

Core PE Curriculum: Year 9

All pupils will experience 3 carousals per year, involving 3 sporting activities = 9 sporting activities. Carousel 1 (HT1/2), carousel 2 (HT3/4) and carousel 3 (HT5/6)

| Year 9 | | HT1 + HT2 | HT3 + 4 | HT5 + 6 |
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| Key Stage 3 Core PE | Topic | Basketball, Fitness and Handball | Trampolining, Football and Badminton | Outdoor and Adventurous Activities (OAA), Volleyball and Tennis |
| | Why this and why now? | Handball is ideal to be taught outside during the first months of the year as the weather is not so cold. Doing handball during the coldest months of the year is not be ideal as pupil's hands freeze and this affects pupil outcomes and enjoyment. We also consider Tameside competitions so programmes of study culminate in a Tameside competition where possible. Basketball season for example starts in October meaning we have the chance to prepare for competition. | Football is the best activity to do outside during this term, when the weather is at its worst. Trampolining and badminton work well in the sports hall as the trampolines take only a small section of the teaching space, meaning we are still able to maximise the indoor space and teaching and learning experience is enhanced as a result. | Activities such as tennis and athletics need good weather and are therefore delivered in summer term. There are Tameside competitions for athletics and tennis around this time of the year and delivering such activities during core time prepares pupils for competition. Similarly, doing OAA is much better received by pupils in the summer term when the weather is more conducive for outdoor and adventurous activity |
| Key Stage 3 Core PE | What is the essential knowledge that needs to be remembered? | <p>Basketball – How to evaluate the effectiveness of attack and defence when acting as a player and a coach. The importance of a 'quick-break' in attack. Formations when attacking, including the importance of width in attack. How we screen effectively, without giving away a foul. The difference between a block and a charge. All of the rules to enable a 5V5 game to play out safely.</p> <p>Fitness – how to apply the principles of training to their training plan. How to use free weights and cardio equipment safely. How to create a training plan to suit individual need and how this is recorded on their log.</p> <p>Handball - The difference between 'half court press and full court press'. How to feint and lose their marker. The best ways to pass to overcome a full court press and half court press. How to receive with their back to goal under pressure. How to effectively shoot at each situation- from the right, the left, when through on goal and when back to goal.</p> | <p>Trampolining - How to accurately replicate up to rotating skills and movements individually depending on their progress from Y8. The correct techniques for rotating skills. Some pupils may start to add rotation skills into routines and they will need remember the key coaching points for this skill. Remember their 8-10 bounce routine that consists of the skills they can perfect. Remember the skills for evaluating and assessing movements to improve sequences.</p> <p>Football - Different types of pass, including lofted and drive pass to a team mate (Weight and direction). What a quick break and width in attack mean when in possession. Different defensive formations and a high press when without possession of the ball. How to create space to receive the ball from a team mate.</p> <p>Badminton - The importance of watching and evaluating a performance. What a tactic is (game plan) and how to start to formulate a game plan. Meaning of power and flexibility. To give supportive constructive feedback to a partner (related to learning points). The scoring system to play a game of half-court singles. Rules and techniques relating to the</p> | <p>Outdoor and Adventurous Activities – pupils will need to remember the key terms: - self-confidence, problem-solving, teamwork/collaboration. Pupils will need to remember that ideas and practices used in order to demonstrate such skills in the field.</p> <p>Volleyball – they will need to remember the key technique for digging – use both arms, hands fixed together, arms straight, use legs for greater power, steady swing of arms at shoulder setting and serving. For setting – use fingers and thumbs only, two hands, look through your camera, elbows out to the side, use legs for greater power. The rules around game play including max 3 touches, no bounce allowed. Formations for a small sided game up to a maximum of 6 depending on ability. Rules and key teaching points for the serve.</p> <p>Tennis - To set the courts up independently. How to perform the basic forehand and backhand strokes, including an overhead serve. How to give constructive feedback to a partner central to key learning points of the strokes. How to maintain a longer rally using better technique and control learnt in Y8. The scoring system for a small game. The importance of watching and evaluating a performance. Tactics (game play)</p> |

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| | | How to perform movement pattern such as a cross to outwit the defence. How to introduce a screen to create a goal scoring opportunity. | execution of both high and low serve, clears and net drop shots. . | |
| What is the assessment intent and how will you assess? | | In Fitness , pupils will be assessed on their ability to create a training programme and carry this out safely, recording their results accurately. Pupils will be assessed on their safety and technique when using free weights. In Handball , pupils will be assessed on their game play in full-sized games, including their ability to screen off the ball. Pupils will be assessed on their skills within the game, their ability to not give the ball away and their ability to regain the ball when not in possession. In Basketball , pupils will be assessed on their understanding of attacking formations including a quick-break. They will be assessed on their understanding of screening, blocking and charging in a 5V5, full court situation. They will be assessed on their shooting, passing and movement on court, and on their coaching and umpiring ability. | In Football , pupils will be assessed on their ability to perform all the key skills in a small sided game situation. Greater focus should be placed upon performing different types of pass and turns within the small sided game and on the pupil's understanding of a quick break when in possession and full press/man to man when not in possession. In Trampolining , pupils will be assessed on their ability to perform an 8-10 bounce routine, using the correct techniques for shapes, landings, twists and rotations. A key focus on the aesthetics of the movements including extension of the legs, where necessary, arm positioning and stretching their toes will continue throughout. Bad minton pupils will be assessed on the following skills below in a half-court singles game situation: High serve to specific target area, low serve to specific target area, underarm clear towards the back of court, hitting shuttle down to pressurise opponent (smash) and on their ability to score accurately | In Tennis , pupils will be assessed on the following skills in a half-court singles game situation: Overarm serve into service box, volley (both forehand and backhand), forehand/backhand swing over greater distances, whilst being put under greater pressure from their opponent. In Outdoor and Adventurous Activity , pupils will be assessed on their ability to demonstrate self-confidence, problem-solving, teamwork/collaboration. On their ability to work independently when planning a task will also be assessed. In Volleyball , pupils will be assessed on their ability to receive and deliver the ball over the net in a small sided game, using the serve, dig and set shots. |
| | How does it cover the NC | Use a range of tactics and strategies to overcome opponents through Handball and Basketball. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best as with Fitness Training | Use a range of tactics and strategies to overcome opponents through badminton. Develop their technique and improve their performance in other competitive sports [for example trampolining and dance | Use a range of tactics and strategies to overcome opponents through in Volleyball and Tennis. Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group |