New Line Learning Academy
Believe and Achieve

PE

Curriculum Intent	Year 10

To provide a wide range of both sport and physical activity which builds upon the physical literacy and the personal development of each student to help build a rounded learner. PE at New Line Learning is used as a vehicle to enhance all aspects of our pupils, through practical performance, leadership and sportsmanship whilst promoting the importance and value that physical activity brings to our lives. PE at New Line Learning promotes the importance of life long participation by developing the student's character and values whilst increasing their understanding on the importance of health and fitness.

Term 1
Topic/Theme/Enquiry

Football/ badminton / fitness

Big Picture
What are the main ideas and big questions in this topic?

Year 10 pupils will further extend and apply their knowledge and understanding within their chosen option area of football, badminton, or fitness, demonstrating increasingly independent decision-making, tactical awareness, and leadership within practical and competitive contexts. Pupils will refine and consistently apply advanced physical competencies including agility, coordination, balance, speed, reaction time, muscular endurance, and sport-specific techniques under pressure and within increasingly challenging situations. Pupils will also take greater ownership of officiating, analysing performance, organising activities, and leading others, preparing them for sustained participation, healthy lifestyles, and potential progression into examination PE, leadership, coaching, or recreational sport.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 10 pupils will refine and consistently perform advanced sport-specific skills within their chosen pathway, applying techniques accurately, fluently, and effectively under pressure in conditioned practices and full performance situations. Pupils will demonstrate a secure understanding of rules, tactical principles, positioning, and strategies relevant to football, badminton, or fitness activities, showing increasingly sophisticated decision-making and performance analysis. They will further embed and consistently demonstrate key sporting values including resilience, respect, honesty, communication, leadership, and teamwork, taking greater responsibility for their own development and supporting the progress and success of others.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will consolidate and confidently apply a secure understanding of transferable physical skills including movement, coordination, balance, control,

Pitch Up
How will we challenge ourselves?

Students will apply their learning effectively within increasingly complex and competitive situations, demonstrating greater tactical understanding, refined

spatial awareness, and communication developed through previous PE experiences. Pupils will refine and consistently apply fundamental techniques such as passing, receiving, movement patterns, tactical awareness, shot selection, fitness training methods, and controlled movement under pressure, transferring these effectively within their chosen activity area and across wider sporting contexts.	performance execution, and more independent problem-solving and decision-making. Pupils will continue to be supported through adaptive teaching and targeted scaffolding where appropriate, with a stronger emphasis placed on independence, leadership, analysis, and sustained success within demanding practical contexts.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Retrieval skills – pupils will consistently and independently recall and apply prior learning related to movement, tactics, rules, fitness components, training methods, and performance strategies to support progress and deepen understanding within their chosen option area. Pupils will regularly apply the How, Why, and When within lessons, demonstrating increasingly sophisticated understanding of skill execution, tactical awareness, training principles, and performance analysis within both isolated and competitive situations.	Pupils will have enhanced access to the curriculum if they possess secure prior understanding of tactics, movement patterns, rules, and physical demands developed through invasion games, net/wall activities, striking and fielding, athletics, and fitness-based activities. This stronger foundation will allow pupils to transfer skills more effectively, perform more confidently under pressure, and independently apply strategies and techniques across a range of sporting and fitness contexts.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Pupils will regularly engage with authentic sporting contexts including performance statistics, scoring systems, league tables, tactical analysis, heart rate monitoring, fitness testing, and evaluating strengths and areas for development using quantitative and qualitative data. Strong cross-curricular links with science and mathematics will continue through applied understanding of biomechanics, anatomy, physiology, energy systems, training zones, data interpretation, and performance analysis. Pupils will further develop understanding of how participation and leadership within football, badminton , and fitness can connect to future pathways including coaching, sports science, teaching, personal training, officiating, sports therapy, and leisure industries. They will also strengthen wider life skills including resilience, communication, collaboration, organisation, leadership, and self-management.

Teamwork
Students develop effective communication, cooperation and trust while working towards shared goals. They learn to understand different roles within a team and support others during competitive and recreational activities.

Leadership

Students take responsibility by leading warm-ups, officiating games, organising practices and encouraging teammates. They develop confidence in making decisions and supporting others.

Problem Solving

Students analyse game situations, adapt tactics and make decisions under pressure to outwit opponents and improve team performance.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content will be adapted to meet the increasingly advanced and varied needs of pupils within each option area, with adaptive teaching strategies used to both challenge and support learners appropriately. A wide range of resources including sport-specific equipment, performance analysis tools, video demonstrations, conditioned practices, fitness-testing equipment, task cards, leadership opportunities, and reciprocal teaching approaches will be used to support differentiated learning and promote higher-level understanding, independence, and performance within practical and competitive situations.	**Practical Assessment:** Throughout the term, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 2 Topic/Theme/Enquiry		**Pickleball /fitness/endball**

Big Picture

What are the main ideas and big questions in this topic?

Year 10 pupils will further extend and apply their knowledge and understanding within their chosen option area of pickleball, fitness, or endball, demonstrating increasingly independent decision-making, tactical awareness, and leadership within practical and competitive contexts. Pupils will refine and consistently apply advanced physical competencies including agility, coordination, balance, speed, reaction time, muscular endurance, and sport-specific techniques under pressure and within increasingly demanding situations. Pupils will also take greater responsibility for officiating, analysing performance, organising activities, and leading others, preparing them for lifelong participation in physical activity, healthy lifestyles, and potential progression into examination PE, coaching, leadership, or recreational sport.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 10 pupils will refine and consistently perform advanced sport-specific skills within their chosen pathway, applying techniques accurately, fluently, and effectively under pressure in conditioned practices and full performance situations. In pickleball, pupils will develop greater control and precision when applying serves, clears, smashes, drop shots, footwork, and tactical shot selection. In endball, pupils will refine passing, movement, spatial awareness, communication, and attacking and defending strategies within competitive invasion-game contexts. Within fitness, pupils will confidently apply training methods, exercise technique, and knowledge of fitness components to improve personal performance and physical wellbeing. Pupils will demonstrate a secure understanding of rules, tactical principles, positioning, and strategies relevant to their chosen option, showing increasingly sophisticated decision-making and performance analysis. They will further embed and consistently demonstrate key sporting values including resilience, respect, honesty, communication, leadership, and teamwork while taking greater ownership of their own development and supporting the progress of others.

Teamwork
Students develop effective communication, cooperation and trust while working towards shared goals. They learn to understand different roles within a team and support others during competitive and recreational activities.

Leadership
Students take responsibility by leading warm-ups, officiating games, organising practices and encouraging teammates. They develop confidence in making decisions and supporting others.

Problem Solving
Students analyse game situations, adapt tactics and make decisions under pressure to outwit opponents and improve team performance.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will consolidate and confidently apply a secure understanding of transferable physical skills including movement, coordination, balance, timing, control, spatial awareness, and communication developed through previous PE experiences. Pupils will refine and consistently apply fundamental techniques such as movement patterns, tactical awareness, shot selection, passing, receiving, fitness training methods, and controlled movement under pressure, transferring these effectively within badminton, endball, fitness, and wider sporting contexts.

Pitch Up
How will we challenge ourselves?

Students will apply their learning effectively within increasingly complex and competitive situations, demonstrating greater tactical understanding, refined performance execution, and more independent problem-solving and decision-making. Pupils will continue to be supported through adaptive teaching and targeted scaffolding where appropriate, with an increased emphasis on independence, leadership, analysis, and sustained success within demanding practical environments.

Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Retrieval skills – pupils will consistently and independently recall and apply prior learning related to movement, tactics, rules, fitness components, training methods, and performance strategies to support progress and deepen understanding within their chosen option area. Pupils will regularly apply the How, Why, and When within lessons, demonstrating increasingly sophisticated understanding of skill execution, tactical awareness, training principles, and performance analysis within both isolated and competitive situations.	Pupils will have enhanced access to the curriculum if they possess secure prior understanding of tactics, movement patterns, rules, and physical demands developed through invasion games, net/wall activities, athletics, and fitness-based activities. This stronger foundation will allow pupils to transfer skills more effectively, perform more confidently under pressure, and independently apply strategies and techniques across a range of sporting and fitness contexts.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Pupils will regularly engage with authentic sporting contexts including scoring systems, tactical analysis, fitness testing, heart rate monitoring, tournament structures, and evaluating strengths and areas for development using quantitative and qualitative data. Strong cross-curricular links with science and mathematics will continue through applied understanding of biomechanics, anatomy, physiology, energy systems, training zones, data interpretation, and performance analysis. Pupils will further develop understanding of how participation and leadership within pickleball, endball, and fitness can connect to future pathways including coaching, sports science, teaching, fitness instruction, officiating, sports therapy, and leisure industries. They will also strengthen wider life skills including resilience, communication, collaboration, organisation, leadership, and self-management.
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Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content will be adapted to meet the increasingly advanced and varied needs of pupils within each option area, with adaptive teaching strategies used to both challenge and support learners appropriately. A wide range of resources including sport-specific equipment, video demonstrations, tactical task cards, conditioned practices, fitness-testing equipment, leadership opportunities, and reciprocal teaching approaches will be used to support differentiated learning and promote higher-level understanding, independence, and performance within practical and competitive situations.	**Practical Assessment:** Throughout the term, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 3 Topic/Theme/Enquiry		**Basketball/ football/ fitness**

Big Picture
What are the main ideas and big questions in this topic?

Year 10 pupils will further extend and apply their knowledge and understanding within their chosen option area of basketball, football, or fitness, demonstrating increasingly independent decision-making, tactical awareness, and leadership within practical and competitive contexts. Pupils will refine and consistently apply advanced physical competencies including agility, coordination, balance, speed, reaction time, muscular endurance, and sport-specific techniques under pressure and within increasingly challenging situations. Pupils will also take greater responsibility for officiating, analysing performance, organising activities, and leading others, preparing them for lifelong participation in physical activity, healthy lifestyles, and potential progression into examination PE, coaching, leadership, or recreational sport.

Teamwork

Students develop effective communication, cooperation and trust while working towards shared goals. They learn to understand different roles within a team and support others during competitive and recreational activities.

Leadership

Students take responsibility by leading warm-ups, officiating games, organising practices and encouraging teammates. They develop confidence in making decisions and supporting others.

Problem Solving
Students analyse game situations, adapt tactics and make decisions under pressure to outwit opponents and improve team performance.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 10 pupils will refine and consistently perform advanced sport-specific skills within their chosen pathway, applying techniques accurately, fluently, and effectively under pressure in conditioned practices and full performance situations. In basketball, pupils will develop greater control and consistency when applying dribbling, passing, shooting, rebounding, defensive positioning, and tactical movement within game situations. In football, pupils will refine passing, receiving, dribbling, shooting, movement off the ball, defending, and tactical awareness within competitive invasion-game contexts. Within fitness, pupils will confidently apply training methods, exercise technique, and knowledge of fitness components to improve personal performance and physical wellbeing. Pupils will demonstrate a secure understanding of rules, tactical principles, positioning, and strategies relevant to their chosen option, showing increasingly sophisticated

decision-making and performance analysis. They will further embed and consistently demonstrate key sporting values including resilience, respect, honesty, communication, leadership, and teamwork while taking greater ownership of their own development and supporting the progress of others

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will consolidate and confidently apply a secure understanding of transferable physical skills including movement, coordination, balance, timing, control, spatial awareness, and communication developed through previous PE experiences. Pupils will refine and consistently apply fundamental techniques such as passing, receiving, movement patterns, tactical awareness, shot selection, fitness training methods, and controlled movement under pressure, transferring these effectively within basketball, football, fitness, and wider sporting contexts.

Pitch Up
How will we challenge ourselves?

Students will apply their learning effectively within increasingly complex and competitive situations, demonstrating greater tactical understanding, refined performance execution, and more independent problem-solving and decision-making. Pupils will continue to be supported through adaptive teaching and targeted scaffolding where appropriate, with an increased emphasis on independence, leadership, analysis, and sustained success within demanding practical environments.

Wider Framework
How does this learning connect to future topics and bigger goals?

Retrieval skills – pupils will consistently and independently recall and apply prior learning related to movement, tactics, rules, fitness components, training methods, and performance strategies to support progress and deepen understanding within their chosen option area. Pupils will regularly apply the How, Why, and When within lessons, demonstrating increasingly sophisticated understanding of skill execution, tactical awareness, training principles, and performance analysis within both isolated and competitive situations.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Pupils will have enhanced access to the curriculum if they possess secure prior understanding of tactics, movement patterns, rules, and physical demands developed through invasion games, athletics, and fitness-based activities. This stronger foundation will allow pupils to transfer skills more effectively, perform more confidently under pressure, and independently apply strategies and techniques across a range of sporting and fitness contexts.
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Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Pupils will regularly engage with authentic sporting contexts including scoring systems, league tables, tactical analysis, fitness testing, heart rate monitoring, and evaluating strengths and areas for development using quantitative and qualitative data. Strong cross-curricular links with science and mathematics will continue through applied understanding of biomechanics, anatomy, physiology, energy systems, training zones, data interpretation, and performance analysis. Pupils will further develop understanding of how participation and leadership within basketball, football, and fitness can connect to future pathways including coaching, sports science, teaching, fitness instruction, officiating, sports therapy, and leisure industries.

They will also strengthen wider life skills including resilience, communication, collaboration, organisation, leadership, and self-management.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content will be adapted to meet the increasingly advanced and varied needs of pupils within each option area, with adaptive teaching strategies used to both challenge and support learners appropriately. A wide range of resources including sport-specific equipment, video demonstrations, tactical task cards, conditioned practices, fitness-testing equipment, leadership opportunities, and reciprocal teaching approaches will be used to support differentiated learning and promote higher-level understanding, independence, and performance within practical and competitive situations.	**Practical Assessment:** Throughout the term, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 4 Topic/Theme/Enquiry		**Badminton/ fitness/ endball**

Big Picture
What are the main ideas and big questions in this topic?

Year 10 pupils will further extend and apply their knowledge and understanding within their chosen option area of badminton, fitness, or endball, demonstrating increasingly independent decision-making, tactical awareness, and leadership within practical and competitive contexts. Pupils will refine and consistently apply advanced physical competencies including agility, coordination, balance, speed, reaction time, muscular endurance, and sport-specific techniques under pressure and within increasingly demanding situations. Pupils will also take greater responsibility for officiating, analysing performance, organising activities, and leading others, preparing them for lifelong participation in physical activity, healthy lifestyles, and potential progression into examination PE, coaching, leadership, or recreational sport.

Teamwork
Students develop effective communication, cooperation and trust while working towards shared goals. They learn to understand different roles within a team and support others during competitive and recreational activities.

Leadership
Students take responsibility by leading warm-ups, officiating games, organising practices and encouraging teammates. They develop confidence in making decisions and supporting others.

Problem Solving
Students analyse game situations, adapt tactics and make decisions under pressure to outwit opponents and improve team performance.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 10 pupils will refine and consistently perform advanced sport-specific skills within their chosen pathway, applying techniques accurately, fluently, and effectively under pressure in conditioned practices and full performance situations. In badminton, pupils will develop greater consistency and tactical control when applying serves, clears, smashes, drop shots, net play, recovery movement, and positional awareness within singles and doubles play. In endball, pupils will refine passing, receiving, movement off the ball, spatial awareness, communication, and attacking and defensive strategies within competitive invasion-game contexts. Within fitness, pupils will confidently apply training methods, exercise technique, and knowledge of fitness components to improve personal performance and physical wellbeing. Pupils will demonstrate a secure understanding of rules, tactical principles, positioning, and strategies relevant to their chosen option, showing increasingly sophisticated decision-making and performance analysis. They will further embed and consistently demonstrate key sporting values including resilience, respect, honesty, communication, leadership, and teamwork while taking greater ownership of their own development and supporting the progress of others.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will consolidate and confidently apply a secure understanding of transferable physical skills including movement, coordination, balance, timing, control, spatial awareness, and communication developed through previous PE experiences. Pupils will refine and consistently apply fundamental techniques such as movement patterns, tactical awareness, shot selection, passing, receiving, fitness training methods, and controlled movement under pressure, transferring these effectively within badminton, endball, fitness, and wider sporting contexts.

Pitch Up
How will we challenge ourselves?

Students will apply their learning effectively within increasingly complex and competitive situations, demonstrating greater tactical understanding, refined performance execution, and more independent problem-solving and decision-making. Pupils will continue to be supported through adaptive teaching and targeted scaffolding where appropriate, with an increased emphasis on independence, leadership, analysis, and sustained success within demanding practical environments

Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Retrieval skills – pupils will consistently and independently recall and apply prior learning related to movement, tactics, rules, fitness components, training methods, and performance strategies to support progress and deepen understanding within their chosen option area. Pupils will regularly apply the How, Why, and When within lessons, demonstrating increasingly sophisticated understanding of skill execution, tactical awareness, training principles, and performance analysis within both isolated and competitive situations.	.Pupils will have enhanced access to the curriculum if they possess secure prior understanding of tactics, movement patterns, rules, and physical demands developed through invasion games, net/wall activities, athletics, and fitness-based activities. This stronger foundation will allow pupils to transfer skills more effectively, perform more confidently under pressure, and independently apply strategies and techniques across a range of sporting and fitness contexts.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Pupils will regularly engage with authentic sporting contexts including scoring systems, tournament structures, tactical analysis, fitness testing, heart rate monitoring, and evaluating strengths and areas for development using quantitative and qualitative data. Strong cross-curricular links with science and mathematics will continue through applied understanding of biomechanics, anatomy, physiology, energy systems, training zones, data interpretation, and performance analysis. Pupils will further develop understanding of how participation and leadership within badminton, endball, and fitness can connect to future pathways including coaching, sports science, teaching, fitness instruction, officiating, sports therapy, and leisure industries. They will also strengthen wider life skills including resilience, communication, collaboration, organisation, leadership, and self-management.

Teamwork
Students develop effective communication, cooperation and trust while working towards shared goals. They learn to understand different roles within a team and support others during competitive and recreational activities.

Leadership
Students take responsibility by leading warm-ups, officiating games, organising practices and encouraging teammates. They develop confidence in making decisions and supporting others.

Problem Solving
Students analyse game situations, adapt tactics and make decisions under pressure to outwit opponents and improve team performance.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*

Content will be adapted to meet the increasingly advanced and varied needs of pupils within each option area, with adaptive teaching strategies used to both challenge and support learners appropriately. A wide range of resources including sport-specific equipment, video demonstrations, tactical task cards, conditioned practices, fitness-testing equipment, leadership opportunities, and reciprocal teaching approaches will be used to support differentiated learning and promote higher-level understanding, independence, and performance within practical and competitive situations.	**Practical Assessment:** Throughout the term, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 5 Topic/Theme/Enquiry		**Athletics**

Big Picture
What are the main ideas and big questions in this topic?

Year 10 pupils will further extend and apply their knowledge and understanding of athletics, demonstrating increasingly independent decision-making, refined technical competency, and a deeper understanding of performance principles across track and field events. Pupils will develop and consistently apply advanced physical competencies including speed, agility, coordination, balance, power, flexibility, cardiovascular endurance, and muscular endurance within increasingly demanding performance contexts. Pupils will also take greater responsibility for measuring, officiating, analysing performance, organising events, and supporting others, preparing them for lifelong participation in physical activity, healthy lifestyles, and potential progression into examination PE, leadership, coaching, or recreational sport.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 10 pupils will refine and consistently perform advanced athletics-specific skills, applying techniques accurately, fluently, and effectively across a range of track and field disciplines including sprinting, middle-distance running, relay events, jumping, and throwing activities. Pupils will demonstrate a secure understanding of pacing, race strategy, biomechanical principles, event regulations, and performance analysis, showing increasingly sophisticated decision-making and technical awareness. They will further embed and consistently demonstrate key sporting values including resilience, determination, respect, honesty, leadership, and self-discipline while taking greater ownership of their own development and supporting the progress of others.
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Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will consolidate and confidently apply a secure understanding of transferable physical skills including movement, coordination, balance, timing, control, and spatial awareness developed through previous PE experiences. Pupils will refine and consistently apply fundamental techniques such as running mechanics, jumping technique, throwing actions, pacing strategies, and controlled movement patterns under pressure, transferring these effectively across a range of athletics events and wider sporting contexts.	Students will apply their learning effectively within increasingly complex and competitive athletics situations, demonstrating greater technical understanding, refined performance execution, and more independent problem-solving and decision-making. Pupils will continue to be supported through adaptive teaching and targeted scaffolding where appropriate, with an increased emphasis on independence, leadership, analysis, and sustained success within demanding practical environments.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Retrieval skills – pupils will consistently and independently recall and apply prior learning related to movement mechanics, event rules, pacing strategies, fitness components, and performance principles to support progress and deepen understanding across athletics disciplines. Pupils will regularly apply the How, Why, and When within lessons, demonstrating increasingly sophisticated understanding of technical execution, physiological demands, and performance analysis within both isolated and competitive situations.	Pupils will have enhanced access to the curriculum if they possess secure prior understanding of movement patterns, physical competencies, and performance principles developed through athletics, invasion games, gymnastics, and fitness-based activities. This stronger foundation will allow pupils to transfer skills more effectively, perform more confidently under pressure, and independently apply technical and tactical understanding across a range of athletics disciplines.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Pupils will regularly engage with authentic sporting contexts including timing, measuring distances, analysing split times, evaluating performance statistics, fitness testing, and comparing performances against personal and national benchmarks. Strong cross-curricular links with science and mathematics will continue through applied understanding of biomechanics, anatomy, physiology, force production, energy systems, data interpretation, and performance analysis. Pupils will further develop understanding of how participation and leadership within athletics can connect to future pathways including coaching, sports science, physiotherapy, fitness instruction, teaching, officiating, and sports development. They will also strengthen wider life skills including resilience, communication, organisation, leadership, self-management, and determination.

Planning
Students set personal performance goals, monitor progress and evaluate improvements using timings and performance data.

Adapting
Students adjust training methods, pacing strategies and techniques based on performance feedback.

Problem Solving
Students identify technical weaknesses and select strategies to improve performance in track and field events.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content will be adapted to meet the increasingly advanced and varied needs of pupils, with adaptive teaching strategies used to both challenge and support learners appropriately. A wide range of resources including athletics equipment, video demonstrations, performance-analysis tools, fitness-testing equipment, task cards, leadership opportunities, and differentiated drills will be used to support higher-level understanding, independence, and sustained performance within practical and competitive athletics contexts.	**Practical Assessment:** Throughout the term, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 6 Topic/Theme/Enquiry	**Cricket/ rounders**

Big Picture
What are the main ideas and big questions in this topic?

Year 10 pupils will further extend and apply their knowledge and understanding of rounders and cricket, demonstrating increasingly independent decision-making, tactical awareness, and refined technical competency within practical and competitive game situations. Pupils will consistently apply advanced physical competencies including agility, coordination, balance, reaction time, speed, throwing accuracy, striking technique, and hand-eye coordination under pressure and within increasingly challenging contexts. Pupils will also take greater responsibility for officiating, scoring, analysing performance, organising activities, and leading others, preparing them for lifelong participation in physical activity, healthy lifestyles, and potential progression into examination PE, coaching, leadership, or recreational sport.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 10 pupils will refine and consistently perform advanced striking and fielding skills, applying techniques accurately, fluently, and effectively within conditioned practices and competitive match situations. In rounders, pupils will develop greater consistency and tactical understanding when batting, bowling, fielding, backstop play, communication, and decision-making within game situations. In cricket, pupils will refine batting, bowling, fielding, wicket keeping, shot selection, and tactical game management with increasing confidence and control. Pupils will demonstrate a secure understanding of rules, scoring systems, field placements, tactical principles, and game strategies relevant to both activities, showing increasingly sophisticated awareness during gameplay. They will further embed and consistently demonstrate key sporting values including resilience, honesty, respect, teamwork, leadership, and communication while taking greater ownership of their own development and supporting the progress of others.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will consolidate and confidently apply a secure understanding of transferable physical skills including movement, coordination, balance, timing, control, spatial awareness, and communication developed through previous PE experiences. Pupils will refine and consistently apply fundamental techniques such as throwing, catching, striking, movement patterns, tactical awareness, and controlled movement under pressure, transferring these effectively within rounders, cricket, and wider sporting contexts.

Pitch Up
How will we challenge ourselves?

Students will apply their learning effectively within increasingly complex and competitive striking and fielding situations, demonstrating greater tactical understanding, refined technical execution, and more independent problem-solving and decision-making. Pupils will continue to be supported through adaptive teaching and targeted scaffolding where appropriate, with an increased emphasis on independence, leadership, analysis, and sustained success within demanding practical environments.

Wider Framework
How does this learning connect to future topics and bigger goals?

Retrieval skills – pupils will consistently and independently recall and apply prior learning related to movement, tactics, rules, scoring systems, field placements, and performance strategies to support progress and deepen understanding within rounders and cricket. Pupils will regularly apply the How, Why, and When within lessons, demonstrating increasingly sophisticated understanding of skill execution, tactical awareness, game management, and performance analysis within both isolated and competitive situations

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Pupils will have enhanced access to the curriculum if they possess secure prior understanding of tactics, movement patterns, striking and fielding principles, and physical competencies developed through rounders, cricket, softball, invasion games, and athletics activities. This stronger foundation will allow pupils to transfer skills more effectively, perform more confidently under pressure, and independently apply strategies and techniques across a range of sporting contexts

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Pupils will regularly engage with authentic sporting contexts including scoring systems, batting averages, run rates, tactical analysis, tournament structures, fielding statistics, and evaluating strengths and areas for development using quantitative and qualitative data. Strong cross-curricular links with science and mathematics will continue through applied understanding of biomechanics, force production, reaction time, anatomy, physiology, and data interpretation. Pupils

will further develop understanding of how participation and leadership within rounders and cricket can connect to future pathways including coaching, sports science, teaching, officiating, sports development, and leisure industries. They will also strengthen wider life skills including resilience, communication, collaboration, organisation, leadership, and self-management.

Teamwork

Students work collaboratively when fielding, batting and organising tactics to achieve team success.

Planning

Students develop strategies for batting orders, field placements and game management based on the strengths of their team.

Leadership

Students captain teams, organise fielding positions and support decision-making during games.

Resources

What books, websites, videos and materials will support our learning?

Assessment

How will we show what we know, remember and can apply?

Content will be adapted to meet the increasingly advanced and varied needs of pupils, with adaptive teaching strategies used to both challenge and support learners appropriately. A wide range of resources including striking and fielding equipment, video demonstrations, tactical task cards, conditioned games, performance-analysis tools, leadership opportunities, and reciprocal teaching approaches will be used to support differentiated learning and promote higher-level understanding, independence, and performance within practical and competitive situations.

Practical Assessment:

Throughout the term, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.