

Year 9 PE Curriculum Plan - Set 1 - PE Half term 1

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Rugby	5	<p>Students should know: Re-cap of how to perform the following advanced skills;</p> <ul style="list-style-type: none"> <li>• Mauling</li> <li>• Jackal</li> <li>• Line-outs</li> </ul> <p>Students should re-cap how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Scoring systems</li> <li>• Rules of the game</li> <li>• When to run/pass/kick</li> <li>• Decision making in rucks and mauls</li> <li>• Attacking and defensive formations</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	n/a	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. passing both ways, tackling from behind</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of contact, focus on core skills from Year 8</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>

Year 9 PE Curriculum Plan -- PE Half Term 2

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Fitness	5	<p>Students should know what the following types of exercise are and how to perform them;</p> <ul style="list-style-type: none"> <li>• HIIT training</li> <li>• Circuit training</li> <li>• Step aerobics</li> <li>• SAQ/Agility training</li> <li>• Components of fitness and how to test and train them</li> </ul> <p>Students should know how exercise contributes to a healthy active lifestyle</p>	n/a	<ul style="list-style-type: none"> <li>• Careers – personal training</li> <li>• SMSC – resilience, goal setting</li> </ul>	n/a	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level fitness challenges</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Personal goals set for fitness targets to aim for</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Summative assessment at the end of the unit</li> </ul>
Alternative Activities	5	<p>Students should know the basic skills and rules involved in one or more of the following activities;</p> <ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Danish Longball</li> <li>• Dodgeball-benchball</li> <li>• Corner football/hockey</li> </ul> <p>Students should know how to adapt rules of these games to make them more inclusive and tap in to their creativity to create their own version of the game</p>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving, creativity</li> </ul>	n/a	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership roles when creating new rules and adapting activities</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Rules adapted for more inclusivity</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Summative assessment at the end of the unit</li> </ul>

Year 9 PE Curriculum Plan -- PE Half Term 3

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Hockey	5	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• Re-cap of how to perform the following core skills;</li> <li>• Tackling</li> <li>• Passing</li> <li>• Shooting</li> <li>• Dribbling</li> <li>• Marking</li> </ul> <p>Advanced skills</p> <ul style="list-style-type: none"> <li>• Reverse stick</li> <li>• Indian dribble</li> <li>• Receiving and stopping ball on the move</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Scoring systems</li> <li>• Rules of the game</li> <li>• When to pass/shoot/dribble/tackle</li> <li>• Attacking and defensive formations</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>
Athletics	5	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• Re-cap of how to perform the following core skills;</li> <li>• Track events – starting, finishing, leg action, arm action</li> <li>• Jump events – approach, take off, flight, landing</li> <li>• Throw events – stance, grip, throwing action, release</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Pacing in track events</li> <li>• Marking run-ups in jump events</li> <li>• Awareness of rules of events</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. travel in throwing events</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>

Year 9 PE Curriculum Plan – Half Term 4

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Football	5	<p>Students should know: Re-cap of how to perform the following advanced skills:</p> <ul style="list-style-type: none"> <li>• Core skills on weak foot</li> <li>• Beating opponents</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Scoring systems</li> <li>• Rules of the game</li> <li>• When to pass/shoot/dribble/tackle</li> </ul> <p>Attacking and defensive strategies</p>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	n/a	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills from Year 8 only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>

Year 9 PE Curriculum Plan – Half Term 5

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Officiating	5	Students should know: <ul style="list-style-type: none"> <li>• How to officiate in one or more activity ensuring that they can demonstrate the following skills;</li> <li>• Knowledge of the rules</li> <li>• Accurate decision making</li> <li>• Consistent decision making</li> <li>• Clear hand signals</li> <li>• Clear communication skills</li> <li>• Speed of decision making</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – officiating</li> <li>• SMSC – resilience, problem solving</li> </ul>	n/a	More Able: <ul style="list-style-type: none"> <li>• Officiating as an individual</li> <li>• Advanced rules included e.g. offside rule</li> </ul> SEND: <ul style="list-style-type: none"> <li>• Officiating in small groups</li> <li>• Basic rules only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Summative assessment at the end of the unit</li> </ul>

Year 9 PE Curriculum Plan – Half Term 6

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Summer Choices	5	Students should know: <ul style="list-style-type: none"> <li>• The core and advanced skills required to play competitive games in their chosen activity</li> <li>• The value of physical activity on their wellbeing</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving, wellbeing</li> </ul>	n/a	More Able: <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> </ul> SEND: <ul style="list-style-type: none"> <li>• Differentiation of rules in gameplay</li> </ul>	