

Curriculum Map Year 9: Physical Education

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Half Term 1 & 2	Hockey	• Strong and weak side dribbling: open and closed dribble • Receiving the ball: front, side and behind. • Stopping the ball on the move • Beating a defender: stick and non-stick side • Jab tackle from the front and the side. • What makes a performance effective • Channelling opponents into a tackling position. • Penalty corner rules: defensive and attacking. • Set plays: the hit out and the push back. • Positions and formations for an 11-a-side game. • How to adapt from attacking and defensive roles.	• Effective use of the open and closed dribble. • Body and stick position to receive the ball from all angles. • Cushioning the ball to allow movement forward with one touch. • Angle of run to create space and beat a defender. • Effective use of deception. • Application of teaching points to make an effective jab tackle, body position and timing. • Application of knowledge to improve their own and others' work • Application of channelling to create a defensive opportunity to tackle. • Explanation of rules of the penalty corner: attacker and a defender. • Application of set plays and knowledge of tactical awareness. • Positions, formations and role of each player. • Effective selection of skills to move from attacking to a defensive position.	Teacher Observation • Use of different types of dribbling. • Positioning of the body to receive the ball. • Movement to create space to beat a defender. • Use of the jab tackle. Student Verbal Response • How to cushion the ball and keep it moving. • How to create space with movement • Key skills/factors to improve performance Teacher Observation • Effective use and implementation of tactics. • Players' ability to transition from attack to defence. • Effective use of attacking and defensive skills. Student Verbal Responses • Why we channel the attacking player. • Rules of the penalty corner. • Roles of each player and formations. Assessment of students against departmental criteria autumn term.
Half Term 1 & 2	Netball	• Recap and consolidation of passing receiving and shooting with footwork. • Movement patterns on the court; individual and team. • Consolidation of first and second stage defence. • Defensive positioning in the semi-circle. • Positioning for rebounding after a shot. • Set centre pass, back and sideline passes.	• Application of a variety of passes over varying distances with advanced footwork and efficient drive. • Demonstrate the ability to move into unmarked positions and link with other players/team to advance the ball up court. • Application of defensive strategies to gain possession through interception and denial of the ball in the semi-circle.	Teacher observation: • Passing, receiving and footwork. • Movement on the court and links with other players. • Defensive skills in all court areas. • Set plays. • Full court play. Student verbal responses:

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		• Full rules and game play.	• Application of positioning to secure rebounds in the semi-circle. • Plan and demonstrate set centre, back and side line passes. Application of the full rules of the game.	• Movement on the court and advancing the ball. • Rebound positioning. • Advantages of set play strategies.
		• Speed and strength of passing and advanced footwork. • Defensive blocking in the centre court and the semi-circle. • Positioning and movement of defenders in the semi-circle. • Movement of C and WA around the semi-circle. • Application of set plays in the semi-circle. • Full rules and game play.	• Application of advanced passing, receiving and footwork skills. • Application of blocking to deny attackers movement on the court and in the semi-circle. • Demonstrate the ability to move as a pair or defenders in the semi-circle to limit movement and deny passes. • Demonstrate movement around the circle edge to support shooters in advancing the ball closer to the post. • Demonstrate set plays in the semi-circle; shooters split, shooter hold. • Application of the full rules of the game.	Teacher observation: • Advanced passing, receiving and footwork. • Blocking to deny movement. • Movement of pairs of defenders and C/WA. • Set plays in the semi-circle. • Full court play. Student verbal responses: • Effective blocking and denial of space. • Circle defensive/attacking strategies. • C/WA strategies. Assessment of students against departmental criteria autumn term.
Half Term 3	Health Related Fitness	• How to design and lead warm-up and cool down. • Different training methods to improve fitness: continuous, fartlek, interval. • Importance of speed and reaction time. • Why fitness tests are used • Basic principles of a fitness programme • Principles of SPORT • What makes a performance effective	• Key aspects of a warm-up – pulse raiser, joint mobility and stretching • Application of training methods. • Effective use of fitness tests: level of fitness, how to improve it. • Application of the SPORT principles and how they are applied to a training programme. • Application of knowledge to improve their own and others' work	Teacher Observation • Leading of warm-up / cool down. • Leadership skills. • Effective testing of personal fitness. • Application a training programme to improve an aspect of fitness. Student Verbal Responses • Training methods • Why are fitness tests used. • Key aspects of a training programme. • Key skills/factors to improve performance Assessment of students against departmental criteria summer term.

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Half Term 3	Dance	• Genre of the dance • Different dance styles • Safe use of lifts • Ripple and canon and timing techniques • Identifying symmetrical and asymmetrical movements • Moving fluently between different relationships • Originality in choreography: body shapes, pathways, motifs and gestures • Leadership skills • Interpretation of the music • Complex terminology to aid critical appreciation of dance performances. • What makes a performance effective	• The history of the genre. • Application of movement to link dance and gymnastic elements. • Effective use of a lift. • Application of ripple and canon techniques. • Effective choreographing using visual symmetry and asymmetry • Effective use of solo and duo work. • Effective use of expressions and feelings to match the timing and mood of the music • Effective evaluation of the dance • Application of knowledge to improve their own and others' work	Teacher Observation • Effective and safe use of lifts • Correct use of ripple and canon • Application of symmetrical and asymmetrical movements. • Successful fluency in the dance. Student Verbal Responses • Evidence of research on genre • Role of individual in a lift • Importance of good feedback / evaluation. • Key skills/factors to improve performance Assessment of students against departmental criteria winter term.
Half Term 4 / 5 & 6	Athletics	• Refinement of the sprint technique • Refinement of pace and effective running technique. • Execution of the discus throw: body stance – shoulder facing target, body perpendicular to shoulder, knees slightly bent. Palm against discus and fingers facing the floor. Release point. • Rules of the discus, landing zone and entry and exit of the circle. • Refinement of the relay changeover: rules and changeover zones. • Effective evaluation: self and others – What makes a performance effective	• Effective use of refinement to improve overall performance • Application of pacing and importance of the heart and lungs when running • Effective use of teaching points to execute a good throw. • Application of speed during the relay changeover. • How to compare performance to the perfect model. • Application of knowledge to improve their own and others' work.	• Teacher Observation • Application of skills to improve sprinting technique. • Successful pacing in a distance event. • Relay changeover at pace Student Verbal Responses • Rules of discus and technique • Importance of pace • Explanation of the rules of the relay and zones. • Key skills/factors to improve performance. Assessment of students against departmental criteria summer term.

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Half Term 5 & 6	Tennis	• Ground strokes. • Execution of topspin and effect it has on the ball. • Execution of the slice and the effect it has on the ball. • What makes a performance effective • Serving the first and second serve: difference between the two. • The drop shot • Return of serve: correct ready position, movement and racket preparation. Game play	• Execution of ground strokes from the baseline of the court with power and accuracy. • Application of topspin and slice on the ball and when to execute in game play. • Application of knowledge to improve their own and others' work • Attacking and defensive play at the service – 1st and 2nd serve. • Execution of the drop shot. • Application of shots to outwit the opponent in a competitive game.	Teacher Observation • Successful execution of a groundstrokes from the baseline. • Correct body position for groundstrokes and the volley. • Of game play/scoring and communication Student Verbal Responses • Boundaries of the court and ball placement during a rally. • Scoring of a game / set. • Key skills/factors to improve performance Teacher Observation • Success at serving from the baseline. • Effective use of serving the 1st and 2nd serve. • Application of the drop shot. • Observation of game play: shot selection / communication and movement. Student Verbal Responses • Explanation of the 1st and 2nd serve. Assessment of students against • Departmental criteria summer term.

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Half Term 5 & 6	Rounders	• Development and replication of fielding skills with communication and teamwork skills. • The ability to add disguise and power into bowling using different techniques. • To develop creative thinking skills with the placement of the ball. • To understand the rule of bowlers ball • Selection of skills to field a moving ball: chasing the ball, planting foot, pick up ball, turn and throw • Fielding decisions based on the analysis of the batter and movement around the bases. • Game play and communication skills. • What makes a performance effective	• Application of skills to back up 2nd base when fielding. • Effective bowling: donkey drop and fast bowl. • Effective fielding to get non-hitters out • Effective and application of batting skills and movement round posts. • Application of teaching points to pick up a moving ball. • Effective decision making when fielding the ball to bases. • How to pitch the ball in the batter's box after the last batter • Application of knowledge to improve their own and others' work	Teacher Observation • Back up and communicate as players. • Accuracy of hitting using target practices • Different techniques of bowling. Student Verbal Responses Strengths of fielders – when to run and when not to? Teacher Observation • Successful fielding skills of a moving ball. • Game play / communication of fielders / awareness of batters. Student Verbal Responses • Importance of fielding decisions. • Pitching the ball • Key skills/factors to improve performance Assessment of students against departmental criteria summer term.

