

## CURRICULUM MAP (Long term plan)

**SUBJECT : Physical Education**

**YEAR GROUP: 9**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<p><b>Substantive knowledge</b> – Essential knowledge &amp; conceptual understanding of the National Curriculum</p>	<p><b>Football</b>- Passing, Dribbling, Ball Control, Shooting, Attacking, Defending, Tackling, Possession Play</p> <p><b>Netball</b>- Passing, Footwork, Movement, Dodging, Marking, Intercepting, Shooting, Positioning</p> <p><b>Rugby</b>- Passing, Go Forward, Support, Body Position, Tackling, Presenting, Rucking, Scrumming</p> <p><b>Basketball</b>- Passing, Dribbling, Shooting, Lay ups, Stealing, Marking, Rules, 3-person weave Attacking and Defending</p> <p>Applying skills and developing tactics in competition – i.e. attacking and defending situations in games</p>	<p><b>Hockey</b>- Push pass, Trapping, Dribbling, Block tackle, Jab tackle, Slap hit, Attacking and Defending</p> <p><b>HRF</b>- Understand the principles of training (FITT) using different methods of training – circuit, continuous, interval, fartlek, weight</p> <p><b>Badminton</b>-Serving, Clearing, Drop shot, Net kill, Smash, Movement, Singles play and Doubles play</p> <p><b>Gymnastics</b> – Flight, basic shapes, vaulting, rotation, handsprings</p> <p><b>Handball</b> – Passing, receiving, moving with the ball, shooting, marking, jockeying, blocking, intercepting</p> <p>Applying skills and developing tactics or routines in competition i.e. serving and receiving in badminton, routines in gymnastics</p>	<p><b>Trampolining</b>- Basic Shapes, Twists, Seat landing, Front landing, Back landing, Rotation, Routines</p> <p><b>Athletics</b>- Shot put, Javelin, Discus, Sprinting, Hurdles, Relay changeover, Relay races, Middle distance</p> <p><b>Cricket</b>- Rules, Fielding, Defensive shots, Front foot shots, Back foot shots, Bowling</p> <p><b>Rounders</b> – Catching, ground fielding, batting, bowling, marking a post</p> <p>Applying skills and developing tactics in competition i.e. batting and bowling tactics, tactics in different types of races</p>
<p><b>Disciplinary knowledge</b> - what skills are practiced?</p>	<p>Football</p> <ul style="list-style-type: none"> <li>Applying skills and developing tactics in competition: Short and long passing with either foot, ball control with both feet, dribbling with either feet, shooting from distance, tackling skills in isolation and in conditioned games</li> </ul> <p>Netball</p>	<p>Hockey</p> <ul style="list-style-type: none"> <li>Applying skills and developing tactics in competition: Push and slap hit passing, trapping, Indian dribbling/reverse stick dribbling, shooting from distance, block and jab tackling skills in isolation and in conditioned games</li> </ul>	<p>Athletics – Recording times and distances for the following:</p> <ul style="list-style-type: none"> <li>100m</li> <li>200m</li> <li>800m</li> <li>Relay</li> <li>Shot Put</li> <li>Javelin</li> <li>Discus</li> </ul> <p>Trampolining</p>

	<ul style="list-style-type: none"> <li>Applying skills and developing tactics in competition: Chest/bounce/shoulder passing, catching, footwork, dodging, shooting, marking skills in isolation and in conditioned games</li> </ul> <p>Rugby</p> <ul style="list-style-type: none"> <li>Applying skills and developing tactics in competition: Push passing, presenting the ball, ball carrying, tackling in numbers, rucking and counter-rucking in isolation and in conditioned games</li> </ul> <p>Basketball</p> <ul style="list-style-type: none"> <li>Applying skills and developing tactics in competition: Chest/bounce/shoulder passing, catching, footwork, stealing, shooting from distances, reverse lay-ups, man-to-man marking skills in isolation and in conditioned games</li> </ul>	<p>HRF</p> <ul style="list-style-type: none"> <li>Applying skills and techniques as part of a personal exercise programme in various methods of training: Circuit, continuous, fartlek, interval, weight</li> </ul> <p>Badminton</p> <ul style="list-style-type: none"> <li>Applying skills and developing tactics in competition: using serving, drop shot, clearing, smash and net kills in doubles and singles game play. Learning how to officiate and score correctly in different game situations.</li> </ul> <p>Handball</p> <ul style="list-style-type: none"> <li>Applying skills and developing tactics in competition: using passes such as shoulder/bounce/feint, receiving one or two handed and on the move, shooting from standing or jumping, dribbling, blocking and tackling on the move. Learning how to officiate and score correctly in different game situations.</li> </ul> <p>Gymnastics</p> <ul style="list-style-type: none"> <li>Applying skills and developing tactics in competition: Performing basic shapes, twists and rotation from a springboard and trampette, vaulting from a springboard</li> </ul>	<ul style="list-style-type: none"> <li>Applying skills and developing tactics in competition: Recap twists, seat landing, front landing, back landing, front somersault in isolation and in routines</li> </ul> <p>Cricket</p> <ul style="list-style-type: none"> <li>Applying skills and developing tactics in competition: using bowling, fielding, defensive and attacking shots in isolated, paired and group scenarios/games. Applying rules and scoring correctly in different game situations.</li> </ul> <p>Rounders</p> <ul style="list-style-type: none"> <li>Applying skills and developing tactics in competition: using bowling, fielding, traditional and reverse hit and attacking shots in isolated, paired and group scenarios/games. Applying rules and scoring correctly in different game situations.</li> </ul>
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		and trampette, using the balance beam in isolation and in routines	
<b>Key questions</b> (What is the learning about?)	Can I.... <ul style="list-style-type: none"> <li>Know the tactics within the sport</li> <li>Understand how/when/what the importance is of applying these skills in competitive situations</li> <li>Be able to apply skills and tactics in competitive situations</li> </ul> For further information see learning objectives on SOW	Can I.... <ul style="list-style-type: none"> <li>Know the tactics within the sport</li> <li>Know the FITT principles in HRF</li> <li>Understand how/when/what the importance is of applying these skills/principles in competitive situations/in HRF</li> <li>Be able to apply skills in competitive situations.</li> <li>Be able to test, demonstrate and display knowledge learnt in HRF</li> </ul> For further information see learning objectives on SOW	Can I... <ul style="list-style-type: none"> <li>Know the tactics within the sport</li> <li>Understand how/when/what the importance is of applying these skills in competitive situations</li> <li>Be able to apply skills and tactics in competitive situations</li> </ul> For further information see learning objectives on SOW
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Targeted questioning</li> <li>Peer assessment</li> <li>Self assessment</li> <li>Live mark- verbal/written feedback</li> <li>Formative</li> <li>Technology</li> </ul> For further information see assessment grid	<ul style="list-style-type: none"> <li>Targeted questioning</li> <li>Peer assessment</li> <li>Self assessment</li> <li>Live mark- verbal/written feedback</li> <li>Formative</li> <li>Technology</li> </ul> For further information see assessment grid	<ul style="list-style-type: none"> <li>Targeted questioning</li> <li>Peer assessment</li> <li>Self assessment</li> <li>Live mark- verbal/written feedback</li> <li>Formative</li> <li>Technology</li> </ul> For further information see assessment grid
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	<b>Literacy-</b> Use of resource sheets/cards, whiteboards, keywords/terms <b>Numeracy-</b> Score keeping, timing	<b>Literacy-</b> Use of resource sheets/cards, whiteboards, keywords/terms	<b>Literacy-</b> Use of resource sheets/cards, whiteboards, keywords/terms



	<b>Oracy-</b> Coaching roles, Peer assessment, TAG team roles, and Sport Education programme	<b>Numeracy-</b> Use of stopwatches, tape measures, score keeping <b>Oracy-</b> Coaching roles, Peer assessment, TAG team roles, and Sport Education programme	<b>Numeracy-</b> Use of stopwatches, tape measures, score keeping <b>Oracy-</b> Coaching roles, Peer assessment, TAG team roles, and Sport Education programme
<b>Cross Curricular Opportunities</b>	Basketball - Science - arc and flight of ball - parabola Rugby - Science - Scrum/tackle/ruck forces	HRF - Science - Graph work Forces/effects of exercise on the body/muscular and skeletal system	Athletics - Geography and countries Cricket - Geography and countries - climate and weather
<b>SMSC / Character/Careers/Cultural Capital (personal development)</b>	<ul style="list-style-type: none"> <li>● TAG team (sports captains) Coaching opportunities allow students to develop their social skills through communication, collaboration and teamwork. Sports Captains develop their social and moral skills through working with others to improve their performances, helping students who require assistance and recognising how to support them.</li> <li>● Sport captain mentor sessions – allows staff to build a working relationship with sports captains and help guide them towards improvement.</li> <li>● TAG team CPD – PE staff deliver sports leadership CPD sessions, such as ‘how to coach’. Improves confidence and breaks down barriers for children to stand and deliver coaching sessions to peers.</li> <li>● Sport Education programme giving learners roles and responsibilities in lesson to complete for reward, whilst showcasing the various different opportunities/careers</li> </ul>	<ul style="list-style-type: none"> <li>● TAG team (sports captains) Coaching opportunities allow students to develop their social skills through communication, collaboration and teamwork. Sports Captains develop their social and moral skills through working with others to improve their performances, helping students who require assistance and recognising how to support them.</li> <li>● Sport captain mentor sessions – allows staff to build a working relationship with sports captains and help guide them towards improvement.</li> <li>● TAG team CPD – PE staff deliver sports leadership CPD sessions, such as ‘how to coach’. Improves confidence and breaks down barriers for children to stand and deliver coaching sessions to peers.</li> <li>● Sport Education programme giving learners roles and responsibilities in lesson to complete for reward, whilst showcasing the various</li> </ul>	<ul style="list-style-type: none"> <li>● TAG team (sports captains) Coaching opportunities allow students to develop their social skills through communication, collaboration and teamwork. Sports Captains develop their social and moral skills through working with others to improve their performances, helping students who require assistance and recognising how to support them.</li> <li>● Sport captain mentor sessions – allows staff to build a working relationship with sports captains and help guide them towards improvement.</li> <li>● TAG team CPD – PE staff deliver sports leadership CPD sessions, such as ‘how to coach’. Improves confidence and breaks down barriers for children to stand and deliver coaching sessions to peers.</li> </ul>

	<p>in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor.</p> <ul style="list-style-type: none"> <li>● PBA core values</li> <li>● Resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently.</li> <li>● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively.</li> <li>● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions.</li> <li>● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance.</li> <li>● Careers - Talent identification and signposting in TAG booklet</li> <li>● Careers board to be set up in PE area</li> </ul>	<p>different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor.</p> <ul style="list-style-type: none"> <li>● PBA core values</li> <li>● Resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently.</li> <li>● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively.</li> <li>● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions.</li> <li>● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance.</li> <li>● Careers - Talent identification and signposting in TAG booklet</li> <li>● Careers board to be set up in PE area</li> </ul>	<ul style="list-style-type: none"> <li>● Sport Education programme giving learners roles and responsibilities in lesson to complete for reward, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor.</li> <li>● PBA core values</li> <li>● Resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently.</li> <li>● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively.</li> <li>● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions.</li> <li>● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance.</li> <li>● Careers - Talent identification and signposting in TAG booklet</li> </ul>
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<b>Equality and Diversity</b>	<p>Discussion in lessons about the diversity of national teams.</p> <p>Reference to sports athletes or :</p> <p><b>Football</b>- Lionel Messi- Forward-Paris St Germain/Argentina Kylian Mbappe- Forward-Paris St Germain/France</p> <p><b>Netball</b>- England Roses Alice Harvey- Defender Helen Housby- GA Hannah Joseph- Centre</p> <p><b>Basketball</b>- Lebron James- LA Lakers/American Giannis Antetokounmpo- Milwaukee Bucks/Greek</p> <p><b>Rugby</b>- Beauden Barrett- Fly Half- New Zealand Maro Itoje- Lock- England</p>	<p>Discussion in lessons about the diversity of national teams i.e. Hockey teams</p> <p>Discussion in lessons about major sporting events i.e. Olympics, European championships.</p>	<p><b>Cricket</b>- Discussion in lessons about the diversity of national teams. Teaching the different types of catches - English and Australian. Bowling - Asia. Introduction to diverse competitive leagues such as the IPL, students represent teams in sport education such as Kolkata Knight Rider and Chennai Super Kings.</p> <p><b>Athletics</b>- Discussion on different events being dominated by specific countries based on climate/demographics/culture i.e. Kenya - long distance, Jamaica - Sprinting.</p>
<b>Super Curriculum</b> (personal development)	Autumn term extra-curricular timetable	Spring term extra-curricular timetable	Summer term extra-curricular timetable