

|                      | Basketball  | Football   | Netball   | Athletics  | Rugby  | Gym/ Trampolining   |
|----------------------|---|--|---|--|--|---|
| Year 11 Key Concepts | Positions, defensive strategies, attacking plays, officiating, team management  | Positions, defensive strategies, attacking plays, officiating, team management   | Officiating, In-game strategies, team management, positional awareness  |  |  | Refining skills learnt in year 9/10 to create more challenging sequences with a higher tariff .<br><b>Performance skills, gymnastics etiquette (body tension, use of arms, aesthetic)</b><br><b>Health &amp; Safety, setting equipment up and using it correctly</b>  |
| Assessment Strand    | Rules and responsibilities, <b>physical activity, technique, fitness, tactics, competitive, problem solving</b>   | Rules and responsibilities, <b>physical activity, technique, fitness, tactics, competitive, problem solving</b>  | Rules and responsibilities, <b>physical activity, technique, fitness, tactics, competitive, problem solving</b>   |  |  | Rules and responsibilities, <b>physical activity, technique, fitness, tactics, competitive, problem solving</b>   |
| Builds on            | Year 10 Basketball Curriculum   | Year 10 Football Curriculum  | Year 10 Netball Curriculum  |  |  | Year 10 Trampoline Curriculum   |
| Leads to             | Lifelong participation in basketball  | Lifelong participation in football   | Lifelong Participation in netball   |  |  | Lifelong Participation in aesthetic sports.   |
| Year 10 Key Concepts | Jump Shot, Lay-up, Reverse Lay-up, Steals, positions, set plays, screening<br><b>Time rules</b><br><b>Ball size, game timings</b>                                   | Moving with the ball, Passing and Receiving, Crossing and Troughballs, Pressing/Blocks<br><b>Offsides</b><br><b>Ball size, game timings</b>                                    | Passing (weighted/spin), Dodging (forward to ball), Marking, Manipulation of shooting, Use of outside of shooting circle<br><b>Advanced Contact</b><br><b>Centre Pass Set Plays</b>           | Sprinting Starts, shot put glide, long jump run up, pacing tactics, high jump run up, javelin run up, triple jump run up, discus technique, relay tactics<br><b>Starts of races, finish of races, throwing front foot line, measurement of scores, take off board Lanes, Start Line Finish Line, Throw Sectors, Long jump run up, take off board and pit, high jump bar and mat.</b> | Advanced Ball Handling, Advanced Types of Tackling, Advanced Running with the Ball, Advanced Outwitting Opponents, Advanced Rucks, Advanced Passing, Advanced Attacking Overloads, Advanced Defensive Line, Advanced Kicking, Advanced Lineouts, Advanced Scrums, Advanced Mauls<br><b>Restarts – ball in and out of play, Pass Backwards, Offside and High Tackles, Scoring, advanced rules for mauls and scrums</b><br><b>Ball Size, Playing Area</b><br><b>Components of Fitness – CVE, Strength, Speed, PowerClub</b><br><b>Club Links – Extra Curricular and Hastings/Bexhill</b> | Entrance in to/out of seat drops and front drops<br>Back drops<br>More challenging skills if qualified<br>Constructing more challenging sequences/routines<br><b>Performance skills, gymnastics etiquette (body tension, use of arms, aesthetic)</b><br><b>Health &amp; Safety, setting equipment up and using it correctly</b> |
| Assessment strands   | Knowledge and understanding, analysis and feedback, Rules and Responsibilities, <b>Physical activity, technique, fitness, Tactics, competitive, problem solving</b> | Knowledge and understanding, analysis and feedback, Rules and Responsibilities, <b>Physical activity, technique, fitness, Tactics, competitive, problem solving</b>            | Knowledge and understanding, analysis and feedback, Rules and Responsibilities, <b>Physical activity, technique, fitness, Tactics, competitive, problem solving</b>                           | Knowledge and understanding, analysis and feedback, Rules and Responsibilities, <b>Physical activity, technique, fitness, Tactics, competitive, problem solving</b>  | Knowledge and understanding, analysis and feedback, Rules and Responsibilities, <b>Physical activity, technique, fitness, Tactics, competitive, problem solving</b>  | Knowledge and understanding, analysis and feedback, Rules and Responsibilities, <b>Physical activity, technique, fitness, Tactics, competitive, problem solving</b>   |
| Builds on            | Year 9 basketball Curriculum  | Year 9 Football Curriculum   | Year 9 Netball Curriculum   | Year 9 Athletics Curriculum  | Year 9 Athletics Curriculum  | Year 9 Trampoline Curriculum  |
| Leads to             | Year 11 basketball Curriculum   | Year 11 Football Curriculum  | Year 11 Netball Curriculum  | Year 11 Athletics Curriculum   | Year 11 Athletics Curriculum   | Year 11 Trampoline Curriculum   |
| Year 9 Key Concepts  | Jump Shot, Lay-up, rebounds, Steals, positions, half/full court press<br><b>Advanced contact, Back Court Violation</b><br><b>Court Markings, game timings</b>       | Running with ball, Passing (Lofted) and Receiving, Outwitting Opponent (3v2), Shooting, Defending/Tackling (3v2), Heading<br><b>Fouls and freekicks</b><br><b>Game timings</b> | Passing, Footwork (back foot lift), Marking (space), Dodging (holding space), Rebounding, Shooting<br><b>Positions (whole), Sideline Set Plays, Backline Set Plays</b><br><b>Game timings</b> | Sprinting Starts, shot put glide, long jump run up, pacing tactics, high jump run up, javelin run up, triple jump run up, discus technique, relay tactics<br><b>Starts of races, finish of races, throwing front foot line, measurement of scores, take off board Lanes, Start Line Finish</b>   | Ball Handling, Types of Tackling, Running with the Ball, Outwitting Opponents, Rucks, Passing, Attacking Overloads, Defensive Line, Kicking, Lineouts, Scrums, Mauls<br><b>Restarts – ball in and out of play, Pass Backwards, Offside and High Tackles, Scoring</b>   | Basic jumping technique<br>Shapes/twists<br>Seat drops/Swivel hips<br>Front drops<br>Constructing sequences/routines<br><b>Performance skills, gymnastics etiquette (body tension, use of arms, aesthetic)</b>  |



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|-----------|------------------------------|----------------------------|----------------------------|-----------------------------|----------------------------|----------------------------|
| Builds on | Year 6 National Curriculum   | Year 6 National Curriculum | Year 6 National Curriculum | Year 6 National Curriculum  | Year 6 National Curriculum | Year 6 National Curriculum |
| Leads to  | Year 8 Basketball Curriculum | Year 8 Football Curriculum | Year 8 Netball Curriculum  | Year 8 Athletics Curriculum | Year 8 Rugby Curriculum    | Year 8 Gym Curriculum      |

|                      | Tabletennis   | Dance | OAA | Cricket  | Rounders  | Leadership  |
|----------------------|---|-------|-----|--|---|---|
| Year 11 Key Concepts | Refining technique and in-game decision. Pairs table tennis and the order of shots.                                     |       |     | Officiating, In-game strategies, team management, positional awareness<br><b>bowling, batting, fielding, scoring rules</b><br>length of pitch, set up of game, balls per over, runs scored |   |   |
| Assessment Strand    | Rules and responsibilities. Analysis and Feedback. Knowledge and understanding.<br><br>Technique, Competitive, Tactics. |       |     | Knowledge and understanding, Rules<br><b>Respect, effort, Physical activity, technique, competitive</b>  |   |   |
| Builds on            | Year 10 Table Tennis Curriculum   |       |     | Year 10 Cricket Curriculum   |   |   |
| Leads to             | Lifelong participation in Table Tennis  |       |     | Lifelong Participation in Cricket  |   |   |
| Year 10 Key Concepts | Lobs and Smashes. Shot selection (speed, power, depth, direction). Adding spin and slice to shots. Footwork movement.   |       |     | Feilding on boundary, leg spin, ramp shot, sweep shot, game<br><b>bowling, batting, fielding, scoring rules</b><br>length of pitch, set up of game, balls per over, runs scored            | Choice of throws, choice of catching, advanced long barrier, advanced short barrier, advanced batting technique, advanced bowling technique, tactics of the game.<br><b>bowling, batting, fielding, scoring rules</b><br>pitch set up, set up of game, bowling zone, batting zone, positions, runs scored |   |
| Assessment strands   | Rules and responsibilities. Analysis and Feedback. Knowledge and understanding.<br><br>Technique, Competitive, Tactics. |       |     | Knowledge and understanding, Rules<br><b>Respect, effort, Physical activity, technique, competitive</b>  | Knowledge and understanding, Rules<br><b>Respect, effort, Physical activity, technique, competitive</b>   |   |
| Builds on            | Year 9 Table Tennis Curriculum  |       |     | Year 9 Cricket Curriculum  | Year 9 rounders Curriculum  |   |
| Leads to             | Year 11 Table Tennis Curriculum   |       |     | Year 11 Cricket Curriculum   | Year 11 rounders Curriculum   |   |
| Year 9 Key Concepts  | Rallying and basic shots (push, drive). How to start and restart the game (serving). How to score points.               |       |     | Slip catching, wicket keeping, spin bowling, cut shot, pull shot, game<br><b>bowling, batting, fielding, scoring rules</b><br>length of pitch, set up of game, balls                       | Throwing, catching, long and short barrier, hitting for distance, hitting for accuracy, bowling technique, backstop role, game<br><b>bowling, batting, fielding, scoring rules</b>  | Qualities of a leader, communication, warm ups, teaching a skill, teaching a game, session planning, session leading<br><b>Timings, session planning,</b> |

|                     |  |   |   |  |   |  |
|---------------------|--|---|---|--|---|--|
|                     |  |   |   | per over, runs scored  | pitch set up, set up of game, bowling zone, batting zone, positions, runs scored                        | Appearance, professionalism  |
| Assessment Strands  | Rules and responsibilities. Knowledge and understanding.<br><br>Technique, Competitive, Tactics. |   |   | Knowledge and understanding, Rules<br><b>Respect, effort, Physical activity, technique, competitive</b>  | Knowledge and understanding, Rules<br><b>Respect, effort, Physical activity, technique, competitive</b> | Knowledge and understanding, analysis and feedback, rules<br><b>Communication, respect, confidence, resilience, Tactics, problem solving</b> |
| Builds on           | Hand/Eye Coordination from KS2, Year 7 and Year 8  |   |   | Year 8 Cricket Curriculum  | Year 6 National Curriculum  | Year 6 National Curriculum   |
| Leads to            | Year 10 Table Tennis Curriculum  |   |   | Year 10 Cricket Curriculum   | Year 10 rounders Curriculum   | School Leadership programme and lifelong leadership skills   |
| Year 8 Key Concepts |  | Creating from professional dance piece, set study, manipulation, relationships, characterisation, unison and cannon, spacing, use of props, individual, duet, ending to dance, rehearsal,<br><b>Audience skills, performance skills</b><br><b>Health and Safety, performance area</b> | Team building, trust games, map reading, problem solving, communication, control points<br><b>pairs, timings, control points, in bounds</b><br><b>Health and Safety, expectations</b> | Short and long barrier, run up in bowling, seem bowling, pitch of ball, front foot drive, running between wickets, game<br><b>bowling, batting, fielding, scoring rules</b><br><b>length of pitch, set up of game, balls per over, runs scored</b> |   |  |
| Assessment Strands  |  | Knowledge and understanding, analysis and feedback, <b>communication, respect, resilience, confidence, technique</b>  | Knowledge and understanding, Rules and responsibilities, <b>communication, leadership, resilience, effort, confidence, respect</b><br><b>Tactics, technique, problem solving</b>      | Knowledge and understanding, Rules<br><b>Respect, effort, Physical activity, technique, competitive</b>  |   |  |
| Builds on           |  | Year 7 Dance Curriculum   | Year 6 Curriculum   | Year 7 Cricket Curriculum  |   |  |
| Leads to            |  | Year 8 Dance Curriculum   | Year 8 Dance Curriculum   | Year 9 Cricket Curriculum  |   |  |
| Year 7 Key concepts |  | Set study, what is dance?, spacing, action words, choreography, dynamics, use of props, ending to dance, rehearsal,<br><b>Audience skills, performance skills</b><br><b>Health and Safety, performance area</b>   |   | Catching, underarm throw, retrieval, bowling technique, holding bat, hitting the ball, match<br><b>bowling, batting, fielding, scoring rules</b><br><b>length of pitch, set up of game, balls per over, runs scored</b>                            |   |  |
| Assessment strands  |  | Knowledge and understanding, analysis and feedback, <b>communication, respect, resilience, confidence, technique</b>  |   | Knowledge and understanding, Rules<br><b>Respect, effort, Physical activity, technique, competitive</b>  |   |  |
| Builds on           |  | Year 6 National Curriculum  |   | Year 6 National Curriculum   |   |  |
| Leads to            |  | Year 8 Dance Curriculum   |   | Year 8 Cricket Curriculum  |   |  |