



**Rayner Stephens**  
HIGH SCHOOL

**Curriculum**  
**Intent**  
*for*  
**PE**

Our intent is to provide students with a high-quality and ambitious curriculum which will prepare our students for an active and healthy lifestyle. Our students will have the opportunity to become physically confident through developing their own health and fitness.

Our curriculum has been carefully designed to ensure that learning builds and links to previous knowledge, we are constantly developing and challenging students to allow them to make progress. Each year, students will develop motor skills (fundamentals in movement), sport specific skills, increase their knowledge and application of fitness, develop an understanding of tactical awareness and use their leadership skills. Students will be physically active for sustained periods of time, have the confidence to engage successfully in competitive and non-competitive activities, evaluate performances, lead active and healthy lifestyles, build character and respect, to support them in the community.

The transition into KS4 will further develop their strategies, techniques, and opportunities for competitive sport. Students can opt into a sporting pathway via BTEC Sport and BTEC TECH Health and Social care. These courses will allow the students to progress on to similar (higher) further education courses

Our aim is to ensure that students leave us with the confidence and interests in a range of sports and physical activities to have lifelong participation in sport. Students should fully understand and appreciate the importance of health and physical activities.



# Core PE Learning Journey



On to lifelong participation and a healthy active lifestyle...

Rounders  
Softball



Three pillars (core knowledge, skills and understanding): Motor competence / Healthy participation / Rules, strategies & tactics



Three pillars

## Year 9 – Physical Education

<b>Curriculum intent</b>	Students are encouraged to engage in a variety of team and individual sports and activities, developing advanced techniques, understand tactics and making decisions. In year 9 learners are introduced to a range of fitness methods and ways to stay healthy, they will have the opportunity to use the fitness facilities after undertaking a gym induction. Students will have the opportunity in every activity area to evaluate and improve their performance		
<b>Term</b>	<b>Carousel 1 (Autumn)</b>	<b>Carousel 2 (Spring)</b>	<b>Carousel 3 (Summer)</b>
<b>Knowledge</b>	<p>Learners will develop an understanding of tactics and officiating in <b>individual and team sports</b>, further develop their understanding of how to perform advanced techniques</p> <p>Students will develop an understanding of how circuits can be used to improve their <b>fitness</b>. Understanding different activities that could be used to keep fit (Spinning/Boxercise/Fitness Suite/Aerobic circuits).</p> <p>Students will know and use respect, resilience in all activities, showing an aspiration to develop</p> <p>Understand and know how to warm up appropriately for your activity</p>	<p>Learners will develop an understanding of tactics and officiating in <b>individual and team sports</b>, further develop their understanding of how to perform advanced techniques</p> <p>Students will develop an understanding of how circuits can be used to improve their <b>fitness</b>. Understanding different activities that could be used to keep fit (Spinning/Boxercise/Fitness Suite/Aerobic circuits).</p> <p>Students will know and use respect, resilience in all activities, showing an aspiration to develop</p> <p>Understand and know how to warm up appropriately for your activity</p>	<p>Students will develop an understanding of tactics, game play and officiating <b>strike and field games</b>, learning to officiate fairly</p> <p>Students will understand how to perform <b>advanced skills</b> in the activities in strike and field activities they perform in to further develop their understanding.</p> <p>Students will know how to plan routes, follow a map using key features and how to review and improve performance</p> <p>Independently warm up to specific sports</p>
<b>Skills</b>	<p><b>Badminton</b> – Consolidate Overhead shots, service and attacking shots from previous units with a focus on: Badminton – Drive/Smash Officiating singles and doubles</p> <p><b>Table Tennis</b> - Consolidate forehand and backhand shots, service and attacking shots from previous units with a focus on: Table tennis – Drive/smash/spin shots/defensive shots Officiating singles and doubles</p>	<p><b>Badminton</b> – Consolidate Overhead shots, service and attacking shots from previous units with a focus on: Badminton – Drive/Smash</p> <p><b>Table Tennis</b> - Consolidate forehand and backhand shots, service and attacking shots from previous units with a focus on: Table tennis – Drive/smash/spin shots/defensive shots Officiating singles and doubles</p>	<p><b>Rounders</b> – Consolidate batting, bowling, throwing and catching skills: Developing tactical play in ATT/DEF Bowling types Hitting for accuracy Game play Officiating independently</p> <p><b>Cricket</b> - Consolidate batting, bowling, throwing and catching skills: Developing tactical play in ATT/DEF Bowling types – Spin / Off speed</p>

	<p><b>Football</b> - advance skills and techniques          Passing – lofted, chipped driven          Shooting – distance related          Control – Chest and thigh          Defence / Attack          Officiating – 5/9 a side</p> <p><b>Netball</b> - advance skills and techniques          Defence/Attack skills – positioning          Further develop controlled consistent passing and shooting skills          Officiating</p> <p><b>Fitness</b>          Perform actions with quality and control to their maximum.          Recording results accurately</p>	<p><b>Football</b> - advance skills, techniques and tactics          Passing – lofted, chipped driven          Shooting – distance related          Control – Chest and thigh          Defence / Attack tactics          Officiating – 5/9 a side</p> <p><b>Netball</b> - advance skills, techniques, tactics          Defence/Attack skills – positioning/Tactics          Further develop controlled consistent passing and shooting skills          Officiating</p> <p><b>Basketball</b> – advance skills, techniques and tactics          Shooting – 3 points/confident lay up          Screening – Att/Def          Control – triple threat          Def/Att tactics – positioning          Officiating</p> <p><b>Fitness</b>          Perform actions with quality and control to their maximum.          Recording results accurately</p>	<p>Hitting for accuracy – Pull/cut          Game play          Officiating independently</p> <p><b>Athletics</b> – How to compete in events          Running technique          Throwing techniques – Shot (Push) Discus (Sling)</p> <p><b>DofE</b> – focussed in students applying for the course and being delivered in extra curricular sessions</p>
<b>Assessments</b>	<p>Topic overview at the end of each activity using the PE 8 can statements</p> <p>Students will be baseline assessed (in game activities) to support groupings</p> <p>Students will be formatively assessed through the unit using the 'Can' statements</p>	<p>Topic overview at the end of each activity using the PE 8 can statements</p> <p>Students will be baseline assessed (in game activities) to support groupings</p> <p>Students will be formatively assessed through the unit using the 'Can' statements</p>	<p>Topic overview at the end of each activity using the PE 8 can statements</p> <p>Students will be baseline assessed (in game activities) to support groupings</p> <p>Students will be formatively assessed through the unit using the 'Can' statements</p>
<b>Enrichment</b>	<p>Extracurricular clubs</p> <p>Netball</p>	<p>Extra curricular clubs</p> <p>Football/Futsal</p>	<p>Extra curricular clubs</p> <p>Cricket</p>

	Football Badminton Table Tennis Rugby  NEW PE challenge (try a new sport/activity)	Basketball Table Tennis Dodgeball Fitness Suite – inductions Dance  NEW PE challenge (try a new sport/activity)	Softball / Rounders Spinning/Boxercise Fitness Suite Basketball Trampolining Badminton  NEW PE challenge (try a new sport/activity)
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# Year 9 Physical Education Spring Term Knowledge Organiser

## Key Vocabulary:

1	Methods of training	Different ways you can exercise the body to improve you health and well-being
2	Muscular system	The muscular system is an organ system consisting of skeletal, smooth, and cardiac muscle
3	Principles	Principles of training means exercising regularly to improve skills and fitness.
4	Cardio-respiratory system	The parts of the body that allow us to breathe and circulate oxygen.
5	Acceleration	Acceleration describes how quickly you can increase your velocity towards maximum speed.
6	Reps and sets	<b>Rep</b> = repetition of an exercise. E.G. perform 6 repetitions of an exercise before resting.  <b>Set</b> = a group of repetitions (or reps) of that exercise
7	Body composition	Body composition is a method of describing what the body is made up of. Ratio of fat and fat free mass (bone / muscle).

8	<h3>Physiology - The human body</h3> <h4>Muscular system</h4> <p>Speed - distance divided by the time taken. How quickly you can cover a distance.</p> <p>Aerobic Endurance- efficiency of the cardiorespiratory system in supplying oxygen and nutrients to working muscles.</p> <p>Muscular Endurance- the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time. (Muscles can work repeatedly without getting tired).</p> <p>Strength - the maximum force that can be generated by a muscle or muscle group.</p> <p>Flexibility- having an adequate range of motion in all joints of the body. The range of movement at a joint.</p> <p>Body Composition – the relative ratio of fat mass to fat-free mass (vital organs, muscle, bone) in the body.</p> <p>Components of Fitness Health/Physical AE/ME/F/ST/SP/BC</p>
9	<h4>Principles of training</h4> <p>Power- the product of strength and speed combined (explosive).</p> <p>Reaction Time - the time taken for a sports performer to respond to a stimulus and the initiation of their response. (How quickly you can react to a stimulus).</p> <p>Coordination – smooth flow of movement / performance of a skill.</p> <p>Balance – maintain a stable position (static) or dynamic – whilst in motion.</p> <p>Agility – the ability of a sports performer to quickly and precisely move or change direction without losing balance or time.</p> <p>Components of Fitness Skill ABC PR</p>
	<p><b>F – Frequency</b> - How often your train</p> <p><b>I - Intensity</b> – how hard you train</p> <p><b>T - Type</b> – the method of training you use</p> <p><b>T - Time</b> – How long you train for</p>

10	<h3>Body components</h3> <h4>Methods of training</h4> <p><b>Aerobic Endurance Training</b>  <b>Continuous</b> - a steady pace, moderate intensity 30mins+  <b>Interval</b> – periods of higher and lower intensity  <b>Fartlek</b> - form of continuous training where intensity is changed by running at different speeds or different terrains.</p> <p><b>Circuit Training</b> - circuit training involves a series of different activities performed at stations.</p> <p><b>Speed Training</b>  Interval - Work high intensity and rest  Hollow - Fast slow fast  Acceleration - Increase speed through zones</p> <p><b>Weight Training</b> – using free weights or resistance machines. It involves using ratios (high, medium or low) of weights, reps and sets to improve either strength, endurance or power.</p> <p><b>Flexibility Training</b>  Static stretches – no movement and active or passive  Dynamic – involve movement (e.g. heel flicks)</p> <p><b>Plyometrics</b> – exercises performed quickly to improve power</p>
11	<h4>School.....</h4> <p>RESPECT – BE polite and considerate Shaking hands after the game</p> <p>RESILIENCE – Positivity Trying that skill again even though its difficult</p> <p>ASPIRATION – belief in our self What can I do to improve my performance</p>

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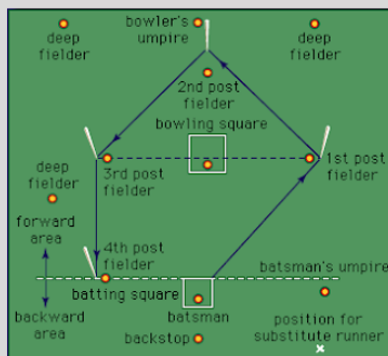
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## Physiology - The human body

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### Muscular system



9

### Principles of training

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**I - Intensity** – how hard you train

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## Body components

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### Methods of training

#### Aerobic Endurance Training

**Continuous** - a steady pace, moderate intensity 30mins+

**Interval** – periods of higher and lower intensity

**Fartlek** - form of continuous training where intensity is changed by running at different speeds or different terrains.

**Circuit Training** - circuit training involves a series of different activities performed at stations.

#### Speed Training

Interval - Work high intensity and rest

Hollow - Fast slow fast

Acceleration - Increase speed through zones

**Weight Training** – using free weights or resistance machines. It involves using ratios (high, medium or low) of weights, reps and sets to improve either strength, endurance or power.

#### Flexibility Training

Static stretches – no movement and active or passive

Dynamic – involve movement (e.g. heel flicks)

**Plyometrics** – exercises performed quickly to improve power

11

### Careers

**Developing** – name sporting careers

**Advancing** – Describe key qualities needed in different sporting careers

**Mastering** – Explain sporting careers and how you can access them