



Moor House School & College Curriculum Map

| YEAR GROUP/PATHWAY: KS4 | | SUBJECT AREA: PE | |
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| Autumn | Topic 1 | Topic 2 | |
| Knowledge | Hockey & Floorball | Netball | |
| Skills | <ul style="list-style-type: none"> • Learn safe practise in hockey. Introduce correct warm-up techniques (dynamic flexibility stretching and sports specific warm-ups). Introduce sport <ul style="list-style-type: none"> ○ Safety talk – stick waist height max. Shin pads and gum shields advisable. ○ Two-handed grip of stick. ○ Correct dribbling – emphasise ball stuck to stick. • Learn dribbling technique – one of most important skills in hockey. <ul style="list-style-type: none"> ○ Move around court, with ball keeping in contact with stick as much as possible. ○ Running with ball dribbling. When in open space try to run with ball, slide hands higher up stick. Ball in line with right foot, head up. ○ Partner follows to apply pressure, to challenge. ○ Attempt to intercept – emphasis on correct intercept technique. • Learn dribbling technique – Indian Dribble. <ul style="list-style-type: none"> ○ Demo technique – Indian dribble (side to side), hardest to intercept. ○ Students to practice Indian dribble along the courts lines, passing from one side of the line to the other continuously. Students to be aware of other players. ○ Progression: if they come across another player head-to-head, they can try to intercept the other player’s ball and knock it away. | <ul style="list-style-type: none"> • To know & understand the importance of a warm up. • To develop and refine footwork showing basic control. <ul style="list-style-type: none"> ○ To select and apply the appropriate footwork combination in response to the situation. • Evaluate how to improve their performance in a game situation. <ul style="list-style-type: none"> ○ To understand the need to prepare properly for games. • To develop and refine passing skills on the move. <ul style="list-style-type: none"> ○ To be able to apply and perform the correct passes in a game situation. ○ Students will evaluate each other’s passes. • To adapt and create space to increase opportunities for attack. <ul style="list-style-type: none"> ○ Understand the principle of creating and moving forward into space to receive the ball. ○ Develop the dodging technique and apply this in a game situation to gain possession of the ball. ○ Observe each other’s attacking technique and provide areas for improvement • Students will lead their own netball specific warm up. • To develop showing basic control of the marking of the ball technique and how efficient this can be in a game situation. <ul style="list-style-type: none"> ○ To select and apply the appropriate type of defending skill to the situation. | |



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| | <ul style="list-style-type: none"> • Dribbling and Passing. <ul style="list-style-type: none"> ○ Passing and stopping the ball. Passing in their 3 teams (indicated by bib colour: red, yellow, blue). Develop skill by playing 'hot potato' (imagine ball is a bomb which will explode when the teacher says 'bang'). Peer assessment/coaching – observe say nothing, observe provide a positive. • Goal Shooting. Practice passing to increase confidence. <ul style="list-style-type: none"> • Shooting drills: weave in and out of the cones to dribble into shooting position, then shoot. Next student to start when dribbler has weaved halfway through the cones. Collect ball and dribble back to start for next player to use (multiple balls in play at any one time). • Encouraging students to challenge each other (attack and defence) in Floorball gameplay. • Encourage student-led warm-up. • Full Team Game(s). | <ul style="list-style-type: none"> • To develop the defending technique of marking a player. <ul style="list-style-type: none"> ○ To select and apply the appropriate type of defending skill to the situation. ○ To observe, evaluate and feedback to their group and how defence can be better applied in a small game situation. ○ Develop skills learnt and place into a game situation. • Make and apply the appropriate type of skill throughout the game. • Students will select and apply the appropriate pass according to the situation. <ul style="list-style-type: none"> ○ Identify the strengths and weaknesses of others performance ○ Identify and develop different roles within netball. • Understand the role of a warm up before taking part in physical activity. • To develop the range of skills they use showing basic precision, control and fluency. <ul style="list-style-type: none"> ○ Develop skills learnt and place into a game situation. ○ Identify basic strengths and weakness of their own and others performance |
| Vocabulary | <ul style="list-style-type: none"> • Hockey sticks • Hockey balls • Cones • Bibs • Safety Specs • Shin pads • Mouth guards • Goals • Goalie Body armour • Dribbling and Passing. | <ul style="list-style-type: none"> • Passing • Shooting • Netballs • Netball bibs • Cones • Netball bases & posts |



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| | <ul style="list-style-type: none"> • Shooting | |
| Spring | Topic 1 | Topic 2 |
| Knowledge | Lifesaving | Swimming |
| Skills | <ul style="list-style-type: none"> • Learn about pool safety. <ul style="list-style-type: none"> ○ Learn how to classify a casualty. ○ Learn what to say to a casualty. ○ Learn to enter water safely. ○ Develop treading water technique using arms and legs. • Learn and practice lifesaving backstroke. <ul style="list-style-type: none"> ○ Recollect water entry. • Learn swim technique to observe casualty whilst swimming. <ul style="list-style-type: none"> ○ Learn help position and reasons for use. ○ Identify and demonstrate a non-swimmer in water, a weak swimmer and an unconscious casualty ○ Learn Old English breast stroke. • Learn technique for exiting deep water safely. <ul style="list-style-type: none"> ○ Learn safe entry into deep water. ○ Enter deep turbid water safely & confidently. • Learn to give clear instructions to casualty to perform self-rescue. <ul style="list-style-type: none"> ○ Demonstrate a 'shout and signal' rescue to a casualty 5meters away. ○ Throw a buoyant aid to a casualty 5 meters away and instruct the partner to kick to the edge • Learn how it feels to swim with clothing on. | <ul style="list-style-type: none"> • Understand how to improve swimming technique in front crawl (FC). <ul style="list-style-type: none"> ○ FC 1 x leg kicks, head up. ○ FC 1 x leg kicks, head down breath to side. ○ FC 2 x arms only. • Understand how to improve swimming technique in back crawl (BC). <ul style="list-style-type: none"> ○ BC 1 x leg kicks, head up. ○ BC 1 x leg kicks, head down breath to side. ○ BC 2 x arms only. • Understand how to improve swimming technique in breaststroke (BS). <ul style="list-style-type: none"> ○ BS 1 x leg kicks, head up. ○ BS 1 x leg kicks, head down breath to side. ○ BS 2 x arms only. • Understand how to improve swimming technique in butterfly (BF). <ul style="list-style-type: none"> ○ BF 1 x leg kicks, head up. ○ BF 1 x leg kicks, head down breath to side. ○ BF 2 x arms only. • Develop stamina and endurance. <ul style="list-style-type: none"> ○ Distance swimming for all students. Distance judged on ability level and past weeks of performance. ○ Dive and swim 1 length. • Abilities assessed for swimming gala. |



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| | <ul style="list-style-type: none"> ○ Use clothing to create a buoyant aid. ● Learn how to perform a reach rescue safely. <ul style="list-style-type: none"> ○ Demonstrate a reach rescue to a casualty 2 meters away. ○ Throw a non-buoyant aid (rope) to a casualty 8 meters away. ○ Enter shallow water and wade to a casualty 5 meters away. Throw a buoyant aid to the casualty. Instruct the casualty to kick their legs to the side, instruct your casualty how to get out of the water without using the steps ● Develop sculling technique, both feet and head-first. ● Review and recall the key learning points and techniques required against the Rookie Lifeguard assessment criteria. | |
| Vocabulary | <ul style="list-style-type: none"> ● Safety ● Casualty ● Reach ● Throw ● Buoyant ● Sculling ● Edge | <ul style="list-style-type: none"> ● Front Crawl ● Back Crawl ● Breast stroke ● Butterfly |
| Summer | Topic 1 | Topic 2 |
| Knowledge | Outdoor Gym and Track | Shot-Put |
| Skills | <ul style="list-style-type: none"> ● Induction and safe use of outdoor gym equipment. <ul style="list-style-type: none"> ○ Students to watch demonstrations and listen to instructions for each piece of equipment. | <ul style="list-style-type: none"> ● The importance of safety and rules. Observing others. <ul style="list-style-type: none"> ○ Designated throwing area, throwing line, taking turns, holding Shot-put, removing from ground safely and returning to throw line etc |



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- Dependent on number of students, students in pairs. One spots whilst other participates on equipment.
- Students work for allocated time (between 30 to 60 seconds). Guidance provided by teacher and STAs.
- Students swap with partners. After each has had a go on the equipment, the students change round to the next piece of equipment.

- **Developing running technique and tolerance through low impact activities**

- **100m**

- Correct sprint technique, including posture, starts and finishes.
- Low impact activities. Use variety of students to point out/demonstrate techniques. Others to feedback positives and room for improvement. Discuss development from low to high impact. Activity-specific warm-up on grass (low impact), then sprint drills, teacher-led.

- **200m**

- Pacing the run. Breathing technique
- Importance of developing correct technique for speed and injury avoidance.
- Repeat sprint drills but alter distance and ask students to recollect drill activities with visual prompts.
- Students to practise 200m sprint. 4 racing each time.

- **Relay batons**

- Baton exchanges, team work and communication.
- Baton exchanges drills, focusing on technique.

- **Safety first and body positioning.**

- Demo body positioning for throwing Shot-put. Positioning of Shot-put resting in hand and practice static throw. Second throw measured and recorded.

- **Low to high technique.**

- Low to high and angle of throw. Students practice with Shot-put.

- **Slow to fast technique.**

- **Shot-put throw progress and identifying coaching points.**

- Recap slow to fast, low to high and throwing angle.
- Groups of 3. 3 throws each, 1 Student observes thrower and provides (specific) positive verbal feedback relating to technique.
- 2nd observer records throw distances and puts furthest throw in final column.
- Final throw recorded

- **Mixed games and team sports.**



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| | <ul style="list-style-type: none"> ○ Emphasise team work and communication. ○ Students grouped into teams to carry out 400m relay practise. • Long jump <ul style="list-style-type: none"> ○ Skills development through practice. ○ Introduce/remind students of no jump. Launch from white blank, don't step on black strip, otherwise no jump. ○ Students focus on increasing pace using arms and legs, and to launch off strongest leg. ○ Students to develop landing on two feet simultaneously and landing with feet and arms forwards. | |
| Vocabulary | <ul style="list-style-type: none"> • Gym • Track • Baton • Pace • Breathing • Start • Finish | <ul style="list-style-type: none"> • Safety • Low • High • Fast • Slow • Positioning |