

CURRICULUM MAP (Long term plan)

SUBJECT : Physical Education

YEAR GROUP: 9

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p>Football- Passing, Dribbling, Ball Control, Shooting, Attacking, Defending, Tackling, Possession Play Netball- Passing, Footwork, Movement, Dodging, Marking, Intercepting, Shooting, Positioning Rugby- Passing, Go Forward, Support, Body Position, Tackling, Presenting, Rucking, Scrumming Basketball- 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>Hockey- Push pass, Trapping, Dribbling, Block tackle, Jab tackle, Slap hit, Attacking and Defending HRF- Understand the principles of training (FITT) using different methods of training – circuit, continuous, interval, fartlek, weight Badminton-Serving, Clearing, Drop shot, Net kill, Smash, Movement, Singles play and Doubles play Gymnastics – Flight, basic shapes, vaulting, rotation, handsprings Handball – 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>Trampolining- Basic Shapes, Twists, Seat landing, Front landing, Back landing, Rotation, Routines Athletics- Shot put, Javelin, Discus, Sprinting, Hurdles, Relay changeover, Relay races, Middle distance Cricket- Rules, Fielding, Defensive shots, Front foot shots, Back foot shots, Bowling Rounders – 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>Disciplinary knowledge - what skills are practiced?</p>	<p>Football</p> <ul style="list-style-type: none"> 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 	<p>Hockey</p> <ul style="list-style-type: none"> 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 	<p>Athletics – Recording times and distances for the following:</p> <ul style="list-style-type: none"> 100m 200m 800m Relay Shot Put Javelin Discus

	<p>Netball</p> <ul style="list-style-type: none"> Applying skills and developing tactics in competition: Chest/bounce/shoulder passing, catching, footwork, dodging, shooting, marking skills in isolation and in conditioned games <p>Rugby</p> <ul style="list-style-type: none"> 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 <p>Basketball</p> <ul style="list-style-type: none"> 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 	<p>HRF</p> <ul style="list-style-type: none"> Applying skills and techniques as part of a personal exercise programme in various methods of training: Circuit, continuous, fartlek, interval, weight <p>Badminton</p> <ul style="list-style-type: none"> 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. <p>Handball</p> <ul style="list-style-type: none"> 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. <p>Gymnastics</p> <ul style="list-style-type: none"> Applying skills and developing tactics in competition: Performing basic shapes, twists and rotation from a 	<p>Trampolining</p> <ul style="list-style-type: none"> Applying skills and developing tactics in competition: Recap twists, seat landing, front landing, back landing, front somersault in isolation and in routines <p>Cricket</p> <ul style="list-style-type: none"> 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. <p>Rounders</p> <ul style="list-style-type: none"> 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.
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		springboard and trampette, vaulting from a springboard and trampette, using the balance beam in isolation and in routines	
Key questions (What is the learning about?)	Can I.... <ul style="list-style-type: none"> Know the tactics within the sport Understand how/when/what the importance is of applying these skills in competitive situations Be able to apply skills and tactics in competitive situations <p>For further information see learning objectives on SOW</p>	Can I.... <ul style="list-style-type: none"> Know the tactics within the sport Know the FITT principles in HRF Understand how/when/what the importance is of applying these skills/principles in competitive situations/in HRF Be able to apply skills in competitive situations. Be able to test, demonstrate and display knowledge learnt in HRF <p>For further information see learning objectives on SOW</p>	Can I... <ul style="list-style-type: none"> Know the tactics within the sport Understand how/when/what the importance is of applying these skills in competitive situations Be able to apply skills and tactics in competitive situations <p>For further information see learning objectives on SOW</p>
Assessment	<ul style="list-style-type: none"> Targeted questioning Peer assessment Self assessment Live mark- verbal/written feedback Formative Technology <p>For further information see assessment grid Year 9 Rugby SOW.docx Year 9 Netball SOW.docx Year 9 Basketball SOW.docx</p>	<ul style="list-style-type: none"> Targeted questioning Peer assessment Self assessment Live mark- verbal/written feedback Formative Technology <p>For further information see assessment grid Year 9 Badminton SOW.docx Year 9 Handball SOW - NEW.docx Year 9 HRF SOW.docx</p>	<ul style="list-style-type: none"> Targeted questioning Peer assessment Self assessment Live mark- verbal/written feedback Formative Technology <p>For further information see assessment grid Year 9 Cricket SOW.docx Year 9 Athletics SOW.docx Year 9 Trampolining SOW.docx Year 9 Rounders SOW.docx</p>

	Year 9 Football SOW.docx		
Literacy (L), Numeracy (N), Oracy (O) opportunities	<p>Literacy- Use of resource sheets/cards, whiteboards, keywords/terms</p> <p>Numeracy- Score keeping, timing</p> <p>Oracy- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p>Literacy- Use of resource sheets/cards, whiteboards, keywords/terms</p> <p>Numeracy- Use of stopwatches, tape measures, score keeping</p> <p>Oracy- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p>Literacy- Use of resource sheets/cards, whiteboards, keywords/terms</p> <p>Numeracy- Use of stopwatches, tape measures, score keeping</p> <p>Oracy- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>
Cross Curricular Opportunities	<p>Basketball - Science - arc and flight of ball - parabola</p> <p>Rugby - Science - Scrum/tackle/ruck forces</p>	<p>HRF - Science - Graph work</p> <p>Forces/effects of exercise on the body/muscular and skeletal system</p>	<p>Athletics - Geography and countries</p> <p>Cricket - Geography and countries - climate and weather</p>
Super Curriculum (personal development)	<p>See extra curricular timetable</p> <ul style="list-style-type: none"> ● Tag Team ● Sport Education Programme 	<p>See extra curricular timetable</p> <ul style="list-style-type: none"> ● Tag Team ● Sport Education Programme 	<p>See extra curricular timetable</p> <ul style="list-style-type: none"> ● Tag Team ● Sport Education Programme
Careers	<p>HT 1 - Football referee Referee Course Video 2021</p> <p>HT 2 - Online fitness coach https://www.theguardian.com/world/2020/mar/23/a-million-people-livestream-joe-wicks-online-pe-lesson Online Fitness Coach Starting From Scratch ...EXACTLY what I Did...</p>	<p>HT1 - Handball Coach - Level 1</p> <p>HT2 - S&C COACH L4 S&C Qualification - Sign Up Now!</p>	<p>HT1 - Athletics coach http://news.bbc.co.uk/sport1/hi/athletics/get_involved/4583093.stm</p> <p>HT2 - Cricket Development Officer https://foundation.lancashirecricket.co.uk/cricket-programmes/cricket-development/cricket-development-officers/</p>
Equality and Diversity Gender Disability Religion Race Sexuality	<p>Discussion in lessons about the diversity of national teams.</p> <p>Reference to sports athletes or : Football- Son - South Korea (Race) Lauren James - England footballer (Race/Gender)</p>	<p>Discussion in lessons about the diversity of national teams i.e. Handball in Eastern Europe such as Bulgaria Year 9 Handball SOW - NEW.docx</p> <p>Discussion in gymnastics lessons about major sporting events i.e. Olympics,</p>	<p>Cricket- Discussion in lessons about the diversity of national teams and competitions i.e. Ashes Teaching the different types of batting conditions i.e. Dusty and slow pitches in Asia, fast pitches in</p>

	<p>Jess Carter - (Sexuality) Year 9 Football SOW.docx Netball- Eleanor Cardwell (Gender) Kevin Durrant (Race) Year 9 Football SOW.docx Basketball- Caitlin Clark - IOWA University (Gender) Year 9 Basketball SOW.docx</p> <p>Rugby- Brodie Retallick - Lock - New Zealand Jonathon Joseph - Centre - England (Race) Year 9 Rugby SOW.docx</p>	<p>European championships and high quality performance of nations i.e. Russia and China (Race)</p>	<p>Australia, grass pitches in England (Race) Spin Bowling - Asia. (Race) Fast bowling - West Indies (Race) Year 9 Cricket SOW.docx Athletics - Discussion on different events being dominated by specific countries based on climate/demographics/culture i.e. Kenya - long distance, Jamaica - Sprinting. David Weir - Paralympic wheelchair (Disability) Year 9 Athletics SOW.docx</p>
<p>Local Community Links</p>	<p>Biggleswade Rugby Club</p>	<p>Stotfold Football Club</p>	<p>Letchworth Cricket Club</p>
<p>British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education</p>	<ul style="list-style-type: none"> ● Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. (Democracy) ● PBA core values (Mutual respect) ● Careers board to be set up in PE area (Careers) ● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. (The rule of law) 	<ul style="list-style-type: none"> ● Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. (Democracy) ● PBA core values (Mutual respect) ● Careers board to be set up in PE area (Careers) ● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded throughout topics, with team points awarded for those 	<ul style="list-style-type: none"> ● Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. (Democracy) ● PBA core values (Mutual respect) ● Careers board to be set up in PE area (Careers) ● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded

	<ul style="list-style-type: none"> ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC) ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC) ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education) ● Outdoor life skills that promote communication, problem solving and leadership – students use newly acquired skills such as map reading and compass use that will help in real world experiences. (SMSC) 	<p>showing these traits consistently. (The rule of law)</p> <ul style="list-style-type: none"> ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC) ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC) ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education) ● Outdoor life skills that promote communication, problem solving and leadership – students use newly acquired skills such as map reading and compass use that will help in real world experiences. (SMSC) 	<p>throughout topics, with team points awarded for those showing these traits consistently. (The rule of law)</p> <ul style="list-style-type: none"> ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC) ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC) ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education) ● Outdoor life skills that promote communication, problem solving and leadership – students use newly acquired skills such as map reading and compass use that will help in real world experiences. (SMSC)
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