

Curriculum Knowledge Map



Year 9	AUTUMN			
Curriculum Activity	Football	Rugby	Netball	Table Tennis
Declarative <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"> • <u>Physical Skills</u>: They should understand the technical teaching points and what skills to select and apply in competitive situations in rugby, football, netball and table tennis. • <u>Rules</u>: They should understand the rules and method of re-starts and scoring in rugby, football, netball and table tennis and implement into their performance. • <u>Safety</u>: They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using rugby, football, netball and table tennis equipment • <u>Fitness needs</u>: They should be aware of the fitness needs and requirements for rugby, football, netball and table tennis • <u>Thinking Skills</u>: They should be able apply basic thinking skills in rugby, football, netball and table tennis such as spatial awareness and own strengths 			
Procedural <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"> • Perform the low drive pass. • Dribble at 1v1 with control. • Control the ball under pressure. • Perform a range of shooting techniques. • Perform attacking headers. • Adhere to and enforce the rules. • Have awareness of space • Outwit an opponent individually/ within a team. • Communicate and 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 and 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 and collaborate within a team. 	<ul style="list-style-type: none"> • Score a doubles game. • Umpire a doubles game. • Serve with spin. • Forehand and backhand drive. • Backhand chop. • Adhere to and enforce the rules. • Awareness of opponents' position and weakness. • Outwit an opponent.
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	<ul style="list-style-type: none"> • Tibialis Anterior • Gluteus Maximus • Hip flexor 	<ul style="list-style-type: none"> • Turnover • Knock-on 	<ul style="list-style-type: none"> • Spatial Awareness • Interception 	<ul style="list-style-type: none"> • Chop • Topspin
Assessment	<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 			
Diversity	Reference and highlighting different World Cups (Football/Rugby/Netball)/ World Championships (Table Tennis), with teams and players from around the world. Directed to PE Read/ Watch/ Visit list to see high profile global sporting events. Resources shared have diversity represented.			



Curriculum Knowledge Map



Year 9	SPRING			
Curriculum Activity	Basketball	Trampoline	Badminton	Fitness
Declarative <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"> <u>Physical Skills</u>: They should understand the technical teaching points and what skills to select and apply in competitive situations in basketball, trampoline, badminton, and fitness. <u>Rules</u>: They should understand the rules and method of re-starts and scoring in basketball, trampoline, badminton and implement into their performance. <u>Safety</u>: They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using equipment in basketball, trampoline, badminton, and fitness. <u>Fitness needs</u>: They should be aware of the fitness needs and requirements for situations in basketball, trampoline, badminton, and fitness. <u>Thinking Skills</u>: They should be able apply basic thinking skills in basketball, trampoline, badminton, and fitness such as spatial awareness and own strengths. 			
Procedural <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"> Dribble 1v1 Screen Adhere to and enforce the rules. Awareness space Outwit an opponent individually/ within a team. Communicate and 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 and weaknesses in personal fitness.
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	<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
Assessment	<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 			
Diversity	Reference and highlighting different World Cups/ World Championships (Athletics/ Olympics/ Trampoline/ Badminton), with teams and players from around the world. Directed to PE Read/ Watch/ Visit list to see high profile global sporting events. Resources shared have diversity represented.			



Curriculum Knowledge Map



Year 9	SUMMER			
Curriculum Activity	Cricket	Rounders	Athletics (Track events- Sprints, Hurdles, Relay, 200m, 800m)	Athletics (Field events- High Jump, Long Jump, Shot Putt, Javelin)
Declarative <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"> 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 and field events). Rules: They should understand the rules and method of re-starts and scoring in in cricket, rounders, and athletics (track and 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 and field events). Fitness needs: They should be aware of the fitness needs and requirements for situations in in cricket, rounders, and athletics (track and field events). Thinking Skills: They should be able apply basic thinking skills in in cricket, rounders, and athletics (track and field events) such as spatial awareness and own strengths. 			
Procedural <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"> Bowling (Off-side/ varying lengths) Batting (off-side) Adhere to and enforce the rules. How to set out a field effectively Outwit an opponent individually/ within a team. Communicate and 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 and 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)
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	<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
Assessment	<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 and homework quiz 			
Diversity	Reference and highlighting different World Cups (Cricket-ODI & T20)/ World Championships (Athletics/ Olympics), with teams and players from around the world. Directed to PE Read/ Watch/ Visit list to see high profile global sporting events. Resources shared have diversity represented.			

