

Year 9 PE Curriculum Plan Set 3 - 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 |
|---------|---------------|---|-----------|---|-------------------|--|---|
| 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"> • HIIT training • Circuit training • Step aerobics • SAQ/Agility training • Yoga/Pilates <p>Students should know how exercise contributes to a healthy active lifestyle</p> | n/a | <ul style="list-style-type: none"> • Careers – personal training • SMSC – resilience, goal setting, wellbeing | n/a | <p>More Able:</p> <ul style="list-style-type: none"> • Higher level fitness challenges <p>SEND:</p> <ul style="list-style-type: none"> • Personal goals set for fitness targets to aim for | <ul style="list-style-type: none"> • Self and peer assessment tasks • Summative assessment at the end of the unit |

Year 9 PE Curriculum Plan Set 3 – 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 |
|----------|---------------|--|-----------|---|-------------------|--|--|
| Hockey | 5 | <p>Students should know:</p> <ul style="list-style-type: none"> • Re-cap of how to perform the following core skills; • Tackling • Passing • Shooting • Dribbling • Marking <p>Advanced skills</p> <ul style="list-style-type: none"> • Reverse stick • Indian dribble • Receiving and stopping ball on the move <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • When to pass/shoot/dribble/tackle • Attacking and defensive formations | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving | n/a | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only | <ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit |
| Football | 10 | <p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Passing • Tackling • Marking | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, | n/a | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities | <ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks |

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| | | <ul style="list-style-type: none"> • Ball control • Dribbling • Shooting <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • When to pass/shoot/dribble/tackle • Attacking and defensive formations | | <p>problem solving</p> | | <ul style="list-style-type: none"> • Advanced skills e.g. core skills on weak foot <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only | <p>completed at start of every lesson</p> <ul style="list-style-type: none"> • Summative assessment at the end of the unit |
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Year 9 PE Curriculum Plan Set 3 – PE Half Term 3

| Topic | No of lessons | Key knowledge and skills | Resources | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
|------------------------|---------------|---|-----------|---|-------------------|--|---|
| 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"> • Volleyball • Danish Longball • Dodgeball-benchball • Corner football/hockey <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"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving, creativity | n/a | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership roles when creating new rules and adapting activities <p>SEND:</p> <ul style="list-style-type: none"> • Rules adapted for more inclusivity | <ul style="list-style-type: none"> • Self and peer assessment tasks • Summative assessment at the end of the unit |

Year 9 PE Curriculum Plan Set 3 – Half Term 4

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|-----------|---------------|--|-----------|---|-------------------|--|--|
| Dodgeball | 5 | <p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Throwing • Dodging • Catching <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • When to dodge/catch/throw • Attacking and defensive strategies | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving | n/a | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only | <ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit |
| Athletics | 5 | <p>Students should know:</p> <ul style="list-style-type: none"> • Re-cap of how to perform the following core skills; • Track events – starting, finishing, leg action, arm action • Jump events – approach, take off, flight, landing • Throw events – stance, grip, throwing action, release <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Pacing in track events • Marking run-ups in jump events • Awareness of rules of events | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving | n/a | <p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. travel in throwing events <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only | <ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit |

Year 9 PE Curriculum Plan Set 3 – Half Term 5

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|-------------|---------------|---|-----------|---|-------------------|--|---|
| Officiating | 5 | Students should know: <ul style="list-style-type: none"> • How to officiate in one or more activity ensuring that they can demonstrate the following skills; • Knowledge of the rules • Accurate decision making • Consistent decision making • Clear hand signals • Clear communication skills • Speed of decision making | n/a | <ul style="list-style-type: none"> • Careers – officiating • SMSC – resilience, problem solving | n/a | More Able: <ul style="list-style-type: none"> • Officiating as an individual • Advanced rules included e.g. offside rule SEND: <ul style="list-style-type: none"> • Officiating in small groups • Basic rules only | <ul style="list-style-type: none"> • Self and peer assessment tasks • Summative assessment at the end of the unit |

Year 9 PE Curriculum Plan Set 3 – Half Term 6

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|----------------|---------------|---|-----------|--|-------------------|---|---|
| Summer Choices | 5 | Students should know: <ul style="list-style-type: none"> • The core and advanced skills required to play competitive games in their chosen activity • The value of physical activity on their wellbeing | n/a | <ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving, wellbeing | n/a | More Able: <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities SEND: <ul style="list-style-type: none"> • Differentiation of rules in gameplay | |