



SUBJECT: PHYSICAL EDUCATION, SPORT & DANCE

Year Group	YEAR 9					
Rationale	‘Developing Skills And Embedding Knowledge’ - Building on previous ‘physical’ skills taught in year 8, learners will access a high-quality physical education curriculum that inspires pupils of all abilities to succeed and excel in physical activity. The curriculum will revisit activities and provide opportunities for pupils to develop and embed skills in order to improve physical confidence and mental confidence. We hope to place the pupils in more challenging competitive situations whilst striving for better performance and enjoyment within the activity areas Through our varied curriculum it allows pupils to make informed choices around the physical activities they may which to continue in their further curriculum studies outside of the classroom setting.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Topic/Unit:				Topic/Unit:	
Knowledge	All units will cover the following:				All units will cover the following:-	
	Badminton Drop shots/ Drives/Lifts Attack/Defence	Football Attack/Defence Heading Positioning Rugby Attack/Defence Positioning	Hockey Attack/Defence Shooting/ Hits	Table Tennis Adv. Serves/ Attack/Defence Trampolining Front landing Back landing Combinations Routines	Athletics –Track Use of blocks Athletics – Field Jumps – Landing Movement phase transition Throws – Grip/Stance Throw action Movement transition Follow-through Angle of release Cross/Glide/Run-up	
	Gymnastics Trio balances Trio jumps Group balances Musicality	Hockey Attack/Defence Shooting Netball Attack Defence Positioning	Trampolining Routines Adv. skills	Badminton Drop shots Drives Lifts Attack/Defence Dance Posture Alignment Isolation/Mobility Spatial Content Relationship	Striking & Fielding Fielding Bowling Batting	
Skills	<ul style="list-style-type: none"> Practical skills - Learners will demonstrate core and advanced skills with control in isolation, conditioned and competitive practice situations for their different activities. Decision making skills – Learners will use their knowledge to solve problems and plan/.devise tactics in order to apply skills to a variety of situations. Reflective/Analytical skills – Learners will learn to evaluate their own and their peers performances, whilst offering constructive feedback in order to improve performance. Officiating skills - Learners will have the knowledge of the basic rules and methods of scoring. Leadership skills Learners will be given opportunities to apply on fair play/team work and lead individual groups in warm-up activities and skill rehearsal practices. Social skills – Learners will be placed in situations where they will need to show sportsmanship, respect, cooperation, empathy, team spirit, inclusion and excellence. Communication skills – Learners will be given opportunity to develop verbal, non-verbal and signalling/gestures through practical and feedback tasks. 					
Assess-ments	<ul style="list-style-type: none"> Pupils will be assessed at the end of an activity (unit of work). The teacher will report a Head, Heart and Hands level in each activity. These pathways will be averaged and then contribute to their overall ‘ME in PE’ score. This will be compared to their target pathway to monitor progress. Pupils will also be given an AtL grade after each activity. 					
	Head: Your knowledge and understanding in PE <ul style="list-style-type: none"> Create & Plan – You create ideas and use this and devise tactics. Evaluate & Analyse – You identify strengths and weaknesses and suggest improvements. 	Heart: Your awareness of fitness in PE <ul style="list-style-type: none"> Assess & Monitor – You identify your current fitness levels and what you need to do to improve. Commit & Improve – You work hard and push yourself to improve fitness levels. 	Hands: Your practical ability in PE <ul style="list-style-type: none"> Acquire & Develop – You learn and improve skills in a variety of different activities. Select & Apply – You use the skills to impact performance in different situations. 			