

## PE Curriculum Information Year 9

### Autumn Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<b>Fitness</b>	<p>What are the fitness tests and their protocols?</p> <p>What is circuit training?</p> <p>What are the techniques for the different stations in the circuit?</p> <p>How can we measure heart rate? What happens to our heart rate as we train over an extended period of time?</p> <p>What are the components of fitness? How do they apply to the stations in this circuit?</p> <p>How can we apply the principles of training to this circuit?</p>	<p>Indoor and outdoor fitness tests.</p> <p>A type of training where exercise for a set amount of time, rest, and then move to a different exercise.</p> <p>Techniques for the 12 stations.</p> <p>Resting heart rate, working heart rate, recovery rate. Tracking and monitoring over the term.</p> <p>The 10 components of fitness - each relates to at least one station on the circuit.</p> <p>Introduce concepts of frequency, intensity, specificity, progressive overload and reversibility.</p>	<p>Students are assessed on their:</p> <p><b>Knowledge &amp; Understanding</b> Of circuit training, and how the principles of training can be applied to over time.</p> <p>Understanding of the importance of correct technique for short and long term health.</p> <p>Knowledge of heart rates that are measured, and what any happen to them throughout a training programme.</p> <p>Know what the components of fitness are, and how they relate to the different stations.</p> <p>Ability to identify where improvements can be made in their own and others performances.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p><b>Skills</b> Performance of the 12 different exercises required on the circuit, and how they change when progressive overload is applied</p> <p><b>Assessment</b> Assessment is at the end of the term. It is also based on their ability to evaluate their own and others performances, and suggest improvements.</p>

## Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<b>Trampolining</b>	<p>Can I still do the basic jumps, landings and combinations?</p> <p>Can I develop these further into advanced twists?</p> <p>Can I help other people to improve their performance?</p>	<p>Tuck, straddle, pike, ½ twist, full twist; seat, front, back landings, seat to ½ twist, ½ twist to seat, seat to front, front to seat, front ½ twist, ½ twist to front</p> <p>Swivel hips, ½ twist to back, back to ½ twist, ½ turntable, cradle</p> <p>Coaching known skills</p>	<p>Students are assessed on their:</p> <p><b>Knowledge &amp; Understanding</b>            Understanding of the importance of height when attempting advanced twists.            Ability to identify where improvements can be made in others and their own performance.            Use of appropriate terminology when giving feedback to others.</p> <p><b>Skills</b>            Demonstration of all known skills without a mat.</p> <p><b>Assessment</b>            Assessment is at the end of the term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
<b>Netball</b>	<p>What is a 4 part warm up? Why is it important to do one?</p> <p>How can we build on existing skills to become even more effective in games?</p> <p>How can we incorporate strategies into gameplay?</p>	<p>Pulse raiser, stretches, skills practice, mental preparation.</p> <p>To prevent injury; increase heart rate and flow of red blood cells to muscles.</p> <p>Sprint drive, running footwork, 3 stages of defence, shooting.</p> <p>Pre-planned strategies for centre pass, and backline passes</p>	<p>Students are assessed on their:</p> <p><b>Knowledge and understanding</b>            Leading small group, 4 part warm ups.</p> <p>Ability to select and apply the correct skill at the appropriate time.</p> <p>Ability to identify where improvements can be made in others and their own performance.</p> <p>Understanding the importance of set piece strategies, and their application in game situations.</p> <p>Use of appropriate terminology when giving feedback to others.</p>

			<p><b>Skills</b> Performance of chest, bounce and shoulder pass at the appropriate time.</p> <p>Ability to sprint drive towards the ball ahead of defender; running footwork to gain territory and enhance attacking options</p> <p>Effective marking of the player, ball, and area (3 stages of defence)</p> <p><b>Assessment</b> Assessment is at the end of the term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
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### Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<b>Badminton</b>	<p>What are the basic rules and purpose of the game?</p> <p>What are the basic shots we can use in Badminton?</p> <p>When do we use these shots?</p> <p>How do we score in a game?</p>	<p>Must hit the shuttlecock over the net; needs to land within lines; score more points than your opponent. Forehand serve; backhand serve; overhand clear; smash.</p> <p>Serve to start a rally; other shots depend on height and trajectory of shuttle, and where our opponent is standing.</p> <p>Serve within the service box/over line, hit shuttle so it lands on ground in opponents court to score a point.</p>	<p>Students are assessed on their:</p> <p><b>Knowledge and understanding</b> Ability to select the correct shot to play in a rally Knowledge of the different shots, and how they relate to the height of the incoming shuttlecock. Know where the different shots should be landing, and their trajectory into their opponent's court. Ability to identify where improvements can be made in others and their own performance. Use of appropriate terminology when giving feedback to others.</p> <p><b>Skills</b> Performance of both serves, clear, and smash both in isolation and in game situations.</p> <p><b>Assessment</b> Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>

<p><b>Rounders</b></p>	<p>How do we throw and catch the ball?</p> <p>How can we outwit our opponent through bowling?</p> <p>How can we outwit the fielding team when batting?</p>	<p>Underarm throw and catch; overarm throw and catch.</p> <p>Vary pace of bowling; put spin on the ball; donkey drop.</p> <p>Batting stance; timing of swing; use of hip and shoulder; aim for space/between the bases; backhand hit.</p>	<p>Students are assessed on their:</p> <p><b>Knowledge and understanding</b>          Leading small group, 4 part warm ups.          Knowing when to apply the various fielding skills at appropriate times within game situations.          Knowing when to stop, run and hold position when running between bases.          Ability to identify where improvements can be made in others and their own performance.          Use of appropriate terminology when giving feedback to others.</p> <p><b>Skills</b>          Using the various fielding skills in isolation and at appropriate times in competitive situations.          Ability to hit the ball with a bat in isolation and competitive situations, aiming for spaces and to hit the ball hard; attempt the backhand hit in isolation.          Playing by the rules, and keeping score</p> <p><b>Assessment</b>          Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
<p><b>Dance-a-thon</b></p>	<p>What is a good song to choreograph a dance for?</p> <p>How can we work together as a class to create choreography?</p> <p>Use of choreographical devices</p>	<p>Consider tempo, song structure, lyrics/meaning.</p> <p>Split into groups, each with responsibility for choreographing a section of the song. This is then taught to the rest of the class.</p> <p>Different levels, unison, canon, gestures, turns, stillness, step patterns, formation.</p>	