


Year 9	AUTUMN			
Activity Curriculum	Football Knowledge Map	Rugby	Netball	Table Tennis 
<b>Declarative</b> <i>What should they know?</i>  <i>What key facts/concepts/knowledge do we want all students to know?</i>	<ul style="list-style-type: none"> <li><b>Physical Skills:</b> They should understand the technical teaching points and what skills to select and apply in competitive situations in rugby, football, netball and table tennis.</li> <li><b>Rules:</b> They should understand the rules and method of re-starts and scoring in rugby, football, netball and table tennis and implement into their performance.</li> <li><b>Safety:</b> They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using rugby, football, netball and table tennis equipment</li> <li><b>Fitness needs:</b> They should be aware of the fitness needs and requirements for rugby, football, netball and table tennis</li> <li><b>Thinking Skills:</b> They should be able apply basic thinking skills in rugby, football, netball and table tennis such as spatial awareness and own strengths</li> </ul>			
<b>Procedural</b> <i>What should they be able to do?</i>  <i>What things should all students be able to do?</i>	<ul style="list-style-type: none"> <li>Perform the low drive pass</li> <li>Dribble at 1v1 with control</li> <li>Control a ball under pressure</li> <li>Perform a range of shooting techniques</li> <li>Perform attacking headers</li> <li>Adhere to &amp; enforce the rules</li> <li>Have awareness of space</li> <li>Outwit an opponent individually/ within a team</li> <li>Communicate &amp; collaborate within a team</li> </ul>	<ul style="list-style-type: none"> <li>Cross over running with the ball</li> <li>Rucking</li> <li>Line out (no lifting)</li> <li>Adhere to and enforce the rules</li> <li>Awareness space</li> <li>Outwit an opponent individually/ within a team</li> <li>Communicate &amp; collaborate within a team</li> </ul>	<ul style="list-style-type: none"> <li>Intercepting</li> <li>Dodging (Range)</li> <li>Signaling</li> <li>Adhere to and enforce the rules</li> <li>Awareness space</li> <li>Outwit an opponent individually/ within a team</li> <li>Communicate &amp; collaborate within a team</li> </ul>	<ul style="list-style-type: none"> <li>Score a doubles game.</li> <li>Umpire a doubles game</li> <li>Serve with spin</li> <li>Forehand &amp; backhand driveh</li> <li>Backhand chop</li> <li>Adhere to &amp; enforce the rules</li> <li>Awareness of opponents' position and weakness</li> <li>Outwit an opponent</li> </ul>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	<ul style="list-style-type: none"> <li>Tibialis Anterior</li> <li>Gluteus Maximus</li> <li>Hip flexor</li> </ul>	<ul style="list-style-type: none"> <li>Turnover</li> <li>Knock-on</li> </ul>	Spatial Awareness Interception	Chop Topspin
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Assessed (informally) in the techniques and their ability to apply these techniques into a competitive game/situation.</li> <li>Knowledge of rules</li> </ul>			
Year 9	SPRING			
Activity	Basketball	Trampoline	Badminton	Fitness
<b>Declarative</b>	<ul style="list-style-type: none"> <li><b>Physical Skills:</b></li> </ul>			



# Curriculum Knowledge Map

<p><i>What should they know?</i></p> <p><i>What key facts/concepts/knowledge do we want all students to know?</i></p>	<p>They should understand the technical teaching points and what skills to select and apply in competitive situations in basketball, trampoline, badminton, and fitness.</p> <ul style="list-style-type: none"> <li>• <b>Rules:</b> They should understand the rules and method of re-starts and scoring in basketball, trampoline, badminton and implement into their performance.</li> <li>• <b>Safety:</b> They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using equipment in basketball, trampoline, badminton, and fitness.</li> <li>• <b>Fitness needs:</b> They should be aware of the fitness needs and requirements for situations in basketball, trampoline, badminton, and fitness.</li> <li>• <b>Thinking Skills:</b> They should be able apply basic thinking skills in basketball, trampoline, badminton, and fitness such as spatial awareness and own strengths.</li> </ul>			
<p><b>Procedural</b></p> <p><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"> <li>• Dribble 1v1</li> <li>• Screen</li> <li>• Adhere to and enforce the rules</li> <li>• Awareness space</li> <li>• Outwit an opponent individually/ within a team</li> <li>• Communicate &amp; collaborate within a team</li> </ul>	<ul style="list-style-type: none"> <li>• Adhere to safely rules</li> <li>• Back drop to front drop</li> <li>• Back drop/back ½ twist to back with mat</li> <li>• Progression to front somersault with mat</li> </ul>	<ul style="list-style-type: none"> <li>• Score/ umpire a doubles game</li> <li>• Double serving order from which service box</li> <li>• Overhead drop shot with disguise</li> <li>• Smash</li> <li>• Adhere to and enforce the rules</li> <li>• Awareness space</li> <li>• Outwit an opponent/ build up shots</li> </ul>	<ul style="list-style-type: none"> <li>• Safely carry out:</li> <li>• Multi-stage fitness test or Harvard Step test</li> <li>• Skinfold test</li> <li>• Set up and put away equipment</li> <li>• Analyse and compare fitness test results to normative data</li> <li>• Identify strengths &amp; weaknesses in personal fitness</li> </ul>
<p><b>Disciplinary Literacy</b></p> <p>(Tier 3 Vocab)</p>	<ul style="list-style-type: none"> <li>• Screen</li> <li>• Technical foul</li> </ul>	<ul style="list-style-type: none"> <li>• Frontal axis</li> <li>• Sagittal Plane</li> </ul>	<ul style="list-style-type: none"> <li>• Disguise</li> <li>• Build-up shot</li> </ul>	<ul style="list-style-type: none"> <li>• Working heart rate</li> <li>• Fatigue</li> <li>• Body composition</li> </ul>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Assessed (informally) in the techniques and their ability to apply these techniques into a competitive game/situation.</li> <li>• Knowledge of rules.</li> </ul>			
<p><b>Year 9</b></p>	<p><b>SUMMER</b></p>			
<p><b>Activity</b></p>	<p><b>Cricket</b></p>	<p><b>Rounders</b></p>	<p><b>Athletics</b> (Track events- Sprints, Hurdles, Relay, 800m)</p>	<p><b>Athletics</b> (Field events- High Jump, Long Jump, Shot Putt, Javelin)</p>



# Curriculum Knowledge Map

<p><b>Declarative</b> <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"> <li>• <b>Physical Skills:</b> They should understand the technical teaching points and what skills to select and apply in competitive situations in cricket, rounders, and athletics (track &amp; field events).</li> <li>• <b>Rules:</b> They should understand the rules and method of re-starts and scoring in in cricket, rounders, and athletics (track &amp; field events) and implement into their performance.</li> <li>• <b>Safety:</b> 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 &amp; field events).</li> <li>• <b>Fitness needs:</b> They should be aware of the fitness needs and requirements for situations in in cricket, rounders, and athletics (track &amp; field events).</li> <li>• <b>Thinking Skills:</b> They should be able apply basic thinking skills in in cricket, rounders, and athletics (track &amp; field events) such as spatial awareness and own strengths.</li> </ul>			
<p><b>Procedural</b> <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"> <li>• Bowling (Off-side/ varying lengths)</li> <li>• Batting (off-side)</li> <li>• Adhere to &amp; enforce the rules</li> <li>• How to set out a field effectively</li> <li>• Outwit an opponent individually/ within a team</li> <li>• Communicate &amp; collaborate within a team</li> </ul>	<ul style="list-style-type: none"> <li>• Bowling (fast)</li> <li>• Batting (backhand/reverse)</li> <li>• Adhere to and enforce the rules</li> <li>• How to field as a team</li> <li>• Scoring/ umpire</li> <li>• Outwit an opponent individually/ within a team</li> <li>• Communicate &amp; collaborate within a team</li> </ul>	<ul style="list-style-type: none"> <li>• Hurdling (stride pattern)</li> <li>• 200m (bend running)</li> <li>• 800m (race pacing)</li> <li>• Adhere to and enforce the rules</li> </ul>	<ul style="list-style-type: none"> <li>• High jump (start position /approach/ take-off/ landing)</li> <li>• Long Jump (start position/ approach/ take-off/ landing)</li> <li>• Shot Putt (stance/glide/ throw)</li> <li>• Javelin (Run-up/ throw)</li> </ul>
<p><b>Disciplinary Literacy</b> (Tier 3 Vocab)</p>	<ul style="list-style-type: none"> <li>• Leg side</li> <li>• Off side</li> </ul>	<ul style="list-style-type: none"> <li>• Disguise</li> <li>• Backhand</li> <li>• Reverse swing</li> </ul>	<ul style="list-style-type: none"> <li>• Split time</li> <li>• Race tactics</li> <li>• Breakaway</li> <li>• Boxed in</li> </ul>	<p>Glide Trajectory Flight phase</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Assessed (informally) in the techniques and their ability to apply these techniques into a competitive game/situation.</li> <li>• Knowledge of rules.</li> </ul>			

