

Physical Education

Year 9 Curriculum

David Nieper
ACADEMY

ASPIRE – ENDEAVOUR - SUCCEED

Rationale

Our vision is to enable children from all backgrounds to have the opportunity to learn practical skills whether that to be through PE, Drama, Dance and Music and to have the opportunity to progress to the next level of excellence.

Within the faculty it is our intention to engage and inspire pupils to develop their talent, and so increase their self-confidence, creativity and sense of achievement.

The faculty feels that it is important for students to experience a variety of opportunities, both in and outside the classroom.

Threshold concepts

- *(the understanding that underpins the learning of new content within this subject and year)*

PE teaches students how to excel in a wide range of physical activities and develops their knowledge of how to live a healthy, active lifestyle. Students also learn the importance of communication, analytical and problem solving skills. At David Nieper Academy our PE department believes in providing students with a broad curriculum, both practically and theoretically. This enables them to make informed lifestyle choices throughout their school life and beyond.

Within the PE curriculum it is our intention to promote:

1. Health and Wellbeing: Thriving due to good physical health, emotional and social wellbeing and confidence, self-belief and motivation to be healthy for life.
2. Physical Competence: Develop and apply skills, abilities and techniques to their performance in order to tackle increasingly demanding physical activities and achieve their personal best.
3. Character and Employability: The positive traits, attitudes, behaviours and skills of considerate, responsible and imaginative citizens, ready to access the world of work as resourceful, responsible, reliable and collaborative employees and entrepreneurs.

Subject knowledge

- *(the specific knowledge that you expect students to learn throughout the year)*

Practical

Invasion games

- **FOOTBALL**
- Students will be able to perform the lifted pass.
- Students will be able to understand where this pass is used in football e.g. Over the top of an opponent / defence.
- Students will be able to use the different parts of the anatomy to control the ball
- Students will be able to perform different types of volleying in football
- Students are to know and understand why volleying is used in football
- Students are to perform the correct diving heading technique safely
- Students are to know and understand how to head the ball correctly when diving
- Students are to know where and why this type of heading is used in football
- Students are to be able to perform different types of goalkeeping saves e.g. Diving saves, catching, parrying, and punching

- Students are to know and understand how to perform these skills correctly and safely in the right situation.
- Students are to be able to perform throw ins accurately
- Students are to clearly understand and know how to perform throw – ins; why throw – ins occur in football and where and know the rules governing throw – ins in Football
- Students are to understand and know the tactics used when performing a throw – in
- Students are to incorporate corner kicks, goalkeeping, defending and attacking strategies in small games.
- Students are to accurately perform crosses, varying their height, speed and delivery.
- Students are to know and understand how a corner kick is awarded and why.
- Students are to use imagination and creativity to develop new strategies from corner kicks in attack and defence

- **NETBALL**

- Students are to perform a variety of passes at speed and with control. Students are to be able to catch the ball from a variety of situations with improved technique and greater consistency.
- Students are to be able to make decisions about sending and receiving the ball into a space, positioning themselves intelligently to receive a pass.
- Students are to explore ideas, concepts of attacking play when in space and with ball possession.
- Students are to accurately replicate effective marking techniques and intercept any passes sent towards them.
- Students are to be able to select advanced tactics to outwit opposition from the centre pass.
- Students are to be able to evaluate tactical outcomes and consider how to improve performance.
- Students are to demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.
- Students are to develop their knowledge and understanding of the rules in netball.

- **HOCKEY**

- Students are to know when width and crosses could be used effectively in a game.
- Students are to understand the laws concerning phases of play and not always concentrating on the 1st phase.
- Students are to demonstrate different tactics used for a penalty corner. Develop strategies from penalty corners to increase success of scoring.
- Students are to be able to perform a simple method of beating an opponent
- Students are to be able to perform the jab tackle.
- Students are to know and understand when to use these tackles in a game.
- Students are to have an understanding of the rules that affect tackling
- Students are to be able to perform the Slap and to have an understanding of when it should be used in a game.
- Students are to know and understand the basic positions in hockey.
- Students are to have an understanding of the roles and responsibilities of the different positions.
- Students are to use their knowledge / understanding of the skills and game to play to the laws and to the best of their ability.

- **HANDBALL**

- Students are to develop their understanding of the game rules
- Students are to develop throwing and catching skills while standing and moving.
- Students are to develop passing techniques
- Students are to develop shooting techniques and understand the best area to aim for when shooting to increase the likelihood of success

- Students are to understand the rules with regards to the jump shot
- Students are to develop attacking team strategies to include the fast break and screening in order to create space for team mates
- Students are to apply the correct attacking option based upon the game situation (dribble, pass or shoot)
- Students are to develop defending skills by performing man to man marking, intercepting the pass and blocking the shot and the rules which apply in this situation.
- **BASKETBALL**
- Students are to further develop their knowledge, understanding and performance of the Lay- up technique used in Basketball
- Students are to improve their performance, knowledge and understanding of re-bounding within the game
- Students are to understand and know why re-bounding the ball is good in both offence and defence
- Students are to understand the benefits on their performances when using their non-dominant hand while dribbling.
- Students are to further develop their understanding and knowledge of where to, how to, and why these dribbling and shooting techniques are used and performed in Basketball.
- Students are to know how to perform a fast break, and where a fast is used in Basketball
- Students are to know and understand the roles and responsibilities of each player
- Students are to produce offensive and defensive formations for when in attack and in defence
- Students are to incorporate previously learnt skills and tactics into these strategies
- Students are to understand and know the rules governing fouls, contact, possession time with (shot clock) time allowed in key.

Over the net games

- **BADMINTON –**
- Students are to be able to use the backhand serve as well as the other serves so as to not make your play predictable.
- Students are to be able to use the backhand short serve to direct the shuttle low over the net and land it close to the short service line.
- Students are to be able to identify which serve their opponent is going to use before they serve and to prepare to receive that serve.
- Students are to know that the low serve should be as horizontal and low to the net as possible, and not high enough to be smashed back by the opponent.
- Students are to be able to move from the middle of the court to the sidelines and play the shuttle down the sidelines of the court, or diagonally cross-court away from their opponent.
- Students are to be able to use the correct grip, footwork and body position whilst returning the shuttle with an accurate backhand drive.
- Students are to be able to use a variety of attacking shots from close in at the net instead of lifting the shuttle to the rear of the court following an opponents drop shot.
- Students are to know that the shuttle must always pass over the net as low as possible to prevent it being smashed back down by the opponent.
- Students are to be able to force the opponent left or right using soft net shots.
- Students are to be able to spin the shuttle, causing it to 'tumble' and making it more difficult for the opponent to return.
- Students are to be able to capitalise on a poor quality, high serve by pushing it straight back down into the opponents court.
- Students are to know how the clear can be used to gain time to return to the centre-court position.
- Students are to know and understand how to perform the Backhand clear and where the shot is used

- Students are to further enhance and develop their
- Students are to identify their strengths and weaknesses within doubles play.
- **TENNIS –**
- Students are to be able to demonstrate and use forehand and backhand shots in a rally.
- Students are to develop the ability to outwit opponents with a combination of shots.
- Students are to understand the basic scoring and rules of a double game play.
- Students are to develop strategic and tactical play during a rally.
- Students will develop the ability to outwit their opponent using strategies and tactics by understanding the importance of movement of the opponent and ball placement in order to win points.
- Students will implement decisions based on movement of the ball into space and choice of skill execution.
- Students are to accurately replicate the technique for a backhand slice.
- Students are to understand the effect slice has on the balls flight and bounce.
- Students are to refine and adjust shot selection based on opponents positioning.
- Students are to accurately replicate volley technique with accuracy and control.
- Students are to understand when to use a volley and the advantages it provides.
- Students are to understand how games, sets are scored and officiate each other's games.
- Students are to demonstrate an understanding of the different roles played within a doubles game.
- Students are to perform and replicate a legal over arm tennis serve with control and timing.
- Students are to understand service laws in tennis.
- Students are to demonstrate effective positioning for and execution of return of serve.
- Students are to be able to implement a variety of shots in a game implementing basic strategies and tactics.
- Students will use observation skills on peer performances, skills and techniques.
- Students will make effective evaluations of strengths and weaknesses of performance.
- Students will develop an understanding of some of the rules during game situations.
- Students will learn the components of fitness required to play over the net type games.

Striking and fielding games

- **ROUNDERS –**
- Students are to accurately replicate fielding skills and use effectively in a game.
- Students are to develop communication skills, teamwork through rounders game play.
- Students are to accurately replicate a legal bowling technique.
- Students are to develop their ability to add disguise and power into bowling action.
- Students are to develop their understanding of the rules involving bowling. i.e. stopping running once held.
- Students are to develop their batting technique incorporating power and placement.
- Students are to develop their strategic concepts when batting.
- Students are to show a confident understanding of umpire calls/rules and batting/bowling infringements.
- Students are to analyse individual strengths and make tactics changes to the fielding positions as a result.
- Students are to make decisions about field positioning in response to batter analyse.
- Students are to make effective evaluations of strength and weaknesses of pupil's performance.
- Students are to demonstrate a variety of tactics based on the opposition.
- Students are to demonstrate the ability to outwit an opponent in a game situation using a range of batting, bowling and fielding techniques.

- Students are to demonstrate a confident understanding of the rules of rounders.
- Students are to demonstrate effective communication and leadership skills.
- **CRICKET** -
- Students are to be able to perform an accurate pick up and throw on the move.
- Students are to be able to perform the correct grip used in both Off and Leg spin Bowling
- Students are to understand/perform how to bowl these types of two spin deliveries, and the differences
- Students are to understand and know the principles of Spin Bowling in Cricket e.g. To draw batsmen by a full length
- Student to be able to perform a pull shot and be able to discuss the type of ball this ball should be played from.
- Students should be able to play forward and backward defence and demonstrate good technique during the game using the correct shot for the appropriate ball.
- Students are to be able to perform the different types of drives e.g. Backward and Lofted.
- Students are to know and understand how to perform these drives; where these drives are played; what types of delivery these drives are played to; and what movements have to be made to perform these shots
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Health related fitness

- Students will be able to recognise that different types of activities require different type of fitness.
- Students will recognise how physical warm ups aid the development of their physical capacity.
- Students will understand the implications of heart rate and recall large muscle group names.
- Students will perform a range of activities that relate to a specific components of fitness, relevant to their own personal fitness.
- Students are to monitor the intensity of a range of CV exercises (for example taking a pulse or rate of perceived exertion and work at different intensities³).

Athletics

- Students will continue to develop accurate replication of athletic events.
- **SPRINTING** - Understand the term “acceleration”, and know that short strides out of the crouch start gradually increasing to longer strides allows for more effective acceleration and ultimately a faster finish time. Students will be able to use the full crouch start to be begin a sprint race.
- **MIDDLE DISTANCE** - Students will know and understand what is meant by the term ‘pacing’. To be able to run at an even pace over middle and longer distances.
- **HURDLING** - Students are to know that hurdler’s running should not be interrupted by stuttering when approaching a hurdle and be able to clear a series of repeating hurdles using a modified stride. Students are to know competition rules regarding false starts and hurdling.
- **RELAY** - Students are to be able to pass the baton to the person in front and receive it from the person behind using the correct technique. Students are to understand the laws that govern the relay changeovers. Students are to know and understand the importance of performing the changeovers at speed and the responsibilities of both people at the changeover.
- **HIGH JUMP** - Students are to be able to perform the scissors technique from an extended curved run up and understand why the curved run up is used and know why it is more effective.
- **LONG JUMP** – Students are to understand the importance of speed during the approach run and know that at the point of take off the momentum gained during the run up must be converted to distance in flight. Students are to know how jumps are measured and be able to measure the distance jumped by others accurately. Students are to know and understand the correct techniques in approach, take off, flight and landing.

- **TRIPLE JUMP** – Students are to know and understand the correct techniques in approach, take off, hop, flight, skip, jump, and landing and to be able to perform the correct techniques in approach, take off, flight and landing.
- **SHOT PUTT** – Students are to understand that distance can be added to the throw by adding a low to high whole body movement, as well as a full follow through. Students are to be able to perform a technically correct putt using an appropriately weighted shot, starting from a semi-crouched position facing away from the direction of the throw and including a ½ rotation of the upper body (Chin-knee-toe). Students need to understand the need for safety procedures that are in place during the lesson.
- **DISCUS** – Students are to understand that distance can be added to the throw by adding a low to high whole body movement, as well as a full follow through. Students are to be able to perform a technically correct discus throw using appropriately weighted equipment, starting from a semi-crouched position facing away from the direction of the throw and including a ½ rotation of the upper body.
- **JAVELIN** – Students are to know that the javelin using a pulling action and be able to describe this action in their own words. Students will be able to hold the javelin using the correct grip and be able to add a single cross over step before throwing the javelin.
- Students are to evaluate the use of body parts to gain an improvement in replicated techniques.
- Students are to use images and task cards to develop their skills and techniques.
- Students are to recognise success criteria conveyed through modelling and video recordings.
- Students are to recognise that different types of activities require different type of fitness.
- Students are to gain a baseline experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance.
- Students will develop an understanding of the rules of various athletic events.

Curriculum Map

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Handball	Basketball	Badminton	HRF	Athletics	Cricket/Rounders
Football	Rugby	Hockey	Netball	Athletics	Tennis

Sequence of learning

- *(prior knowledge that students are expected to possess from previous years and/or topics)*

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Invasion games it is helpful if the pupils have:

- Developed the basic skills of passing, receiving, and dribbling
- Learnt the basic principles of attack and defence.
- Worked in small teams to plan how to play
- Taken different roles in some games, including attacker and defender
- Used and kept rules and conventions for games
- Played a variety of conditioned games
- Used and applied rules
- Some knowledge of tactics and team organisation

Over the net games it is helpful if the pupils have:

- Developed an understanding of where to hit the ball
- Developed an understanding of how to move their opponent out of position.
- Experienced a number of net/wall games using a variety of equipment

Striking and fielding games it is helpful if the pupils have:

- Developed an understanding of field placement.
- Where to hit the ball to increase chances of scoring
- Experienced a range of batting, bowling and fielding techniques.
- Developed an understanding of basic batting, bowling and fielding tactics.
- Developed a range of batting, bowling and fielding tactics.
- Understood and identified specialist positions for rounders

Health related fitness it is helpful if the pupils have:

- Experienced some fitness activities
- Demonstrated a basic technique
- Understood components of physical fitness
- Taken part in a range of fitness tests

Outdoor and adventurous activities it is helpful if students have:

- Taken part in simple orienteering activities and events successfully, using maps, diagrams or photographs
- Taken part in problem-solving activities that have a clear focus on plan–do–review

Athletics it is helpful if the pupils have:

- Experienced running, jumping and throwing in an athletic form.
- Acquired sound technique in all events.
- Gained knowledge of running, jumping & throwing capacity
- Awareness of strengths and limitations

Cross-curricular knowledge

- *(the knowledge drawn from other subjects to support understanding of concepts)*
- *PSHE (Alcohol, body awareness, Me in PE), Food Technology (What is in food groups?), Science (Body Systems)*

Curriculum links to careers

- *(specific examples of lessons and/or units in which work related learning will be explicitly taught)*

Year 9 Curriculum links to careers – PE Career Workshops Day

The aim of this day is to promote careers within the faculty.

Students studying PE will look at the roles within a football club (possibly Tamworth FC). They will take part in 'hands-on' workshops working in small teams on a variety of tasks. Mock situations will be created for students to experience a range of different roles to include:

- Football manager/coach
- Fitness coach
- Referee
- Physiotherapist/Masseur
- Nutritionist
- Press officer

The workshops will be intended to be a fun, practical and motivating way to teach students about careers within sport.

Procedural knowledge

- *(the subject specific skills that students will need to learn in order to demonstrate their understanding of the subject knowledge)*

Invasion games

- **Football** – Inside of the foot pass – Lifted pass – Volleying – Receiving – Dribbling – Shooting – Shooting across the goal – Tackling – Turns and skills that enable them to beat a defender – Heading, Defensive, Attacking, Diving – Goalkeeping – Throw ins – Corner kicks – Crosses – To incorporate the skills into a small/full sided game.
- **Basketball** – Ball familiarisation – Passing and Receiving – Dribbling – Shielding – Shooting - Set shot – Lay-up – Re-bounding – Tackling – Fast break – 3 man weave – To incorporate the skills into a small/full sided game.
- **Hockey** – Moving with the ball – Indian dribble – Control using flat and reverse sides of stick – Hit – Push pass – Penalty corner – Slap – The block tackle – Jab tackle – Shooting – Maintain possession/Creation of space – To incorporate the skills into a small/full sided game.
- **Rugby** – Hold, catch and pass a rugby ball – Tackling technique – To incorporate the skills into a small/full sided game.
- **Netball** – Passing – Footwork – Dodging – Shooting – Identify the roles of each playing position and the areas permitted – Marking techniques – Tactics from centre pass – To incorporate the skills into a small/full sided game.
- **Handball** – Gripping - Pick up and pass - Shooting - Jump shot - Fast break - Support play – Teamwork - Screening - Dribbling – Marking – Intercepting - Blocking

Over the net games

- Badminton – Serve (low/high) – Serve backhand – Overhead clear – Underarm clear – Drop shot – Lob shot – Smash – Scoring system – Backhand drive – Spin the shuttle – To incorporate the skills into a small/full sided game.
- Tennis – Racket and ball familiarisation – Forehand groundstroke – Backhand groundstroke – Over arm serve – Volley technique – Basic serves – Backhand slice – Volley technique – Positioning for and execution of return of serve – To incorporate the skills into a small/full sided game.

Striking and fielding games

- Rounders – Underarm and overarm throwing – Catching techniques – Bowling with power – Batting with power – Scoring systems – Backing up
- Cricket – Backward defence shot – Pull shot – Backing up – bowling technique spin– Fielding positions – Backing up – Fast ball retrieval – Scoring systems – Umpire calls/actions

Health related fitness

- Measure resting and working heart rates – Perform circuit training activities – Fitness tests (Multi Stage Fitness Test, 12 minute Cooper test, 30m Sprint, Ruler drop test, Vertical jump test, Standing board jump, Illinois agility test, Hand wall ball toss test, Stalk stand) – Core strength exercises

Athletics

- Running to include sprinting – Sprint start (perform semi and crouched start) – Middle distances – Relay exchange – Effective hurdling technique.
- Throwing to include – Shot putt – Javelin – Discus
- Jumping to include – Long jump – Triple jump – High jump