

Court Fields Physical Education Curriculum Map

Curriculum Intent:

- To be active physically, demonstrating knowledge and understanding mainly through physical activity
 - To develop the ability to make decisions in a range of sporting situations
 - To develop leadership and independence through problem-solving physical challenges, evaluating, modifying technique and consolidating skills through practise and repetition
- To promote health awareness and the value of adopting a fit and healthy lifestyle

KS2 Physical Education Curriculum

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PE themes that run through the curriculum

- Physical
- Cognitive/Decision-Making
- Leadership
- Healthy and Active Lifestyles

Year 7 (Establishing)	<p><u>Invasive Sports</u></p> <p>Rationale:</p> <p>Develops knowledge of how to work as part of a team to achieve a common goal. Allows students to reflect on previous performance as a team performer and apply to future practice. Teaches students good leadership qualities such as; organisation, competition, communication.</p> <p>Substantive Knowledge:</p> <p>What are the 3 stages of a warm-up? </p> <p>What does the term invasive sport mean? </p> <p>What is basic passing? </p> <p>How do we shoot/score a try? </p> <p>What are the basic rules and positions? </p> <p>What does an invasive sport pitch look like? </p> <p>How do we restart a game? </p> <p>What does the term ‘outwit’ mean? </p> <p>What is a basic defensive tactic/formation? </p> <p>What is a basic attacking/formation? </p> <p>Identify good leadership skills such as communication, resilience and organisation. </p> <p>Disciplinary Knowledge:</p> <p>To complete an effective basic warm-up </p> <p>To lead an effective basic warm-up to the group as a pair </p> <p>To demonstrate basic passing using strongest foot in drills and game situations </p> <p>To demonstrate basic shooting using strongest foot in drills and game situations </p> <p>To apply basic rules and positioning to small-sided games </p> <p>To demonstrate basic tactics to ‘outwit’ an opponent in a drill and game situation </p> <p>To reflect on previous performance and adapt to overcome basic situations. </p> <p>To demonstrate basic defence and attacking tactics/formation </p> <p>To be developing key teamwork skills such as; communication, resilience, organisation. </p> <p>Disciplinary literacy:</p> <p>Shoot, communication, mindset, formation, defend, evade, passing, set-piece, overload, transition, outwit, compact, teamwork, positioning</p> <p>Links to NC:</p> <ul style="list-style-type: none">use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket,	<p><u>Net and Wall Games</u></p> <p>Rationale:</p> <p>Show the use of a range of tactics and strategies to overcome opponents in direct competition through Net and Wall activities. Give the students the opportunity to develop their technique and improve their performance in competitive situations. Develop an understanding on how to analyse their performances compared to previous ones and demonstrate improvement to achieve their best.</p> <p>Substantive Knowledge:</p> <p>What are the 3 stages of a warm-up? </p> <p>What does the term Net and Wall sports mean? </p> <p>What makes an effective shot? </p> <p>What are the basic rules/laws and positions. </p> <p>What does a Net and Wall court look like? </p> <p>How and who starts a point? </p> <p>Identify good leadership skills such as communication, resilience and organisation. </p> <p>Disciplinary Knowledge:</p> <p>To demonstrate an effective warm up within a small group </p> <p>Demonstrate a basic serve within a game situation. </p> <p>To demonstrate basic forehand shots with limited power and accuracy. </p> <p>Demonstrate basic backhand shots with some success. </p> <p>Identify good leadership skills such as communication, resilience and organisation. </p> <p>Be able to apply the basic rules of a game Identify good leadership skills such as communication, resilience and organisation. </p> <p>Understand basic tactics and strategies used within a game, singles/doubles and team. </p> <p>Demonstrate the ability to return a serve back to their opponent. </p> <p>Able to reflect on previous performances and adapt to overcome basic situations. </p> <p>Disciplinary Literacy:</p> <p>Court, Serve, rallies, attacking shots, defensive shots, hitting into space, power, accuracy, consistency, agility, footwork, movement reaction time, height, depth, forehand, backhand</p> <p>Links to NC:</p> <p>Developing skills in physical activity</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none">refine and adapt skills into techniquesdevelop the range of skills they use	<p><u>Striking and Fielding</u></p> <p>Rationale:</p> <p>Striking and fielding games such as cricket, rounder and softball develops students’ ability to work as part of a team towards a common goal. By doing these sports, students will increase important wider-world skills such as communication, organisation and competition.</p> <p>Substantive Knowledge:</p> <p>What are the 3 stages of a warm-up? </p> <p>What is basic aerial fielding? (throwing and catching) </p> <p>What is basic ground fielding? (one-handed pick ups/ long barrier) </p> <p>What is a good bowl? </p> <p>How do we score in the game? </p> <p>What fielding positions are there? </p> <p>What are the batting roles? </p> <p>What does a basic fielding formation look like? _</p> <p>Identify good leadership skills such as communication, resilience and organisation. </p> <p>Disciplinary Knowledge:</p> <p>To complete an effective basic warm-up </p> <p>To lead an effective basic warm-up to the group as a pair </p> <p>To demonstrate basic throwing and catching in drills and game situations </p> <p>To demonstrate basic batting technique in drills and game situations </p> <p>To apply basic rules and fielding positioning to game scenarios </p> <p>To reflect on previous performance and adapt to overcome basic situations. </p> <p>To demonstrate basic batting and fielding tactics/formation </p> <p>To be developing key teamwork skills such as; communication, resilience, organisation. </p> <p>Disciplinary literacy:</p> <p>Backwards hit, deep fielding, spin, crow-hop, accuracy, decision-making, throwing, catching, backing up, communication, mind-set, formation, teamwork, positioning.</p> <p>Links to NC:</p> <ul style="list-style-type: none">Students will be able to transfer their knowledge of striking and fielding to other activity types.Students will develop numeracy through scoring methods.	<p><u>Aesthetics</u></p> <p>Rationale:</p> <p>Develops knowledge of how to accurately replicate skills and actions, phrases and sequences of movement. Allows students to explore and communicate ideas and emotions, through choreography, expression and movement.</p> <p>Substantive Knowledge:</p> <p>What are the 3 stages of a warm-up? </p> <p>What does the term aesthetic mean? </p> <p>What are the basic body shapes? </p> <p>How can we travel? </p> <p>How do we ‘win’ when there is no shooting/goal? </p> <p>What is tension and extension? </p> <p>What is a sequence/routine? </p> <p>What makes a ‘good/successful’ performance? </p> <p>Disciplinary Knowledge:</p> <p>To complete an effective basic warm-up </p> <p>To lead an effective basic warm-up to the group as a pair </p> <p>To demonstrate basic movement skills (including jump, rolls, basic body shapes)</p> <p>To be able to perform movements in small sequences (individual and pairs)</p> <p>To understand the need for body tension and extension for skills and replicating movements.</p> <p>Explore basic balances on different body parts.</p> <p>To develop how to how to recognise good performance in simple routines/performances </p> <p>To develop creativity with basic sequences.</p> <p>To start to understand the importance of aesthetics and fluency in performance. </p> <p>To understand the need to make decisions about choice of movements and refining ideas. </p> <p>Make basic observations and appreciate the work of other groups and offer some positive and constructive feedback. </p> <p>To demonstrate basic abilities to accurately replicate actions, phrases and sequences. </p> <p>Disciplinary literacy:</p> <p>Shapes, tension, extension, sequences, routines performance, movement skills, travel, replication, control creativity.</p> <p>Links to NC:</p> <ul style="list-style-type: none">develop their technique and improve their performance in other competitive sports	<p><u>Health and Fitness</u></p> <p>Rationale:</p> <p>Health and fitness lessons develop students’ ability to work collaboratively and independently in order to set personal goals and succeed. By focussing on fitness components and understanding the basic bodily functions and movement patterns, students will increase wider-world skills such as self-evaluation, giving peer feedback and motivational communication.</p> <p>Substantive Knowledge:</p> <p>What stages of a warm up are there and why do we warm-up and cool down? </p> <p>What are the health related fitness components? </p> <p>What are the skill related fitness components? </p> <p>What is the Multi- Stage Fitness Test? </p> <p>What is circuit training? </p> <p>What are the main muscle groups? </p> <p>What are the main components of a healthy diet? </p> <p>What does carbohydrate loading mean? </p> <p>Identify good leadership skills such as communication, encouragement and organisation. </p> <p>Disciplinary Knowledge:</p> <p>To complete an effective basic warm-up </p> <p>To lead an effective basic warm-up to the group as a pair </p> <p>To demonstrate basic ability to perform aerobic exercise of varying intensities </p> <p>To demonstrate ability to perform anaerobic exercises within a HIIT workout/ Speed Agility Quickness circuit </p> <p>To apply basic knowledge of circuit exercises to evaluate peer performance </p> <p>To complete and reflect on individual diet diary and identify weaker areas that impact on performance. </p> <p>To demonstrate control of pacing during aerobic exercise </p> <p>To be developing key teamwork skills such as; communication, teamwork and reflection. </p> <p>Disciplinary literacy:</p> <p>Pulse raiser, stretching, blood flow, mobility, health-related components of fitness (flexibility/ maximal strength/ cardiovascular endurance/ muscular endurance/ body composition), skill-related components of fitness (speed, reaction time, power, balance, agility, coordination), Multi-Stage Fitness Test (MSFT), circuit training, muscle groups, carbohydrates,</p>
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	<p>football, hockey, netball, rounders, rugby and tennis]</p> <ul style="list-style-type: none">● develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]● take part in team activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group● analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best● take part in competitive sports and activities outside school through community links or sports clubs <p>Assessment: Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a composite assessment of application in a game-based/competitive situation.</p>	<ul style="list-style-type: none">● Develop the precision, control and fluency of their skills. <p>Making and applying decisions Pupils should be able to:</p> <ul style="list-style-type: none">● select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contexts● refine and adapt ideas and plans in response to changing circumstances● plan and implement what needs practising to be more effective in performance● Recognise hazards and make decisions about how to control any risks to themselves and others. <p>Developing physical and mental capacity Pupils should be able to:</p> <ul style="list-style-type: none">● develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities● Develop their mental determination to succeed. <p>Evaluating and improving Pupils should be able to:</p> <ul style="list-style-type: none">● analyse performances, identifying strengths and weaknesses● make decisions about what to do to improve their performance and the performance of others● act on these decisions in future performances● Be clear about what they want to achieve in their own work and what they have actually achieved. <p>Assessment: Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a composite assessment of application in a game-based/competitive situation.</p>	<ul style="list-style-type: none">● Through open questioning students will improve their responses to identify, describe, explain, discuss and analyse questions.● take part in team activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group● analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best● take part in competitive sports and activities outside school through community links or sports clubs <p>Assessment: Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a composite assessment of application in a game-based/competitive situation.</p>	<ul style="list-style-type: none">● analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best● take part in competitive sports and activities outside school through community links or sports clubs● perform dances using advanced dance techniques in a range of dance styles and forms <p>Assessment: Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a composite assessment of application in a game-based/competitive situation.</p>	<p>fats, proteins, hydration, balanced diet, rest periods, training zones, pacing.</p> <p>Links to NC:</p> <ul style="list-style-type: none">● Students will be able to transfer their knowledge of movement patterns and exercises to apply to team/ individual sports.● Students will develop numeracy through reps and rest periods.● Through open questioning students will improve their responses to identify, describe, explain, discuss and analyse questions.● Take part in paired activities which present intellectual and physical challenges and be encouraged to work together to build resilience through motivational communication.● Analyse their performances compared to previous ones and demonstrate improvement to reach their personal goals set.● Use the fitness SOL to encourage sustained maintenance of their own personal fitness to improve performance in sport. <p>Assessment: Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a composite assessment of application in a game-based/competitive situation.</p>
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Year 8 (Developing)

Invasive Sports

Rationale:

Builds on knowledge learnt in year 7 and ks2. Develops further knowledge of how to work as part of a team to achieve a common goal. Allows students to begin analysing previous performance as a team performer and apply to future practice. Teaches students good leadership qualities such as; organisation, competition, communication.

Substantive Knowledge:

Describe the 3 main stages of a warm-up?

Can you name the basic muscle groups?

Recap- what does the term invasive sport mean?

What is effective passing?

How do we shoot/score a try in more complex situation?

What are the more advanced rules and positions in a small-sided game?

What does an invasive sport pitch look like?

Recap- How do we restart a game?

What is meant by the term set-piece?

Describe the term ‘outwit’ in different sporting situations?

What is a more advanced defensive tactic/formation in a small-sided game?

What is a more advanced attacking/formation in a small-sided game?

Explain how defensive and attacking formations/tactics may differ for specific situation

Explain why key leadership skills such as communication, resilience and organisation are important in invasive sports.

Disciplinary Knowledge:

To complete an effective 3-stage warm-up describing why we do each stage

To lead an effective, more advanced warm-up to the group as a pair

To demonstrate more advanced passing using strongest foot and basic passing on weakest foot in drills and game situations

To demonstrate more advanced shooting using strongest foot and basic shooting on weakest foot in drills and game situations

Develop the ability to make the correct decision when to shoot and pass in drills and game-based situations

To apply more advanced rules and positioning to small-sided games

To demonstrate more advanced tactics to ‘outwit’ an opponent in a drill and small-sided game situation- when and why would you use that tactic?

To demonstrate more advanced defence and attacking tactics/formation

To be developing more advanced key teamwork skills such as; communication, resilience, organisation- can you demonstrate the ability to use they skills in a small-sided game?

Disciplinary literacy:

Shoot, communication, mindset, formation, defend, evade, passing, set-piece, overload, transition, outwit, compact, teamwork, positioning, adapt

Links to NC:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]

Net and Wall Games

Rationale:

To build on prior knowledge learnt in year 7 and in KS2. Develop further knowledge of how to be effective within net and wall sports and demonstrate a wider range of shots. To further develop a varied range of shots with success to demonstrate consistently competitive rally. Teaches students good leadership qualities such as organisation, competition and communication.

Substantive Knowledge:

Describe the 3 main stages of the warm up?

Can you name some of the main muscle groups?

Recap – what does the term net and wall sports mean?

How to score a full game with some complex situations

What are the court dimensions within net and wall sports?

What makes the ball/shuttle cock in or out within a game?

What is an effective serve?

What is an unforced error?

What does a wide range of shots look like?

What are the more advanced tactics used within net and ball sports? (singles doubles and team)

Explain the key leadership skills used within net and wall sports.

What is the role and responsibility of the umpire?

How can you be and effective umpire within a net and wall activity?

Disciplinary Knowledge:

To complete an effective warm up which is specific to net and wall games.

To lead an effective warm up to a small group.

To demonstrate a more varied range of serves.

Understand the importance of a good serve.

To demonstrate a varied range of shots on the forehand.

To demonstrate limited success using back hand shots.

To demonstrate good awareness when on the courts.

To demonstrate basic footwork skills to suit the net and wall game being undertaken.

Develop the ability to make the right shot selection within basic situations.

Apply more advanced strategies and tactics used within all types of net and wall games.

Demonstrate the use of defensive and attacking shots within a game.

Disciplinary Literacy:

Court, Serve, rallies, attacking shots, defensive shots, hitting into space, power, accuracy, consistency, agility, footwork, movement reaction time, height, depth, length, unforced errors, umpires forehand, backhand

Links to NC:

Developing skills in physical activity

Pupils should be able to:

- refine and adapt skills into techniques
- develop the range of skills they use
- Develop the precision, control and fluency of their skills.

Making and applying decisions

Striking and Fielding

Rationale:

Continuing to build upon knowledge and skill learnt in year 7 and at extra-curricular clubs. Students further develop ability to use effective communication and team work in order to be successful in game situations. Students also begin to identify weaknesses in skills (batting and fielding) and look to improve on these during drills and game play.

Substantive knowledge:

Explain the 3 stages of a warm-up?

Recap- what is aerial fielding?

Recap- What is ground fielding?

What does an effective long barrier look like?

How do we score in a game?

Can you describe how to add spin on the ball?

What is a successful bat?

Why do we using backing up as fielders?

What does an effective fielding formation look like?

What batting tactics could you/ your team apply to your game?

Identify good leadership skills such as communication, resilience and organisation.

Disciplinary Knowledge:

To complete an effective 3-stage warm-up describing why we do each stage

To lead a more advanced warm-up to the group as a pair

To demonstrate more advanced batting with direction, using the gaps in the fielding as targets in game based situations.

To demonstrate more effective fielding using one and two handed pick-ups, long barrier during drills and game situations

Develop the ability to make the correct decision when to run and stay in batting drills and game-based situations

To apply more advanced tactics and fielding

positioning to games

To develop ability to control game play as a bowler and use leadership to do so amongst your team.

To be developing more advanced key teamwork skills such as; communication, resilience, organisation- can you demonstrate the ability to use they skills in a game?

Disciplinary literacy:

Accuracy, co-ordination, anticipate, long-barrier, crow-hop, reaction time, speed, balance, apple-off-tree, follow-through, brush ear, power, backing up, stay (not go), empathy, encourage, resilience.

Links to NC:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- develop their technique and improve their performance in other competitive sports
- take part in team activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

Assessment:

Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a

Aesthetics

Rationale:

Builds on knowledge learnt in year 7 and ks2 Develops further knowledge of how to accurately replicate skills and actions, phrases and sequences of movement. Allows students to explore and communicate ideas and emotions, through choreography, expression and movement.

Substantive Knowledge:

Describe the 3 main stages of a warm-up?

Can you name the basic muscle groups?

Recap – Describe what does the term aesthetic mean?

What are the basic body shapes and how can they be developed in short sequences?

How does tension and extension affect skills, movements and sequences/performance?

How can we avoid travelling without control?

How can we perform successful sequences individually and/or in pairs/small groups (where appropriate)

What are the stages of flight?

What safety rules must be followed when using equipment to aid skills? (including mats, apparatus, partners/groups)

Disciplinary Knowledge:

Experience working in pairs and small groups where they trust each other (where appropriate to the sport/situation)

To demonstrate correct take-off and landing technique, as well as a clear body shape.

To apply movements, agilities and balance individually and as part of a fluent sequence.

To develop the ability to select, combine and perform skills, actions and balances demonstrating varied levels of creativity.

To develop understanding of the benefits of gymnastic/dance based movements for flexibility and suppleness

To be able to understand how to move safely and under control.

Start to develop their ability to appreciate how to make adjustments and adaptations when performing.

To select, use and develop skills and compositional ideas effectively in a small routines

Develop their confidence in performing with accuracy, a routine with tension and creativity.

Start to critically evaluate how well skills have been achieved and to find ways to improve them.

Develop their ability to observe and appreciate the work of other groups and offer positive and constructive feedback.

To further develop their ability to accurately replicate actions, phrases and sequences.

Disciplinary literacy:

Shapes, tension, extension, sequences, routines performance, movement skills, travel, replication, control creativity, fluency, suppleness, flight, imagination,

Links to NC:

- develop their technique and improve their performance in other competitive sports
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

Health and Fitness

Rationale:

Health and fitness lessons develop students’ ability to work collaboratively and independently in order to set personal goals and succeed. By focussing on the types of fitness training and applying these to the student’s chosen sport, the students will be equipped with knowledge to improve skill or health related components of fitness. Students will develop wider-world skills such as goal setting, giving peer feedback and motivational communication.

Substantive Knowledge:

What stages of a warm up are there and why do we warm-up and cool down?

What are the health related fitness components?

What are the skill related fitness components?

Why do performers use the Multi- Stage fitness test and how does this relate to your sport?

What is SMART goal setting?

What are the main muscle groups?

What is circuit training and how can you relate this to your chosen skill/ health related component of fitness?

What is HIIT training and how can you apply this to your chosen sport?

What is fartlek training and how can you apply this to your chosen sport?

What is agility? Can you give a sporting example?

What is aerobic exercise?

What is continuous training?

What is interval training?

Identify good leadership skills such as communication, encouragement and organisation.

Disciplinary Knowledge:

To complete an effective basic warm-up

To lead an effective basic warm-up to the group as a pair

To demonstrate controlled ability to perform aerobic exercise of varying intensities

To demonstrate ability to perform anaerobic exercises within a HIIT workout/ Speed Agility Quickness circuit and use heart rate measurements as a measure of performance.

To apply basic knowledge of circuit exercises to evaluate peer performance

To design and perform fartlek training with a partner

To complete and reflect on individual diet diary and identify weaker areas that impact on performance.

To demonstrate control of pacing during aerobic exercise

To demonstrate improvement of aerobic fitness through scores identified on each MSFT test.

To be developing key teamwork skills such as; communication, teamwork and reflection.

Disciplinary literacy:

Pulse raiser, stretching, blood flow, mobility, heart rate, recovery, cool down, lactic acid, fatigue, dynamic vs static stretches.

Types of training: interval, continuous, circuit and fartlek.

Diet: components/ balanced/ hydration/ carb loading.

Links to NC:

	<ul style="list-style-type: none">develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]take part in team activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a groupanalyse their performances compared to previous ones and demonstrate improvement to achieve their personal besttake part in competitive sports and activities outside school through community links or sports clubs <p>Assessment: Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a composite assessment of application in a game-based/competitive situation.</p>	<ul style="list-style-type: none">Pupils should be able to:select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contextsrefine and adapt ideas and plans in response to changing circumstancesplan and implement what needs practising to be more effective in performanceRecognise hazards and make decisions about how to control any risks to themselves and others. <p>Developing physical and mental capacity Pupils should be able to:</p> <ul style="list-style-type: none">develop their physical strength, stamina, speed and flexibility to cope with the demands of different activitiesDevelop their mental determination to succeed. <p>Evaluating and improving Pupils should be able to:</p> <ul style="list-style-type: none">analyse performances, identifying strengths and weaknessesmake decisions about what to do to improve their performance and the performance of othersact on these decisions in future performancesBe clear about what they want to achieve in their own work and what they have actually achieved. <p>Assessment:</p> <ul style="list-style-type: none">Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a composite assessment of application in a game-based/competitive situation.	composite assessment of application in a game-based/competitive situation.	<ul style="list-style-type: none">perform dances using advanced dance techniques in a range of dance styles and forms <p>Assessment: Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a composite assessment of application in a game-based/competitive situation.</p>	<ul style="list-style-type: none">Students will be able to transfer their knowledge of movement patterns and exercises to apply to team/ individual sports.Students will develop numeracy through training zones, heart rate monitoring, reps and rest periods.Through open questioning students will improve their responses to identify, describe, explain, discuss and analyse questions.Take part in paired activities which present intellectual and physical challenges and be encouraged to work together to build resilience through motivational communication.Analyse their performances compared to previous ones and demonstrate improvement to reach their personal goals set.Use the fitness SOL to encourage sustained maintenance of their own personal fitness to improve performance in sport. <p>Assessment: Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a composite assessment of application in a game-based/competitive situation.</p>
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Year 9 (Secure)	<p><u>Invasive Sports</u></p> <p>Rationale: Builds on knowledge learnt in year 7, 8 and ks2. Develops more complex knowledge of how to work as part of a team to achieve a common goal. Allows students to fully analyse previous performance as a team performer and apply to future practice. Teaches students effective leadership qualities such as; organisation, competition, communication.</p> <p>Substantive Knowledge: Why are there 3 stages of a warm-up? Can you describe the different muscle groups? Recap- What does the term invasive sport mean? Explain what is effective passing? Explain how effective shooting/scoring a try in more complex situations? Recap- what are the more advanced rules and positions in a small-sided game and do any of these differ to a full size game...how? Recap- what does a small-sided and full invasive sport pitch look like? How do we restart a game in basic and more complex situations? What is meant by the term set-piece?...what are the different types of set-pieces in the specific invasive game? Explain the term ‘outwit’ in different complex sporting situations? Recap- What is a more advanced defensive tactic/formation in a small-sided game? Recap-What is a more advanced attacking/formation in a small-sided game? Discuss how defensive and attacking formations/tactics may differ for specific situation Discuss why key leadership skills such as communication, resilience and organisation are important in invasive sports- link these to the wider world.</p> <p>Disciplinary Knowledge: To complete an effective 3-stage warm-up, explaining why we do each stage To lead an effective, more advanced warm-up to the group as a individual To demonstrate more advanced passing using both feet in drills and game situations To demonstrate more advanced shooting using both feet in drills and game situations Consistent decision-making on most occasions when to shoot and pass in drills and game-based situations Good consistency of rules and positioning in small-sided games To demonstrate complex tactics to ‘outwit’ an opponent in an advanced drill and small-sided game situation- when and why would you use that tactic? To demonstrate more complex defence and attacking tactics/formation Demonstrate the ability to adapt and change tactics/formation when situations arise in a game. To be establish consistent key teamwork skills such as; communication, resilience, organisation- can you demonstrate the ability to use they skills in a small-sided game? Disciplinary literacy:</p>	<p><u>Net and Wall Games</u></p> <p>Rationale: Builds on knowledge learnt in year 7, 8 and ks2. Develops more complex knowledge of how to be effective within competitive games and work as part of a team in doubles or team sports to achieve a common goal. Allows students to fully analyse previous performance as an individual/pair or team and apply to future practice. Teaches students effective leadership qualities such as; organisation, competition, communication.</p> <p>Substantive Knowledge: Why are there 3 stages of the warm up? What are the main muscle groups within the body? Recap what does the term net and wall games mean? Explain why a serve is an important shot? Why is it important to have a wide range of shot to use within a net and wall sport? What is the difference between a forehand and a backhand shot? What does the court dimension look like and how can it change? What does an effective net and wall player look like? What are the main tactics and strategies used within net and wall sports. What are the difference between attacking and defensive shots? How can tactics and strategies change to suit the requirements / scenario of the game? Discuss how defensive and attacking formations, tactics and shots may differ for specific situation Discuss why key leadership skills such as communication, resilience and organisation are important in net and wall sports.</p> <p>Disciplinary Knowledge: To complete an effective 3 stage warm-up, explaining why we do each stage. To complete an effective warm-up which is specific to the activity undertaking. To demonstrate more advanced shots effectively with both backhand and forehand with a competitive situation. Demonstrate a wide range of shots constantly to ‘outwit’ your opponent. Show good consistency within rallies and ‘unforced errors’ Demonstrate the ability to change strategies and tactics to aid performance within singles, doubles and team activities. Demonstrate the use of the rules/laws of a game effectively, and understanding the more complex rules of the sport. Demonstrate the ability to confidently officiate a game.</p> <p>Disciplinary Literacy: Court, Serve, rallies, attacking shots, defensive shots, hitting into space, power, accuracy, consistency, agility, footwork, movement reaction time, height, depth, length, unforced errors, umpires forehand, backhand</p>	<p><u>Striking and Fielding</u></p> <p>Rationale: Continuing to build on knowledge and skills learnt in year 7, 8 and ks2. Develops more complex individual and team tactical application during game situations. Allows students to analyse previous performance as a team performer and apply to future practice. Teaches students effective leadership qualities such as; organisation, competition, communication.</p> <p>Substantive knowledge: Why are there 3 stages of a warm-up? Can you describe the different muscle groups? Recap- What does the term striking and fielding sport mean? Explain what is effective bowling and when would you use different bowling techniques? Explain how to effectively bat in more complex situations/when to use different batting techniques? Recap- Describe the more advanced game play rules? Recap- what does an effective fielding set up look like? Explain how the different modifications of the game affects the batting/ fielding formation? Describe the “golden triangle” (rounders)? Discuss why key leadership skills such as communication, resilience and organisation are important in striking and fielding? (Link these to the wider world).</p> <p>Disciplinary Knowledge: To complete an effective 3-stage warm-up, explaining why we do each stage To lead an effective, more advanced warm-up to the group as an individual To demonstrate more advanced batting using both forehand and backhand during drills and game situations To demonstrate more advanced fielding tactics in drills and game situations Consistent decision-making on most occasions where to bat and when to run in drills and game-based situations Good consistency of rules and positioning during game play To demonstrate complex fielding tactics to ‘outwit’ an opponent in an advanced drill and small-sided game situation- when and why would you use that tactic? To demonstrate more complex batting and tactics/formation during drills and game play Demonstrate the ability to adapt and change tactics/formation when situations arise in a game. To be establish consistent key teamwork skills such as; communication, resilience, organisation- can you demonstrate the ability to use they skills in a game? Disciplinary literacy: Accuracy, co-ordination, anticipate, long-barrier, crow-hop, backhand/forehand, reaction time, speed, balance, apple-off-tree, follow-through, golden triangle, spin, brush ear, power, backing up, stay (not go), empathy, encourage, resilience, communicate.</p> <p>Links to NC:</p>	<p><u>Aesthetics</u></p> <p><i>Rationale:</i> Builds on knowledge learnt in year 7.8 and ks2 Develops more complex knowledge of how to accurately replicate skills and actions, phrases and sequences of movement. Allows students to explore and communicate ideas and emotions, through choreography, expression and movement.</p> <p><i>Substantive Knowledge:</i> Describe and explain the 3 main stages of a warm-up? Can you name and describe the different muscle groups? Recap – Describe and explain what the term ‘aesthetic’ means? Explain the body shapes and how they can be developed in short sequences. How does tension and extension affect skills, movements and sequences/performance? How and why should we avoid travelling without control? How can we perform successful sequences individually and/or in pairs/small groups (where appropriate) What are the stages of flight? What safety rules must be followed when using equipment to aid skills? (including mats, apparatus, partners/groups) Why is precision, control and fluency important? What skills are needed to compose a successful routine and/or sequence? What are the differences between rotational and twisting movements?</p> <p><i>Disciplinary Knowledge:</i> To develop the precision, control and fluency in their body shapes (i.e. pike, straddle and tuck skills.) To select, develop and explain skills and compositional ideas effectively in routines To be able to link skills with the movements covered so far to create a sequence. To be able to critically evaluate how well skills have been achieved and to find ways to improve them. To appreciate how to make adjustments and adaptations when performing and be able to observe and appreciate the work of other groups and offer positive and constructive feedback. To be able to create their own sequence with a partner incorporating the methods covered. To be able to confidently perform with accuracy, a routine with tension and creativity To be able to analyse performances, identifying strengths and weakness in performances, components, strategies, tactics and competence of performances To be able to link skills to form a short individual sequence. To be able to confidently perform with accuracy, work in front of an audience. To be accurate in the replication of actions, phrases and sequences</p> <p><i>Disciplinary literacy:</i> Shapes, tension, extension, sequences, routines performance, movement skills, travel, replication, control creativity, fluency, suppleness, flight,</p>	<p><u>Health and Fitness</u></p> <p>Rationale: Health and fitness lessons develop students’ ability to work collaboratively and independently in order to set personal goals and succeed. By focussing on the content learnt over the previous two years, the students will be equipped with knowledge to design and implement a 4 week fitness programme personalised to reach their chosen SMART goals. Students will develop wider-world skills such as progressive planning, reflection and adaptability.</p> <p>Substantive Knowledge: Why do we warm up and cool down? What are the health and skill related fitness components and can you identify the most relevant components required to achieve your SMART goal? Why do performers use the Multi- Stage fitness test? Discuss the validity and reliability of this fitness test. What is SMART goal setting? What are the main muscle groups? Identify the relevant circuit training exercises required to improve your chosen weakness of your fitness What is HIIT training and why is this a valid method of training for many sports? Which heart rate training zone should a HIIT be performed in and why? What is fartlek training and how can you apply this to your chosen sport? Why does SAQ training play a major role in team sports at elite level? Compare the use of interval and continuous training and why certain performers will use these training methods Identify good leadership skills such as communication, encouragement and organisation.</p> <p>Disciplinary Knowledge: To complete an effective basic warm-up To lead an effective basic warm-up to the group as a pair To demonstrate controlled ability to perform aerobic exercise of varying intensities through the use of the MSFT To evaluate individual fitness testing results to identify weakness in order to design and perform a 4 week fitness programme To demonstrate ability to perform anaerobic exercises within a HIIT workout/ Speed Agility Quickness circuit of your design To apply basic knowledge of circuit exercises to evaluate peer performance To design and perform fartlek training within your programme To design and perform an SAQ circuit within your programme to relate to the movements of your chosen sport To demonstrate control of pacing during aerobic exercise To demonstrate improvement of aerobic fitness through scores identified on each MSFT test. To be developing key teamwork skills such as; communication, teamwork and reflection.</p> <p>Disciplinary literacy: Pulse raiser, stretching, blood flow, mobility, heart rate, recovery, cool down, lactic acid, fatigue, dynamic vs</p>
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Building to a composite assessment of application in a game-based/competitive situation.</p>	<p>Links to NC: Developing skills in physical activity Pupils should be able to:</p> <ul style="list-style-type: none">● refine and adapt skills into techniques● develop the range of skills they use● Develop the precision, control and fluency of their skills. <p>Making and applying decisions</p> <ul style="list-style-type: none">● Pupils should be able to:● select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contexts● refine and adapt ideas and plans in response to changing circumstances● plan and implement what needs practising to be more effective in performance● Recognise hazards and make decisions about how to control any risks to themselves and others. <p>Developing physical and mental capacity</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none">● develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities● Develop their mental determination to succeed. <p>Evaluating and improving</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none">● analyse performances, identifying strengths and weaknesses● make decisions about what to do to improve their performance and the performance of others● act on these decisions in future performances● Be clear about what they want to achieve in their own work and what they have actually achieved. <p>Assessment: Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a composite assessment of application in a game-based/competitive situation.</p>	<ul style="list-style-type: none">● use a range of tactics and strategies to overcome opponents in direct competition through team and individual games● develop their technique and improve their performance in other competitive sports● take part in team activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group● analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best <p>Assessment: Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a composite assessment of application in a game-based/competitive situation.</p>	<p>imagination, rotation, critical analyse, feedback, observation, consistency, confidence</p> <p>Links to NC:</p> <ul style="list-style-type: none">● develop their technique and improve their performance in other competitive sports● analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best● take part in competitive sports and activities outside school through community links or sports clubs● perform dances using advanced dance techniques in a range of dance styles and forms <p>Assessment: Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a composite assessment of application in a game-based/competitive situation.</p>	<p>static stretches, health/ skill related components of fitness. Types of training: interval, continuous, circuit and fartlek. Fitness plan: rest days, reps/sets, training zones.</p> <p>Links to NC:</p> <ul style="list-style-type: none">● Students will be able to transfer their knowledge of movement patterns and exercises to apply to team/ individual sports.● Students will develop numeracy through training zones, heart rate monitoring, reps/sets and rest periods.● Through open questioning students will improve their responses to identify, describe, explain, discuss and analyse questions.● Students will develop ability to apply the types of training to their chosen sports to meet their individual needs/ SMART targets.● Analyse their performances compared to previous ones and demonstrate improvement to reach their SMART goals set.● Use the fitness SOL to encourage sustained maintenance of their own personal fitness to improve performance in sport. <p>Assessment: Ongoing formative assessment of individual skill and knowledge through scaffolded technique. Building to a composite assessment of application in a game-based/competitive situation.</p>	
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