



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

PE

INTENT

"You miss 100 percent of the shots you don't take." - **Wayne Gretzky**

The curriculum area of Physical Education aims to give all students the desire and ability to be lifelong participants in physical activity. Health is put at the heart of our school, and this will hopefully help students lead a lifelong love of physical activity. Innovative and exciting lessons will create informed and enthused students who will possess the motor skills, physical fitness and understanding of concepts that foster healthy lifestyles. Whether your passion is in invasion games, net & wall games, strike & field games, track & field, gymnastics, new fitness plans, or swimming, you will have the opportunity to develop these skills to the next level and competition will be provided regionally and nationally where appropriate. This development will improve student's leadership and autonomy, as well as their physical, mental and social health; whilst exposing them to a future hobby or career.

The curriculum is designed to promote clear differences in Physical Education, School Sport and Physical Activity.



YEAR GROUP

YEAR 9

RATIONAL / NARRATIVE

Students will develop and refine skills in advanced competitive situations in a range of physical activities. They will also develop and reflect on their selection of techniques in varying game situations. Students will acquire and develop their ability to apply basic and advanced strategies and tactics, to outwit opponents. Students will have more focus on how to compete and participate in longer and more strenuous games, with less time on SSG which were focused on in Years 7&8. It is aimed to instil a passion for a chosen sport(s) with the hope that it is the beginning of lifelong participation in physical activities. In addition, new methods of training which are relevant and current, such as aerobics, dance, Zumba and HIIT training methods will be introduced to help students build confidence in more commercial activities post 16.

In the case of poor weather alternative activities may have to be delivered from the curriculum.

TERM KNOWLEDGE

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Netball

To apply techniques specific to the full version of the game effectively, safely and efficiently.

Ability to engage in a full version of the game

Catching: one handed, two handed, with feet grounded, in flight.

- Passing: one handed (shoulder, high shoulder, underarm, bounce); two handed (chest, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; running shot; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; third stage defending; blocking; inside the circle; outside the circle (i.e. defending the circle edge against the pass in).
- Intercepting: pass; shot.
- Use of Banding/order of play.
- Set play – back line/ centre pass.

Football

Control in pressurised situations: use of chest, thigh, feet and head.

Passing:

Badminton

To apply techniques specific to the full version of the game effectively, safely and efficiently.

Skills and knowledge

Grips and their uses.

Clears: defensive and attacking.

Drop shots: fast/slow.

Service:

– high

– low

– flick

– drive

– low backhand

– flick backhand

Smash: forehand.

Sidearm strokes: forehand and backhand drives and push returns.

Net shots: forehand and backhand.

Underarm strokes: both on the backhand and forehand the underarm clear; block return of the smash.

Ability to engage in a full version of the game

Stroke restriction and court restriction drills.

Structured rallies and plays.

Tactics – for singles, level doubles and mixed doubles.

Positioning in attack and defence, i.e. formations: front and back; side by side.

Correct choice and use of the appropriate stroke when attacking or defending.

Athletics – (some skills will be retaught from Y8&Y7 due to lesson time and weather constraints)

Students to specialise in one track and one field event

Long Jump: Four Phases – Run Up, Take off, Flight, Landing. Students to now take a more independent approach to line out their run.

400m/800m Middle Distance: Pacing, Endurance, Tactics.

Power/ Economic Running action. Students to pace their run now independently without guidance from teacher.

60m Sprint: Starting technique, SAQ work, Knee Lift, Body Position, Arm Action. Students to now develop a more relaxed and economical running action

Javelin/shot/discus Throw: Development of preparation phase into a glide or run, Side on, transfer of body weight, throwing action, Arm Speed, Trajectory of flight.

Delivered through howler throw, javelin, shot and discus

Generic Elements – Power Position, Jumping and Throwing

Striking and fielding -

Batting: develop a variety of attacking and defensive shots including fault correction ad played to the most appropriate delivery e.g. pull shot to a ball that pitches short and on leg side.

Bowling: consistency, variety of pace, direction and so on



- Short pass – including use of both feet; use of the inside and the outside of the foot.
- Long pass (along the ground, lofted pass) – skills to include use of both feet, outside of the foot and the chip pass.
- Body pass – use of head and chest.

Shooting: power shots (short and long range); shots with inside and outside of foot (swerving shots); first time shots (volleys and half volleys); heading; shooting on the move; penalty kicks and direct free kicks.

Tackling: block tackle; side tackle; sliding tackle.

Dribbling: close control; use of either foot; feints; changes of pace and direction.

Heading: defensive and attacking; for distance and for accuracy.

Jockeying: pressuring and attacking; closing down a player.

Basketball

- Development the fundamental principles of play when selecting and applying tactics for defending and attacking.
- Passing, Receiving, outwitting defenders, Dribbling, and shooting will be developed through small, sided games and conditional situations.
- Accurately replicate a range of lay-up variations to outwit opponents.
- Development of ways to outwit opponents with the use of defending skills. i.e., zone and person to person defence.
- Provide opportunities to make decision in a range of situations.

Multi skills framework

- To learn how to work together as a team in a range of different sporting situations.
- To perform fundamental passing and control skills in isolation in a range of different activities.
- Apply these skills in pressured situations through small sided games and conditional situations.

Variation:
– in the length of shots
– in the pattern of play
– in the angle of shots.

Anticipation.

Deception.

Serving strategy, i.e. the service and the receiving of service in relation to the above points.

Sports Leadership

- Perform more advanced sports specific warmups & cool down routines
- Opportunities to referee/coach pupils or small groups will develop communication and decision-making skills.
- Develop an understanding of how to progress a skill practice
- Have the ability to identify weaknesses in skill acquisition and implement steps to improve

Health Related Fitness

Students should be taught:

- How preparation, training and fitness relate to and affect performance.
- How to design and carry out activity and training programmes that have specific purposes.
- How to monitor and develop their own training, exercise and activity programmes in and out of school.

How fit am I now?

Quick recap on testing and record Pre test scores/to then review at end of unit.

Develop expertise in 2 types of fitness in order to plan/deliver 2 x 20 minute sessions to 5 peers

Planning: Parq-what is it, sheets/set up/design/Warmups

Principles of training: How to make exercises Specific to the sport, meet individual needs, progressive-overload and the importance of rest.

Evaluation: via teacher/peer assessment against GCSE PE criteria.

Am I getting fitter/better/used to it-how do I know?

Use of Music, video, other presentation resources to be encouraged.

Fielding: positions of usefulness, linked more closely to bowling style, walking in, more specialised roles 2nd base, wicket keeper, slips and so on

Tactical awareness: playing to strengths, exploit weaknesses

Multi skills framework

- To learn how to work together as a team in a range of different sporting situations
- To perform fundamental passing and control skills in isolation in a range of different activities.
- Apply these skills in pressured situations through small sided games and conditional situations.
- Learn to use basic principles of play when selecting and applying tactics for defending and attacking.
- Outwitting and opponent will be developed through small sided games and conditional situations.



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Hockey

Outdoor Education

- Develop confidence, leadership and resourcefulness through a range of activities.
- Take part in further activities in a range of environments which present mental and physical challenges, which encourage pupils to work as a team, building trust and developing skills to solve problems, either individually or as a group.
- Further development of using different features in map reading

Gymnastics

Development of group work

Develop of choreography skills

Advanced agilities:

Rolls: forward into straight leg pike.

Handspring.

Headspring.

Somersaults: front and back.

Flic flac (back flip).

Backward roll to handstand; handstand forward roll.

Walkover forward/backward.

Time awareness

Spatial awareness

Trampolining

- Performance of set warm up.
- Performance of set skills
- All the combinations,
- Two of the advanced twists
- Two of the basic somersaulting moves

Full Twist/Back Somersault

Straddle

Seat drop

Half twist to seat

Half twist to feet

Pike

Back drop

Half to feet

Tuck

Half Twist/Front somersault



- Opportunities to referee/coach will develop communication and decision-making skills.
- Further development of the ability to outwit opponents and teams using a range of skills.
- Further development of the ability to outwit opponents and teams using strategies and tactics.
- Pupils will learn to choose, combine, and perform more advanced hockey skills applying fluency, a greater accuracy and higher quality of technique.

Table Tennis

- Development of the skills necessary to replicate shots with control and accuracy.
- Serves, forehand backhand (topspin and slice), short and deep shots will be developed through game play and conditional situations.
- Pupils will learn to choose, combine, and perform more advanced table tennis skills applying fluency, a greater accuracy and higher quality of technique.

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<p>ASSESSMENT</p> <p>HOME LEARNING</p> <p>READING, WRITING, TALK, NUMERACY</p> <p>TIER 2 VOCABULARY</p>		<p>Handball</p> <ul style="list-style-type: none"> To be able to officiate and apply the laws of the game. To be able to demonstrate the ability to pass, shoot, dribble and control in isolation with consistency. To be able to demonstrate the ability to play effectively in attack and defence in a SSG, applying the correct techniques and skills to outwit the opponent. To be able to select and apply the correct skills to play effectively in a team. I understand and can apply the different tactics and strategies to a game to outwit an opponent (playing in different positions, suggesting different formations like person to person and zonal, playing with a certain style/way). To be able to start to play effectively in a full game for the duration of the lesson and begin to use tactics like full/half court press and full/half-court defence. 	
	Students will be assessed in at least 3 activities across the term. For each activity their skills will be assessed in isolation, under pressure and then a game real situation/performance. Feedback workshops will follow	Students will be assessed in at least 3 activities across the term. For each activity their skills will be assessed in isolation, under pressure and then a game real situation/performance. Feedback workshops will follow	Students will be assessed in at least 3 activities across the term. For each activity their skills will be assessed in isolation, under pressure and then a game real situation/performance. Feedback workshops will follow
	<p>Autumn</p> <p>Home learning quiz set once every half term on TEAMS based around the PE key words for the half term and a sporting role model</p>	<p>Spring</p> <p>Home learning quiz set once every half term on TEAMS based around the PE key words for the half term and a sporting role model</p>	<p>Summer</p> <p>Home learning quiz set once every half term on TEAMS based around the PE key words for the half term and a sporting role model</p>
	<p>READING SUGGESTIONS FROM THE LIBRARY</p> <ol style="list-style-type: none"> A Life Without Limits: A World Champion's Journey Fierce: How Competing for Myself Changed Everything Driving Forwards: A journey of resilience and empowerment after life-changing injury You Are a Champion by Marcus Rashford The Mechanic: The Secret World of the F1 Pitlane <p>TALK</p> <p>Communication skills, peer assessment, leading warm ups, commentary and umpiring/ refereeing through sports</p>		
	Analyse Debate Review	Summarise Discuss Justify	Analyse Review



TIER 3 VOCABULARY PSPSMC, BRITISH VALUES AND DIVERSITY

Clavicle
Cranium
Scapula

Radius
Ulna
Metatarsals

Humerus
Tibia
Fibula

Democracy

- Encouragement of students self-managing and team leaders in selecting teams, strategies and tactics.
- Encouraging students to take on roles as leaders and officials.
- Students supporting each other in participation for all ethos.

The Rule of Law

- Encouraging students to always follow rules and laws of games.
- Use of external facilities and respect towards the public, community coaches and professionals.
- Students taking responsibility for enforcing rules of the games as leaders.
- Abiding by fair play conduct and sanctions given in games e.g. red cards.
- Enforcing fair and equal rules.

Mutual Respect

- Ensuring fair teams to meet a balance of competition, respect and self-esteem.
- Lead learners take on responsibilities to support less able students in leadership roles.
- Challenging racism, disability and lessons being inclusive.
- Sexism challenged in broad curriculum and access to sports for both girls and boys.

Individual Liberty

- Students work towards set objectives to improve self-knowledge.
- Effects of exercise are taught through curriculum and benefits to health and self-esteem.
- Students develop self-confidence through individual objectives that allow success for all.
- Kit policy clearly enforced across department and pursued by all students. Linked with potential safety implications.
- Students' safety key in PE and expectations shared with students to help them understand potential safety precautions in lessons e.g. trampolining spotting support for others.

Tolerance

- Sharing awareness of students when they may be fasting through religious periods.
- Catering for student's alternative kits and encouraging other students' tolerance of other religions e.g. head scarves, clothing that covers the body.
- Challenging racism, disability and lessons being inclusive.

Diversity:

- Students will explore a range of sporting role models from a variety of different backgrounds through home learning and class discussions.