> • Balance – having a balanced response to peers and teacher's decisions. • Going beyond your borders – Completing a BTEC qualification in Sport • Resilience – developing techniques to manage stress and anxiety. • Communication – developing verbal and listening skills. • Independence – developing personal responsibility. • Reflection – thinking about our actions and how to improve for next time 				

**Links to
careers
and the
world of
work**

Pupils will develop transferrable skills & qualities, such as keyboard skills, teamwork, communication, honesty & physical endeavor to help in a host of future careers, including Fitness instructors and roles in the health/leisure sector Teaching and sports coaching, researchers and sports science, professional athletes etc.