

## Hobart High School Key Stage 4 Curriculum Map – Year 10



Department / Syllabus Link: Y10 Physical Education - Core

	GCSE Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn + Spring</b>	FOOTBALL / NETBALL / TABLE / HANDBALL / BASKETBALL / FITNESS / BADMINTON  (Rotational)	<ul style="list-style-type: none"> <li>Tactical knowledge in competitive situations;</li> <li>Roles and responsibilities within competitive situations.</li> <li>Officiating and running competitions.</li> <li>Strengths and Weaknesses of Formations.</li> <li>Understanding components of fitness and effect on later life.</li> <li>Leadership and running competitions / drills.</li> </ul> <ul style="list-style-type: none"> <li>Demonstrate attack and defence skills</li> <li>Understand tactics, formations and strategies to overcome opponents in team and individual games.</li> <li>Select and use the correct skills and techniques to improve performances.</li> <li>Be able to lead a group in any stage of the lesson</li> <li>Able to officiate in a competitive situation</li> <li>Understand the principle of training when looking at fitness</li> <li>Analysis own and others work to compare against previous performances.</li> </ul>	N/A	Healthy Lifestyles Leadership Teamwork
<b>Summer 1</b>	ROUNDERS / ATHLETICS / TENNIS  (Rotational)	<ul style="list-style-type: none"> <li>Tactical knowledge in competitive situations;</li> <li>Roles and responsibilities within competitive situations.</li> <li>Officiating and running competitions.</li> <li>Strengths and Weaknesses of Formations.</li> <li>Leadership and running competitions / drills.</li> </ul> <ul style="list-style-type: none"> <li>Demonstrate attack and defence skills</li> <li>Understand tactics, formations and strategies to overcome opponents in team and individual games.</li> </ul>	N/A	Healthy Lifestyles Leadership Teamwork

		<ul style="list-style-type: none"><li>• Select and use the correct skills and techniques to improve performances.</li><li>• Be able to lead a group in any stage of the lesson</li><li>• Able to officiate in a competitive situation</li><li>• Analysis own and others work to compare against previous performances.</li></ul>		
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## Hobart High School Key Stage 4 Curriculum Map – Year 10



Department / Syllabus link: Y10 Physical Education – GCSE Practical

	GCSE Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment	Personal Development
Autumn + Spring	NETBALL	<ul style="list-style-type: none"> <li>• passing (shoulder, chest, bounce, two handed over-head)</li> <li>• handling (ball control)</li> <li>• catching (one handed, two handed, static, on the move)</li> <li>• footwork (landing, pivot, running pass)</li> <li>• evasion (holding space, dodging)</li> <li>• shooting where appropriate to position (one/two handed, forward/backward step shot)</li> <li>• defending stages (1: player-to-player; 2: defending the pass; 3: denying space)</li> <li>• contribution to open play (holding space, back up on the circle edge) in attack and defence</li> <li>• contribution to set play/moves, (back line passes, centre passes, throw-in) in attack and defence</li> <li>• decision making (making correct decision to use appropriate techniques)</li> <li>• contribution to strategy and tactics</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• ability to adapt to the environment and changing circumstances (weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>	<p>Pupils will be assessed on any four of the skills listed when performed in isolation or unopposed practice. (1-10)</p> <p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations. (1-25)</p>	Healthy Lifestyles Leadership Teamwork

<p><b>Autumn + Spring</b></p>	<p>FOOTBALL</p>	<p>Outfield players' skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (short passes - push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• heading (attack/defence)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting - dominant foot).</li> </ul> <p>receiving the ball and control (first touch, either/both feet, thigh, chest)</p> <ul style="list-style-type: none"> <li>• jockeying (shadowing ball/player, channelling)</li> <li>• striking the ball (shooting, clearing, long passes)</li> </ul> <ul style="list-style-type: none"> <li>• throw ins – attack defence (short/long)</li> <li>• restarts – attack/defence (corners, free kicks)</li> <li>• contribution to open play: unit formation, specific role – keeping/regaining possession, support (attack and defence)</li> <li>• contribution to set play/moves, e.g. free-kicks, corners, throw ins (attack and defence)</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul> <p>receiving the ball and control (first touch, either/both feet, thigh, chest)</p> <ul style="list-style-type: none"> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>	<p>Pupils will be assessed on any four of the skills listed when performed in isolation or unopposed practice. (1-10)</p> <p>Pupils will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well. (1-25)</p>	<p>Healthy Lifestyles Leadership Teamwork</p>
<p><b>Autumn + Spring</b></p>	<p>SWIMMING</p>	<p>Start, entry, movement under water, body position, breathing control, arm action and leg kick, coordination of arms and legs, pace of swim, turn, finish.</p>	<p>Performance of one of the following strokes: front crawl, back crawl, breast stroke or butterfly. All strokes to include starts, turns and finishes, and to cover appropriate distances</p>	<p>Healthy Lifestyles Leadership</p>

		<p>One stroke in one of the distances below for their chosen stroke in a race/competitive event:</p> <ul style="list-style-type: none"> <li>• Front crawl: 50m, 100m, 200m, 400m, 800m or 1500m</li> <li>• Back crawl: 50m, 100m or 200m</li> <li>• Breast stroke: 50m, 100m or 200m</li> <li>• Butterfly: 50m, 100m or 200m.</li> </ul> <p>Criteria on which performance is to be judged:</p> <ul style="list-style-type: none"> <li>• Level of technical efficiency and the use of strategies.</li> <li>• Pacing.</li> <li>• Ability to adapt to external factors.</li> <li>• Decision making.</li> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>	<p>to ensure full range of skills is demonstrated. (1-10).</p> <p>Pupils will be assessed on the quality of their skills, technique and decision making processes to meet the challenges of a conditioned/formal/competitive situation, for one stroke in one of the distances below for their chosen stroke in a race/competitive event: (1-25)</p>	
<p><b>Autumn + Spring</b></p>	<p>BASKETBALL</p>	<ul style="list-style-type: none"> <li>• passing and receiving – chest, bounce, javelin, overhead</li> <li>• shooting – lay-up, reverse lay-up with weak hand, set, jump</li> <li>• dribbling – either hand, changes of direction, pace, crossover, spin</li> <li>• rebounding and boxing out</li> <li>• footwork – pivot, stop.</li> </ul> <ul style="list-style-type: none"> <li>• application in competitive situation: fast break, give and go, 1 v. 1 attack and defence, man to man and zone defence, post play, screens, re-starts like jump ball and out of bounds, motion and zone offence</li> <li>• appropriate technique with accuracy, and optimum trajectory and pace</li> <li>• decision making</li> <li>• taking into account a range of factors that impact on success such as strengths and weaknesses of</li> </ul>	<p>Pupils will be assessed on any four of the skills listed when performed in isolation or unopposed practice. (1-10)</p> <p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the</p>	<p>Healthy Lifestyles Leadership Teamwork</p>

		<p>opponent(s), or playing circumstances (such as taller opposition)</p> <ul style="list-style-type: none"> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>	<p>skills/techniques from isolation/unopposed situations. (1-25)</p>	
<p><b>Autumn + Spring</b></p>	<p>TABLE TENNIS</p>	<ul style="list-style-type: none"> <li>• grip and ready position</li> <li>• movement at and around the table</li> <li>• push – forehand and backhand</li> <li>• topspin drives – forehand and backhand</li> <li>• serves – chop, top spin and side spin</li> <li>• return of serve</li> <li>• loop – forehand and backhand</li> <li>• sidespin loop – forehand • block.</li> </ul> <ul style="list-style-type: none"> <li>• tactical application: third ball attacks, variation, deception, in doubles (if offered as a doubles activity)</li> <li>• appropriate shot selection with length, height, speed and angle</li> <li>• taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), playing conditions (such as space around the table)</li> <li>• demonstrating communication and influence on performance</li> <li>• applying own strategy in competitive play</li> <li>• ability to adapt to the environment and changing circumstances</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>	<p>Pupils will be assessed on any four of the skills listed when performed in isolation or unopposed practice. (1-10)</p> <p>Pupils will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations. (1-25)</p>	<p>Healthy Lifestyles Leadership Teamwork</p>
<p><b>Autumn + Spring</b></p>	<p>TRAMPOLINING</p>	<p><b>Basic categories of skills:</b></p> <ul style="list-style-type: none"> <li>• Basic jumps: tuck jump; pike jump; straddle jump; half twist; full twist.</li> <li>• Basic twists: seat drop, half twist to feet; half twist to seat drop; swivel hips.</li> <li>• Basic landings: seat drop; front drop; back drop.</li> </ul>	<p>Pupils will be assessed the quality of either the four basic categories of skills or the four advanced categories of skills – one from each category. (1-10)</p>	<p>Healthy Lifestyles</p>

		<ul style="list-style-type: none"> <li>• Basic combinations: seat drop to front drop; front drop to seat drop; front drop, half twist to feet; half twist to front drop; back drop, half twist to feet; half twist to back drop.</li> </ul> <p><b>Advanced categories of skills:</b></p> <ul style="list-style-type: none"> <li>• Advanced twists: one and a half twist jump; half turntable; full turntable.</li> <li>• Advanced landings: back drop to front drop; front drop to back drop.</li> <li>• Advanced landings, including twisting and rotation: back drop, full twist to feet; back drop, half twist to back drop (cradle); back drop, full twist to back drop (cat twist).</li> <li>• Somersaults: three quarter front somersault to back, to feet; front somersault to feet; back somersault to feet. In addition, they may be judged on any other any other advanced skill not listed above.</li> </ul> <ul style="list-style-type: none"> <li>• precision</li> <li>• control</li> <li>• fluency</li> <li>• ability to adapt to external factors</li> <li>• decision making</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>	<p>Pupils will be assessed on the quality of their skills, technique and decision making processes to meet the challenges of a conditioned/formal/competitive situation, for a formal 6, 8, or 10 bounce routine. This includes using the skills/techniques from isolation/unopposed situations (1-25)</p>	
<p><b>Autumn + Spring</b></p>	<p>HOCKEY</p>	<ul style="list-style-type: none"> <li>• passing (drive, push, flick, drag flick, reverse hit)</li> <li>• receiving the ball (from right, left, behind)</li> <li>• running with the ball (dribbling, feints, close control)</li> <li>• tackling (block, lunge, jab)</li> <li>• evasion (stick side, non-stick side)</li> <li>• shooting, where appropriate to position (forward line attack, penalty corner)</li> </ul>	<p>Pupils will be assessed on any four of the following skills when performed in isolation or unopposed practice: (1-10)</p>	<p>Healthy Lifestyles Leadership Teamwork</p>

		<ul style="list-style-type: none"> <li>• defending (channelling, shadowing, man to man, zonal)</li> <li>• interception (pass, shot)</li> <li>• restarts (attack, defence, corners, free hits)</li> <li>• contribution to open play (keeping possession, regaining possession, support in attack and defence)</li> <li>• contribution to set play/moves (free-hits, corners, sideline hit in attack and defence)</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>	<p>Pupils will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations. 91-25)</p>	
<p><b>Summer</b></p>	<p>ATHLETICS – Field Events</p>	<p>The one field event can be selected from:</p> <ul style="list-style-type: none"> <li>• High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus. Jump: high, pole, long, or triple.</li> <li>• run up</li> <li>• take off</li> <li>• flight</li> <li>• landing.</li> </ul> <p>OR</p> <p>Throw: shot putt, javelin, hammer, or discus.</p> <ul style="list-style-type: none"> <li>• initial stance</li> <li>• grip</li> <li>• preparation</li> <li>• movement</li> <li>• release</li> <li>• recovery.</li> </ul> <ul style="list-style-type: none"> <li>• select the most appropriate techniques and tactics relevant for their field event</li> </ul>	<p>Pupils will be assessed on the skills listed when performed in isolation or unopposed practice, for one of the following field events: (1-10)</p> <p>Pupils will be assessed on the quality of appropriate skills, techniques and</p>	<p>Healthy Lifestyles Leadership</p>

	<p>ATHLETICS – Track Events</p>	<ul style="list-style-type: none"> <li>• adjust run ups, take offs and/or throwing technique to maximise performance based on feedback and past experience</li> <li>• take account of external factors, e.g. weather, crowd, deciding entry points, starting heights/lengths, techniques</li> <li>• adhering to rules, health and safety guidel</li> </ul> <p>The one track event can be selected from:</p> <ul style="list-style-type: none"> <li>• Track sprints: 100m, 200m, 300m (girls), 400m (boys)</li> <li>• Track middle distance: 800m, 1500m, 3000m, 1500m steeplechase</li> <li>• Track hurdles: 80m (girls), 100m (boys), 300m (girls), 400m (boys). Skills/technique: <ul style="list-style-type: none"> <li>• starts</li> <li>• posture</li> <li>• pacing</li> <li>• leg and arm action</li> <li>• coordination of legs and arms</li> <li>• stride pattern.</li> </ul> </li> <li>• select the most appropriate techniques and tactics relevant for their track event</li> <li>• adapt chosen techniques to maximise performance based on feedback and past experience</li> <li>• take account of external factors: e.g. weather, crowd, competitors in race</li> <li>• apply pace judgement</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>	<p>decision-making processes in for one event to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations (1-25)</p> <p>Pupils will be assessed on the skills listed when performed in isolation or unopposed practice, for one of the following field events: (1-10)</p> <p>Pupils will be assessed on the quality of appropriate skills, techniques and decision-making processes for one event to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations. (1-25)</p>	
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## Hobart High School Key Stage 4 Curriculum Map – Year 10



Department / Syllabus link: Physical Education – GCSE Theory

	GCSE Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>Health, fitness and well-being</li> <li>Applied anatomy and physiology</li> </ul>	<ul style="list-style-type: none"> <li>Physical, emotional and social health.</li> <li>The impact of fitness on well-being.</li> <li>Lifestyle choices.</li> <li>The consequences of a sedentary lifestyle.</li> <li>A balanced diet.</li> <li>The factors effecting optimum weight.</li> <li>Maintaining a healthy weight.</li> <li>The functions of the skeletal system in physical activities.</li> <li>Bone classification and physical activity.</li> <li>Joint classification and physical activity.</li> <li>Movements possible at different joints.</li> </ul>	End of module test, which is then transferred into a GCSE level 1-9 using Go-4-Schools system which gives an overall level for all the modules completed.	Healthy Lifestyles
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> </ul>	<ul style="list-style-type: none"> <li>Muscle types and physical activities.</li> <li>Voluntary muscles and their role in physical activities.</li> <li>Antagonistic pairs.</li> <li>Fast and slow twitch muscle fibres.</li> <li>The functions of the cardiovascular system in physical activity.</li> <li>The heart.</li> <li>The route the blood takes through the heart.</li> <li>Blood vessels and their role in physical activities.</li> <li>Blood and its role in physical activities.</li> </ul>	End of module test, which is then transferred into a GCSE level 1-9 using Go-4-Schools system which gives an overall level for all the modules completed.	Healthy Lifestyles

		<ul style="list-style-type: none"> <li>• The respiratory system.</li> <li>• Gaseous exchange.</li> <li>• How do cardiovascular and respiratory systems work together.</li> <li>• Aerobic and anaerobic exercise.</li> <li>• The short term effect of exercise on the cardiac system.</li> <li>• The short term effect on the respiratory system.</li> <li>• The short term effect on the vascular system.</li> <li>• The short term effect on the muscular system.</li> </ul>		
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Movement analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Levers.</li> <li>• The benefits of different levers.</li> <li>• Planes and axes of movement applied to sporting actions.</li> </ul>	End of module test, which is then transferred into a GCSE level 1-9 using Go-4-Schools system which gives an overall level for all the modules completed.	
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Sports psychology</li> </ul>	<ul style="list-style-type: none"> <li>• The classification of skill.</li> <li>• Practical structure.</li> <li>• Using goal setting to improve and/or optimise performance.</li> <li>• Setting SMART targets.</li> <li>• Types of guidance to optimise performance.</li> <li>• Types of feedback to optimise performance.</li> <li>• Using graphical representations of data to give feedback on performance.</li> <li>• Mental preparation for performance.</li> </ul>	End of module test, which is then transferred into a GCSE level 1-9 using Go-4-Schools system which gives an overall level for all the modules completed.	Healthy Lifestyles Leadership
<b>Summer 1+2</b>	<p>Personal Exercise Plan Preparation (PEP).</p> <p>Plan and design PEP</p> <ul style="list-style-type: none"> <li>• Physical training</li> </ul>	<ul style="list-style-type: none"> <li>• Health, fitness and exercise.</li> <li>• The components of fitness and fitness testing.</li> <li>• Cardiovascular fitness.</li> <li>• Strength.</li> <li>• Muscular endurance.</li> <li>• Flexibility.</li> <li>• Body composition.</li> </ul>	10% of final grade. Assessed and marked at Christmas once PEP has been completed and evaluated in Autumn 2 of Y11. Marking grid provided by exam board and then sample requested y exam board.	Healthy Lifestyles

- Agility.
- Balance.
- Coordination.
- Reaction time.
- Speed.
- Power.
- The principle of training.
- Individual needs.
- Specificity.
- Progressive overload.
- Overtraining.
- Reversibility.
- Training for cardiovascular fitness.
- Training for power.
- Training for strength and muscular endurance.
- Circuit training.
- Fitness classes.
- The long term effect of exercise.
- PARQ
- How to optimise training and avoid injury.
- Warm ups and cool downs.

PEP lay out:

- Introduction.
- Aims.
- Analysis of fitness test results.
- SMART targets.
- Training methods.
- Principles of training

## Hobart High School Key Stage 4 Curriculum Map – Year 11



Department / Syllabus Link: Y11 Physical Education - Core

	GCSE Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment	Personal Development
Autumn + Spring	FOOTBALL / NETBALL / TABLE / BASKETBALL / FITNESS / BADMINTON /  (Rotational)	<ul style="list-style-type: none"> <li>Tactical knowledge in competitive situations;</li> <li>Roles and responsibilities within competitive situations.</li> <li>Officiating and running competitions.</li> <li>Strengths and Weaknesses of Formations.</li> <li>Understanding components of fitness and effect on later life.</li> <li>Leadership and running competitions / drills.</li> </ul> <ul style="list-style-type: none"> <li>Demonstrate attack and defence skills</li> <li>Understand tactics, formations and strategies to overcome opponents in team and individual games.</li> <li>Select and use the correct skills and techniques to improve performances.</li> <li>Be able to lead a group in any stage of the lesson</li> <li>Able to officiate in a competitive situation</li> <li>Understand the principle of training when looking at fitness</li> <li>Analysis own and others work to compare against previous performances.</li> </ul>	N/A	Healthy Lifestyles Leadership Teamwork
Summer 1	ROUNDERS / TENNIS  (Rotational)	<ul style="list-style-type: none"> <li>Tactical knowledge in competitive situations;</li> <li>Roles and responsibilities within competitive situations.</li> <li>Officiating and running competitions.</li> <li>Strengths and Weaknesses of Formations.</li> <li>Leadership and running competitions / drills.</li> </ul> <ul style="list-style-type: none"> <li>Demonstrate attack and defence skills</li> <li>Understand tactics, formations and strategies to overcome opponents in team and individual games.</li> </ul>	N/A	Healthy Lifestyles Leadership Teamwork

		<ul style="list-style-type: none"><li>• Select and use the correct skills and techniques to improve performances.</li><li>• Be able to lead a group in any stage of the lesson</li><li>• Able to officiate in a competitive situation</li><li>• Analysis own and others work to compare against previous performances.</li></ul>		
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## Hobart High School Key Stage 4 Curriculum Map – Year 11



Department / Syllabus link: Y11 Physical Education – GCSE Practical

	GCSE Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn 1</b>	PERSONAL EXERCISE PROGRAMME (PEP) UNDERTAKEN FOLLOWING PLAN PRODUCED IN Y10.	<ul style="list-style-type: none"> <li>• Circuit training completed.</li> <li>• Farklet training completed.</li> <li>• Continuous training completed.</li> <li>• Pulse rates recorded.</li> <li>• Principles of training used.</li> <li>• Distance / reps data recorded.</li> <li>• Progressive overload.</li> <li>• Individual needs.</li> <li>• Specificity.</li> <li>• Reversibility.</li> <li>• Resting, working and recovery pulse rate.</li> </ul>	Assessment takes place in Spring 1 theory map.	Healthy Lifestyles
<b>Autumn 2 + Spring 1</b>	NETBALL  DRILL FAMILIARISATION	<p>DRILL FAMILIARISATION</p> <ul style="list-style-type: none"> <li>• passing (shoulder, chest, bounce, two handed over-head)</li> <li>• handling (ball control)</li> <li>• catching (one handed, two handed, static, on the move)</li> <li>• footwork (landing, pivot, running pass)</li> <li>• evasion (holding space, dodging)</li> <li>• shooting where appropriate to position (one/two handed, forward/backward step shot)</li> <li>• defending stages (1: player-to-player; 2: defending the pass; 3: denying space)</li> <li>• contribution to open play (holding space, back up on the circle edge) in attack and defence</li> </ul>	<p>Pupils will be assessed on any four of the skills listed when performed in isolation or unopposed practice. (1-10)</p> <p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making</p>	Healthy Lifestyles Leadership Teamwork

		<ul style="list-style-type: none"> <li>• contribution to set play/moves, (back line passes, centre passes, throw-in) in attack and defence</li> <li>• decision making (making correct decision to use appropriate techniques)</li> <li>• contribution to strategy and tactics</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• ability to adapt to the environment and changing circumstances (weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>	<p>processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations. (1-25)</p>	
<p><b>Autumn + Spring 1</b></p>	<p>FOOTBALL</p> <p>DRILL FAMILIARISATION</p>	<p>DRILL FAMILIARISATION</p> <p>Outfield players' skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (short passes - push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• heading (attack/defence)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting - dominant foot).</li> </ul> <p>receiving the ball and control (first touch, either/both feet, thigh, chest)</p> <ul style="list-style-type: none"> <li>• jockeying (shadowing ball/player, channelling)</li> <li>• striking the ball (shooting, clearing, long passes)</li> </ul> <ul style="list-style-type: none"> <li>• throw ins – attack defence (short/long)</li> <li>• restarts – attack/defence (corners, free kicks)</li> <li>• contribution to open play: unit formation, specific role – keeping/regaining possession, support (attack and defence)</li> </ul>	<p>Pupils will be assessed on any four of the skills listed when performed in isolation or unopposed practice. (1-10)</p> <p>Pupils will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive</p>	<p>Healthy Lifestyles Leadership Teamwork</p>

		<ul style="list-style-type: none"> <li>• contribution to set play/moves, e.g. free-kicks, corners, throw ins (attack and defence)</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies receiving the ball and control (first touch, either/both feet, thigh, chest)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>	<p>situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well. (1-25)</p>	
<p><b>Autumn + Spring 1</b></p>	<p>SWIMMING</p> <p>DRILL FAMILIARISATION</p>	<p>DRILL FAMILIARISATION</p> <p>Start, entry, movement under water, body position, breathing control, arm action and leg kick, coordination of arms and legs, pace of swim, turn, finish.</p> <p>One stroke in one of the distances below for their chosen stroke in a race/competitive event:</p> <ul style="list-style-type: none"> <li>• Front crawl: 50m, 100m, 200m, 400m, 800m or 1500m</li> <li>• Back crawl: 50m, 100m or 200m</li> <li>• Breast stroke: 50m, 100m or 200m</li> <li>• Butterfly: 50m, 100m or 200m.</li> </ul> <p>Criteria on which performance is to be judged:</p> <ul style="list-style-type: none"> <li>• Level of technical efficiency and the use of strategies.</li> <li>• Pacing.</li> <li>• Ability to adapt to external factors.</li> <li>• Decision making.</li> <li>• Adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>	<p>Performance of one of the following strokes: front crawl, back crawl, breast stroke or butterfly. All strokes to include starts, turns and finishes, and to cover appropriate distances to ensure full range of skills is demonstrated. (1-10).</p> <p>Pupils will be assessed on the quality of their skills, technique and decision making processes to meet the challenges of a conditioned/formal/competitive situation, for one stroke in one of the distances below for their chosen stroke in a race/competitive event: (1-25)</p>	<p>Healthy Lifestyles Leadership</p>

<p><b>Autumn + Spring 1</b></p>	<p>BASKETBALL  DRILL FAMILIARISATION</p>	<p>DRILL FAMILIARISATION</p> <p>passing and receiving – chest, bounce, javelin, overhead</p> <ul style="list-style-type: none"> <li>• shooting – lay-up, reverse lay-up with weak hand, set, jump</li> <li>• dribbling – either hand, changes of direction, pace, crossover, spin</li> <li>• rebounding and boxing out</li> <li>• footwork – pivot, stop.</li> </ul> <p>• application in competitive situation: fast break, give and go, 1 v. 1 attack and defence, man to man and zone defence, post play, screens, re-starts like jump ball and out of bounds, motion and zone offence</p> <ul style="list-style-type: none"> <li>• appropriate technique with accuracy, and optimum trajectory and pace</li> <li>• decision making</li> <li>• taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), or playing circumstances (such as taller opposition)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>	<p>Pupils will be assessed on any four of the skills listed when performed in isolation or unopposed practice. (1-10)</p> <p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player’s position), including using the skills/techniques from isolation/unopposed situations. (1-25)</p>	<p>Healthy Lifestyles Leadership Teamwork</p>
<p><b>Autumn + Spring 1</b></p>	<p>TABLE TENNIS  DRILL FAMILIARISATION</p>	<p>DRILL FAMILIARISATION</p> <ul style="list-style-type: none"> <li>• grip and ready position</li> <li>• movement at and around the table</li> <li>• push – forehand and backhand</li> <li>• topspin drives – forehand and backhand</li> <li>• serves – chop, top spin and side spin</li> <li>• return of serve</li> <li>• loop – forehand and backhand</li> <li>• sidespin loop – forehand • block.</li> </ul>	<p>Pupils will be assessed on any four of the skills listed when performed in isolation or unopposed practice. (1-10)</p>	<p>Healthy Lifestyles Leadership Teamwork</p>

		<ul style="list-style-type: none"> <li>• tactical application: third ball attacks, variation, deception, in doubles (if offered as a doubles activity)</li> <li>• appropriate shot selection with length, height, speed and angle</li> <li>• taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), playing conditions (such as space around the table)</li> <li>• demonstrating communication and influence on performance</li> <li>• applying own strategy in competitive play</li> <li>• ability to adapt to the environment and changing circumstances</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>	<p>Pupils will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations. (1-25)</p>	
<p><b>Autumn + Spring 1</b></p>	<p>TRAMPOLINING  DRILL FAMILIARISATION</p>	<p>DRILL FAMILIARISATION</p> <p><b>Basic categories of skills:</b></p> <ul style="list-style-type: none"> <li>• Basic jumps: tuck jump; pike jump; straddle jump; half twist; full twist.</li> <li>• Basic twists: seat drop, half twist to feet; half twist to seat drop; swivel hips.</li> <li>• Basic landings: seat drop; front drop; back drop.</li> <li>• Basic combinations: seat drop to front drop; front drop to seat drop; front drop, half twist to feet; half twist to front drop; back drop, half twist to feet; half twist to back drop.</li> </ul> <p><b>Advanced categories of skills:</b></p> <ul style="list-style-type: none"> <li>• Advanced twists: one and a half twist jump; half turntable; full turntable.</li> <li>• Advanced landings: back drop to front drop; front drop to back drop.</li> <li>• Advanced landings, including twisting and rotation: back drop, full twist to feet; back drop, half twist to</li> </ul>	<p>Pupils will be assessed the quality of either the four basic categories of skills or the four advanced categories of skills – one from each category. (1-10)</p>	<p>Healthy Lifestyles</p>

		<p>back drop (cradle); back drop, full twist to back drop (cat twist).</p> <ul style="list-style-type: none"> <li>• Somersaults: three quarter front somersault to back, to feet; front somersault to feet; back somersault to feet. In addition, they may be judged on any other any other advanced skill not listed above.</li> <li>• precision</li> <li>• control</li> <li>• fluency</li> <li>• ability to adapt to external factors</li> <li>• decision making</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies.</li> </ul>	<p>Pupils will be assessed on the quality of their skills, technique and decision making processes to meet the challenges of a conditioned/formal/competitive situation, for a formal 6, 8, or 10 bounce routine. This includes using the skills/techniques from isolation/unopposed situations (1-25)</p>	
<p><b>Autumn + Spring 1</b></p>	<p>HOCKEY  DRILL FAMILIARISATION</p>	<p>DRILL FAMILIARISATION</p> <ul style="list-style-type: none"> <li>• passing (drive, push, flick, drag flick, reverse hit)</li> <li>• receiving the ball (from right, left, behind)</li> <li>• running with the ball (dribbling, feints, close control)</li> <li>• tackling (block, lunge, jab)</li> <li>• evasion (stick side, non-stick side)</li> <li>• shooting, where appropriate to position (forward line attack, penalty corner)</li> <li>• defending (channelling, shadowing, man to man, zonal)</li> <li>• interception (pass, shot)</li> <li>• restarts (attack, defence, corners, free hits)</li> <li>• contribution to open play (keeping possession, regaining possession, support in attack and defence)</li> <li>• contribution to set play/moves (free-hits, corners, sideline hit in attack and defence)</li> <li>• demonstrating communication and influence on team performance</li> </ul>	<p>Pupils will be assessed on any four of the following skills when performed in isolation or unopposed practice: (1-10)</p> <p>Pupils will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the</p>	<p>Healthy Lifestyles Leadership Teamwork</p>

		<ul style="list-style-type: none"> <li>• applying the team strategy in open play and set play</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>	skills/techniques from isolation/unopposed situations. 91-25)	
<b>Spring 2</b>	PRACTICAL EXAM COMPLETED EXTERNAL MODERATOR VISIT COMPLETED  THEORY REVISION	PRACTICAL EXAM COMPLETED EXTERNAL MODERATOR VISIT COMPLETED  THEORY REVISION	PRACTICAL EXAM COMPLETED EXTERNAL MODERATOR VISIT COMPLETED  THEORY REVISION	PRACTICAL EXAM COMPLETED
<b>Summer 1</b>	THEORY REVISION	THEORY REVISION	THEORY REVISION	THEORY REVISION

## Hobart High School Key Stage 4 Curriculum Map – Year 11

Department / Syllabus link: Physical Education – GCSE Theory

	GCSE Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment	Personal Development
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>Physical training</li> <li>Socio-cultural influences</li> </ul>	<ul style="list-style-type: none"> <li>Sporting injuries.</li> <li>Performance-enhancing drugs (PEDs)</li> <li>Participation rates in physical activities and sport.</li> <li>The commercialisation of physical activities and sport.</li> <li>The advantages and disadvantages of commercialisation and the media.</li> <li>Different types of sporting behaviour.</li> </ul>	End of module test, which is then transferred into a GCSE level 1-9 using Go-4-Schools system which gives an overall level for all the modules completed.	Healthy Lifestyles
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>Personal Exercise Programme (PEP) write up.</li> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Using all their plans and records and all the data that they collected during Y11 Autumn 1 practical, pupils now need to evaluate their PEP. Pupils will need to consider the overall effectiveness of the programme in developing their chosen component of fitness and its impact on performance in their linked activity.</li> <li>Example of questions that pupils would need to answer are: How has it gone? Would they change anything if they planned it again? Did anything get in the way of their expected progress? Did they feel the PEP was effective? How has it made them a better performer? Did they meet their goals?</li> <li>Revisit areas covered in Y10 such as:</li> </ul>	10% of final grade. Assessed and marked at Christmas once PEP has been completed and evaluated. Marking grid provided by exam board and then sample requested by exam board.	Healthy Lifestyles

		<ul style="list-style-type: none"> <li>• Health, Fitness and Well-being.</li> <li>• Sports Psychology</li> <li>• Applied Anatomy and Physiology.</li> <li>• Movement Analysis</li> </ul>		
<b>Spring 1</b>	Use for Practical Preparation building up to their final practical exam at the end of Y11 Spring 1 term.	Use for Practical Preparation building up to their final practical exam at the end of Y11 Spring 1 term.	Use for Practical Preparation building up to their final practical exam at the end of Y11 Spring 1 term.	Use for Practical Preparation building up to their final practical exam at the end of Y11 Spring 1 term.
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit areas covered in Y10 such as:</li> <li>• Health, Fitness and Well-being.</li> <li>• Sports Psychology</li> <li>• Applied Anatomy and Physiology.</li> <li>• Movement Analysis</li> <li>• Physical Training</li> </ul>		
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Past Exam Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Question answer structure.</li> </ul>		