



Programme of study for Year 9 Core PE



During Autumn and Spring term pupils rotate through a variety of activity areas. Pupils will spend around 4 weeks on each topic to allow around 6 lessons on each area.					Summer First half term Striking and fielding	Summer Second half term  Athletics
Pupils work on a block rotation which is approximately 4 weeks on 1 topic before moving on to the next area						
<p><b>Topic / Big Question:</b></p> <p><b>Invasion Floor</b></p> <p>Skills(students should be able to do):</p> <ul style="list-style-type: none"> <li>• Hand-foot (stick) coordination, ball manipulation</li> <li>• Sending &amp; receiving</li> <li>• Principles of play</li> <li>• Outwitting an opponent</li> <li>• Stopping an opponent</li> <li>• Movement &amp; positioning (attacking and defending)</li> <li>• Evaluating self/ Correcting own performance</li> <li>• Evaluating a team</li> <li>• Manipulating a team</li> <li>• Analysing a team's performance</li> <li>• Officiating</li> <li>• Problem solving</li> </ul>	<p><b>Topic / Big Question:</b></p> <p><b>Invasion Hand</b></p> <p>Skills(students should be able to do):</p> <ul style="list-style-type: none"> <li>• Hand eye co-ordination, ball manipulation</li> <li>• Sending &amp; receiving</li> <li>• Throwing and catching skills</li> <li>• Principles of play</li> <li>• Understanding the game and object of the game?</li> <li>• Outwitting an opponent</li> <li>• Attacking plays</li> <li>• Stopping an opponent</li> <li>• Defensive plays</li> <li>• Decision making, movement &amp; positioning</li> <li>• Finding Space</li> <li>• Evaluating self &amp; correcting own performance</li> <li>• Applying tactics and strategies to improve performance.</li> <li>• Team work / Tactics</li> <li>• Evaluating a team &amp; Analysing a team's performance</li> </ul>	<p><b>Topic / Big Question:</b></p> <p><b>Leadership</b></p> <p>Skills(students should be able to do):</p> <p>understand:</p> <ul style="list-style-type: none"> <li>• Leadership characteristics</li> <li>• Leadership qualities</li> <li>• Importance of Communication in leadership</li> </ul>	<p><b>Topic / Big Question:</b></p> <p><b>Health Related Fitness</b></p> <p>Skills(students should be able to do/understand):</p> <ul style="list-style-type: none"> <li>• Question</li> <li>• Exercise Readiness.</li> <li>• Body Changes.</li> <li>• Components of physical fitness.</li> <li>• Components of skill related fitness.</li> <li>• Methods of fitness testing – Physical components of fitness.</li> <li>• Methods of fitness testing – Skill related components of fitness.</li> </ul>	<p><b>Topic / Big Question:</b></p> <p><b>Net Games</b></p> <p>Skills(students should be able to do):</p> <ul style="list-style-type: none"> <li>• Sending &amp; receiving Introduction to shots</li> <li>• Movement &amp; positioning Principles of play</li> <li>• Outwitting an opponent Evaluating a team</li> <li>• Topic / Key Question:</li> <li>• Type of shots</li> <li>• Serving</li> <li>• Manipulating opponents</li> <li>• Evaluating self &amp; correcting own performance</li> <li>• Applying tactics and strategies to improve performance.</li> </ul>	<p><b>Topic / Big Question:</b></p> <p><b>Striking and Fielding</b></p> <p>Skills(students should be able to do):</p> <ul style="list-style-type: none"> <li>• Catching and throwing</li> <li>• Bowling</li> <li>• fielding techniques</li> <li>• Striking</li> <li>• deceptive strikes</li> <li>• Tactics</li> </ul>	<p><b>Topic / Big Question:</b></p> <p><b>Athletics</b></p> <p>Skills(students should be able to do):</p> <p><b>Running</b></p> <ul style="list-style-type: none"> <li>• Concept of pacing and technique</li> <li>• (Long distance/Middle distance)</li> <li>• Tactics in a distance race</li> </ul> <p><b>Sprinting</b></p> <ul style="list-style-type: none"> <li>• Sprint Starts</li> <li>• Phases</li> <li>• Sprinting Technique</li> </ul> <p><b>Relay</b></p> <ul style="list-style-type: none"> <li>• Upsweep/downsweep</li> <li>• Tactics</li> </ul> <p><b>Throwing</b></p> <ul style="list-style-type: none"> <li>• Techniques- Javelin/Shot putt/Discus</li> </ul>
Sports may include – Football, Hockey	Sports may include- Netball, Handball, Rugby, Basketball, Gaelic football	Activities leadership games, creating games	Activities may include: General fitness, circuit training, Boxercise, Zumba, SAQ, HIIT, Plyometric training, Speed training, Interval training	Sports may include: Badminton, Short Tennis, Table Tennis, Volleyball	Sport may included: Cricket, Rounders, Softball	Track and field events

<p>Key Learning Outcomes (students should know):</p> <p>How to be a successful player.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> sending and receiving</li> <li><input type="checkbox"/> attacking</li> <li><input type="checkbox"/> defending</li> <li><input type="checkbox"/> supporting others in their team</li> <li><input type="checkbox"/> how to adapt to different situations</li> <li><input type="checkbox"/> how to communicate effectively</li> </ul>	<p>Key Learning Outcomes (students should know):</p> <p>How to work effectively in a team. Using different methods of communication to tackle a range of problems</p>	<p>Key Learning Outcomes (students should know):</p> <p>The impacts of exercise upon the body. How and why we keep our bodies fit and healthy.</p>	<p>Key Learning Outcomes (students should know):</p> <p>How to be a successful player.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> sending and receiving</li> <li><input type="checkbox"/> attacking</li> <li><input type="checkbox"/> defending</li> <li><input type="checkbox"/> supporting others in their team</li> <li><input type="checkbox"/> how to adapt to different situations</li> <li><input type="checkbox"/> how to communicate effectively</li> </ul>	<p>Key Learning Outcomes (students should know):</p> <p>How to send, receive and strike the ball. Applying tactics to work individually and as part of a team.</p>	<p>Key Learning Outcomes (students should know):</p> <p>How to perform at their maximum within track and field events.</p>	
<p>Key Learning Outcomes (students should know): A full Scheme of Learning is followed with a series of 4 lessons planned. Lessons become progressively harder over the term. Each lesson has outcomes, and the staff have scope to start their sequence of lessons where they see appropriate to the classes ability.</p>						
<p>Term 1, 2 and 3 to cover: Pupils are assessed at the end of each 4 week unit. They are assessed using the criteria Emerging-developing-securing-advancing-mastering</p> <p>Pupils are assessed over all lessons in the unit and not just in the last lesson.</p>						
<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Pupils are taught in approximately 4 week blocks of sports, they rotate at the end of each unit. During Autumn and Spring term pupils will learn in 6 different areas as outlined above. Rotations occur due to maximising space and facilities so that high quality, exciting and engaging lessons will be taught throughout. Pupil enjoyment is paramount as is a strong focus on skills and fitness. The leadership unit has been developed to build upon the OAA units taught in year 7 and 8. Lessons are taught within a scheme of learning with each lesson building on the previous lesson. Higher ability pupils who have a fundamental understanding of the key skills will start further on in the scheme to ensure there is sufficient challenge. Lessons are designed to teach pupils the key skills in each sport so that they go on to play sports/activities outside of school and long into their adult lives. Ensuring pupils have the necessary skills to stay fit and active whilst enjoying physical activity is our primary principle.</p>				<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Athletics and striking and fielding activities require outdoor space on the recreation ground with good weather. This is therefore taught in the summer terms. Athletics is included every year including year 11 and therefore knowledge and technique is built up throughout the years- each time becoming more advanced</p>		
<p>Home – Learning: Flipped learning or project based work using Firefly pages <a href="https://featherstonehigh.fireflycloud.net/physical-education-1/ks3-pe">https://featherstonehigh.fireflycloud.net/physical-education-1/ks3-pe</a></p>						

Reading / literacy: Key words expressed at start. Pupils read outcomes and engage in key reading for H/L	Reading / literacy: Key words expressed at start. Pupils read outcomes and engage in key reading for H/L	Reading / literacy: Key words expressed at start. Pupils read outcomes and engage in key reading for H/L	Reading / literacy: Key words expressed at start. Pupils read outcomes and engage in key reading for H/L	Reading / literacy: Key words expressed at start. Pupils read outcomes and engage in key reading for H/L	Reading / literacy: Key words expressed at start. Pupils read outcomes and engage in key reading for H/L	Reading / literacy: Key words expressed at start. Pupils read outcomes and engage in key reading for H/L
Numeracy: Scoring and working out values- eg. Averages and points during tournaments	Numeracy: Scoring and working out values- eg. Averages and points during tournaments	Numeracy: Scoring and working out values- eg. Averages and points during tournaments	Numeracy: Scoring and working out values- eg. Averages and points during tournaments	Numeracy: Scoring and working out values- eg. Averages and points during tournaments	Numeracy: Scoring and working out values- eg. Averages and points during tournaments	Numeracy: Scoring and working out values- eg. Averages, distances, speed calculations
<p>Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):</p> <p>National School Sports Week</p> <p>Leading primary school sports activities</p> <p>External visitors: Fitness providers, possible visits to universities.</p> <p>Enrichment: Sports teams and clubs throughout the year</p>						