

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 9 Overview 2023-24 – PE										
Date	Wk	Week	Units Studied & Learning Outcomes				Key Concepts & Assessment			
8 weeks (16 Lessons) (38 Days)										
Teachers 9X			MT	ST	JT	HM/KW				
Teachers 9Y			MT/KW	ST	JT	HM				
Tues 5-Sep	A	1	Skills Dev	Skills Dev	Skills Dev	Skills Dev	Unit Learning Outcome: Trampolining GW-recap on how to perform basic shapes, front and back landing and hands and knees turn over BI- perform more advanced linking moves for front and back landing and somersault EW- perform a sequence with linking front and back landing, and somersault 1. Sequences with basic shapes, half turns and landings 2. Seat drop in and out 3. Linking front drops or front drops 4. Somersault progression/sequences	Unit Learning Outcome: Netball GW-know how to carry out tactical set plays BI- To perform set plays in skills against a defender EW- To apply set plays in games with success 1. When to apply different passes in a game 2. How to perform a spin dodge and when to reoffer or clear. 3. Create a backline or side line tactic. 4. Create a centre court tactic		
11-Sep	B	2	Netball	Dance	Football	Tramp				
18-Sep*	A	3	Netball	Dance	Football	Tramp				
25-Sep	B	4	Netball	Dance	Football	Tramp				
2-Oct	A	5	Fitness Cont train	Fitness Cont train	Fitness Cont train	Fitness Cont train				
9-Oct	B	6	Dance	Football	Tramp	Netball				
16-Oct	A	7	Dance	Football	Tramp	Netball				
23-Oct	B	8	Dance	Football	Tramp	Netball				
Half-Term 7 weeks (14 lessons) (34 Days)										
6-Nov	A	9	Football	Tramp	Netball	Dance	Unit Learning Outcome: Dance GW- To understand the style of dance for capoeira BI- To be able to perform in character the capoeira dance using EW- To be able to choreograph a capoeira dance using DARTS	Unit Learning Outcome: Football GW-know how to carry out tactical set plays BI- To perform set plays in skills against a defender		
13-Nov	B	10	Football	Tramp	Netball	Dance				

20-Nov	A	11	Football	Tramp	Netball	Dance	<div>1. Learn ginga step of capoeira</div> <div>2. Use mirroring and timing of ginga step</div> <div>3. Use cause and effect</div> <div>4. Development of phrase using DARTS.</div> <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>KB to complete Create movement phrases that include dynamics based on a social situation and character.</td><td>Learn a set phrase in differing styles. Learn basic Capoeira steps</td><td>N/A</td></tr></table> <div>Equality Diversity and Inclusion (EDI) links? 12/11 Diwali 12/11 Remembrance Sunday 13/11-19/11 Transgender awareness week 14/11 World Diabetes Day</div>	Prior (Y8)	Current (Y9)	Next (Y10)	KB to complete Create movement phrases that include dynamics based on a social situation and character.	Learn a set phrase in differing styles. Learn basic Capoeira steps	N/A	EW- To apply set plays in games with success <div>1. Passing – switching play</div> <div>2. Shooting – power and accuracy</div> <div>3. Defensive Tactics</div> <div>4. Set Plays</div>						
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27-Nov	B	12	Tramp	Netball	Dance	Football		<table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Advanced skills development including control and turn, outwitting an opponent, and developing an attack. Small-sided games for understanding.</td><td>Application of strategies and tactics including defensive tactics, set plays, and switching the attack. Small-sided games for understanding.</td><td>Progressing on larger games, incorporating corners, free kicks. Introduction to referee</td></tr></table> <div>1/12 World AIDS day 3/12-24-12 Advent 25/12 Christmas Day Hannukah 18/12-26/12</div>	Prior (Y8)	Current (Y9)	Next (Y10)	Advanced skills development including control and turn, outwitting an opponent, and developing an attack. Small-sided games for understanding.	Application of strategies and tactics including defensive tactics, set plays, and switching the attack. Small-sided games for understanding.	Progressing on larger games, incorporating corners, free kicks. Introduction to referee						
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4-Dec	A	13	Tramp	Netball	Dance	Football														
11-Dec	B	14	Tramp	Netball	Dance	Football														
18-Dec	A	15	Skills Dev	Skills Dev	Skills Dev	Skills Dev														
Christmas Holiday6 weeks (12 lessons) (30 Days)																				
8-Jan	B	16	GCSE & CAM	Fitness	Handball	TT	<div>Unit Learning Outcome: Handball</div> <div>GW-know how to carry out tactical set plays</div> <div>BI- To perform set plays in skills against a defender</div> <div>EW- To apply set plays in games with success</div> <div>1. Transition play</div> <div>2. Tactically utilising zonal defence</div> <div>3. Set plays in attack</div> <div>4. Application of skills in a competitive situation</div> <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Core skills development focusing on ball control, passing, dribbling, and tackling.</td><td>Advanced skills developed for example lofted pass. Small sided games for understanding.</td><td>Utilising strategies and tactics (formations) via effective skill application. Medium sized games for understanding.</td></tr></table> <div>Equality Diversity and Inclusion (EDI) links? 25/1 Burns night 27/1 Holocaust memorial day</div>	Prior (Y8)	Current (Y9)	Next (Y10)	Core skills development focusing on ball control, passing, dribbling, and tackling.	Advanced skills developed for example lofted pass. Small sided games for understanding.	Utilising strategies and tactics (formations) via effective skill application. Medium sized games for understanding.	<div>Unit Learning Outcome: Table Tennis</div> <div>GW-know how to carry out tactical shots</div> <div>BI- To perform tactical shots in skills</div> <div>EW- To apply tactical shots in games with success</div> <div>1. To play an effective forehand topspin shot.</div> <div>2. To play an effective backhand topspin shot.</div> <div>3. To play an effective backhand slice shot.</div> <div>4. To be able to execute tactics to exploit your opponents weaknesses.</div> <table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Advanced techniques including; Footwork under pressure. Rules of the game (Doubles)</td><td>Utilising strategies and tactics via effective skill application. Officiating within matches</td><td>Doubles play. Introduction to officiate</td></tr></table>	Prior (Y8)	Current (Y9)	Next (Y10)	Advanced techniques including; Footwork under pressure. Rules of the game (Doubles)	Utilising strategies and tactics via effective skill application. Officiating within matches	Doubles play. Introduction to officiate
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15-Jan	A	ST1	GCSE & CAM	Fitness	Handball	TT														
22-Jan	B	ST1	GCSE & CAM	Fitness	Handball	TT														
29-Jan	A	19	Fitness	Handball	TT	GCSE & CAM														
5-Feb	B	20	Fitness	Handball	TT	GCSE & CAM														
12-Feb	A	21	Fitness	Handball	TT	GCSE & CAM														

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									LGBT+ history month 1/2 World Hijab day 6/2-12/2 Children's mental health week. 7/2 Safer internet day 10/2 Chinese New Year			
Half-Term										5 weeks (10 lessons) (24 Days)		
26-Feb	B	22	Handball	TT	GCSE & CAM	Fitness	Unit Learning Outcome: Cambridge GW- to know the different types of social groups BI- to know and explain the values of Olympics and Paralympics EW- Identify and explain the impact of performance drugs <ol style="list-style-type: none">Social groupsPopularity of sportOlympics and ParalympicsPerformance enhancing drugs	Unit Learning Outcome: GCSE (unit 6) GW- to how to lead a healthy lifestyle, in terms of, physical, mental and social wellbeing. BI-to explain what a sedentary lifestyle is and how it could impact ill health. EW-explain how diet and hydration can have an positive impact on health and performance <ol style="list-style-type: none">Physical, social and mental wellbeingDangers of sedentary lifestyleImpact diet has on health and performanceImpact hydration has on health and performance				
4-Mar	A	23	Handball	TT	GCSE & CAM	Fitness						
11-Mar	B	24	Handball	TT	GCSE & CAM	Fitness						
18-Mar	A	25	TT	GCSE & CAM	Fitness	Handball						
25-Mar*			TT	GCSE & CAM	Fitness	Handball						
	B	26					<div>Prior (Y8) Class discussing on equality in sport, Olympics and Paralympics and EFL lessons dangers of drugs.</div> <div>Current (Y9) Understanding of the four Cambridge national modules listed above</div> <div>Next (Y10) Understanding trends in sports hosting major events, sports etiquette, NO</div>	<div>Prior (Y8) Class discussing on wellbeing, (mental, social and physical wellbeing), diet and hydration.</div> <div>Current (Y9) Understanding of the four GCSE modules listed above that will help them lead a healthier lifestyle.</div> <div>Next (Y10) Understanding energy expenditure and somatotype and apply knowledge to exam questions for unit 5.</div>				
										Passover 22/4-30/4 Good Friday 29/3 Easter Sunday 31/3		
Easter Holiday										6 weeks (12 lessons) (29 Days)		
15-Apr	A	27	Athletics	Athletics	Athletics	Tennis	Unit Learning Outcome: Tennis GW- how to tactically use skills, in tennis, to outwit opponents BI- demonstrate tactics in skills EW- apply tactics to a game to outwit opponents <ol style="list-style-type: none">To develop ground strokes to outwit an opponent.To be able to use the lob/smash.To be able to use the drop shot.Assessment-Half-court singles games applying skills and knowledge.	Unit Learning Outcome: Athletics GW- Learn how to run up or spin to generate power in the technique and perform each event safely BI- Can perform a run up or spin to generate power to a good standard and know a little about measuring EW – Perform technique to a high standard, perform a run up or spin to generate power and understand how to measure <ol style="list-style-type: none">100m200m800m or 1500mUHJ techniqueHJ competitionDiscus				
22-Apr	B	28	Athletics	Athletics	Athletics	Tennis						
29-Apr	A	29	Athletics	Orienteering	Tennis	Athletics						
6-May*	B	30	Athletics	Orienteering	Tennis	Athletics						
13-May	A	31	Orienteering	Athletics	Athletics	Athletics						
20-May	B	32	Orienteering	Athletics	Athletics	Athletics						
							Prior (Y8)	Current (Y9)	Next (Y10)			

						<div>Developing basic skills. Introducing advanced skills including backhand slice and volley.</div> <div>Advanced skills including smash, lob and drop shot. Application of strategies and tactics. Doubles play.</div> <div>Full court singles games. Scoring and umpiring.</div> <div><div><div>Javelin</div><div>Shot</div><div>Hurdles</div><div>Relay</div></div><div>*this might not be all covered or in order, due to a number of groups on athletes and weather.</div></div>												
					<div><div><div>Unit Learning Outcome: Striking and Fielding</div><div>GW- how to tactically use skills, in rounder's/softball to outwit opponents</div><div>BI- demonstrate tactics in skills</div><div>EW- apply tactics to a game to outwit opponents</div><div><div>1. How to bat tactically</div><div>2. How to bowl tactically</div><div>3. How to field tactically</div><div>4. Apply skills to a full sided game</div></div></div><div><table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>To know how to bat, bowl and field in a game.</td><td>To tactically, bat, bowl and field in a game.</td><td>Apply tactics games</td></tr></table></div><div><div><div>Unit Learning Outcome: Orienteering</div><div>GW- To understand how to carry orientate a map and use a key</div><div>BI- To apply knowledge to complete a course and find markers successfully.</div><div>EW- To know how to use a compass to find a bearing.</div><div><div>1. Orientate map and use key to find markers on the red markers course</div><div>2. To use land marking to successfully complete photo course</div><div>3. To combine all skills and work at speed to complete the relay course</div><div>4. Understand how to use a compass to find bearings on the compass course</div></div></div><div><table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Prior knowledge from activities outside of school and in primary school.</td><td>Understand how to orientate a map and use a key, land markings and compass to find control points.</td><td>Apply knowled Cambridge nat or DoE</td></tr></table></div><div><div><div>Equality Diversity and Inclusion (EDI) links?</div><div>Autism and stress awareness month.</div><div>25/4 World Malaria Day</div></div></div></div></div>	Prior (Y8)	Current (Y9)	Next (Y10)	To know how to bat, bowl and field in a game.	To tactically, bat, bowl and field in a game.	Apply tactics games	Prior (Y8)	Current (Y9)	Next (Y10)	Prior knowledge from activities outside of school and in primary school.	Understand how to orientate a map and use a key, land markings and compass to find control points.	Apply knowled Cambridge nat or DoE	
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Half-Term			7 weeks (14 lessons) (35 Days)				
3-Jun	A	ST2	Cricket	Tennis	Orienteering	Rounders	<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? LGBTQ+ pride month. Gypsy, Roma and Traveller history month. 12/6 world day against child labour 18/6 autistic pride day 20/6 World refugee day
10-Jun	B	ST2	Cricket	Tennis	Orienteering	Rounders	
17-Jun	A	35	National Sports week activities				
24-Jun	B	36	Tennis	Cricket	Rounders	Orienteering	
1-Jul	A	37	Tennis	Cricket	Rounders	Orienteering	
8-Jul	B	38	Rounders	Rounders	Cricket	Cricket	
15-Jul	A	39	Rounders	Rounders	Cricket	Cricket	

Foundational Concepts

- Skill development, mental and physical well being, health and safety, reflective analysis, leadership, competitive opportunities.
- Technique rehearsal, mental wellbeing, health and safety, reflective analysis, leadership, competitive opportunities
- Students are aware of the importance of using multiple body parts to execute shots and the importance of using effective foot patterns to be in the correct position to execute shots effectively. Students will learn how varying the position of the bat affects the direction and result of contact on the ball.
- Students will need to be in control of their body. Learning how to move smoothly, using the music to help them express their ideas within the project.
- Students will need to be in control of their body. Learning how to move smoothly, using a variety of stimuli to help them express their ideas within the unit. This will build on the work carried out whilst in Year 8.
- Throwing and catching skills developed through Year 7 will be built upon. Also students will have experienced some elements of striking within Primary school and these skills will be developed.
- Students will be introduced to the grip, stance and technique of different shots within the sports. During the process they will reflect on technique and be provided with competitive opportunities within lesson and in extracurricular

Tier 2/3 Vocabulary

- Spinning, vision, spatial awareness, scanning, curling, block, power
- Trajectory, flat, open, closed, follow through, coordination, body stance, ready position, footwork.
- Posture, control, timing, rhythm, cannon, unison.
- Balance, transition, control, fluidity, movement, extension.
- Follow through, long barrier, contact, etiquette, release
- Competitive, trajectory, acceleration, technique, changeover, pacing, timing, reaction time, coordination, speed, muscular endurance, cardiovascular endurance
- Warm up, etiquette, etiquette, technique, reaction time, coordination, forehand, backhand

Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?

- Football (or soccer as the game is called in some parts of the world) has a long history. Football in its current form arose in England in the middle of the 19th century. But alternative versions of the game existed much earlier and are a part of the football history.

- Rugby - The Reverend William Webb Ellis (24 November 1806 – 24 January 1872) was an English Anglican clergyman and the supposed inventor of rugby football while a pupil at Rugby School. According to legend, Webb Ellis picked up the ball and ran with it during a school football match in 1823, thus creating the "rugby" style of play.
- Table Tennis - The game was invented in England in the early days of the 20th century and was originally called Ping-Pong, a trade name. The name **table tennis** was adopted in 1921–22 when the old Ping-Pong Association formed in 1902 was revived. The origins of the game can be traced to a 12th–13th-century French handball game called jeu de paume ("game of the palm"), from which was derived a complex indoor racket-and-ball game: real **tennis**.
- **Dance** is a series of support skills and fitness options that enhance every other activity a person will do. For example, spatial awareness and movement development are necessary in every sport an "elite athlete" will participate in. First archaeological proof of **dance** comes from the 9 thousand year old cave paintings in India. One of the earliest uses of structured **dance** was introduced in religious ceremonies that told the stories of ancient myths and gods. Egyptian priests used this kind of visual storytelling in their rituals.
- **Gymnastics** is thought to have began in ancient Greece about 2500 years ago where it was used in training to keep fit for sporting activities. In the Greek city of Athens, **gymnastic** tournaments were held, including tumbling, rope climbing, and other similar activities. The gymnasium was the hub of cultural activity.
- The sport of cricket has a known history beginning in the late 16th century. Having originated in south-east England, it became the country's national sport in the 18th century and has developed globally in the 19th and 20th centuries. International matches have been played since 1844 and Test cricket began, retrospectively recognised, in 1877. Cricket is the world's second most popular spectator sport after association football (soccer). Governance is by the International Cricket Council (ICC) which has over one hundred countries and territories in membership although only twelve currently play Test cricket
- Athletics contests in running, walking, jumping and throwing are among the oldest of all sports and their roots are prehistoric. Athletics events were depicted in the Ancient Egyptian tombs in Saqqara, with illustrations of running at the Heb Sed festival and high jumping appearing in tombs from as early as of 2250 BC.
- Gymnasium derives from the Ancient Greek world gymnos, which means naked and that's previously how athletes would train and compete in these open-air venues. This was not only for aesthetic reasons, to show off the athletic male form, but it's also thought to have been a tribute to the gods. Note that only men were permitted to train, a stance that would be upheld by many civilisations to come. Gymnasiums were not simply used as places to train. People would also come for communal bathing, socialising and to engage in intellectual and philosophical pursuits. Plato and his student Aristotle were just two philosophical greats would frequent these places. The rationale behind combining these pursuits is that it produced a sound body and mind. The Greeks used the word arete to describe this, which is often translated as 'virtue' or 'excellence'. Essentially, it's the process of becoming the best you can be and fulfilling your potential. For Greek men, the two pillars of physical exercise and education were critical to this. While structured exercise and physical training continued to develop, particularly in the field of gymnastics, the advancement of the gym (or gymnasium) as a dedicated place to exercise did not. The downfall of the Greek and then Roman empires saw an appreciation for art, music, philosophy and the finely-tuned physical form subverted. Christianity's ascension in the West and Islam, Hinduism and Buddhism's prevalence in the East, turned the physical form into not something to be admired but rejected. Aesthetics was aggressively replaced by asceticism. By the Middle Ages, exercise was simply a by-product of manual labour or military service, not something one pursued to achieve a greater purpose.

Careers links

- All sports can be linked to careers as performers, officials or volunteers.
- The PE corridor has a board linking PE to specific carers in sport and students are signposted here.
- Careers day in school and careers evening.

Equality Diversity and Inclusion (EDI) links?

- All students will be given the same opportunity to partake in all sports through a mixed gender and ability curriculum.
- Promotion of sporting stars that are having a positive effect in Sport at present. This will be used in particular when delivering the specific sport. Basketball (Michael Jordan), Athletics (Dina Asher Smith), Football (Raheem Sterling, anti racism campaigns). Nicola Adams (OBE) within boxing, Gareth Thomas (Wales Rugby Union, British lions Rugby Union) and Elinor Snowsill (Wales Rugby Union) who are all strong advocates of LGBT+ community in sport.
- Promotion of sporting stars that are having a positive effect in promoting LGBT+ in Table tennis at present e.g Kelly Sibley (born 21 May 1988) is a former professional table tennis player and current coach from England. Sibley won the singles, girls doubles and mixed doubles at the UK Junior Championships and has represented England at senior level at the Commonwealth Games, European Championships and World Championships. Sibley married her wife Laura in April 2017.
- All students will be given the same opportunity to partake in all sports through a mixed gender and ability curriculum. Students will be encouraged to work at their own fitness level and intensity and learn how this is essential in order that you can train effectively and safely.
- Strategies and tactics and how students can use their bodies effectively to overcome the opposition.
- Somatotypes (Ectomorph, Endomorph, Mesomorph), taught within theory unit.
- Encouraging students to use physical activity as a way of dealing with stress and pressures within the theory unit.

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- During the fitness unit, ensuring students are aware of how they can utilise a training program to ensure that they live a healthy and active life.
- Link to religion via Christine Ohuruogu (400 meter runner)
- Making PE accessible for all with enrichment offered with no costs involved.
- PP students provided with kit and equipment to enable them to partake.

Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)

- Students will be assessed on an ongoing basis throughout the 6 lessons. Assessment will focus on both skill development and application of skills within match situations. Students will also complete a self-assessment that will include knowledge assessment and identification of strengths (www) and areas for development (ebi). This will then be reviewed the following years by students to check on progress.

(Total: 190 Days)

* Bank Holidays

Overview of Year 9	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 9, students will have learned
GW: (E.g. Grade 1)	Details of what content students should have learned; skills acquired; connections they might within and across subject(s). <i>E.g. Students can demonstrate ...</i>
BI: (E.g. Grades 2-3M)	<i>Students can recognise</i>
EW: (E.g. Grades 3U-4L)	<i>Students can understand information from a variety</i>

Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
 - For each Unit? By the end of the Year?

- GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)