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| **Year 9 Core PE**  |
| **Curriculum intent** | In year 9 PE students will explore and revisit the development of key concepts and content. The accurate procedural knowledge of skills and techniques will be mastered in isolation. They can analyse and evaluate performance to bring about personal improvement in physical activity in the following sports in Softball, Basketball, Badminton, Football, OAA (orienteering), Fitness and Athletics and rotate around these sports in 10 lesson blocks.For rules, strategies and tactics they will gain and understand knowledge that’s takes pupils beyond the knowledge they’d be exposed to at home and their knowledge of healthy participation becomes increasingly complex over time. Pupils’ declarative and procedural knowledge becomes increasing complex over time.Lessons include realistic ‘purposeful play’ related practices where appropriate, e.g. modified game-based activities to develop and consolidate year 8 skills and knowledge in a particular technique. |
| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Knowledge** | **9A- softball/ Basketball** **9B- Basketball/ OAA****Softball**- hand and eye co-ordination, throwing and catch, bowling technique, batting techniques. Advanced skill development, application of skills within games, Positional tactics**OAA**- Physical conditioning –focus on the fundamentals of movement and body conditioning. Cardiovascular fitness, muscular endurance, orientate the map, how to observe surrounding and markings, team work, and cardiovascular fitness for continuous training. Pacing exercises, taking bearings, score competition, deciding control points**Basketball** –hand-eye co-ordination i.e. passing, shooting, defending 1V1 Fake, effective communication skills both in practices and games. All learners will understand the rules and regulations of Basketball. Students will be able to devise effective tactics and strategies, making appropriate decisions in game related situations in order to beat their opponents.**Softball-** Students will apply relationship and social skills as they demonstrate the ability to send and receive objects of a variety of shapes and sizes, at different levels and speeds, using different body parts. They will demonstrate behaviours and apply procedures that maximize their safety, and that of others, as they actively participate in a variety of striking and fielding activities. Students will identify and apply tactical solutions to help them participate effectively during a variety of striking and fielding activities. | **9A- Basketball/ Badminton****9B- OAA/ Football****Badminton** -stance, footwork, grip, serve, volley, develop a range of racket skills and techniques to be able to play a basic game of Badminton successfully. Development, moving the opponent around a court, creating space, Basic Scoring, Basic rules and boundaries.**OAA**- Physical conditioning –focus on the fundamentals of movement and body conditioning. Cardiovascular fitness, muscular endurance, orientate the map, how to observe surrounding and markings, team work, and cardiovascular fitness for continuous training. Pacing exercises, taking bearings, score competition, deciding control points.**Football-**Foot-eye co-ordination for football i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball, they will experience difficult decision-making opportunities, strategic scenarios and problems solving activities that will need teamwork, leadership and football skills to overcome.**Basketball** –hand-eye co-ordination i.e. passing, shooting, defending 1V1 Fake, effective communication skills both in practices and games. All learners will understand the rules and regulations of Basketball. Students will be able to devise effective tactics and strategies, making appropriate decisions in game related situations in order to beat their opponents. | **9A- Badminton/ Football** **9B- Football/ Fitness****Fitness-** they will work on cardio vascular exercise, strength and agility testing be able to run, jump, develop core strength & components of fitness. They will be able to plan and deliver fitness activities to a group of students/the full class. Learners will see an improvement in their own physical fitness ability as this cycle of work develops. Use their own motivation to start to develop an exercise programme analysing their own strengths and weaknesses. Develop and lead exercises that will motivate other peers. To begin to think about why different intensities of exercises are needed.**Football**-Foot-eye co-ordination for football i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball, they will experience difficult decision-making opportunities, strategic scenarios and problems solving activities that will need teamwork, leadership and football skills to overcome.**Badminton** successfully. Development, moving the opponent around a court, creating space, Basic Scoring, Basic rules and boundaries. | **9A- Football/ OAA****9B- Fitness/ Badminton** **Football**-Foot-eye co-ordination for football i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball, they will experience difficult decision-making opportunities, strategic scenarios and problems solving activities that will need teamwork, leadership and football skills to overcome.**OAA**- Physical conditioning –focus on the fundamentals of movement and body conditioning. Cardiovascular fitness, muscular endurance, orientate the map, how to observe surrounding and markings, team work, and cardiovascular fitness for continuous training. 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Learners will take an active role within lessons to be independent learners to help improve further.Softball- hand and eye co-ordination, throwing and catch, bowling technique, batting techniques. Advanced skill development, application of skills within games, Positional tactics.**Fitness**- they will work on cardio vascular exercise, strength and agility testing be able to run, jump, develop core strength & components of fitness. They will be able to plan and deliver fitness activities to a group of students/the full class. Learners will see an improvement in their own physical fitness ability as this cycle of work develops. Use their own motivation to start to develop an exercise programme analysing their own strengths and weaknesses. Develop and lead exercises that will motivate other peers. To begin to think about why different intensities of exercises are needed. |
| **Skills** | **Consolidate Year 8** **OAA-** Physical conditioning –focus on the fundamentals of movement and body conditioning. Cardiovascular fitness, muscular endurance, orientate the map, how to observe surrounding and markings, team work, and cardiovascular fitness for continuous training. Pacing exercises, taking bearings, score competition, deciding control pointsBasketball –hand-eye co-ordination i.e. passing, shooting, defending 1V1 Fake, effective communication skills both in practices and games. run up.**Softball**- hand and eye co-ordination, throwing and catch, bowling technique, batting techniques.participate in a variety of striking and fielding activities. Students will identify and apply tactical solutions to help them participate effectively during a variety of striking and fielding activities Backhand shot, different bowling strategies – donkey drop, catching and returning high shots.**Basketball** –hand-eye co-ordination i.e. passing, shooting, defending 1V1 Fake, effective communication skills both in practices and games. All learners will understand the rules and regulations of Basketball. Students will be able to devise effective tactics and strategies, making appropriate decisions in game related situations in order to beat their opponents. Zonal/Man to Man marking, Blocking, Boxing out, Fast Break. | **Consolidate Year 8****Badminton** -stance, footwork, grip, serve, volley, develop a range of racket skills and techniques to be able to play a basic game of Badminton successfully. Variety of Serves(Short/Long/Forehand/backhand), smash, Forehand/Backhand clear, lob, drop shotFootball-Foot-eye co-ordination for football i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball, they will experience difficult decision-making opportunities, strategic scenarios and problems solving activities that will need teamwork, leadership and football skills to overcome. Off-Side trap, Crossing the ball, approach Play, indirect set play, development, volleys, half volleys**OAA**- Physical conditioning –focus on the fundamentals of movement and body conditioning. Cardiovascular fitness, muscular endurance, orientate the map, how to observe surrounding and markings, team work, and cardiovascular fitness for continuous training. 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All learners will understand the rules and regulations of all track and field events and be able to coach and support one another. Learners will take an active role within lessons to be independent learners to help improve further. Moving Javelin Throw, Fosbury flop, breakdown of skill development, Hitch kick in horizontal jumps and developing pace on run up.**Fitness**- they will work on cardio vascular exercise, strength and agility testing be able to run, jump, develop core strength & components of fitness. They will be able to plan and deliver fitness activities to a group of students/the full class. Learners will see an improvement in their own physical fitness ability as this cycle of work develops Experiencing sessions for; Weight Training, Circuit Training, Continuous training, Fartlek training, Interval training, Borg Scale, RPE, Reps and Sets in resistance training |
| **Assessments** | The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills.Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.Assessment points will be held at the end of each 10-lesson block before the rotation of activities.  | The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills.Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.Assessment points will be held at the end of each 10-lesson block before the rotation of activities.  | The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills.Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.Assessment points will be held at the end of each 10-lesson block before the rotation of activities.  | The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills.Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.Assessment points will be held at the end of each 10-lesson block before the rotation of activities.  | The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills.Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.Assessment points will be held at the end of each 10- lesson block before the rotation of activities.  | The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills.Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.Assessment points will be held at the end of each 10- lesson block before the rotation of activities.  |
| **Curiosity** | British Softball Association <https://www.britishsoftball.org/>Oldham Eagles Basketball Team:<https://oldham-eagles-basketball-club.business.site><https://www.britishorienteering.org.uk/>Wednesday after school sports enrichment clubs | Badminton:<https://www.badmintonengland.co.uk/>Manchester Giants<https://www.manchestergiants.com/>The Football Association:<https://www.thefa.com/about-football-association>Wednesday after school sports enrichment clubsTameside X Country | Energie Fitness <https://www.energiefitness.com/hyde>Badminton:<https://www.badmintonengland.co.uk/>The Football Association:<https://www.thefa.com/about-football-association>Wednesday after school sports enrichment clubsWednesday KS3 Dance Club | Energie Fitness <https://www.energiefitness.com/hyde>Badminton:<https://www.badmintonengland.co.uk/>The Football Association:https://www.thefa.com/about-football-associationWednesday after school sports enrichment clubsWhole School Dance Production | Energie Fitness <https://www.energiefitness.com/hyde>British Softball Association <https://www.britishsoftball.org/>Badminton:<https://www.badmintonengland.co.uk/>Wednesday after school sports enrichment clubs | British Athletics:<https://www.britishathletics.org.uk/about-us/>England Athletics:<https://www.englandathletics.org/athletics-and-running/athletics-disciplines/road-running/>British Softball Association <https://www.britishsoftball.org/>Wednesday after school sports enrichment clubsTameside AthleticsSchool Sports Day Whole School Production |