

**PEFORMANCE STUDIES (GCSE PE)**  
**PRACTICAL SCHEME OF LEARNING OVERVIEW**  
 Year 10 and 11 Tennis

<b>Rationale and Context of Unit:</b>	<b>Core curriculum content:</b>	<b>Tier 2 &amp; Tier 3 vocabulary explicitly taught:</b>
<p>Students are required to perform all of the ‘core’ and ‘advanced’ skills in competitive situations for GCSE PE. They are required to perform in three sports with the requirements of one team sport, one individual sport and one free choice. Each sport is worth 10% of the GCSE qualification and is marked out of 20.</p> <p>At key stage three, students are taught many of the core skills from the OCR GCSE PE specification. Specifically, through years 7, 8 and 9, students will have been taught the following:</p> <p><b>Year 7:</b></p> <ol style="list-style-type: none"> <li>1) Showcase good hand-eye coordination control through various tennis drills.</li> <li>2) Demonstrate effective footwork to position themselves for return shots.</li> <li>3) Execute forehand and backhand ground strokes to complete tennis rallies with a partner.</li> </ol> <p><b>Year 8:</b></p> <ol style="list-style-type: none"> <li>1) Learn correct overhead serves so you can make it difficult for your opponent to return the ball.</li> <li>2) Demonstrate shot placement with depth and width so you can move your opponent around the court and set up winning shots.</li> <li>3) Perform volley shots at the net so you can win a point.</li> </ol>	<p>Students will be required to demonstrate the following ‘core’ and ‘advanced’ skills for tennis:</p> <p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>• Serving</li> <li>• Return of serve</li> <li>• Forehand an backhand ground strokes</li> <li>• Forehand and backhand volleys</li> <li>• Forehand lob</li> <li>• Court positioning, speed, footwork and mobility</li> </ul> <p><b>Advanced Skills:</b></p> <ul style="list-style-type: none"> <li>• Forehand and backhand topspin and slice</li> <li>• Spin service</li> <li>• Drop shot/volley</li> <li>• Smash</li> <li>• Footwork and court positioning</li> </ul> <p><b>Decision Making:</b></p> <ul style="list-style-type: none"> <li>• Selection of appropriate shot</li> <li>• Principals of attack and defence e.g. roles and positioning</li> <li>• Understanding of positions and roles in attack and defence</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Trajectory – The flight path of the ball</i></li> <li>• <i>Ground strokes – Shots whereby the ball bounces first</i></li> <li>• <i>Forehand – Shots played on the players favoured side at a front angle</i></li> <li>• <i>Backhand – Shots played on the players non-dominant side at a backwards angle</i></li> <li>• <i>Volley – Shots played without the ball bouncing</i></li> <li>• <i>Topspin – When the ball rotates in a forwards motion</i></li> <li>• <i>Backspin – When the ball rotates in a backwards motion</i></li> <li>• <i>Let – A term in tennis when during a serve the ball hits the top of the net and bounces in the service box</i></li> <li>• <i>Lob – When the ball is lofted over the opponents head</i></li> <li>• <i>Drop shot – When the ball is delicately played short over the net</i></li> <li>• <i>Court Violation – When a player</i></li> </ul>

<p><b>Year 9:</b></p> <ol style="list-style-type: none"> <li>1) Learn smash shots with power and placement so you can win points when at the net.</li> <li>2) Learn and demonstrate how to apply top spin and slice so you can make it difficult for your opponent to return the ball.</li> <li>3) Develop your ability to use game strategies and tactics to overcome your opponent in singles and doubles.</li> </ol> <p>Students will be required to use the skills learned in this scheme of learning in an internal practical exam at Acle, which is then moderated externally offsite. In addition, students will use their knowledge and understanding of tennis in the analysis of performance coursework task if they chose to complete the work on this sport.</p> <p>The skills are taught by firstly securing the ‘core skills’ before progressing onto the ‘advanced skills’. Each lesson develops a skill in isolation before applying it into competitive situations such as matches in order to develop decision making and tactical awareness. It is taught in this way as ‘core’ skills are normally prerequisites of the ‘advanced’ skills. This is a continuous scheme throughout years 10 and 11, as students track their mastery of the specification’s skills (see assessment below).</p>	<ul style="list-style-type: none"> <li>• Applying tactics in different competitive situations</li> <li>• Applying different systems/formations of play in different situations e.g. attacking and defensive formations in doubles</li> <li>• Applying other ploys/tactics to outwit opponent e.g. serve, second serve and volley, intercepting in doubles, disguising your shot, switching positions</li> <li>• Awareness of team strategies/tactics (doubles only)</li> <li>• Awareness of strengths/weaknesses and actions of other players e.g. fitness</li> <li>• Awareness of the rules and regulations of the sport and their application</li> </ul> <p>Students are taught the core skills first and develop these through repetition and application in matches until they have ‘accuracy, fluency and control’. They are assessed at the end of each scheme of learning on how many they can use in competitive situations with ‘accuracy, fluency and control’ (see assessment section below). The skills taught in each SOL will depend on the diagnostic assessment that the teacher uses, as this can vary greatly between cohorts. Students will spend a half term learning and developing these tennis skills.</p>	<p><i>breaks a rule and is penalised</i></p>
<p style="text-align: center;"><b>Challenge and Support:</b></p>	<p style="text-align: center;"><b>Worldwide learning/ links to 21<sup>st</sup> century:</b></p>	<p style="text-align: center;"><b>Cultural capital/ Industry/ Enrichment:</b></p>
<p>Tennis is an extremely technical sport. However, with repetition and careful refinement of skills and techniques, students at Acle often become very good players at GCSE PE level. Students taking tennis will be expected to apply their skills in the year 10 tennis team.</p>	<p>Students will understand the etiquette issues that still exist in 21<sup>st</sup> century tennis, certainly at events such as Wimbledon.</p>	<p>Students will have the opportunity to develop tennis skills and fitness to benefit them in their future performances. Students are encouraged</p>

<p>There are many ways in which teachers will carefully stretch and support students in lessons. For example, to support and challenge students in learning slice shots, the teacher could use feeding from a partner to learn the skill before progressing to controlled rallies with one student playing a basic ground stroke and the other playing slice. Once this is acquired, students can progress onto both performing slice at a slow pace and closer on the court before moving onto faster pace shots which are deeper. They can even learn the shot without a net if required. Students can start at any of these four steps of learning the shot, and similarly, students can progress along them at their own pace. Breaking down the performance of a skill in this way creates a motivational environment for all due to facilitating a sense of perceived competence, whilst being ambitious for all.</p> <p>Another two key differentiation tools for tennis are racket size and compression of balls. Students can learn shots with a shorter racket and lower compression ball before moving onto full size rackets and full compression balls. Students can also use iPads to film their technique and compare this against the technical model.</p> <p>In all skill development tasks and application matches, students are paired with students of similar ability. When a student feels comfortable to take of a stronger opposition they are encouraged to do so.</p>	<p>Students will use drills and activities used by professional athletes in 21<sup>st</sup> century tennis. This focusses on much repetition of skills and then application into matches with certain conditions to reinforce the skill.</p>	<p>to further their skills and performance for the school tennis team who compete in the Norfolk schools league, for males and females. In addition, students can attend tennis training which takes place after school during the summer term. These provide students with fantastic experiences and development of social and inter-personal skills within a team or group.</p> <p>The PE department also enters the ballot for Wimbledon tickets each year and this provides an inspirational experience for students.</p>
<p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>	<p><b>Cross curricular links/ literacy/numeracy:</b></p>	<p><b>Common misconceptions:</b></p>
<p>Students will work on expressing key values for personal and moral development, encouraged by their teacher:</p> <ul style="list-style-type: none"> <li>• Excellence and Determination – to become the best player they can be and overcome the challenges of acquiring all the skills on the specification</li> <li>• Resilience – to keep improving when skills such as smash shots and drop shots become difficult to master</li> <li>• Respect – for officials who have to make fast judgements and the etiquette in tennis</li> </ul>	<p>Angles and judging distances are vital for tennis play. Students need to be able to move their opponent around the court to set up winning shot opportunities. This is taught regularly in lessons when students apply their skills into matches.</p>	<p>Students need to understand that for purposes of tennis assessment, students will need to be able to play shots with accuracy, control and fluency in both rallies and also match play, when required to. Much repetition of shots will take place to ensure students can play each one.</p>

## Assessment timeline:

A diagnostic assessment will take place at the start of the unit to understand which of the core and advanced skills students can perform. The teacher will use the excel spreadsheet as per example below to ascertain which tennis skills students are able to perform. The more core and advanced skills students can perform in a competitive situation with accuracy, fluency and control, the higher score they will be awarded (see below). This will inform which skills from the core content list above are taught in the scheme of learning, and this will differ for cohorts.

Teachers will use their own demonstrations and videos to show what a good one looks like (WAGOLL). This will be the visual technical model for students to copy.

Teacher assessment and feedback will be regularly given and this is similar to key stage three whereby the teacher will aim to provide at least one piece of verbal feedback of skill development and/or skill application in matches in order to help students develop. In addition to this, students will continuously self-assess their own ability to perform the listed skills assessment against key skills. They will keep their own version of the assessment checklist for each sport so they can keep check on their skills and work on these in future lessons, in school teams or in their club setting.

At the end of the scheme of learning, a final assessment similar to moderation exercise will take place. This will be a 1 hour assessment whereby students demonstrate the skills one by one and the teacher will observe and record which can and cannot be performed with accuracy, fluency and control. Assessments will inform future planning as the tennis skills with low levels of accuracy, fluency and control per cohort can be addressed in future lessons.

## Home learning

Students will be required to watch the following videos prior to the corresponding lessons:

- Forehand - <https://www.youtube.com/watch?v=aZj7DIEftPg>
- Backhand - <https://www.youtube.com/watch?v=PBguk3yRPgl> and <https://www.youtube.com/watch?v=hKSr14cUn9Q>
- The correct overhead serve technique - <https://www.youtube.com/watch?v=w03NVg7YtNo>
- Correct forehand and backhand volley technique - <https://www.youtube.com/watch?v=Cm4xbL5LoBU> and <https://www.youtube.com/watch?v=GUIKEHMEOBo>
- Smash shots - <https://www.youtube.com/watch?v=PdM6cmb3ef4>
- Top spin - <https://www.youtube.com/watch?v=Rm08-qbXeW8>
- Lob - <https://www.youtube.com/watch?v=1PAIFx-wKI>
- Spin Service (top and slice) - <https://www.youtube.com/watch?v=l2keKndmKGo> and <https://www.youtube.com/watch?v=aOiaEkrP0ZU>
- Drop Shot - <https://www.youtube.com/watch?v=ui8fPYvqcZI>

These will be used to give the students an understanding of the skills being taught in preparation for the lesson. Some students may also be able to try these skills in their



Unit: