



ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Curriculum Plan 2022-24

Year 9

Learning overview for Physical Education:			Year Group: 9	
Sport	Key topics/ SoW	What most pupils will learn (Prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed?
Netball	Tactics/Decision making. Set Plays Blocking Umpiring Skills Fitness for netball.	<ul style="list-style-type: none"> Decision making skills developed within the game/game scenarios. Revisiting set plays, including centre passes, throw-ins, circle play. Blocking attacking players. Confidence in umpiring with a good understanding of all rules. Understanding of the fitness requirements specific to netball. 	<ul style="list-style-type: none"> Movement around the court, including width using channels. Practising set plays previously learnt. Adapting them to use with different players. Blocking GS, GA and WA on centre passes and circle play. Examining double marking. Learning basic umpiring skills, including non-participants, gaining a school-based umpiring award. 	Self and peer assessment. Link to the theory component taught. Teacher assessment at the start, middle and end of the unit. School based umpiring award.
Basketball	Dribbling, Shooting and Passing recap. Tactics and positions. Fouls Violations Refereeing Positions in offence and defence Fitness for Basketball	<ul style="list-style-type: none"> Recap on Three correct points of dribbling technique. Recap Three different types of shot. (Jump Shot, Lay-up, Set Shot) progress on from Year 8 SOW. Three different types of Passes. (Bounce, Chest, Over the shoulder in games and practices. Different positions. Defence and Offence strategies. (Half Court and full court and when is the 	<ul style="list-style-type: none"> Dribbling with stronger and weaker hand with the use of around the back and through the legs. Crossovers and change in direction to beat a defender in game situations Shooting technique standing still, off the dribble and driving towards the basket on both sides and reverse. Passing to beat an opponent in practices and game scenarios. Selecting the appropriate pass at the correct time. 	Self, peer and teacher assessment at the start, middle and end of the unit.





ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

		<p>right time to use which one and how to use help/cover defence)</p> <ul style="list-style-type: none"> • Different types of fouls and what happens in different scenarios. • Knowing of eight violations (Back Court, Travelling and double dribble, 3 seconds in the key and Tip-off violation, defence violation under the basket, 8 second rule and charging violation) 	<ul style="list-style-type: none"> • Game understanding with regards to what happens in different situations, with fouls and violations. Team fouls and personal fouls. • Rules of the game controlled by pupils. • Half court and full court man-man defence. • Creating space on Offence with the use of a screen and attacking plays. • Pupils refereeing the games and applying rules to the table officials. • Positions of point guard, shooting forward, small forward, post and power forward. 	
Football	<p>Passing - short/long/maintaining possession Principles of attack Principles of defence Transition in play Adapting tactics in play</p>	<ul style="list-style-type: none"> • How maintaining possession through accurate passing challenges the opposition and creates space. • Attack: Go forward, maintain possession, support, score. • Defence: Go forward, contest possession, support, close down space. • Transition at pace, having pre-scanned to identify space and areas to attack. • Being able to adapt the tactics to be successful against different team structures. 	<ul style="list-style-type: none"> • The ability to pass with both feet, judging distances and pace of the player receiving the ball. Using the first touch to create space and the opportunity to retain possession. • Attack at pace, utilising the principles of play and techniques previously learnt. • Scanning pre-first touch to identify and use space. In defence, recognising threats and adapting to close them down. • Able to perform the basic skills at pace, recognising the weaknesses of the 	<p>Self, peer and teacher assessment at the start, middle and end of the unit. Link to the theory component taught. Use of video analysis (teacher and pupil) to assess strengths and improvements of own and peer performances.</p>





ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

			opposition tactics and working to exploit them.	
Rugby	<p>Rules of the game. Mastery of techniques and skills. Principles of play. Tactics. Teamwork, leadership and leadership teams.</p>	<ul style="list-style-type: none"> Development of knowledge of rules of the game. Comprehensive implementation of laws. Mastery of passing, running, agility and tackling. 8-man scrum and lineout, including ruck and maul as platform for attack. Development of kicking. Ideas for breaking down/beating a defence. Creating and maintaining pace in attack. Offloading ball out of contact. Defensive pressure to win ball back. Effective use of turnover ball. Tactical astuteness. Understanding of positional responsibilities. Leadership skills for executing game plan. Joint decision-making. 	<ul style="list-style-type: none"> Knowledge, understanding and effective implementation of rules as a player within small sided and 15-a-side games. Spin and floated pass; switch and miss pass; looping and back-inside running lines; running from depth and timing/position of pass so runner moves receives ball at speed. Evasive running, creativity, decision-making under pressure. Communication around contact area and varied/disguised passing skills under pressure. Organised defensive positioning; varied tackling to hold territory/slow ball down or aggressive defence to win territory or ball. Tactical knowledge. Reasoning, debating, analysis and evaluation. 	<p>Self, peer and teacher assessment of skills applied in competitive situations. Formative and summative.</p>
Trampolining	<p>Safety Expectations Basic Shapes & Twists Basic Body Landings</p>	<ul style="list-style-type: none"> Recap of the key safety requirements. Further development of body tension and control through all areas covered. 	<ul style="list-style-type: none"> Re-visit the key safety requirements such as equipment checks, spotting, getting on and off the trampoline and landing. Further development of the basic shapes (straight, tuck, pike and straddle) 	<p>Self, peer and teacher assessment at the start, middle and end of the unit. Link to the theory component taught.</p>





ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

	<p>Advanced Twists</p> <p>Somersaults</p> <p>Routines</p>	<ul style="list-style-type: none"> • Development of shaped body landings. • Development of front somersaults (hands and knees forward turnover to back/feet, ¾ front somersault to back, front somersault). • Introduction to backward rotation: back somersault progressions. • Greater emphasis on linking moves to perform routines that demonstrate the use of swing time, consistency of height and tariffs. • Understanding of the fitness requirements specific to trampolining. • Further development and understanding of the roles of a coach and judge, including the understanding of aesthetic appreciation. 	<p>and twists (½ and full twist), basic body landings (seat, front and back landing).</p> <ul style="list-style-type: none"> • Introduction of further advanced twists (1½ twist, ½ twist into and out of body landings, swivel hips, roller, ½ turntable, cradle, full turntable, cat twist). • Continuation of front somersault progressions (hands and knees forward turnover to back/feet, ¾ front somersault to back, front somersault). • Introduction of back somersault progressions (Back pull over). • Development of routine choreography linking a range of basic and advanced skills. • Development of the ability to self and peer assess performance through video analysis. • Provision of feedback that links to key words and technical phrases. 	<p>Use of video analysis (teacher and pupil) to assess strengths and improvements of own and peer performances.</p>
<p>Table Tennis</p>	<p>Tactical play</p> <p>Transitioning between attack and defence</p>	<ul style="list-style-type: none"> • Adapting to your strengths whilst recognising and working to exploit your opponent's weaknesses. 	<ul style="list-style-type: none"> • The ability to have balanced, fast footwork to play all shots from a position of strength. 	<p>Self and peer assessment. Video assessment where</p>





ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

	<p>Combining different elements of spin</p> <p>Developing changes of pace in the attack</p>	<ul style="list-style-type: none"> Developing tactics to complement your strengths. The ability to combine spin when serving and in general game play e.g. top and side spin. Developing and understanding how changes of pace, as opposed to a one-dimensional game, are beneficial to attacking play. 	<ul style="list-style-type: none"> Ensuring consistency and variation on all shots to allow players to have a well-rounded tactical plan and employ this during gameplay. Implementing spin on the ball and developing the ability to respond to the spin your opponent uses. The ability to play close to, and away from the table to change the pace and not allow your opponent to settle into a playing rhythm. 	<p>appropriate. Link to the theory component taught.</p> <p>Teacher assessment at the start, middle and end of the unit.</p>
<p>Fitness</p>	<p>Principles of training</p> <p>SMART targets</p> <p>Evaluation of PEP</p> <p>Methods of Training</p> <p>Fitness testing</p>	<ul style="list-style-type: none"> Application of Principles of training to 6-week training programme Linking SMART targets to training Goal setting 	<ul style="list-style-type: none"> Provide evaluation of 6 week training programme Calculate target hr zone and understand how it relates to improving fitness Link fitness training methods to fitness requirements in specific sports Reasons for fitness testing: <ul style="list-style-type: none"> to identify strengths and/or weaknesses in a performance/the success of a training programme to monitor improvement to show a starting level of fitness to inform training requirements 	<p>Self assessment</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at start, middle and end of unit</p>





ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

			<ul style="list-style-type: none"> ○ to compare against norms of the group/national averages ○ to motivate/set goals 	
Athletics	<p>Speed – 100m, 200m, 3/400m.</p> <p>Endurance – 800m, 1500m</p> <p>Throwing – Discus: sling, Javelin: throw, Shot Putt: push</p> <p>Jumping – Long and Triple</p> <p>Relay – 4x100m 4x400m</p>	<ul style="list-style-type: none"> • Explore fundamental skills underpinning the actions throwing, sprinting, endurance and jumping • Lead warm-ups appropriate to the different events (pulse raising for 800m+1500m, mobility and power for throwing events) • Introduce techniques to increase distance/reduce time/measurement jumped • Develop common techniques throughout the different events e.g. transfer of weight on the throwing events • Be able to officiate all events and recording of scores • Understanding of the fitness requirements specific to different events and link to the various components of fitness, and how, if the component of fitness was improved would their performance be improved. 	<p>Sprinting: Sprint starts; acceleration phase; dip finish; use of arm drive; use of knee lift and drive. Able to give feedback to others on their performance and guide towards improving.</p> <p>Endurance: Starts, bend running, continuous running, sprint finish, cadence of leg strides. Analysis of performance through visual feedback. Pupils timing races, officiating races and monitoring progress over time.</p> <p>Throwing: Positioning of body, transfer of weight, arm action, power in the arm, hip action and follow through of launch. Analysis of performance and feedback to both self and others.</p> <p>Jumping: Approach (run up), take off, flight, and landing. Techniques of each phase – look at end of pit, arms in front when landing, exit end of pit. Pupils are officiating the pit and ensuring all performers observe one another giving guidance on improvements.</p> <p>Measurements: Use of stop watch, use of tape measure, official techniques of how to officiate each event / discipline. Recording results for class and self.</p>	<p>Self, peer and teacher assessment at the start, middle and end of the unit.</p> <p>Each event is assessed by measurement of distance and time.</p> <p>All measurements are recorded on tracker.</p> <p>Each event to be categorise as B, S&G</p> <p>Link to the theory aspects and link in the overall assessment.</p>





ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

			Know own PBs so they can aim to improve. Teachers to use previous years times and distances to inform each performer of their previous results.	
Aerobics	<p>Warm up Main: six basic moves, dance-a-cise, floorwork, yoga and cool down.</p> <p>Choreography, composition, routines, collaborative work, leading others, giving feedback</p>	<ul style="list-style-type: none"> Introduce method to fitness – exercise to music Examine how this area can be monitored with increasing fitness levels Link areas to different sports, and how they work together to improve performance Incorporate pupil lead warm-ups Pupils to be able to lead other lesson sections as relevant, including: Six basic moves, dance-a-cise, zumba, step aerobics, floor work, yoga, and cool down, etc Pupils to know and use anatomical names of muscles and bones Incorporate the use of monitoring heart rates – resting, working and recovery. Questioning what these show, how they can get into target zones, what are target zones, etc... 	<p>Warm up - Structure of the routine, to be explained. From head to feet in order. To remember the muscles prepared and ensure all body parts are used.</p> <p>Main - Six basic moves introduced: marching, side steps, box step, knee lifts, hamstring curls & grapevine.</p> <p>Developments - Use of arms, punches, claps, rolling, etc. Use of timing with repeaters. Use of legs for kicks, flicks, digs, points, etc. Dance-a-cise allows for routine development and movement memory. Yoga concentrates on flexibility training and relaxation. Floor work looks at the muscular endurance movements.</p> <p>Cool down - Structure of the session, relaxing, breathing and longer stretching. Pupils should be able to follow a teacher lead session and also work collaboratively to choreograph their own routine to lead to the group.</p> <p>Feedback - Listening to feedback from peers and teachers; giving feedback to others in a constructive manner; responding to feedback given.</p>	<p>Self/peer assessment. Teacher assessment start, middle and end. Link to the theory component taught throughout the term. Completion of the form / homework.</p>





ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Striking/Fielding	Rules of the game Tactics Directional hitting Bowling Fielding Umpiring	<ul style="list-style-type: none">• Specific rules of the game: e.g. if the ball is dropped after stumping a post the stump does not count and they can run on but don't score.• Tactics: why might you use that rule? When you have little or no batters remaining.• Directional hitting• Bowling – communication with team, varying bowls, accuracy of bowls• Fielding – accurate throws, decision making on where to throw to, helping other fielders out if necessary. Understand relationship between 1st base and 3rd base/short fielder to get non-scoring batters out.• Confident umpiring – correct terminology “no ball high/low/wide”, “half rounder scored”, “backwards hit, wait at first” etc. Scoring – only half a rounder if you don't hit the ball etc.	<ul style="list-style-type: none">• Developing understanding of advanced rules of the game• Developing tactics – knowing when to use them e.g. directional hitting based on where the players are on the field• Batting: ability to hit the ball earlier to result it going left towards fourth base, or later to go towards first base. Ability to use this in isolation and developing it in gameplay – tactically withholding where they are aiming to make it harder for the fielders.• Bowling: developing their bowling technique and improved accuracy• Fielding - ability to play any position – backstop, bowler, bases, deep/short field and know the relationships between the players• Umpiring – applying the rules to the game using correct terminology and scoring.	Self/peer assessment Teacher assessment start, middle and end. Student led umpiring Link to theory component taught
-------------------	--	---	--	--

