

Curriculum Year 9

Knowledge Map

AUTUMN

Activity	Football	Rugby	Netball	Table Tennis
<p>Declarative <i>What should they know?</i></p> <p><i>What key facts/concepts/knowledge do we want all students to know?</i></p>	<ul style="list-style-type: none"> • Physical Skills: They should understand the technical teaching points and what skills to select and apply in competitive situations in rugby, football, netball and table tennis. • Rules: They should understand the rules and method of re-starts and scoring in rugby, football, netball and table tennis and implement into their performance. • Safety: They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using rugby, football, netball and table tennis equipment • Fitness needs: They should be aware of the fitness needs and requirements for rugby, football, netball and table tennis • Thinking Skills: They should be able apply basic thinking skills in rugby, football, netball and table tennis such as spatial awareness and own strengths 			
<p>Procedural <i>What should they be able to do?</i></p> <p><i>What things should all students be able to do?</i></p>	<ul style="list-style-type: none"> • Perform the low drive pass • Dribble at 1v1 with control • Control a ball under pressure • Perform a range of shooting techniques • Perform attacking headers • Adhere to & enforce the rules • Have awareness of space • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 	<ul style="list-style-type: none"> • Cross over running with the ball • Rucking • Line out (no lifting) • Adhere to and enforce the rules • Awareness space • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 	<ul style="list-style-type: none"> • Intercepting • Dodging (Range) • Signaling • Adhere to and enforce the rules • Awareness space • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 	<ul style="list-style-type: none"> • Score a doubles game. • Umpire a doubles game • Serve with spin • Forehand & backhand drive • Backhand chop • Adhere to & enforce the rules • Awareness of opponents' position and weakness • Outwit an opponent
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<ul style="list-style-type: none"> • Tibialis Anterior • Gluteus Maximus • Hip flexor 	<ul style="list-style-type: none"> • Turnover • Knock-on 	<p>Spatial Awareness Interception</p>	<p>Chop Topspin</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • Assessed (informally) in the techniques and their ability to apply these techniques into a competitive game/situation. • Knowledge of rules 			
<p>Diversity</p>	<ul style="list-style-type: none"> • Students explore the diversity of northern & southern hemisphere rugby competing nations 			



Curriculum Knowledge Map

Year 9	SPRING			
Activity	Basketball	Trampoline	Badminton	Fitness
<p>Declarative <i>What should they know?</i></p> <p><i>What key facts/concepts/knowledge do we want all students to know?</i></p>	<ul style="list-style-type: none"> • Physical Skills: They should understand the technical teaching points and what skills to select and apply in competitive situations in basketball, trampoline, badminton, and fitness. • Rules: They should understand the rules and method of re-starts and scoring in basketball, trampoline, badminton and implement into their performance. • Safety: They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using equipment in basketball, trampoline, badminton, and fitness. • Fitness needs: They should be aware of the fitness needs and requirements for situations in basketball, trampoline, badminton, and fitness. • Thinking Skills: They should be able apply basic thinking skills in basketball, trampoline, badminton, and fitness such as spatial awareness and own strengths. 			
<p>Procedural <i>What should they be able to do?</i></p> <p><i>What things should all students be able to do?</i></p>	<ul style="list-style-type: none"> • Dribble 1v1 • Screen • Adhere to and enforce the rules • Awareness space • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 	<ul style="list-style-type: none"> • Adhere to safely rules • Back drop to front drop • Back drop/back ½ twist to back with mat • Progression to front somersault with mat 	<ul style="list-style-type: none"> • Score/ umpire a doubles game • Double serving order from which service box • Overhead drop shot with disguise • Smash • Adhere to and enforce the rules • Awareness space • Outwit an opponent/ build up shots 	<ul style="list-style-type: none"> • Safely carry out: • Multi-stage fitness test or Harvard Step test • Skinfold test • Set up and put away equipment • Analyse and compare fitness test results to normative data • Identify strengths & weaknesses in personal fitness
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<ul style="list-style-type: none"> • Screen • Technical foul 	<ul style="list-style-type: none"> • Frontal axis • Sagittal Plane 	<ul style="list-style-type: none"> • Disguise • Build-up shot 	<ul style="list-style-type: none"> • Working heart rate • Fatigue • Body composition
<p>Assessment</p>	<ul style="list-style-type: none"> • Assessed (informally) in the techniques and their ability to apply these techniques into a competitive game/situation. • Knowledge of rules. 			
<p>Diversity</p>	<ul style="list-style-type: none"> • Students explore the diversity of the European Championship national teams such as England, France and Germany. 			



Curriculum Knowledge Map

Year 9	SUMMER			
Activity	Cricket	Rounders	Athletics (Track events- Sprints, Hurdles, Relay, 800m)	Athletics (Field events- High/long Jump, Shot Putt, Javelin)
<p>Declarative <i>What should they know?</i></p> <p><i>What key facts/concepts/knowledge do we want all students to know?</i></p>	<ul style="list-style-type: none"> • Physical Skills: They should understand the technical teaching points and what skills to select and apply in competitive situations in cricket, rounders, and athletics (track & field events). • Rules: They should understand the rules and method of re-starts and scoring in in cricket, rounders, and athletics (track & field events) and implement into their performance. • Safety: They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using equipment in in cricket, rounders, and athletics (track & field events). • Fitness needs: They should be aware of the fitness needs and requirements for situations in in cricket, rounders, and athletics (track & field events). • Thinking Skills: They should be able apply basic thinking skills in in cricket, rounders, and athletics (track & field events) such as spatial awareness and own strengths. 			
<p>Procedural <i>What should they be able to do?</i></p> <p><i>What things should all students be able to do?</i></p>	<ul style="list-style-type: none"> • Bowling (Off-side/ varying lengths) • Batting (off-side) • Adhere to & enforce the rules • How to set out a field effectively • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 	<ul style="list-style-type: none"> • Bowling (fast) • Batting (backhand/reverse) • Adhere to and enforce the rules • How to field as a team • Scoring/ umpire • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 	<ul style="list-style-type: none"> • Hurdling (stride pattern) • 200m (bend running) • 800m (race pacing) • Adhere to and enforce the rules 	<ul style="list-style-type: none"> • High jump (start position /approach/ take-off/ landing) • Long Jump (start position/ approach/ take-off/ landing) • Shot Putt (stance/glide/ throw) • Javelin (Run-up/ throw)
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<ul style="list-style-type: none"> • Leg side • Off side 	<ul style="list-style-type: none"> • Disguise • Backhand • Reverse swing 	<ul style="list-style-type: none"> • Split time • Race tactics • Breakaway • Boxed in 	<ul style="list-style-type: none"> • Glide • Trajectory • Flight phase
<p>Assessment</p>	<ul style="list-style-type: none"> • Assessed (informally) in the techniques and their ability to apply these techniques into a competitive game/situation. • Knowledge of rules & homework quiz 			
<p>Diversity</p>	<ul style="list-style-type: none"> • Students explore the heritage of Kylian Mbappe and Dina Asher-Smith 			



Curriculum Knowledge Map

