



PE Unit Overview Year 9

Students have been focusing on the practical elements during the school closure with a focus on circuit training and general fitness. On return to school, all students will be working on tennis, cricket and rounders during the first half term with a skill focus on coaching, leadership, tactics and independent learning. These sports are being covered now as they were unable to be covered in the previous Summer term. The activities that would have been delivered under normal circumstances will be delivered within the Summer term. Team sports should have been covered at this point with a skill focus of teamwork, spatial awareness, decision making, communication and rules of competition. As with last year's Year 9 students, theory lessons will be introduced to allow foundation learning ahead of future GCSE courses. This will help to support primarily both GCSE PE and Science courses.

Across all schemes of work in PE, we will aim to promote the 4 key areas set out in the National Curriculum Programmes of Study to ensure that all students:

- 1. Develop competence to excel in a broad range of physical activities
- 2. Are physically active for sustained periods of time
- 3. Engage in competitive sports and activities
- 4. Lead healthy, active lives

Physical Education - Year 9 Term 1							
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?			
All students will be	Knowledge	A clear understanding of the	Knowledge of previous	Extra-curricular clubs			
taking part in the	Key specific terminology and	skills and techniques needed	skills learnt within KS3	both during lunchtimes			
following activities:	vocabulary	for each sport/activity.	help to give a platform to	and after school			
	Rules and regulations	Competent in all sporting	develop new skills within				
Netball	Development of motor skills	areas showing confidence,	both the tactical and	BBC Bitesize			
Basketball	Development and understanding of	resilience, integrity, self-	coaching elements.				
Handball	key concepts/skills that be used	motivation, self-management	Previous skills taught	Seneca Learning			
Rugby	across different sports	and communication in the	within a game context				
	How to lead warm ups and cool	knowledge of how to perform	enable students to create				
Theory	downs, including stretching of key	each new skill.	a deeper understanding				
Functions of the	muscle groups.	A sound understanding of the	and importance for the				
Skeleton	Develop ability to analyse	rules and regulations of each	tactics of the game.				
Bone Classification	performance of others and be able	sport, coupled with the ability	Knowledge of prior skills				
Muscles	to understand areas of weakness	to successfully take part in a	will help provide students				
Cardiovascular	and offer constructive	competitive format.	with the tools needed in				
System			order to spot weaknesses				





teaching/coaching points in order to Good confidence when and provide constructive feedback for peers within improve performance. performing and shows a good Develop understanding of tactical all-round understanding of coaching. awareness and effective use of skills used. formations to aid performance. Students will be able to Introduce new theoretical topics that develop transferable skills will provide a general understanding that can then be applied ahead of GCSEs in both PE and across different sports and Science. activities. Confidence in own ability in Understanding order to successfully 'coach' Decision making. fellow peers and aid their Developing, adapting and refining performance. Successfully able to adopt an skills. Tactical development and appropriate tactical approach awareness within game situations. within a game. Attack v defence scenarios looking Students will develop a at how to beat an opponent. deeper understanding of how Develop an understanding of how the body works and how it our bodies work and how they can can help performance. They affect sporting performance. will also be able to apply these skills across other Skills subjects. Practical skills (with increased amount of pressure from opposition, focusing on full-game scenarios) Communication Specific skills within sports: **Passing** Receiving Moving (with/without ball) Tackling Shooting

Beating an opponent





What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
All students will be taking part in the following activities: Gymnastics Dance Health Related Fitness Badminton Football Theory Health & Fitness Principle of Training Training Methods Sports Injuries	Knowledge - Key specific terminology and vocabulary; rules and regulations; development of basic fundamental motor skills. Development and understanding of key concepts/skills that be used across different sports How to lead warm ups and cool downs, including stretching of key muscle groups. Develop ability to analyse performance of others and be able to understand areas of weakness and offer constructive teaching/coaching points in order to improve performance. Introduce new theoretical topics that will provide a general understanding ahead of GCSEs in both PE and Science. Understanding Developing, adapting and refining skills Aesthetic appreciation Develop an understanding of the importance of training and how different methods can help different sports. Skills Practical skills; communication; specific skills within sports: Passing, receiving. moving (with/without ball), tackling, shooting, synchronisation, counter-balance, travel/movement, cannon.	A clear understanding of the skills and techniques needed for each sport/activity. Competent in all sporting areas showing confidence, resilience, integrity, self-motivation, self-management and communication in the knowledge of how to perform each new skill. A sound understanding of the rules and regulations of each sport, coupled with the ability to successfully take part in a competitive format. Good confidence when performing and shows a good all-round understanding of skills used. Students will be able to develop transferable skills that can then be applied across different sports and activities. Confidence in own ability in order to successfully 'coach' fellow peers and aid their performance. Students will develop a deeper understanding of how and why different methods of training can help different performers. They will then be able to use this knowledge to help begin to plan a suitable training plan for themselves.	Knowledge of previous skills learnt within KS3 help to give a platform to develop new skills within the coaching elements. Knowledge of prior skills will help provide students with the tools needed in order to spot weaknesses and provide constructive feedback for peers within coaching.	Extra- curricular clubs both during lunchtimes and after school BBC Bitesize Seneca Learning





What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are
				available?
All students will be	Knowledge	A clear understanding of the skills and	Knowledge of	Extra-
taking part in the	Key specific terminology and vocabulary	techniques needed for each sport/activity.	previous skills	curricular
following activities:	Rules and regulations	Competent in all sporting areas showing	learnt within KS3	clubs both
	Development of basic fundamental motor	confidence, resilience, integrity, self-	help to give a	during
Athletics	skills	motivation, self-management and	platform to develop	lunchtimes
Tennis	Development and understanding of key	communication in the knowledge of how to	new skills within	and after
Cricket	concepts/skills that be used across	perform each new skill.	the coaching	school
Rounders	different sports	A sound understanding of the rules and	elements.	
	How to lead warm ups and cool downs,	regulations of each sport, coupled with the	Knowledge of prior	BBC Bitesize
Theory	including stretching of key muscle groups.	ability to successfully take part in a	skills will help	_
Drugs in Sport	Develop ability to analyse performance of	competitive format.	provide students	Seneca
PEP – Mini	others and be able to understand areas of	Good confidence when performing and	with the tools	Learning
coursework	weakness and offer constructive	shows a good all-round understanding of	needed in order to	
	teaching/coaching points in order to	skills used.	spot weaknesses	
	improve performance.	Students will be able to develop	and provide	
	Introduce new theoretical topics that will	transferable skills that can then be applied	constructive	
	provide a general understanding ahead of	across different sports and activities.	feedback for peers	
	GCSEs in both PE and Science.	Confidence in own ability in order to	within coaching.	
	Understanding	successfully 'coach' fellow peers and aid	Using the skills	
	Decision making	their performance.	taught within the	
	Developing, adapting and refining skills	Using the knowledge from the previous	previous term will	
	Develop how to create a training plan that	term, students will be able to successfully	help to provide	
	is specific to both them individually and	plan their own training plan and complete	guidance in order	
	also to their particular sport.	it. They should then be able to see the	to create a	
	Skills - practical skills. Communication.	physical improvements made and be able	successful training	
	Specific skills within sports:	to make suggestions and improvements	plan.	
	Running, rhrowing, jumping, racket skills	where necessary.		
	(transferred from badminton).			