



## KS3 Curriculum Map – Physical Education:

Topic	Knowledge	Skills	Assessment Opportunities
<p><b>Year 7</b></p> <p><b>Half Term 1</b></p> <p>Movement Patterns</p>	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <p>Students will be the basic Core Fundamental Movements and explore how the movements can be linked to sports/ activities/ routines throughout a progressive movement-based scheme of work.</p> <p>Throughout the first half term, students to learn the movement's role within sport. Try and use as many different sports as possible while teaching this theme.</p> <p><b>Movement Pattern Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Squat</li> <li>• Jump and Land</li> <li>• Brace &amp; Bear Crawl</li> <li>• Lunge</li> <li>• Upper Body Push</li> <li>• Hinge</li> </ul> <p><b>Theoretical Knowledge: Bones of the body</b></p> <ul style="list-style-type: none"> <li>• Cranium</li> <li>• Clavicle</li> <li>• Sternum</li> <li>• Scapula</li> <li>• Ribs</li> <li>• Vertebral Column</li> </ul>	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> <li>• Students split into small groups. Students to design a game/ skill zone surrounding core fundamental movements.</li> <li>• Some groups will offer progressions for the movements and others will offer how the movement is used within the sport.</li> <li>• Small sided games which are led by the students work in the main session, and exploring how the movement is used.</li> <li>• Can students state where these core fundamental movements are found within more sports.</li> <li>• Students to evaluate each other's performance</li> <li>• Teacher led mini plenaries</li> <li>• Students to demonstrate application of rules</li> <li>• Students to perform in different roles: performer, official, coach</li> </ul>	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>

	<ul style="list-style-type: none"> <li>• Humerus</li> <li>• Radius</li> <li>• Ulna</li> <li>• Carpals</li> <li>• Metacarpals</li> <li>• Phalanges</li> <li>• Pelvis</li> <li>• Femur</li> <li>• Patella</li> <li>• Tibia</li> <li>• Fibula</li> <li>• Tarsals</li> <li>• Metatarsals</li> </ul>		
<p><b>Year 7</b></p> <p><b>Half Term 2</b></p> <p>Movement Patterns</p>	<p>Students will be the basic Core Fundamental Movements and explore how the movements can be linked to sports/ activities/ routines throughout a progressive movement-based scheme of work.</p> <p>Students to now learn how to develop these movement patterns and explore where they are found within a range of sports. Try and use as many different sports as possible while teaching this theme.</p> <p><b>Movement Pattern Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Squat</li> <li>• Jump and Land</li> <li>• Brace &amp; Bear Crawl</li> <li>• Lunge</li> <li>• Upper Body Push</li> <li>• Hinge</li> </ul> <p><b>Theoretical Knowledge: Muscles of the Body</b></p> <ul style="list-style-type: none"> <li>• Deltoid</li> <li>• Latissimus dorsi</li> </ul>	<ul style="list-style-type: none"> <li>• Students split into small groups. Students to design a game/ skill zone surrounding core fundamental movements.</li> <li>• Some groups will offer progressions for the movements and others will offer how the movement is used within the sport.</li> <li>• Small sided games which are led by the students work in the main session, and exploring how the movement is used.</li> <li>• Can students state where these core fundamental movements are found within more sports.</li> <li>• Students to evaluate each other's performance</li> <li>• Teacher led mini plenaries</li> <li>• Students to demonstrate application of rules</li> <li>• Students to perform in different roles: performer, official, coach</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>

	<ul style="list-style-type: none"><li>• Pectoralis major</li><li>• External obliques,</li><li>• Biceps</li><li>• Triceps</li><li>• Quadriceps</li><li>• Hamstring</li><li>• Gastrocnemius</li><li>• Tibialis anterior</li><li>• Hip flexors</li><li>• Gluteus maximus.</li></ul>		
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<p>Year 7</p> <p>Half Term 3</p> <p>Exploiting Defences</p>	<p>Students will be taught a skill related to the skill acquisition theme of the week. Once the skill has been taught, students will explore how to exploit a defence using that skill.</p> <p>Theme to be explored through a conditioned practice delivered by teacher, or through student led practice.</p> <p>Core fundamental movements to be questioned throughout the lesson, to give students a full understanding of these core fundamental movements.</p> <p><b>Football &amp; Basketball</b></p> <p><b>Skills Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Passing</li> <li>• Shooting</li> <li>• Dribbling</li> <li>• Shot selection</li> <li>• Pass Selection / Decision making</li> </ul> <p><b>Theoretical Knowledge:</b></p> <ul style="list-style-type: none"> <li>• What is skill?</li> <li>• What is technique?</li> <li>• What is isolated practice?</li> <li>• What is conditioned practice?</li> <li>• What is competitive practice?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the skills necessary to outwit opponents such as passing, receiving, footwork outwitting defenders, dribbling and shooting, through drills, small sided games and conditional situations</li> <li>• Learn to use basic principles of play when selecting and applying tactics for defending and attacking</li> <li>• Learn to identify and recognise similarities in principles of attack and defence</li> <li>• Learn to use basic principles of play when selecting and applying tactics for defending and attacking</li> <li>• Be able to give basic evaluations of strengths and weaknesses of performance and suggest areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>
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<p style="text-align: center;"><b>Year 7</b></p> <p style="text-align: center;"><b>Half Term 4</b></p> <p>Exploring Training Methods</p>	<p>Students to explore different training methods, understanding the benefits of these training methods and how they could be used in support of sports.</p> <p>Throughout the weeks, students will explore the different training methods and link these to a sport which the training method would suitably be linked to.</p> <p><b>Skill and Theoretical Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Circuit Training</li> <li>• Continuous Training</li> <li>• Plyometric Training</li> <li>• Interval Training</li> <li>• Fartlek Training</li>   <li>• How to conduct type of training</li> <li>• Benefits of each training method</li> <li>• Limitations of each training method</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding and implementation of the different types of training methods</li> <li>• Take part in the various training methods to gain a practical grasp of what each one entails</li> <li>• Learn to identify which training methods improve which components of fitness</li> <li>• Begin to understand which methods of training will be more beneficial for specific sports</li> <li>• Learn how to program the training methods after teachers have led and given examples</li> <li>• Students will work collaboratively in groups to design their own sessions within each training method</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> <li>• Design of sessions for training methods</li> </ul>
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<p style="text-align: center;"><b>Year 7</b></p> <p style="text-align: center;"><b>Half Term 5</b></p> <p style="text-align: center;">Athletics</p>	<p>Students to explore and learn the different athletic disciplines. In year 7, students focus on developing the technique in performing these athletic disciplines.</p> <p><b>Skills Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Javelin</li> <li>• Discus</li> <li>• Shotput</li> <li>• High Jump</li> <li>• Triple Jump</li> <li>• Long Jump</li> <li>• Long Distance Running</li> <li>• Short Distance Running</li> <li>• Relay</li> <li>• Hurdles</li> </ul> <p><b>Theory Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Core Fundamental Movements</li> <li>• Bones of the Body</li> <li>• Muscles of the Body</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the skills necessary to compete and improve in a number of athletic events</li> <li>• Gain a baseline experience at jumping events (aiming for height/distance), throwing events (aiming for distance) and running disciplines (the time taken to cover a set distance)</li> <li>• Develop and refine skills and tactical decisions in order to run, jump or throw further</li> <li>• Be able to give basic evaluations of strength and weaknesses in their own and others performances</li> <li>• Be introduced to, and develop, knowledge of the basic rules and laws of the different athletics events</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Knowledge of performance</li> <li>• Knowledge of results</li> <li>• Awareness of rules and regulations</li> <li>• Timings/ Distance.</li> <li>• Teacher assessment.</li> <li>• Self/ peer assessment.</li> </ul>
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<p><b>Year 7</b></p> <p><b>Half Term 6</b></p> <p>Striking and Fielding</p>	<p>Striking and fielding techniques explained and the need for good striking and fielding explore within this theme.</p> <p>Students participate in a wide range of activities here.</p> <p><b>Skills Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Batting</li> <li>• Bowling / Pitching</li> <li>• Fielding</li> <li>• Competitive situational practice</li> </ul> <p><b>Theory Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Core Fundamental Movements</li> <li>• Bones of the Body</li> <li>• Muscles of the Body</li> <li>• Types of practice</li> <li>• Different Training Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to use basic principles of play when selecting and applying tactics to produce a successful outcome</li> <li>• Develop the skills necessary to outwit opponents such as batting, bowling and fielding through drills, games and conditional situations</li> <li>• Implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution</li> <li>• Be able to give basic evaluations of strength and weaknesses in their own and others performances</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>
<p><b>Year 8</b></p> <p><b>Half term 1</b></p> <p>Exploring Movement Patterns (Parkour)</p>	<p>Students will explore the Core Fundamental Movement patterns and put them into a parkour free running routine.</p> <p>Safety elements considered at all times. Linking all movements to Core Fundamental Movements.</p> <p><b>Skills Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Jumps</li> <li>• Rolls</li> <li>• Vaults</li> <li>• Methods of Travel</li> </ul> <p><b>Theoretical Knowledge:</b></p> <p><b>Functions of the skeleton:</b></p>	<ul style="list-style-type: none"> <li>• Apply movements, agilities and balances individually and as part of a fluent sequence both teacher and student led</li> <li>• Learn to select, combine and perform skills, actions and balances. Body tension; control; counter balance and aesthetics will be developed throughout</li> <li>• Develop and build upon new skills learned and practiced each week</li> <li>• Develop and refine skills and ideas based on decisions about sequences</li> <li>• Be able to give basic evaluations of strengths and weaknesses of performance and suggest area</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>

	<ul style="list-style-type: none"><li>• Protection</li><li>• Shape</li><li>• Blood Cell</li><li>• Production</li><li>• Mineral Storage</li><li>• Muscle Attachment</li></ul>		
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<p style="text-align: center;"><b>Year 8</b></p> <p style="text-align: center;"><b>Half term 2</b></p> <p>Exploring Training Methods</p>	<p>Students further explore training methods through fitness testing and developing training sessions through different training methods to develop these sessions.</p> <p><b>Skill knowledge:</b></p> <ul style="list-style-type: none"> <li>• Introduced how to test components of skill and health related fitness</li> <li>• Baseline Testing</li> <li>• Plyometric training</li> <li>• Fartlek / Continuous training</li> <li>• Circuit training</li> <li>• Resistance training</li> <li>• Targeted Re-testing certain component of fitness</li> </ul> <p><b>Theoretical knowledge:</b></p> <p><b>Components of fitness:</b></p> <ul style="list-style-type: none"> <li>• Body composition</li> <li>• Aerobic endurance</li> <li>• Strength</li> <li>• Muscular endurance</li> <li>• Flexibility</li> <li>• Agility</li> <li>• Reaction time</li> <li>• Coordination</li> <li>• Power</li> <li>• Speed</li> <li>• Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of skill and health related fitness components</li> <li>• Develop understanding of how to carry out fitness testing across the various components of fitness</li> <li>• Further develop knowledge of how to specifically target improvements in components of fitness through the different training methods</li> <li>• Recognise that different types of activities require different types of components of fitness to be successful.</li> <li>• Be able to take their heart rate and scores in a range of tests.</li> <li>• Evaluate their own strengths and weaknesses in performance using normative data</li> <li>• Develop knowledge of health benefits gained from taking part in fitness based activities</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>
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<p>Year 8</p> <p>Half term 3</p> <p>Exploiting Defence</p>	<p>Student to focus on how to exploit different defences based on the sport taught.</p> <p>Basketball focus on team tactics and table tennis to be solo/ duo tactics.</p> <p>A minimum of 2 lessons of each sport to be taught through the theme.</p> <p><b>Basketball &amp; Table Tennis</b></p> <p><b>Skill knowledge:</b></p> <p><b>Basketball:</b></p> <ul style="list-style-type: none"> <li>• Different types of passes</li> <li>• Different types of shots</li> <li>• Different tactics and patterning of skills</li> </ul> <p><b>Table Tennis:</b></p> <ul style="list-style-type: none"> <li>• Different types of shot</li> <li>• Service types and strategies</li> <li>• Use of footwork and shot variety to outwit opponents</li> </ul> <p><b>Theoretical knowledge:</b></p> <p><b>Bone and Joint Classifications:</b></p> <ul style="list-style-type: none"> <li>• Ball &amp; Socket</li> <li>• Hinge</li> <li>• Flat Bones</li> <li>• Long Bones</li> <li>• Short Bones</li> <li>• Irregular Bones</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and embed the skills necessary to outwit opponents - passing, footwork receiving, outwitting defenders, dribbling, and shooting will be developed through advanced drills, small sided games and conditional situations.</li> <li>• Develop the fundamental principles of play when selecting and applying tactics for defending and attacking.</li> <li>• Be able to use information gained from analysis of performance to influence and improve their own and peer performance.</li> <li>• Develop and embed the skills necessary to outwit opponents – serving, push shots, and spin (topspin, sidespin and backspin) through basic and advanced drills, small sided games and conditional situations.</li> <li>• Introduce and develop the fundamental principles of play when selecting and applying tactics for defensive and attacking play in Table-Tennis.</li> <li>• Be able to use information gained from analysis of performance to influence and improve their own and peer performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>
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<p style="text-align: center;"><b>Year 8</b></p> <p style="text-align: center;"><b>Half term 4</b></p> <p>Developing Skill</p>	<p>Within Developing skill, students develop small sided skill stations to develop skill acquisition to aid sporting performance.</p> <p>Students work in groups to design/ plan ways to improve ability to perform different skills across two varied sports (football and badminton) and in doing so, understanding what is needed to develop skill level when session planning.</p> <p><b>Football &amp; Badminton:</b></p> <p><b>Skill Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Short / Long passing</li> <li>• Overhead Clear / Service</li> <li>• Shot selection</li> <li>• Smash Shot</li> <li>• Drop Shot</li> </ul> <p><b>Theoretical Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Different types of muscle</li> <li>• Cardiac</li> <li>• Voluntary / Skeletal muscle</li> <li>• Involuntary / Smooth muscle</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop the skills necessary to outwit opponents such as passing, receiving, footwork outwitting defenders, dribbling and shooting, through drills, small sided games and conditional situations</li> <li>• Continue to use basic principles of play when selecting and applying tactics for defending and attacking</li> <li>• Continue to identify and recognise similarities in principles of attack and defence</li> <li>• Continue to use basic principles of play when selecting and applying tactics for defending and attacking</li> <li>• Continue to be able to give basic evaluations of strengths and weaknesses of performance and suggest areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>
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<p><b>Year 8</b></p> <p><b>Half term 5</b></p> <p><b>Athletics</b></p>	<p>Students to explore and learn the different athletic disciplines. In year 8, students focus on retention of the technique and different aspects of the athletic discipline to increase performance on top of technique</p> <p><b>Skills Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Javelin</li> <li>• Discus</li> <li>• Shotput</li> <li>• High Jump</li> <li>• Triple Jump</li> <li>• Long Jump</li> <li>• Long Distance Running</li> <li>• Short Distance Running</li> <li>• Relay</li> <li>• Hurdles</li> </ul> <p><b>Theoretical knowledge:</b></p> <p><b>Components of fitness:</b></p> <p><b>Recap on and understanding their effect on various performances within Athletics</b></p> <ul style="list-style-type: none"> <li>• Body composition</li> <li>• Aerobic endurance</li> <li>• Strength</li> <li>• Muscular endurance</li> <li>• Flexibility</li> <li>• Agility</li> <li>• Reaction time</li> <li>• Coordination</li> <li>• Power</li> <li>• Speed</li> <li>• Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop the skills necessary to compete and improve in a number of athletic events</li> <li>• To implement further technical application at jumping events (aiming for height/distance), throwing events (aiming for distance) and running disciplines (the time taken to cover a set distance)</li> <li>• Continue to develop and refine skills and tactical decisions in order to run, jump or throw further</li> <li>• Continue to be able to give basic evaluations of strength and weaknesses in their own and others performances</li> <li>• Continue to develop knowledge of the basic rules and laws of the different athletics events</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Knowledge of performance</li> <li>• Knowledge of results</li> <li>• Awareness of rules and regulations</li> <li>• Timings/ Distance.</li> <li>• Teacher assessment.</li> <li>• Self/ peer assessment.</li> </ul>
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<p><b>Year 8</b></p> <p><b>Half term 6</b></p> <p><b>Striking &amp; Fielding</b></p>	<p>Students to explore theme of striking and fielding through a range of sports/ activities, identifying the importance of the skill within the sport/ activity.</p> <p>Students to explore these skills and explore through game-based play how improved skill performance can aid and increase performance levels.</p> <p><b>Skills Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Batting</li> <li>• Bowling / Pitching</li> <li>• Fielding</li> <li>• Competitive situational practice</li> </ul> <p><b>Theoretical Knowledge:</b></p> <p><b>Year 8 Recap:</b></p> <ul style="list-style-type: none"> <li>• Functions of the skeleton</li> <li>• Components of Fitness</li> <li>• Type of Muscle</li> <li>• Types of Bones</li> <li>• Joint Classifications</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use basic principles of play when selecting and applying tactics to produce a successful outcome</li> <li>• Continue to Develop the skills necessary to outwit opponents such as batting, bowling and fielding through drills, games and conditional situations</li> <li>• Continue to Implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution</li> <li>• Continue to be able to give basic evaluations of strength and weaknesses in their own and others performances</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>
<p><b>Year 9</b></p> <p><b>Half Term 1</b></p> <p><b>Developing Skill</b></p>	<p>Within Developing skill, students develop small sided skill stations to develop skill acquisition to aid sporting performance.</p> <p>Students work in groups to design/ plan ways to improve ability to perform different skills across two varied sports (handball and basketball) and in doing so, understanding what is needed to develop skill level when session planning.</p> <p><b>Handball &amp; Basketball</b></p>	<ul style="list-style-type: none"> <li>• Further develop and embed the skills necessary to outwit opponents - passing, footwork receiving, outwitting defenders, dribbling, and shooting will be developed through advanced drills, small sided games and conditional situations.</li> <li>• Further develop the fundamental principles of play when selecting and applying tactics for defending and attacking.</li> <li>• Be able to use information gained from analysis of performance to influence</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>

	<p><b>Skills Knowledge:</b></p> <p><b>Basketball:</b></p> <ul style="list-style-type: none"> <li>• Further development of different types of passes</li> <li>• Further development of different types of shots</li> <li>• Further development of tactics and patterning of skills</li> </ul> <p><b>Handball:</b></p> <ul style="list-style-type: none"> <li>• Further development of different types of passes</li> <li>• Further development of different types of shots</li> <li>• Further development of tactics and patterning of skills</li> </ul> <p><b>Theoretical Knowledge:</b></p> <p><b>Movements available at joints:</b></p> <ul style="list-style-type: none"> <li>• Flexion</li> <li>• Extension</li> <li>• Abduction</li> <li>• Adduction</li> <li>• Rotation</li> </ul>	<p>and improve their own and peer performance.</p> <ul style="list-style-type: none"> <li>• Further Develop and embed the skills necessary to outwit opponents – dribbling / passing and shot selection) through basic and advanced drills, small sided games and conditional situations.</li> <li>• Further develop the fundamental principles of play when selecting and applying tactics for defensive and attacking play in Handball.</li> <li>• Gain a deeper understanding of use information gained from analysis of performance to influence and improve their own and peer performance.</li> </ul>	
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<p><b>Year 9</b></p> <p><b>Half Term 2</b></p> <p>Exploring Movement Patterns</p>	<p>Students will be the basic Core Fundamental Movements and explore how the movements can be linked to sports/ activities/ routines throughout a progressive movement-based scheme of work.</p> <p>Students now learn how to develop these movement patterns and explore where they are found within a range of sports.</p> <p><b>Dodgeball &amp; Volleyball</b></p> <p><b>Skills Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Lunge - Dodgeball</li> <li>• Upper Body Push – Volleyball – Set</li> <li>• Brace - Catching (towards midline of body)</li> <li>• Jump and Land - Volleyball – Spike</li> <li>• Hinge - Dodgeball (evasion)</li> <li>• Bear crawl - Dodgeball</li> </ul> <p><b>Theoretical Knowledge:</b></p> <p><b>Structure of the heart:</b></p> <ul style="list-style-type: none"> <li>• left atrium</li> <li>• left ventricle</li> <li>• aorta</li> <li>• vena cava</li> <li>• right atrium</li> <li>• right ventricle</li> <li>• pulmonary vein</li> <li>• pulmonary artery</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an advanced understanding of the fundamental principles of play when selecting and applying tactics for defending and attacking.</li> <li>• Develop basic and advanced skills and embed the skills necessary to outwit opponents – footwork serving, dig and spike will be developed through basic and advanced drills, small sided games and conditional situations.</li> <li>• Be able to use information gained from analysis of performance to influence and improve their own and peer performance with more detailed constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>
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<p style="text-align: center;"><b>Year 9</b></p> <p style="text-align: center;"><b>Half Term 3</b></p> <p style="text-align: center;">Exploiting Defence</p>	<p>Students will be taught a skill related to the skill acquisition theme of the week. Once the skill has been taught, students will explore how to exploit a defence using that skill.</p> <p>Theme to be explored through a conditioned practice delivered by teacher, or through student led practice. Core fundamental movements to be questioned throughout the lesson, to give students a full understanding of these core fundamental movements.</p> <p><b>Football &amp; Short Tennis</b></p> <p><b>Skills Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Tactics around passing and keeping possession</li> <li>• Attack and Defence concepts</li> <li>• Baseline tactics</li> <li>• Net Tactics and Approach</li> <li>• Chip Shots</li> <li>• Volleys</li> <li>• Drop Shots</li> <li>• Slice Shots</li> </ul> <p><b>Theoretical Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Classifications of Skill</li> <li>• Basic Skill</li> <li>• Complex Skill</li> <li>• Closed Skill</li> <li>• Open Skill</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop and embed the skills necessary to outwit opponents - passing, shooting, control turning and heading will be developed through advanced drills, small sided games and conditional situations.</li> <li>• Further develop the fundamental principles of play when selecting and applying tactics for defending and attacking.</li> <li>• Be able to use information gained from analysis of performance to influence and improve their own and peer performance.</li> <li>• Be introduced and develop the fundamental principles of play when selecting and applying tactics for defensive and attacking play in Short Tennis.</li> <li>• Develop and embed the skills necessary to outwit opponents – serving, forehand, backhand, lobs, and smash will be developed through basic and advanced drills, small sided games and conditional situations.</li> <li>• Be able to use information gained from analysis of performance to influence and improve their own and peer performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>
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<p style="text-align: center;"><b>Year 9</b></p> <p style="text-align: center;"><b>Half Term 4</b></p> <p style="text-align: center;">Exploring Training Methods</p>	<p>Students design and complete a Personal Exercise Program (PEP) for two fitness components. Concept of PEP explained and to prepare students for knowledge of constructing a program with individuality.</p> <p><b>Skills Knowledge:</b></p> <p>Each week students must plan and complete a session based on method of training to improve component of fitness.</p> <ul style="list-style-type: none"> <li>• Fitness Testing</li> <li>• Circuit Training</li> <li>• Resistance Training</li> <li>• Plyometric Training</li> <li>• Interval Training</li> <li>• Re-testing</li> <li>• Evaluation if improvements</li> </ul> <p><b>Theoretical Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Principles of Training</li> <li>• Frequency</li> <li>• Intensity</li> <li>• Time</li> <li>• Type</li> <li>• Individual Needs</li> <li>• Reversibility</li> <li>• Specificity</li> <li>• Thresholds of training</li> <li>• Over training</li> <li>• Progressive overload</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a deeper understanding of fitness tests/activities and develop an accurate replication of the required techniques.</li> <li>• Pupils to prepare and recover from exercise safely and effectively</li> <li>• Develop competency in designing safe and appropriate training sessions based around different training methods</li> <li>• Gain a deeper understanding that different types of activities, require different type of fitness</li> <li>• Gain a deeper knowledge and understanding of the nature of fitness based activities and make effective evaluations of strength and weaknesses in their performance own using normative data</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>
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<p style="text-align: center;">Year 9 Half Term 5 Athletics</p>	<p>Students to explore and learn the different athletic disciplines. Within Year 9 Athletics, students to explore ways in which they can increase performance levels to maximum level. Students here can explore tactics, run ups, transfer of body weight.</p> <p><b>Skills Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Javelin</li> <li>• Discus</li> <li>• Shotput</li> <li>• High Jump</li> <li>• Triple Jump</li> <li>• Long Jump</li> <li>• Long Distance Running</li> <li>• Short Distance Running</li> <li>• Relay</li> <li>• Hurdles</li> <li>• Mini Olympics</li> </ul> <p><b>Theoretical Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Muscle Fibre Types</li> <li>• Type I</li> <li>• Type IIA</li> <li>• Type IIX</li> <li>• Antagonistic Muscle Pairs</li> <li>• Agonist</li> <li>• Antagonist</li> <li>• Biceps/Triceps</li> <li>• Hamstrings/Quadriceps</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the skills necessary to compete and improve in a number of athletic events</li> <li>• Further develop athletic skills and accurately replicate techniques to achieve an outcome.</li> <li>• Further develop and embed the skills of sprinting, sustained running, jumping and throwing using advanced tactics to improve performance</li> <li>• To implement deeper technical application at jumping events (aiming for height/distance), throwing events (aiming for distance) and running disciplines (the time taken to cover a set distance)</li> <li>• Be able to use information gained from analysis of performance to influence and improve their own and peer's performance</li> <li>• Continue to develop and refine skills and tactical decisions in order to run, jump or throw further</li> <li>• Continue to develop knowledge of the basic rules and laws of the different athletics events</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Knowledge of performance</li> <li>• Knowledge of results</li> <li>• Awareness of rules and regulations</li> <li>• Timings/ Distance.</li> <li>• Teacher assessment.</li> <li>• Self/ peer assessment.</li> </ul>
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<p><b>Year 9</b></p> <p><b>Half Term 6</b></p> <p>Striking &amp; Fielding</p>	<p>A wide range of striking and fielding explore to further the benefits of good fielding/ striking/ bowling or pitching to increase overall game based play.</p> <p><b>Skills Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Fielding focus</li> <li>• Bowling</li> <li>• Pitching</li> <li>• Softball gameplay</li> <li>• Importance of effect Striking through short tennis</li> </ul> <p><b>Theoretical Knowledge:</b></p> <p><b>Recap:</b></p> <ul style="list-style-type: none"> <li>• Joint Movements</li> <li>• Structure of the heart</li> <li>• Muscle Fibre Types</li> <li>• Antagonistic Pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop their ability to use principles of play when selecting and applying tactics to produce a successful outcome</li> <li>• Further develop and embed the skills necessary to outwit opponents. Batting, bowling and fielding will be further developed through advanced drills, games and conditional situations</li> <li>• Will be able to use information gained from analysis of performance to influence and improve their own and peer performance</li> <li>• Further develop and embed knowledge of the major rules and laws involved in Cricket/softball</li> </ul>	<ul style="list-style-type: none"> <li>• Q &amp; A</li> <li>• Formative and Summative Assessment</li> <li>• Peer Analysis</li> <li>• Self-evaluation</li> <li>• Teacher Observation</li> </ul>
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