

## Physical Education – Year 9 Curriculum

During the year, pupils are taught activities on a rotation. The terms in the content column below are an indication of when an activity might be covered.

<b>Content (Intent)</b>	<b>Links to prior learning</b>	<b>Skills and Assessment (Implementation)</b>	<b>Expected Learning Outcomes (Impact)</b>
<p><b>Terms 2-6</b>  <b>Games activities.</b>  <b>Three 9-week Units of Work covering the following games activities are taught across the year.</b></p> <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Badminton</li> <li>• Volleyball</li> <li>• Cricket</li> </ul> <p>Each lesson covers a warm up, skills practices and competitive situations, building up to a full game at the end of each activity.</p>	<p>Builds on prior learning from Y7 and 8, whilst introducing pupils to additional games activities of Cricket and Rugby in which they can transfer their skills and knowledge. Each activity builds on the knowledge and skills developed in the previous one.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge of techniques involved in games activities including passing and receiving, dodging, marking and scoring.</li> <li>• Principles of attacking and defending, tactics and set plays.</li> <li>• Position-specific responsibilities for invasion games.</li> <li>• Knowledge of rules and application of these to each sport.</li> <li>• Officiating skills practices and small-sided games.</li> <li>• Evaluation of their own and others' performances.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Each activity is assessed against assessment bands at the end of each 9-week block.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to perform a range of skills in each sport which enable effective participation in a competitive situation.</li> <li>• To be able to demonstrate these skills whilst playing different positions within their team.</li> <li>• To be able to transfer knowledge of techniques and skills between games activities.</li> <li>• To be able to officiate skills practices and small-sided games.</li> <li>• To be able to give appropriate feedback to others to aid improvement.</li> </ul>
<p><b>Terms 2-6</b>  <b>Fitness</b>  <b>One 9-week Unit of Work covering the following fitness activities:</b></p> <ul style="list-style-type: none"> <li>• Heart rate measurements, training zones and activities to increase your heart rate</li> <li>• Circuit training</li> <li>• Skill based circuits</li> </ul>	<p>Consolidate learning from Y7 and 8 through the introduction of additional fitness activities. This gives pupils a greater range of activities from which they may wish focus on to improve their fitness outside of lesson time.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge of different aspects of fitness and identification of which of these they may need to improve.</li> <li>• Knowledge of how to improve their own fitness, taking into account their current activity levels.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to plan and complete a warm up for themselves and a small group of their peers.</li> <li>• To have a greater understanding of the different aspects of fitness and methods of improving these.</li> </ul>

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<ul style="list-style-type: none"> <li>• Aerobics</li> <li>• Continuous interval and fartlek training</li> <li>• HIIT</li> </ul>		<ul style="list-style-type: none"> <li>• Knowledge of different types of training and how they may start to design an appropriate training programme.</li> <li>• Evaluation of their own and other performances.</li> </ul> <p>Assessment: Each activity is assessed against assessment bands at the end of each 9-week block.</p>	<ul style="list-style-type: none"> <li>• To understand how different aspects of fitness impact on performance in sport.</li> <li>• To be able to select different fitness activities that they can do to improve their own fitness.</li> <li>• To have a basic understanding of the fitness training element for GCSE PE (PEP) to help them make an informed choice regarding options.</li> <li>• To be able to give appropriate feedback to others to aid improvement.</li> </ul>
<p><b>Terms 2-5</b> <b>Dance</b> <b>One 9-week Unit of Work covering the following areas of dance:</b></p> <ul style="list-style-type: none"> <li>• Corner work</li> <li>• Travel</li> <li>• Balance</li> <li>• Rotation</li> <li>• Jumps, gestures and motifs</li> <li>• Professional dance work – Rosas Danst Rosas</li> <li>• Independent choreography task</li> </ul> <p>Throughout the 9 weeks pupils choreograph routines both based</p>	<p>Consolidate learning in Dance in Y7 and 8. More advanced choreographical devices are used, an increasing range of dance terminology. Routines and choreographed in small groups as opposed to duets and trios. Pupils use their knowledge of dance to choreograph a performance independently as the end of the unit of work.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge of increasingly complex terminology and choreographical devices.</li> <li>• Knowledge of another professional dance work.</li> <li>• Knowledge of choreograph in a small group.</li> <li>• Understanding of different dance styles.</li> <li>• Evaluation of their own and other performances.</li> </ul> <p>Assessment:</p>	<ul style="list-style-type: none"> <li>• To be able to choreograph short a dance based upon a professional dance work.</li> <li>• To be able to perform dances of different styles.</li> <li>• To be able to choreograph a dance for a small group using their own them, music and stimuli.</li> <li>• To be able to observe and feedback to others about their routines to aid improvement.</li> </ul>

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upon a professional dance work and also their own themes and stimuli.		Each activity is assessed against assessment bands at the end of each 9-week block.	
<p><b>Terms 2-5</b>  <b>Trampolining</b>  <b>One 9-week Unit of Work covering the following areas of trampolining:</b></p> <ul style="list-style-type: none"> <li>• Basic jumps</li> <li>• Body landings</li> <li>• Twists</li> <li>• Combination jumps</li> <li>• Routines</li> <li>• Safe use of the trampolines</li> </ul> <p>Throughout the 9 weeks pupils design and develop increasingly complex moves and routines on the trampoline.</p>	<p>Consolidate learning in Gymnastics in Y7 and 8, by transferring knowledge of different body positions and agilities from the floor/apparatus onto the trampoline.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge of different types of basic jumps, body landings and twists.</li> <li>• Knowledge of routine construction.</li> <li>• Knowledge of how to get out, use and put away trampolines safely.</li> <li>• Evaluation of their own and other performances.</li> </ul> <p>Assessment:            Each activity is assessed against assessment bands at the end of each 9-week block.</p>	<ul style="list-style-type: none"> <li>• To be able to perform a range of skills on the trampoline including jumps, twists, body landings and combination jumps.</li> <li>• To be able to apply these skills to an individual routine of up to 10 bounces.</li> <li>• To be able to assist in putting trampolines out and away safely, and act as a spotter for their peers.</li> <li>• To be able to observe and feedback to others about their routines to aid improvement.</li> </ul>
<p><b>Terms 1-6</b>  <b>Swimming</b>  <b>Pupils are taught a 9-week Unit of Work on swimming technique, covering:</b></p> <ul style="list-style-type: none"> <li>• Front crawl</li> <li>• Backstroke</li> <li>• Breast stroke</li> <li>• Butterfly</li> <li>• Diving</li> </ul>	<p>Build on the skills and knowledge developed in Y7 and 8. Pupils are encouraged to develop their speed and stamina and be able to apply their skills and knowledge to races and relays, obeying all necessary rules and regulations.</p> <p>Pupils will also spend several lessons on water safety, involving</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge of techniques including leg action, arm action, body position, breathing and timing for each stroke.</li> <li>• Knowledge of rules for each stroke in competition.</li> <li>• Starts and turns for each stroke.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to perform an increased range of strokes demonstrating effective body position and technique in the water.</li> <li>• To apply these strokes to competitive races.</li> <li>• To be able to understand how to perform correct starts and turns for each stroke, both for</li> </ul>

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<ul style="list-style-type: none"> <li>• Tumble turns</li> <li>• Water Safety</li> <li>• Personal Survival</li> <li>• Lifesaving</li> <li>• Water polo</li> </ul> <p>Each lesson focuses on developing technique in each stroke, alongside starts and turns, water safety and personal survival skills. Competition is included through races and relays.</p>	<p>personal survival and lifesaving skills.</p>	<ul style="list-style-type: none"> <li>• Development of knowledge of competition rules including those concerning relays.</li> <li>• Knowledge of water safety and personal survival and the development of some basic personal survival techniques.</li> <li>• Evaluation of their own and other performances.</li> </ul> <p>Assessment: Each activity is assessed against assessment bands at the end of each 9-week block.</p>	<p>individual races and also relay events.</p> <ul style="list-style-type: none"> <li>• To be able to explain how to keep themselves and other safe around water and perform basic personal survival techniques.</li> <li>• To be able to give appropriate feedback to others to aid improvement as well as begin to identify areas of their own technique that need improving.</li> </ul>
<p><b>Term 5/6</b> <b>Athletics</b> <b>Pupils are taught a 9-week Unit of Work on athletics, covering a range of the following events:</b></p> <ul style="list-style-type: none"> <li>• Sprints – 100m, 200m</li> <li>• Distance – 800m, 1500m</li> <li>• Throws – Shot, Discus, Javelin</li> <li>• Jumps – Long jump, high jump</li> <li>• Hurdles – 75m</li> <li>• Relay</li> </ul> <p>Each lesson will cover 1 or more events, beginning with developing technique and rules knowledge, culminating in measuring</p>	<p>Development of technique from Y7 and 8 with an increased focus on areas such as technique for sprinting and pacing for distance events. Javelin is added as an additional throwing event.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge in depth of the correct technique for each athletics event.</li> <li>• Knowledge of rules and tactics for each event and application of these in their own performances.</li> <li>• Knowledge of how to use athletics equipment safely.</li> <li>• Knowledge of how to time and measure performances accurately.</li> <li>• Evaluation of their own and other performances and knowledge of how to improve this.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to perform each event with a more developed and advanced technique.</li> <li>• To understand key terminology for each event and be able to effectively use tactics such as pacing.</li> <li>• To understand the different fitness requirements of each event and to identify how to improve this in themselves and others.</li> <li>• To be able to measure and time their peers' performances correctly.</li> </ul>

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performances and identifying areas for improvement.		<ul style="list-style-type: none"><li>• Knowledge of the different fitness requirements for each athletics event.</li></ul> Assessment: Each activity is assessed against assessment bands at the end of each block.	<ul style="list-style-type: none"><li>• To be able to use equipment safely and understand the rules for each event.</li><li>• To be able to give appropriate feedback to others to aid improvement.</li></ul>

### **Resources and/or activities to support learning**

Extracurricular clubs are provided in all of the above activities across the year and the timetable is displayed on noticeboards as the school website.

Sports Captains and Prefects support with coaching at extracurricular clubs.

Competitions – Interhouse events (netball, swimming, tennis, rounders, sports day) and external matches and fixtures in a range of sports.

Links with local sports clubs – posters are displayed on noticeboards.