

Term	HT1	HT2		HT3	HT4		HT5	HT6
Unit	SP7: Playing Sport Basketball / Badminton	SP7: Playing Sport Basketball / Badminton		SP7: Playing Sport Football /Table Tennis	SP7: Playing Sport Football /Table Tennis		SP7: Playing Sport Fitness (gym) /Rugby	SP7: Playing Sport Fitness (gym) /Rugby
Learning aim	A Show skills and techniques in sport	A Show skills and techniques in sport		A Show skills and techniques in sport	A Show skills and techniques in sport		A Show skills and techniques in sport	A Show skills and techniques in sport
Learning aim	B Review own performance when playing sport to improve skills and techniques.	B Review own performance when playing sport to improve skills and techniques.		B Review own performance when playing sport to improve skills and techniques.	B Review own performance when playing sport to improve skills and techniques.		B Review own performance when playing sport to improve skills and techniques	B Review own performance when playing sport to improve skills and techniques
Learning Outcomes	Skills and techniques required in selected sports -Skills for defence and attack Components of skills	- Using skills in isolated, conditioned and competitive situations - Observing and reviewing own performance Identifying own strengths and areas for improvement - Rules and regulations in different sports		Skills and techniques required in selected sports -Skills for defence and attack Components of skills	- Using skills in isolated, conditioned and competitive situations - Observing and reviewing own performance Identifying own strengths and areas for improvement - Rules and regulations in different sports		-Skills and techniques required in selected sports -Skills for defence and attack Components of skills	- Using skills in isolated, conditioned and competitive situations - Observing and reviewing own performance Identifying own strengths and areas for improvement - Rules and regulations in different sports
Assessment	Checklist completed by pupils and staff	Checklist completed by pupils and staff House competition Evidence collected		Checklist completed by pupils and staff	Checklist completed by pupils and staff House competition Evidence collected		Checklist completed by pupils and staff	Checklist completed by pupils and staff House competition Evidence collected

Assessment

1st submission
15/03/2024

2nd submission
26/04/2024

Enrichment								
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KS3 and KS4 NRC Curriculum Map 2023

BASKETBALL		SKILLS, KNOWLEDGE & UNDERSTANDING		Year Group	
DRIBBLING	I am able to control the ball with one hand whilst stationary however, I am still developing my footwork skills when travelling with the ball.	KS3		KS4	
	I control the ball with some accuracy when dribbling and can pass well when not under pressure.				
	I demonstrate the correct contact with the ball when dribbling and my feet are correctly positioned when passing.				
	I use either hand to control the ball and can demonstrate the correct body position with legs slightly bent.	KS4		YR 10	
	I dribble with my head up with good vision and pass accurately including a bounce (skid) pass.				
	I change speed and direction and am effective with either hand.				
	I drive down the court using either hand to dribble.			YR 11	
	I protect the ball whilst playing in an offense position making strong drives with the ball.				
	I show tight control when moving past an opponent on either side, and I can use a feint action with the upper body.				
SHOOTING & PASSING	I pass the ball in a practice situation using either a chest or bounce pass.	KS3		KS4	
	I will attempt to do a standing jump shot although I quite often hit the backboard.				
	I can attempt a lay-up shot but am still developing the timing of the leg and arm action.				
	I have a good standard of passing which is accurate.	KS4		YR 10	
	I use the correct technique when shooting a lay-up although I need to improve the consistency and accuracy of my shot.				
	I drive with the ball and lay the ball up correctly from my strong side.				
	I pass the ball with variety and accuracy, almost always finding my teammate.	KS4		YR 11	
	I drive from my weaker side and lay up with my weaker hand or do a reverse lay-up.				
	I show significant control over the game, can pass at speed whilst on the move and have a high level of skill in my chosen position.				
OFFENCE & DEFENCE	I attempt to move into space although my opponents easily get free when defending.	KS3		KS4	
	I attempt to feint and signal for the ball.				
	I have an understanding of the difference between offence and defence.				
	My catching skills consistent but I need to show for the ball more often in a game situation.	KS4		YR 10	
	I demonstrate basic skills within the game showing a sound defensive position and an idea of attacking play.				
	I have a good understanding of man to man marking when playing in a defensive role.				
	I use fake/deception in order to get past an opponent and will signal for the ball effectively.	KS4		YR 11	
	I exploit openings and threaten opponents by scoring and/or assisting.				
	I get free from my opponent using various methods and can use both player to player and zonal marking effectively within the game.				
GAME PLAY & RULES	I participate in a game with some effectiveness.	KS3		KS4	
	I understand the basic rules of the game and can describe the meaning of simple umpiring terminology. E.g., travelling, double dribble.				
	I show that I have influence in the game, both in attack or defence.				
	I have a very good understanding of the regulations of the game.	KS4		YR 10	
	I show a high level of skill and tactical awareness.				
	I understand and play to the team tactics.				
	I have very good accuracy and timing and very good use of signals.	KS4		YR 11	
	I make very few unforced errors.				
	I understand more advanced rules and regulations of the game. E.g., fouls and violations.				

BADMINTON		SKILLS, KNOWLEDGE & UNDERSTANDING		Year Group	
SHOTS	I tap the shuttlecock over the net in order to start a rally.			KS3	
	I play an overhead clear and a drop shot with some success.				
	I perform basic strokes with a good standard of technique, although I lack power and accuracy some of the time.				
	I attempt a backhand clear when practising.			KS4	YR 10
	I demonstrate downward flight when performing a smash, hitting it hard some of the time.				
	I execute shots effectively when placed under pressure and often gain control of the rally.				
	I am a very accomplished player and can play with variation, depth, disguise and placement.				YR 11
	I play using the full range of shots, executed effectively during match play.				
	I exert significant control over a game and display an outstanding level of skill and tactical awareness, making very few unforced errors.				
RALLYING	I maintain a mid-court rally using a basic technique.			KS3	
	I am becoming more effective in a game, showing some individual skills when not under pressure.				
	I play forehand strokes with correct technique and can maintain strokes during a basic rally.				
	I play effectively when in a game situation demonstrating a good level of skill disguising shots some of the time and when serving it is more accurate.			KS4	YR 10
	I able to rally a high clear up to two thirds of the court and attempt backhand with more success.				
	I exert an influence on the game, applying a good range of strokes and tactics.				
	I smash downwards with power and consistency and am beginning to defend.				YR 11
	I react quickly to the situation and am able to select the correct technique in order to outwit an opponent.				
	I display a very good level of performance while demonstrating full range of strokes, played with correct technique, power and direction.				
COURT MOVEMENT	I move on the court in order to return an easy shot.			KS3	
	My movement around the court is improving and I am beginning to anticipate a return.				
	When rallying I anticipate my opponents shot, moving early and although not always successful, I attempt to place my shots.				
	My movement is good and efficient and I can vary both the angle and depth of my shots making only a few unforced errors.			KS4	YR 10
	In doubles I have good spatial awareness and know where my partner is, anticipating movement to cover the court effectivity.				
	I move well on the court allowing preparation time to return shots.				
	I move effectively on court throughout the rally and return to the 'T' after each shot.				YR 11
	I move efficiently around the court taking few steps, lunging onto racket leg when playing front court.				
	I have an excellent understanding of the doubles game interacting well with my partner ensuring the whole court is covered at all times.				
BASICS	I hold the racket correctly.			KS3	
	I have a reasonable understanding of positioning on service and can sometimes score correctly.				
	I use two different types of serves with some success.				
	I score accurately when playing a singles half or full court match.			KS4	YR 10
	I use the correct grip and the technique of my shots is effective.				
	My service is varied, accurate and disguised.				
	I understand both scoring and court markings in the singles and doubles game.				YR 11
	I have a detailed understanding of formations in doubles.				
	I have an excellent understanding of the laws of the game.				

FOOTBALL		SKILLS, KNOWLEDGE & UNDERSTANDING		Year Group	
DRIBBLING & TACKLING	I move with the ball with some control some of the time.	KS3		KS4	YR 10
	I demonstrate basic control in isolation, out of game context in a practice situation.				
	I keep the ball within easy reach but sometimes lose control.				
	I attempt to mark the ball and am beginning to time a tackle.				
	I run at an opponent and dribble past on chosen side with close control of the ball and a high rate of success.				
	I make a clear attempt to mark the next pass and tackle the opponent at the appropriate time.	YR 11			
	I show tight control of the ball when dribbling past an opponent on either side and am beginning to develop a feint action with the upper body.				
	I show a high level of balance and ball control when dribbling past an opponent.				
	I control the ball with both feet, demonstrating an ability to push ball in front of body while moving forward, to create space while controlling the ball.				
PASSING & CONTROL	I pass with strong foot with some consistency and accuracy.	KS3		KS4	YR 10
	I pass accurately with the correct part of the foot although it sometimes lacks the correct weighting.				
	I receive simple passes satisfactorily but experience difficulty with the ball coming at differing heights.				
	I have a good standard of passing which is accurate.				
	I have a good standard of passing and can demonstrate correct technique and timing.	YR 11			
	I control the ball with either foot and use my chest and thigh as a means of control having judged the pace and direction of the oncoming ball.				
	I pass the ball accurately whilst on the move demonstrating different types of passes.				
	I control with all parts of the body and apply this frequently in pressurised situations.				
	I demonstrate all types of passes with accuracy, good timing and correct pace.				
ATTACK & DEFENCE	I move into space although my opponents easily get free when I am defending.	KS3		KS4	YR 10
	I exhibit some skill in my chosen position.				
	I am able to feint and signal for the ball sometimes when playing a game.				
	I show that I can influence the game in either attack or defence.	YR 11			
	I get free from an opponent of a similar standard.				
	I switch quickly from attack to defence and appreciate the main tactics involved.				
	I often 'wrong-foot' an opponent using feint to go in one direction and move off in another.				
	I demonstrate a variety of passes showing accuracy and power and give clear signals when receiving in a game situation.				
	I anticipate the situation and take effective defensive or attacking action.				
GAME PLAY & RULES	I participate in the game with some effectiveness.	KS3		KS4	YR 10
	I have a basic understanding of the rules of the game.				
	I am more effective in a game and exhibit individual skills in a chosen position although sometimes they are affected by pressures of the game.				
	I understand the basic tactics of the game and apply them with some success.	YR 11			
	I can referee a small sided game of football using the basic laws.				
	I show a high level of skill and tactical awareness.				
	I make few unforced errors and assist teammates showing a high level of skills and tactical awareness.				
	I exert significant control of the game from a chosen position.				
	I show outstanding level of skill, tactical awareness and anticipation.				

TABLE TENNIS		SKILLS, KNOWLEDGE & UNDERSTANDING		Year Group	
SHOTS & RULES	I hold the bat correctly and understand the basic rules of the game.			KS3	
	I play forehand push strokes with the correct technique and can maintain the stroke during basic rallies.				
	I have a reasonable understanding of positioning on service and know how to score correctly.				
	I play basic forehand and backhand strokes competently, showing control and some direction.			KS4	YR 10
	I have a good understanding of the rules and regulations of the game in both singles and doubles play.				
	I use backspin and top spin in most strokes.			YR 11	
	I have a good grip allowing a variety of shots to be played with good technique.				
	I demonstrate a full range of shots including spin using a forehand drive and a backhand chop showing power control and accuracy.				
	I have excellent use of grip and bat movement for all actions and all strokes are executed with spin.				
SERVE & RETURN	I return slower shots which are easy to reach.			KS3	
	I have an idea of how to serve and can sometimes place it into the correct area on the table.				
	I return the ball using my forehand.				
	I return the ball using a forehand and backhand push but it is sometimes played high and long.			KS4	YR 10
	I demonstrate the correct serving action but not always with pace and accuracy.				
	I hold the bat correctly when rallying and am using the correct action to return.			YR 11	
	I show the correct service action with at least two different types of serve.				
	I have a good range of strokes and can demonstrate a variety of serves, some using spin.				
	I can demonstrate a variety of serves, most using spin.				
RALLYING	I rally using both forehand and backhand shots.			KS3	
	I participate in a game with some success. My rallies are won mostly by unforced errors.				
	The ball is beginning to travel closer to the net and I can return with more pace.				
	I play shots with a good standard of technique, placement and at times, disguise.			KS4	YR 10
	I have the ability to influence a game either in attack or defence.				
	I have a good understanding of the physical demands of the game and display a good level of fitness in long rallies though not frequently in continuous games.			YR 11	
	I show power and accuracy when attacking and control and accuracy when defending.				
	I make few errors when maintaining rallies.				
	I have an excellent understanding of the physical demands of the game and display excellent fitness levels in long rallies and in continuous games.				
FOOTWORK & TACTICS	I am beginning to move my feet more during a rally but need to anticipate the return in order to maintain a rally.			KS3	
	I am beginning to move my feet more in order to return a shot that is out of my reach.				
	I am becoming more effective within a game showing technically correct footwork.				
	I can move effectively around the table resulting in effective execution of strokes.			KS4	YR 10
	I have a good command of skills and tactical play, even under pressure.				
	I can use the correct footwork with speed, balance and rhythm resulting in long rallies being maintained.			YR 11	
	I exert significant control over the game.				
	I show outstanding level of skill, tactical awareness, anticipation and deception, making very few unforced errors.				
	I am tactically able to vary the speed, direction and spin of the ball.				

RUGBY		SKILLS, KNOWLEDGE & UNDERSTANDING		Year Group	
PASSING	I pass a Rugby ball backwards and run forwards in unpressurised situations.	KS3		KS4 YR 10 YR 11	
	I pass and catch a rugby ball in a group, while running, then realign and repeat.				
	Use a pass to beat a passive defender in a 2v1 situation.				
	I make some passes accurately with my strong hand when running at ¾ pace in passive and pressure situations.	KS4 YR 11			
	I select the correct pass some of the time.				
	I pass on the run from both hands with control at reduced speed.				
	I pass at speed from my dominant hand and can pass along a back line at pace.				
	I control passes in set piece moves and can avoid tackles using hand off and side step of dominant foot.				
	I pass accurately using both hands over increasing distances and with pace.				
RUNNING & TACKLING	I able to run with a Rugby ball in my hands but lack control when changing direction.	KS3		KS4 YR 10 YR 11	
	I attempt to run towards the player with the ball but am not always in the right position to tackle.				
	I make front and side tackles from a squatting position on a walking player.				
	I attempt to move into space when I am running with the ball but am often dispossessed by an opponent.	KS4 YR 11			
	I attempt a full tackle in a controlled environment but can't always secure possession when I am tackled.				
	I use footwork, change of direction or change of pace to beat a defender.				
	I execute a tackle cleanly in a controlled situation using my dominant shoulder.				
	I tackle to a consistently high standard from front, side and rear and can tackle cleanly with dominant shoulder.				
	I avoid tackles by using a full range of moves, e.g., dummy, swerve and side step.				
GENERAL SKILLS	I have limited understanding of the role of forwards in set pieces but will attempt to be involved in open play.	KS3		KS4 YR 10 YR 11	
	I am able to pick up a rolling ball and run into space making a good pass some of the time.				
	I am beginning to swerve in order to keep possession of the ball and can lay the ball off to a team mate with some success.				
	I understand and am able to ruck and maul in a practice situation.	KS4 YR 11			
	I use simple tactics to win situations in a rugby match, EG: Spot and use an overlap; run a switch or loop to create space.				
	I produce a variety of kicks with my dominant foot in a controlled environment.				
	I am able to support in rucks and mauls in controlled phase or possession play.				
	I perform accurately and maintain body balance on a range of kicks e.g., punt, drop, place and can spin a static ball off the ground.				
	I fully ruck and maul in open play or execute a range of back moves at play.				
MATCHPLAY	I have a basic understanding of the rules of the game.	KS3		KS4 YR 10 YR 11	
	I have limited knowledge of forwards and backs positional play.				
	I participate in the scrum or line-out play but have limited skill and technique.				
	I show an understanding of attacking and defensive positional play and there is evidence that I can influence the game with satisfactory decision making.	KS4 YR 11			
	I have knowledge of set plays; tactical plays e.g., start line-out, penalty moves and can have the ability and knowledge to play in a number of positions.				
	I take the ball across my body transferring weight correctly and can time 2 v 1 passes at pace.				
	I demonstrate excellent tactical awareness; apply the laws correctly within the context of the game.				
	I have a high level of individual skill maintained under pressure and can exert significant control over the game by taking the best and correct option in a given situation.				

	I have excellent leadership qualities and decision-making skills both as an individual and within the team.		
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HEALTH RELATED FITNESS		SKILLS, KNOWLEDGE & UNDERSTANDING		Year Group	
GENERAL	I am able to locate my pulse, but do not always count it accurately.			KS3	
	I participate in a throughout a fitness session, but will stop during session to aid recovery.				
	I take my pulse rate at the start and end of the session although I don't quite understand the significance yet of using pulse rates as part of exercise.				
	I take an active part in the warm up and cool down.	KS4		YR 10	
	I can identify my own strengths and weaknesses.				
	I assess my strengths and weaknesses and have an idea of how to improve them.			YR 11	
	I know how to take pulse rates and know their importance and show some understanding of the significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effect and fitness levels.				
	I show a very good technique throughout the whole of the training session.				
	I know to take pulse rates and understand the importance and significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. I am able to use this knowledge in testing, measuring and evaluating a programme.				
KNOWLEDGE	I am beginning to understand different ways to exercise and the benefits to my health and fitness levels.			KS3	
	I have a simple understanding of different methods of training and that my pulse rate differs according the intensity of the exercise.				
	I have an idea of the basic muscle groups I am using and some understanding of the circulatory system in relation to training.				
	I have an understanding of the SPORT principle of training.	KS4		YR 10	
	I have some knowledge of the muscles I am using and the effect of training of these muscles, heart and circulatory system and how these work during training sessions.				
	I describe which components of fitness are required in one specific sport giving reasons for their importance.			YR 11	
	I know and understand how to calculate the distance, or time of each repetition, the number of repetitions, and the number of sets and appropriate rest/recovery periods between repetitions and sets and able to explain the reasons why.				
	I have a good working knowledge of the muscles being used and the effect on the muscles, heart and the circulatory system and how they work during their training sessions.				
	I have a excellent working knowledge of the muscles, joints and joint actions used in the exercises and know how they work.				
FITNESS LEVEL	I am able to sustain aerobic activity for a longer period of time keeping my heart rate at around 60% of my maximum.			KS3	
	I am able to work for longer periods of time at a higher intensity (70%) and can see that my fitness levels are improving.				
	I have a good fitness level and can work to a good level of intensity (e.g., 60 to 70 per cent maximum heart rate) with good technique on each repetition and set for most of the training session.				
	I have a degree of strength and strength endurance and can maintain some stability when performing an exercise or group of exercises throughout the length of a session.	KS4		YR 10	
	I have a very good fitness level and can work to a very good level of intensity (e.g., 70 to 80 per cent maximum heart rate).				
	I have a very good fitness level, demonstrated by working at a very high intensity level (e.g., working towards the high end of my target zone).				
	I have an excellent fitness level, which will be demonstrated in working at an excellent level of intensity (e.g., at the high end of their target zone).			YR 11	

	I have an outstanding level of fitness, which will be demonstrated in working at an excellent level of intensity (e.g., 90 per cent maximum heart rate).		
	I have a high level of core stability and strength and am able to maintain excellent technique throughout the training session (this may be most noticeable on the final circuit).		
APPLICATION OF KNOWLEDGE	I show some technical ability when taking part in circuits/body conditioning.	KS3	
	I am able to describe the importance of a warm up and a cool down as part of an exercise programme.		
	I show good technique early in the session but my technique and fitness level deteriorate in the later stages especially on the final circuit/part of the session.		
	I demonstrate different types of exercise but exercises can lack fluidity and timing. I am developing a sense of awareness and have some degree of muscular control and stability.	KS4	YR 10
	I am able to choose appropriate testing and measuring and evaluating procedures for a training programme.		
	Able to choose a suitable cardiovascular exercise programme which could include a variety of equipment including running, cycling, swimming, rowing or other suitable means or the challenge could be solely in their preferred activity.		
	I am able to produce a fitness session using different methods of training.		
	I understand, and can devise and follow a high quality and challenging training cardiovascular exercise programme which could include a variety of tasks.	YR 11	
	I can plan and carry out an appropriate warm up, main activity and cool down for each training session they perform. I am Very capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session.		