

## Year 9 Physical Education

In year 9 the core PE curriculum continues to further develop the skills acquired in years 7 and 8 but there is also a shift in terms of the complexity of skills and concepts, as well as tactics, in line with the students' physical and mental maturity. This should enable students to make more informed decisions and make independent choices as an individual or as part of a team to help overcome and outwit the opposition. New theoretical themes have been introduced to run alongside each area of activity to once again lay firm foundations for those wishing to go onto GCSE PE. (Principles of training. Heart Rate/Target Heart Rates. Health/fitness/well-being. Physical/Social/ Mental benefits). **BRAIN IN GEAR** questions should relate to topics covered throughout the unit and could also link to other areas such as health and fitness, anatomy and kinesiology. Each lesson should incorporate **KEY LEARNING QUESTION(S)**. Alternatively there could be a key learning question that encompasses a series of lessons.

Activity	Year 9	Assessment	Independent work	CEIAG	
<b>Football</b> NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.	Building on previous knowledge with a shift to more advanced skills and tactics.  Lofted pass Drives Heading ( <i>see guidance on heading</i> )/volleys Advanced dribbling	Small sided games to allow greater involvement and development. Introduce larger pitches to allow for longer range passing etc. Incorporate full sided games to explore formations 4-4-2, 5-3-2 etc. What are advantages/disadvantages?	Small sided games. Understanding and application of skills, tactics and rules. Application of skills and decision making.	Principles of training Heart Rate/Target Heart Rates Health/fitness/well-being. Physical/Social/ Mental benefits	Teamwork Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory
<b>Hockey</b> NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.	Building on previous knowledge and skills but greater focus on tactics, positional play and advanced skills.  Emphasis on roles within the game of attack/midfield and defence and positions.  Tactics when taking free hits on different areas of the pitch.  Application of rules throughout a full match.  Tactics and experience taking penalty/long corners. Understanding the rules that apply.	Building on previous skills.  Skills: Reverse side of the stick, roll out.	Understanding the application of skills, rules of the game and tactics.  Application of skills and decision making.  Small sided and full sided games.	Digital worksheets on rules and regulations of hockey. Principles of training Heart Rate/Target Heart Rates Health/fitness/well-being. Physical/Social/ Mental benefits	Teamwork Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory

<p><b>Netball</b> NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Teach pupils the order of passing and patterns of play Teach pupils the three stages of defence Throwing skills advanced to include chest, shoulder, bounce and overarm over a longer distance and with defenders, add underarm pass Dodging - feint, sprint, double and golding space Shooting - one-footed - stepping in and out</p>	<p>Basic rules and regulations e.g centre passes, scoring, foul play. <b>Skills: Passing, Dodging, Marking, Shooting</b></p>	<p>Full sided game, half court games and small sided games. Understanding and application of more advances and consistent skills, tactics and rules. Application of skills and decision making.</p>	<p>Principles of training Heart Rate/Target Heart Rates Health/fitness/well-being. Physical/Social/ Mental benefits</p>	<p>Teamwork Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p><b>Rugby</b> NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Building on the knowledge gained in previous years and further developing range of skills and applying them in competitive situations. Passing Tackling Rucking &amp; mauling Scrummaging Kicking, re-starts, conversions, Penalties, punts &amp; grubber.</p>	<p>More complex rules and regulations e.g restarts, scoring, foul play, offsides. <b>Skills: Passing, Running, Tackling, Dodging, Kicking, rucking, mauling, line out and 5v5/8v8 age related scrummaging.</b></p>	<p>7v7, 10v 10 and full games. Understanding and application of skills, tactics and rules. Understanding the role and responsibility of each position, forwards and backs. Application of skills and decision making.</p>	<p>Principles of training Heart Rate/Target Heart Rates Health/fitness/well-being. Physical/Social/ Mental benefits</p>	<p>Teamwork Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p><b>Basketball</b> NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Revision of core skills incorporating increased pressure drills e.g. including defenders/time constraints. Develop knowledge of rules and regulations. 10/25 second rule.</p>	<p>Half/full court press. Zone defence. Plus counter attacks e.g. fast break and post play with V cuts/L cuts/ Screens/Block outs. Development of officiating skills.</p>	<p>Small sided games. Understanding and application of more advances and consistent skills, tactics and rules. Application of skills and decision making.</p>	<p>Google work sheets: Rules and regulations. Principles of training Heart Rate/Target Heart Rates Health/fitness/well-being. Physical/Social/ Mental benefits</p>	<p>Teamwork Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>

<p><b>Badminton</b> NC: Use a range of tactics and strategies to overcome opponents in direct competition through individual and team games.</p>	<p>Setting up safely. Grip Ready Position "T". Basic rules Court dimensions singles/doubles. Scoring/Order of serve (doubles) Court etiquette.</p>	<p>Long/short serve. Overhead/net clear Drop shot Smash Net play</p>	<p>Singles/doubles play. Understanding and application of skills and rules during play.</p>	<p>Google work sheets: Rules and regulations. Principles of training Heart Rate/Target Heart Rates Health/fitness/well-being. Physical/Social/ Mental benefits</p>	<p>Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p><b>Fitness</b> NC: Analyse performances compared to previous ones and demonstrate improvement to achieve personal best.</p>	<p>Fitness Testing Cardio-vascular &amp; Muscular Endurance Personal Exercise Programme. Test-Train-Retest</p> <p>Devise own circuit to bring about adaptations and improvement</p> <p>Independent Study: Devise a six station circuit with 30on/off work ratio.</p>		<p>Knowledge, understanding and application of some of the principles of training: Specificity Progressive Overload Individual Needs</p>	<p>Planning a Personal Exercise Programme Components of fitness. Principles of training Heart Rate/Target Heart Rates Health/fitness/well-being. Physical/Social/ Mental benefits</p>	<p>Resilience Determination Reflection Self assessment Goal setting (SMART)</p>
<p><b>Gymnastics</b> NC: Develop technique and improve performance in other competitive sports</p>	<p>Boys: Vault work On/Off Work Through Vault Straddle Vault Handspring</p>	<p>Girls Group work Unison Cannon Mirroring and matching Use of props eg ribbons Incorporate Apparatus</p>	<p>Continuous assessment of application of skills. Originality. Fluency, accuracy and precision of movements.</p>	<p>Google work sheets: Principles of training Heart Rate/Target Heart Rates Health/fitness/well-being. Physical/Social/ Mental benefits</p>	<p>Creativity Cooperation Originality Fluency</p>
<p><b>Cricket</b> NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Demonstrate a range of more complex shots with more accuracy and precision, how to hit the ball squarer/with cut. Accurate bowling increased confidence with a range of grips. Revision of bowling. Analyse fielding style close in to the batter and out in the field. Familiarise students with fielding positions.</p>		<p>Small sided games. 6v6/8v8 pairs cricket Four overs/pair. Minus five runs/wicket</p>	<p>Google work sheets: Rules and regulations. Principles of training Heart Rate/Target Heart Rates Health/fitness/well-being. Physical/Social/ Mental benefits</p> <p>Characteristics of an effective batter/bowler/fielder.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>

<p><b>Rounders</b> NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Throwing: Underarm Overarm Bowling technique - donkey drops, faster pace</p> <p>Catching underarm and overarm throws from greater distances / pace / angle under pressure</p> <p>Batting - forehands and backhands</p> <p>Back stop technique</p>	<p>Focus on fielding techniques of catching, long barriers, scoops, pick ups</p> <p>Fielding positions of deep, close and back stop specific skills</p> <p>Batting technique work - power and accuracy</p>	<p>Small sided games/full sided games. Understanding and application of skills, tactics and rules. Application of skills and decision making.</p>	<p>Google work sheets: Rules and regulations. Principles of training Heart Rate/Target Heart Rates Health/fitness/well-being. Physical/Social/ Mental benefits</p> <p>Characteristics of an effective batter/bowler/fielder.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p><b>Tennis</b> NC: Use a range of tactics and strategies to overcome opponents in direct competition through individual and team games.</p>	<p>Build on prior knowledge of skills, rules and tactics. Understanding and developing tactics for singles and doubles play.</p> <p>Positional play Ability to apply tactics in singles/doubles matches Strengths/weaknesses of opponents Power and direction of shots Power and direction of serve May attempt to apply backspin/topspin</p>	<p>Ability to select and apply the appropriate skills with accuracy and precision in pressurised situations.</p> <p>Analysis of their opponent and is able to play to their weaknesses.</p>	<p>Rules and regulations worksheets. Principles of training Heart Rate/Target Heart Rates Health/fitness/well-being. Physical/Social/ Mental benefits</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>	
<p><b>Athletics</b> NC: Analyse performances compared to previous ones and demonstrate improvement to achieve personal best.</p>	<p>Basic sprint technique Pacing for distance running Jumping for distance (long &amp; triple) Jumping for height Emphasis on hurdling technique - strides and lead /trail leg over higher hurdles</p>	<p>Basic shot technique (glide) Basic javelin technique (increased run up) Increased preparation phase for discus throw Relay changeover - up/down sweep and 'push' Increased run up and measuring won for jumps Basic rules &amp; performance in competitions</p>	<p>Performance &amp; time/distance results in competition</p>	<p>Google work sheets: Rules and regulations. Principles of training Heart Rate/Target Heart Rates Health/fitness/well-being. Physical/Social/ Mental benefits</p>	<p>Confidence Resilience Determination Discipline Safety Goal setting (SMART)</p>

**Impact of learning**  
**Mastery Curriculum – Physical Education**

Progress	Performance	Tactical and Compositional Concepts	Observation and Analysis	Fitness
Bronze	I can perform basic skills with some control and coordination in a small game/performance.	I can remember basic tactical/compositional ideas but do not use them when performing.	I can comment on my own and others' actions.	I can observe and copy basic exercise techniques. I can use basic fitness movements. I get tired very quickly.
	I can perform simple skills with some control and coordination with limited success in a game/ performance.	I can understand basic tactical/compositional ideas but rarely use them when performing.	I can describe and comment on my own and others' actions.	I can observe and copy simple exercise techniques. I can use simple fitness movements. I get tired quickly.
	I can perform simple skills and sequences with control and coordination with some success in performances.	I can use basic tactical/ compositional ideas with limited success.	I can give basic evaluations of my own and others' performance with limited use of key terms/words.	I can use simple exercise techniques. I get tired easily. I can remember some fitness components.
Silver	I can perform some intermediate skills and sequences with some control and some success in a game / performance.	I can use basic tactical / compositional ideas with some success.	I can give a basic evaluation of my own and others performance with use of key terms/words.	I can apply core exercise techniques. I sometimes get tired quickly. I can remember some fitness components and tests.
	I can perform intermediate skills and sequences with control and some success in a game/performance.	I can use basic tactical/ compositional ideas with consistent success.	I can recognise strengths and weaknesses in my own and other work and identify some ways to improve performance.	I can apply intermediate exercise techniques. I sometimes get tired quickly. I can remember most fitness components and fitness tests.
	I can apply a range of skills and techniques with control with some degree of success in game/performance.	I can use tactical/ compositional ideas in response to an opponent/ stimulus with some success.	I can recognise multiple strengths and weaknesses in my own and other work and identify ways to improve performance.	I can apply intermediate exercise techniques. I rarely get tired quickly. I can remember most fitness components and their tests.
	I can apply a range of skills and techniques with control and fluency with some degree of success in a game/performance.	I can use tactical / compositional ideas in response to an opponent/ stimulus with consistent success.	I can evaluate strengths and weaknesses in my own and others work and implement ways to improve performance.	I can apply intermediate exercise techniques I can exercise for a reasonable period without fatigue. I can use most fitness components & fitness tests.
Gold	I can apply some advanced skills and techniques with control and fluency with some degree of success in a game/performance.	I can use multiple tactical / compositional ideas in response to a changing opponent / stimulus.	I can evaluate strengths and weaknesses in my own and others' work and implement ways to significantly improve performance.	I can apply advanced exercise techniques I can exercise for an extended period without fatigue. I can use all fitness components and fitness tests.

	I can apply a range of advanced skills and techniques correctly with control and fluency with some degree of success in a game/performance.	I can use multiple advanced tactical/compositional ideas in response to a changing opponent/stimulus.	I can justify the strengths and weaknesses in my own and others work and implement ways to significantly improve performance.	I can adapt advanced exercise techniques. I can exercise for an extended period without fatigue. I can use all fitness components, tests and data to improve training.
	I can consistently use a range of advanced skills, techniques and actions with precision and fluency in a game/performance.	I can create multiple tactical / compositional ideas in response to a changing opponent/stimulus.	I continuously create my own and others' performance whilst implementing ways to significantly improve performance.	I can adapt multiple advanced exercise techniques. I can exercise for an exceptionally long time without fatigue. I can use all fitness components, tests and data to improve training.
<b>Platinum</b>	I can demonstrate an exceptional range of advanced skills, techniques and actions with precision and fluency and have a significant impact in a game/performance.	I can create and perform an exceptional range of advanced skills to tactically respond to a changing stimulus/opponent.	I can routinely analyse my own and others' performance by continuously providing constructive ways to make significant improvements.	I can demonstrate a wide range of advanced exercise techniques for exceptional long periods of time without fatigue. I can expertly use fitness components, test and data to improve my training and those around me.

Primarily, by ensuring that students reach their full potential in physical education, it is anticipated that each and every child will have developed the necessary knowledge and understanding to allow him or her to make informed healthy lifestyle choices. Furthermore, by equipping students with the necessary skills s/he will be in a better position to continue to enjoy an active and healthy lifestyle during and beyond their secondary school years and ultimately pass on this love of sport and exercise to future generations, subsequently improving the health of the nation and reversing the trend of declining fitness amongst our youngsters.

Secondly, by adopting the above approaches to PE and making experiences as positive and enjoyable as possible, GCSE will continue to be a popular choice for many students who will be in a strong as possible position to cope with the demands of the course both practically and theoretically. Hence, overall outcomes for GCSE PE will continue to be strong.