

Year 9 Curriculum Overview [2019-2020] – Planning for Progression
Subject – PE

Schedule	Term	Knowledge & Understanding		Literacy Skills Building vocabulary Developing oral skills Developing reading skills Developing writing skills	Key Skills Subject Skills Numeracy Skills 21 st Century Skills Employability Skills	Assessment Formative Interim Summative
		X band and Y band				
Autumn Term	Half Term 1	INVASION GAMES: a. Applying strategy in competitive game play in Netball, Football and Basketball b. Adopting the role of a coach or leader c. Performance review		Literacy – use of key words in context when evaluating performance. Individual key word banks for the range of activities including: Invasion Games; 1. Attack 2. Defence 3. Counterattack Striking and Fielding Games: 1.Send 2. Receive 3.Spatail Awareness 4.Co-ordination Outdoor Adventurous Activity: 1.Endurance 2. Stamina 3. Pace 4.Terrain 5.Orientate Health Related Exercise: 1. Pulse 2. Sets 3. Repetition 4.Cardiorespiratory Gymnastics: 1.Travel 2. Rotation 3. Flight 4.Balance 5.Shape Athletics: 1.Track	Subject skills: 1. Sending and receiving skills 2. Attack and defensive skills 3. Deny and use of space 4. Manipulation and use of equipment 5. Reviewing and evaluating performance Numeracy Skills: 1. Timing and recorded 2. Measuring distances and times 3. Interpreting data 4. Normative results and own results 5. Map reading skills 6. Evaluating time, speed, distance 21st Century Skills: 1. Collaboration – team play 2. Communication – team play 3. Critical thinking – planning, performing and reviewing as a team or individual performer 4. Creativity – individual performances (gym) problem solving (OAA)	Interim Assessments: progress checks
		9x1: Netball 9x2: Football 9x3: Basketball	9y1: Netball 9y2: Football 9y3: Basketball			Pupils will rotate around activities and a level/grade awarded following the SOW. Pupils final grade will be an average of all activities throughout the year.
	Half Term 2	1. OUTDOOR AND ADVENTUROUS ACTIVITIES (OAA); map skills, planning routes to match terrain, personal bests and performance review 2. INVASION GAMES: Applying strategy in competitive game play in Handball 3. NET/WALL games: Applying strategy in cooperative and competitive game play. Adopting roles as an official / umpire. 4. HEALTH-RELATED EXERCISE (HRE); Fitness testing and personal exercise plans.				Ongoing Formative Assessment of the following: 1. Physical skills 2. Performance in small sided games; adapted, conditioned and fully recognised version of game 3. Verbal skills and use of key words 4. Question and answers will be on-going 5. Team work / Cooperation 6. Kit and personal organisation 7. Peer observation 8. Modelling
		9x1: OAA Inc. XC 9x2: Volleyball 9x3: HRE	9y1: OAA Inc. XC 9y2: Handball 9y3: HRE			
Spring Term	Half Term 3	1. NET/WALL games: Applying strategy in cooperative and competitive game play. Adopting roles as an official / umpire. 2. HEALTH-RELATED EXERCISE (HRE); Fitness testing and personal exercise plans.				

		3. OUTDOOR AND ADVENTUROUS ACTIVITIES (OAA); map skills, planning routes to match terrain, personal bests and performance review		2. Field 3.Length, sped distance and time 4.Personal Best General: 1. Hydration 2. Nutrition 3. Self-reflection 4. Skill acquisition 5. Competitive 6. Cooperative 7. Application Oral skills – pronunciation of key words correctly, confident delivery of Q&A, ability to work in teams or pairs with good verbal skills including listenng skills Reading skills – Key Word wall, following rules and tactic sheets, SNAP (sheets for non-activity participant) reading measurements and recordings of data Writing skills – recording of timings, team sheets, key words, lesson objectives and SNAP sheets	Employability Skills: 1. Negotiating when working as part of a team, pair or small group 2. Initiative and trial and error when working out practical tasks: Orienteering routes, gymnastic and HRE sequences/routines 3. Leadership: warm up leaders, team captains and lesson equipment helpers 4. Decision-making: when to move, how to move – who to pass too, when to shoot 5. Team work and appreciation of other when part of a team, pair of small groups during games	9. Self-reflection and review of performance Summative assessments will take place through final performances through: 1. Measuring (athletics) 2. Performance in competitive game play (Invasion / striking and fielding) 3. Timings (Athletics and OAA) 4. Sequences (Gym)
		9x1: Volleyball 9x2: HRE 9x3: OAA	9y1: Volleyball 9y2: HRE 9y3: OAA			
	Half Term 4	1. HEALTH-RELATED EXERCISE (HRE); Fitness testing and personal exercise plans 2. INVASION GAMES: Applying strategy in competitive game play in rugby. Adopting the role of a coach or leader and performance review 3. GYMNASTICS: Applying gymnastics Themes; Shape, balance, rotation, flight and travel at heigh on or over apparatus				
		Px1: HRE Px2: Tag Rugby 9x3: Gym	9y1: HRE 9y2 Tag Rugby 9y3: Gym			
Summer Term	Half Term 5	ATHLETICS: Track and Field Activities; a. Safety rules when performing b. Performance skills when running (spring relays and middle distance) jumping and throwing: Long, high, Triple jump, Javelin, discus and shot putt c. Self-reflection when performing d. Adopting alternative roles: measuring, recording and officiating All groups to rotate around traditional and adapted track and field events				

	Half Term 6	STRIKING AND FIELDING GAMES: Application of sending and receiving skills in competitive and cooperative games from one of the following: <ul style="list-style-type: none"> a. Cricket b. Rounders c. Longball d. Softball Adopting alternative roles including performer, timekeeper, scorer, official			
Culture capital: Links will be made between lesson and contemporary and historic sporting events. This will include people, teams and world records; for example, World Cups in Football, Cricket, Rugby, Netball. Wimbledon, The Olympic and Commonwealth Games and the 2012 London Legacy. Sportsmen and women will be used to role model or showcase achievement, desired (sportsmanship's, effort and strength of character) or undesired behaviours (gamesmanships, cheating, decent). Vocations within the sporting fields will also be cascaded through lessons including 'behind the scene' or less obvious job roles for example photographer, nutritionist and statistician. Alongside connections made between sporting technology and the advances in ICT to aid performance or assist officials and coaches.					
Weather Conditions and the curriculum: When weather disrupts the curriculum, alternative activities will be delivered. However, staff will make every effort to ensure the curriculum is maintained. Pupil safety and comfort will be paramount when staff make decisions re: inclement weather.					