

DUDLEY ACADEMIES TRUST

CURRICULUM INTENT STATEMENT



Physical Education (PE)

The Physical Education department is committed to develop the child as whole. We offer a broad curriculum, challenging learners to understand the value of a healthy active lifestyle whilst embedding values of fairness and respect positively contributing to life in today's society. We strive to instil a love of learning whilst developing physically confident, resilient learners who can make connections between theory and practice underpinning how their development can improve performance. From year 7 learners experience an ambitious curriculum gaining feedback in a combination of cognitive, social, emotional and performance skills contributing to a holistic development within a sport setting.

Assessment is within 3 development areas:

- **Doing skills**
- **Social and Emotional skills**
- **Thinking skills**

Each topic has an assessment focus (either doing, social or thinking skills) however all three assessment points are reported on for each activity (half term).

What: Core PE activities; Hockey, rugby, football, basketball, netball, dodgeball, volleyball, table tennis, ultimate Frisbee, cricket rounder, softball/stoolball, athletics, gymnastics, trampolining, fitness (health & wellbeing), OAA.

When: Sporting activities are grouped into **winter sports (term 1-2)** and **summer sports (term 3)**.

Length: Activities are taught over a half term (6-8 hours)

| Activity Term 1&2 Term 3 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|--------------------------------|---|---|---|--|---|
| Hockey | Key Concepts: Dribbling, Passing, Receiving, Tackling, Shooting, Principles of attack and defence. Key Skills: Open and Indian dribble, block tackle, push and slap pass, Self-Pass, Basic Rules | Key Concepts: Dribbling, Passing, Shooting, Defending, Positional Play, outwitting a defender Key Skills: Reverse Pass, Channelling, Hit Pass, Formation development, Use of reverse when dribbling to beat opponents, 1v1's, 2v1's and 3v2's. | Key Concepts: Set Play development, Application of skills in games, creating an overload in attack Key Skills: Clip Hit, Attacking Short Corner Development, V Drag, Lift and Carry, Reverse stick tackle. | Key Concepts: Application of skills in competitive situation, development of team formation, strategies of play, officiating. Key Skills: Reverse Shooting, Aerials, Shave tackle and Defensive Short Corner development. | Key Concepts: Deeper understanding of Hockey, Competitive Full Game, Match scenario practices Key Skills: Application of advanced skills within a competitive game, Officiating full games, Goal Keeping Skills |
| Netball | Key Concepts: Throwing, catching, Movement, Attacking and Defending, Positional Play Key Skills: Chest, Shoulder, Bounce Pass, Footwork, basic dodging and marking, Shooting | Key Concepts: Positional Responsibilities, Throwing and catching development, Rule Development Key Skills: Marking the ball, footwork development and consistency, Holding Space, Intercepting, Toss up | Key Concepts: Movement to receive the ball, Stages of defending, Set Play Formation Key Skills: Overhead pass, Blocking, Step Shooting, Centre Passes, Backline Passes, | Key Concepts: Development and application of advanced skills, Set plays. Key Skills: Running Pass, Zonal Defence, Development and application of set plays, Defending the Circle edge | Key Concepts: Deeper understanding of Netball Competitive Games, Match scenario practices, Application of advanced skills within a competitive game, Key Skills: holding space as a team, third stage defending, Officiating full games, |

| Activity Term 1&2 Term 3 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---------------------------------|--|---|---|---|---|
| Football | Key Concepts: Dribbling, passing and receiving, making tackles, application in competitive situations, basic principles of attacking and defending, shooting, basic rules, Key Skills: dribbling with inside and outside of foot, use of laces when shooting, tackling, turning with the ball, Throw ins, | Key Concepts: Outwitting an opponent, Positional roles, Formation, Set Play development Key Skills: Jockeying, Lofted Pass, variety of turns, Man to Man marking, Corners and Free kick development, heading | Key Concepts: Tactical Development, Creating a shooting opportunity, ball retention, Key Skills: Off-Side trap, Crossing the ball, Approach Play, indirect set play development, volleys, half volleys | Key Concepts: Application of advanced skills in competitive situation, development of team formation, strategies of play, officiating Key Skills: Understanding of formation, selecting and applying skills in correct context, Advanced attacking and defending tactics. | Key Concepts: Deeper understanding of Football, Competitive Full Game, Match scenario practices Key Skills: Organising competitions, leadership, body pass, sliding tackle |
| Rugby | Key Concepts: Passing, Receiving, Running with the ball, Lineout's, Scrums Key Skills: Pop pass, Place pass, Tackling, Offside line, Rucking, Mauling, Scrum | Key Concepts: Changing Point of attack, maintaining possession, tackling and taking the ball, development of set plays Key Skills: Presenting the ball, Kicking in open play, small numbered Scrum, Line outs, Ruck, dummy pass, Spin pass, Miss pass, | Key Concepts: 13 v 13 game development, linking phases of play, Positional Responsibilities Key Skills: Moves offs line outs/scrums/ruck/maul, driving Maul, Full Scrum, front and side on tackling, Drift Defence, rush defence | Key Concepts: 15 on 15 Match development, Ball retention Key Skills: Counter Rucking, Set line out moves, Handing off, front and side on tackling | Key Concepts: 15 on 15 Match Play, Ball retention, Application of advanced skills within a competitive situation |
| Basketball | Key Concepts: Passing, receiving, dribbling, defending, shooting Key Skills: Pivoting, chest pass, bounce pass, jump stop, dribbling, Set shot, double dribble and travel rules | Key Concepts: Passing development, Outwitting opponents, Application in conditioned games. Key Skills: Shoulder Pass, Speed Dribble, Spin Dribble, Lay-ups, Jump Shot, Fake and Drive, Rebounding, Signal for Rules | Key Concepts: Decision Making when in and around the Key, 5v5 tactic development Key Skills: Zonal/Man to Man marking, Blocking, Boxing out, Fast Break, | Key Concepts: Positional Play and Roles and Responsibilities, Attacking and defensive strategies and formation Key Skills: Pick and Roll, Screening, Point Guard, Shooting Guard, Small Forward, Power Forward, Forward Centre | Key Concepts: Competitive full Match Play, Match Scenario practice Key Skills: Time restriction play, Offensive Roll, Zone presses and Plays |
| Gymnastics/ Trampolining | Key Concepts: Travel, Rotation, Weight on Hands, Balance, sequence creation, pair work, tension, Key Skills: Cannon/Unison, Matching/Mirroring, leaps, forward and backward rolls, cartwheels, Shoulder stand, Head stand, Handstand, teddy bear roll, split level balances, Counter tension, Counter Balance, | Key Concepts: flight, control, tension, support, sequence development, Sports Acrobatics Key Skills: Basic vaulting, Straddle on and over, Squat on, through Vault, Partner Support, Group Work, Partner Support, Flight from Partner, Group Work, Choreographic development, use of apparatus – ribbon, rope, hoop | Key Concepts: Landing Positions, Height, Form, Twisting, Basic shapes, Combinations Key Skills: Tuck, Pike, Straddle, Full Twist, ½ Twist, Seat Drop, Basic Combinations of shapes and twists. | Key Concepts: Landing Positions from greater height, extension, Height, Form, Rotation, Twisting, Basic Combinations, basic rotation horizontal axis, Key Skills: Combination of basic shapes, short routines, Basic landing positions with twisting in/out, combination of basic landing positions, Front Drop, Back Drop, BD to FD and reverse, ¾ somersaults, | Key Concepts: Routine Development Advanced Landing Positions/Rotations/Twists/Combinations, Increased Height, Key Skills: Cradle, Cat Twist, Roller, Advanced Combinations, 1 ½ twists, Turntables, Basic Somersaults, full Somersaults |
| Fitness (Health & Wellbeing) | Key Concepts: Start to apply own leadership when warming/cooling down. To be able to communicate some component of fitness, motivating self and others when performing fitness activities and work rate. Following health and safety procedures when using equipment. Key Skills: different fitness components and how they are tested, component of fitness and use in sport, how to warm up/cool down safely, looking at heart rate and what happens to it before, during and after exercise, | Key Concepts: will begin to look at exercise and intensity, be able to work out their maximum heart rate. Will be able to communicate why their heart rate changes with different exercise intensities. Learners will be able to select various exercise types and link these to the components of health-related fitness. Key Skills: Experiencing sessions for; Weight Training, Circuit Training, Continuous training, Fartlek training, Interval training, Borg Scale, RPE, Reps and Sets in resistance training | Key Concepts: Use their own motivation to start to develop an exercise programme analysing their own strengths and weaknesses. Develop and lead exercises that will motivate other peers. To begin to think about why different intensities of exercises are needed. Key Skills: Aerobic and Anaerobic exercise, Heart Rate Monitoring, Use of Resistance Machines, Use of Body Weight in strength training, application of individual needs, specificity. | Key Concepts: will lead on an exercise plan using principle of training to underpin the organisation, will confidently be able to match exercises to component of fitness, will motivate others and reliably record data. Communicate the importance of analysing strengths and weaknesses through fitness testing. Key Skills: Maximal testing, reps and sets, INSPORT Principles, Free Weights | Key Concepts: widen their experience of health needs to allow ongoing motivation to continue fitness benefits after school life. Will lead and take ownership for their long-term planning. Will be able to discuss their long term needs and/or goals. Key Skills: BMI (height/weight), Peak Flow, Blood Pressure, Muscular strength training, free weights, core strength, |
| Badminton | Key Concepts: General racket control and development, Starting a rally, Rallying, Basic Shots, Basic Scoring Key Skills: Serving (forehand), basic forehand clear technique, Rallying, | Key Concepts: General racket control and development, moving the opponent around a court, creating space, Basic Scoring, Basic rules and boundaries. Key Skills: Variety of Serves, Forehand/Backhand clear, lob, drop shot, | Key Concepts: Advanced control, outwitting opponents, Singles tactics & competition scoring, Know rules and boundaries Key Skills: Variety of Serves (Short/Long/Forehand/backhand), smash, kill, net, | Key Concepts: Doubles play, rules, formations tactics. Key Skills: Smash, Drop shots, forehand and backhand development, drive, jump smash | Key Concepts: Advanced techniques in Competitive Game Play and Officiating in singles and doubles. Key Skills: Cross court drop shot, slice drop |

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|--------------------------------|--|---|--|--|--|
| Table Tennis | Key Concepts: General racket control and development, Starting a rally, Rallying, Basic Shots, Basic Scoring Key Skills: Serving (forehand), basic forehand clear technique, Rallying. | Key Concepts: General racket control and development, moving the opponent around a court, creating space, Basic Scoring, Basic rules and boundaries. Key Skills: Variety of Serves, Forehand/Backhand clear, lob, drop shot, | Key Concepts: General racket control and development, moving the opponent around a court, creating space, Basic Scoring Key Skills: Serving, Forehand/Backhand push shot technique, Rallying | Key concepts: Moving the opponent(s) to create attacking opportunity, Basic Doubles play Key Skills: Forehand Spin/Slice/Service development, The Block | Key Concepts: Official Double Play, Match Play Key Skills: Forehand and Backhand Loop, Deception, backhand spin and slice |
| Dodgeball | Key concepts: Starting a game Catching- Basic hand eye coordination- understanding how to get a thrower out and in. Throwing, Structure of the game and key rules- headshots, what constitutes being out. Key skills: Throwing, catching, dodging/ evasion, deflection, headshot, faking, synchronized throwing | Key concepts: Development of the key rules and how to use them to your advantage, i.e. when is it best to go for catches instead of throwing to get a player out in the game. Key skills: Throwing, catching, dodging/ evasion, deflection, headshot, faking, synchronized throwing | Key concepts: Ball control- learning to keep the balls on your side of the court and when best to use them. i.e. how to appropriately adopt synchronized throwing to increase chances of winning the game. Developing knowledge of differing tactics. Key skills: Throwing, catching, dodging/ evasion, deflection, headshot, faking, synchronized throwing | Key concepts: Development of power and how to increase throwing accuracy. How to increase opportunity to win a game. Leadership skills- using a team's strengths and weaknesses to your advantage- e.g. where to use your best throwers and catchers. Key skills: Throwing, catching, dodging/ evasion, deflection, headshot, faking, synchronized throwing | Key concepts: Advanced tactical awareness to keep team in the game. How to use defenders and attackers to your advantage and keep your team in the game Key skills: Throwing, catching, dodging/ evasion, deflection, headshot, faking, synchronized throwing |
| Outdoor Adventurous Activities | Key Concepts: Problem Solving, Team work, Key Skills: Leadership, Communication, Listening, Organisation, confidence development | Key concepts: To develop students' ability to use and interpret maps through Orienteering, compass navigation, micro navigation Key Skills: Map Reading, Compass reading, Thumbing, Route selection, pacing. | Not Taught within Year 9 currently. | Not Taught within Year 10 currently. | Not Taught within Year 11 currently. |
| Athletics | Key Concepts: Application of skills in track and field disciplines. Learners will be able to communicate H&S implications of such events. Key Skills: Sprinting, Middle Distance, High Jump, Long Jump, Shot Put (stationary), Relays, measuring, timekeeping. | Key Concepts: Start to develop application of rules in athletics. Skills will show some control and the transfer of technique between events for example, crouch start in sprinting, run up and glide technique in throwing events. Develop officiating skills to help them improve on their technique. Key Skills: 100m/200m, 800m, 1500m, high jump (introduce Fosbury flop), Triple Jump – hang, Javelin, Shot put (moving), Measuring, Timekeeping | Key Concepts: Learners will use advanced techniques to help them achieve the best time/distance. Learners will start to develop their Leadership skills in officiating following rules and regulations. Key Skills: Moving Javelin Throw, Fosbury flop, breakdown of skill development, Hitch kick in horizontal jumps and developing pace on run up. | Key Concept: Skill performance rather than personal best time/distance, develop leadership and application of rules, along with developing their motivation within selected disciplines. Key Skills: Specific break down of technical points – Arm action/leg action, Posture in running, the release in throws – angle, body position and flight, Jumping - the plant, phases of jump. | Not taught as Summer Activity for Year 11 |
| Rounders/ Softball | Key Concepts: Batting, Fielding, Throwing and Catching, Scoring and positions Key Skills: Overarm throwing, Bowling, Long Barrier, Basic batting stance | Key Concepts: Relationships on field, Positional responsibilities, Scoring Key Skills: Moving to receive the ball, Positional hitting, catching and returning rolling ball, backing up play, link fielding | Key Concepts: Advanced skill development, application of skills within games, Positional tactics Key Skills: Backhand shot, different bowling strategies – donkey drop, catching and returning high shots. | Key Concepts: Games Play, Advanced rule application, Key Skills: Bowling development – spin bowling, angled bowl, | Extension of Year 10 with emphasis on games, rules, scoring and competitive scenarios. |
| Cricket | Key Concepts: Batting, Bowling, Fielding, Scoring Key Skills: Bowling over arm action – Seam Bowling, Batting stance and grip, Forward drive/defensive, fielding and catching, long barrier, running between wickets, | Key Concepts: Bowling, playing within games context, rules introduced, Over/innings duration Key Skills: Back Foot shots i.e. Cut and Pull, 1/2 handed pick up and throw, Spin Bowling | Key Concepts: Tactical Development and match understanding. Key Skills: Fielding positions, Target Bowling, Backing up wickets, Development of stroke play, | Key Concepts: Full sided Match Play, Advanced skill development, Match scenario practices Key Skills: Specialist positions, advanced shot selection, Large sided games | Extension of Year 10 with emphasis on games, rules, scoring and competitive scenarios. |

Year 10/11 Cambridge National Sports Studies

| | SEPTEMBER | | | | | OCTOBER | | | | NOVEMBER | | | | DECEMBER | | | JANUARY | | | | FEBRUARY | | | | MARCH | | | | | APRIL | | | | MAY | | | | JUNE | | | | JULY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Year 10/11 GCSE

| | SEPTEMBER | | | | | OCTOBER | | | | NOVEMBER | | | | | DECEMBER | | | | JANUARY | | | | FEBRUARY | | | | MARCH | | | | | APRIL | | | | MAY | | | | | JUNE | | | | JULY | | | | | | | | | | |
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| Date | 31 August 2020 | 07 September 2020 | 14 September 2020 | 21 September 2020 | 28 September 2020 | 05 October 2020 | 12 October 2020 | 19 October 2020 | 26 October 2020 | 02 November 2020 | 09 November 2020 | 16 November 2020 | 23 November 2020 | 30 November 2020 | 07 December 2020 | 14 December 2020 | 21 December 2020 | 28 December 2020 | 04 January 2021 | 11 January 2021 | 18 January 2021 | 25 January 2021 | 01 February 2021 | 08 February 2021 | 15 February 2021 | 22 February 2021 | 01 March 2021 | 08 March 2021 | 15 March 2021 | 22 March 2021 | 29 March 2021 | 05 April 2021 | 12 April 2021 | 19 April 2021 | 26 April 2021 | 03 May 2021 | 10 May 2021 | 17 May 2021 | 24 May 2021 | 31 May 2021 | 07 June 2021 | 14 June 2021 | 21 June 2021 | 28 June 2021 | 05 July 2021 | 12 July 2021 | 19 July 2021 | | | | | | | | |
| Year 10 | Health & Fitness | | | | Injuries, Performance Enhancing Drugs & Movement Patterns | | | | | | Lifestyle Choices and Consequences | | | | | | | Guidance, Target setting and Mental Preparation | | | | | | Commercialisation & Sporting Behaviours | | | | | | | Personal Exercise Programme (planning) | | | | | | Component I & 2 Hot Topic Revision | | | | PPE & Feedback | | | | | | | | | | | | | | |
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| Year 11 | Muscles, Bones & Movements | | | | Respiratory & Cardiovascular Systems | | | | | | Revision & PPE's | | | | | Component 2 Content | | | | | | | Personal Exercise Programme | | | | | | Hot Topic focus | | | | | Practical Moderation | | | | | | | Component I & 2 Final Revision | | | | | Exams | | | | | | | | | |
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