

# Y10 PE Curriculum Progression Map for Unit RO43 – The Body’s Response to Physical Activity.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Dates</b>	4 <sup>th</sup> September – 20 <sup>th</sup> October	30 <sup>th</sup> October – 15 <sup>th</sup> December	2 <sup>nd</sup> January – 9 <sup>th</sup> February	19 <sup>th</sup> February – 23 <sup>rd</sup> March	9 <sup>th</sup> April – 25 <sup>th</sup> May	4 <sup>th</sup> June – 24 <sup>th</sup> July
<b>Weeks</b>	7 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	7 weeks
<b>Lessons</b>	21 lessons approx.	21 Lessons approx.	18 Lessons approx.	15 Lessons approx.	15 Lessons approx.	21 Lessons approx.
<b>Inset</b>	2 <sup>nd</sup> , 3 <sup>rd</sup> , 20 <sup>th</sup> September	2 <sup>nd</sup> December	-	-	-	23 <sup>rd</sup> July, 24 <sup>th</sup> July
<b>Unit Title</b>	Learning Objective 1 – Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles	Learning Objective 2 – Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness	Learning Objective 3 – Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory	Learning Objective 4 – Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory		
<b>Sequence</b>	<ul style="list-style-type: none"> <li>6 basic fitness tests to be completed in each lesson. Results to be recorded in the ABCD booklets.</li> <li>6 min endurance Run</li> <li>30 metre sprint</li> <li>Sit up (muscular endurance) test</li> <li>Balance test</li> <li>Agility</li> <li>Standing long jump</li> </ul>	<p>Key skills to include:</p> <p>Passing Control &amp; Turning Attack/Beating an opponent Shooting Defensive Tactics Set Plays</p>	<p>Key skills to include:</p> <p>Trampoline safety: Basic jumps/aerial shapes/turns Seat drop + combination development Swivel hips. Front drop Front drop development + Routine creation Routines + Assessment</p>	<p>Key skills to include:</p> <p>Introduce the Grip and ready position Introduce the Overhead/Underarm Clear Introduce the Drop shot Introduce the Smash Doubles and singles tactics</p>	<p>Key skills to include:</p> <p>Sprint running technique (100/200/400m) Middle distance running – 800m Jumping - triple jump Throwing – shot putt Throwing – javelin High jump</p>	<p>Key skills to include:</p> <p>Throwing/catching/fielding Bowling development Batting development Fielding roles/outwit opponents Evaluation of tactics/peer assessment</p>
<b>Rationale</b>	<p>Pupils are baselined upon entry into year 7 and the testing allows teachers to gain an understanding of the student’s ability coming in at KS3.</p> <p>The tests are repeated at the same time in year 8 and then year 9, results are recorded every year in the same booklet. This allows students and teachers to see any progression made but also any regressions.</p> <p>Students are introduced the terminology associated with each of the tests to start to build their vocab.</p>	<p>Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>Teams will be expected to plan strategies and implement them in different situations in a football game.</p> <p>In invasion games the main intention is to invade your opponents’ territory and to outwit them so that you can score goals or points.</p>	<p>In this unit pupils will focus on the basic safety issues around the trampoline.</p> <p>Pupils will accurately replicate skills and movements individually and in combination focusing on the correct techniques.</p> <p>Pupils will show creativity, control, fluency and aesthetics in developed sequences. Students will evaluate and assess movements to improve sequences.</p>	<p>Pupils will focus on replicating and developing techniques as well as implementing and refining strategic play to outwit opponents.</p> <p>Pupils will be able to demonstrate the essential elements of attack and defence.</p> <p>In net games, it is the player aim to get the ball to land in the target area so that the opponent cannot return it.</p>	<p>Pupils will further enhance replication and performance across all disciplines.</p> <p>Pupils to gain a further understanding of fitness and its relationship to performance.</p> <p>Pupils will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others.</p> <p>In athletic activities, pupils will engage in performing skills and personal and collective bests in relation to speed, height and distance.</p>	<p>Pupils will demonstrate timing and fluency in the replication of techniques for batting, bowling and fielding.</p> <p>Pupils will work on improving the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs.</p> <p>Pupils should be able to accurately score &amp; officiate games.</p>
<b>Key Building Blocks</b>	<p>Knowledge of: Fitness Health Leading a Healthy, Active Lifestyle</p>	<p>Knowledge of: Experienced setting up and organising football practices in groups Applied and adapted the principles of attack and defence in small sided games Lead own warm up and cool down safely.</p>	<p>Knowledge of: Experienced some of the safety aspects Experienced the getting out and putting away of the equipment Experienced some spotting Experienced basic jumping and stopping</p>	<p>Knowledge of: Experienced a range of net games Experienced a range of roles within games Experienced some strategic ideas Played competitively</p>	<p>Knowledge of: Acquired sound technique in events. Gained knowledge of relay racing Awareness of strengths and limitations Applied strategies in competitive situations</p>	<p>Knowledge of: A range of batting, bowling and fielding techniques. A range of tactics Understanding and identification of specialist positions for rounder’s.</p>
<b>Retrieval Practices</b>	<p>Whiteboard activities Q and A session Practical performance Demonstration</p>	<p>Whiteboard activities Q and A session Practical performance Demonstration</p>	<p>Whiteboard activities Q and A session Practical performance Demonstration</p>	<p>Whiteboard activities Q and A session Practical performance Demonstration</p>	<p>Whiteboard activities Q and A session Practical performance Demonstration</p>	<p>Whiteboard activities Q and A session Practical performance Demonstration</p>
<b>Key Skills</b>	<p>Listening Practical application Preparing safely Cooperation</p>	<p>Passing Shooting Control and heading High quality performances Accurate replication</p>	<p>Preparing safely Cooperation and communication Teamwork Tactics</p>	<p>Preparing safely Cooperation and communication Teamwork Tactics</p>	<p>Pacing Timing Consistency Safety Mental determination</p>	<p>Preparing safely Cooperation and communication Teamwork Tactics</p>
<b>Key terms</b>	<p>Muscular Endurance Agility Muscular Strength Power Healthy Lifestyle Choices</p>	<p>Planning and playing of games Team strategy, Team play, Tournaments Competitions Officiating Outwitting an opponent.</p>	<p>Performance related language Criteria for observing and judging Movement names Aesthetics</p>	<p>Tactics and techniques Forehand Backhand Smash Overhead Volley Drop shot, block.</p>	<p>Aerobic and anaerobic exercise, - improving stamina, strength and/or suppleness Training programmes, - interval, pyramid, repetitions and sets, fartlek, cross-training Health-based and performance-based programmes, - judging, officiating, feedback</p>	<p>Tactics and techniques, - stance, body position, follow-through, mechanics of movement, no ball, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation.</p>
<b>Numeracy</b>	Measuring, timing, angles	Pitch measurements and markings, angles.	Scoring, Movement.	Scoring, timings.	Angles, measurements, timings.	Scoring systems, pitch angles.
<b>Formative Assessment</b>	Peer & Self-Assessment Teacher feedback	Peer & Self-Assessment Teacher feedback	Peer & Self-Assessment Teacher feedback	Peer & Self-Assessment Teacher feedback	Peer & Self-Assessment Teacher feedback	Peer & Self-Assessment Teacher feedback
<b>Summative Assessment</b>	Fitness test results	Practical assessment linked with the ABCD booklets	Practical assessment linked with the ABCD booklets	Practical assessment linked with the ABCD booklets	Practical assessment linked with the ABCD booklets	Practical assessment linked with the ABCD booklets
<b>SMSC, BV &amp; Cultural Capital</b>	Links with the Olympics, discussion of Athletic events and various Athletes from around the world who excel.	Football teams and players from around the world.	Citizenship – sportsmanship and learning to be tolerant of others.	Citizenship – sportsmanship and learning to be tolerant of others.	Citizenship – sportsmanship and learning to be tolerant of others. Links with the Olympics, world Championships, Diamond League events.	Citizenship – sportsmanship and learning to be tolerant of others.

<b>Linking curriculum to careers</b>	Linking to fitness instructor careers and PT trainers who complete fitness tests as part of their job.	Links to jobs and careers within the Football industry. Coaching, managers etc.	Links to jobs and careers within the health, fitness and sports industry.	Links to jobs and careers within the health, fitness and sports industry.	Links to jobs and careers within the health, fitness and sports industry.	Links to jobs and careers within the health, fitness and sports industry.
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