**Curriculum Content Map**

**Subject: PE**

**Year group: 9**

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|  | **TERM 1** **(14 lessons)** | **TERM 2** **(12 lessons)** | **TERM 3** **(12 lessons)** |
|  | September October or November December | January February or February March | April May or June July |
| Virtues | 1. Friendliness and Civility (Sept)2. Justice and Truthfulness (Oct)Or3. Courage (Nov)4. Generosity (Dec) | 5. Gratitude (Jan)6. Good Speech (Feb)Or6. Good Speech (Feb)7. Good Temper and Good Humour (Mar) | 8. Self Mastery (April and May)Or9. Compassion (June)10. Good Sense (July)  |
| Skills | 1. Listening (Sept)2. Leadership (Oct)3. Problem Solving (Nov)4. Creativity (Dec) | 5. Staying Positive 6. Speaking7. Staying Positive | 8. Aiming High9. Aiming High10. Speaking11. Teamwork |
| Curriculum Content | FootballBasketball NetballHockeyFitness | FitnessBasketballRugbyFootballHockey | AthleticsRoundersSoftball |
| National Curriculum Area | Invasion Games* Fitness
 | * Invasion Games
* Fitness
 | * Athletics
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| Link to Skills and Virtues | **Friendliness and Civility** – Peer support in training in the workroom, understanding health and safety. Sharing of tools, peer-assessing tool skills**Listening** – Instructions regarding the safe use and operation of machinery in the workroom.**Justice and Truthfulness** – When reviewing own work, understanding how false advertisement might damage a products viability.**Leadership** – Lead on presentation of a product, then leading on their own design and product.---------------------------or--------------------------------**Courage** – Being honest about their skills and confidence levels with tools and machinery they are learning about.**Problem-Solving** – Looking at the product issue, and coming up with a design solution to meet the brief.**Generosity** – allowing peers to use tools at busy periods**Creativity** – A creative, yet appropriate design for a product that uses imagination. | **Gratitude** – Appreciation of products and how they have solved everyday problems**Staying Positive** – Using feedback in a positive way relating to the design of products or use of tools**Good Speech** – Delivering a presentation**Speaking** – Oracy in presentation of idea----------------------------or-------------------------------**Good Speech** – Delivering a presentation**Speaking** – Oracy in presentation of idea**Good Temper/Humour** – How organisations use branding in their marketing of products**Staying Positive** – Using feedback in a positive way relating to the design of products or tools. | **Self –Mastery** – Independent design and production of Egg Holder, keeping to a timetable.**Aiming High** – Looking for the best finish on the design of the Egg Holder--------------------------or--------------------------------**Compassion** – Help with peer-feedback and evaluation in a caring and constructive way**Speaking** – Talking about processes they are undertaking when asking to explain processes**Good Sense** – Use of tools and keeping safe in the work room environment.**Teamwork** – Support each other to make sure everyone has time to use the workroom to meet their deadline. |
| Sequencing andSequencingSkills | Builds From1. Applying of skills and techniques and performing them within the rules.
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 |
| is further developed to.* Focusing of on advance skills and tactics and implementing into game situations
* Working co-operatively in teams to outwit opponents
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* Working co-operatively in teams to outwit opponents
* Perfecting techniques used when performing field and track events.
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| Retrieval  | * Understanding the skills, techniques and rules needed when playing sports.
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 |
| New Learning | * Understanding advanced skills (line outs and scrums) and attacking and defending tactics (switch and mauls)
* Understanding how to perform skills in a dynamic motion, allowing the game to be played at pace.
* Understanding and learning about the heart and muscles in the body, linking these to specific methods of training.
* Understanding advanced skills of flick pass, shooting and short corners.
* Understanding advanced skills of V and L cuts when attacking, how to create a screen, double team marking when defending
* Understanding advanced skills of long distance passing, difference between power/place shots and marking when defending
 | * Understanding advanced skills (line outs and scrums) and attacking and defending tactics (switch and mauls)
* Understanding how to perform skills in a dynamic motion, allowing the game to be played at pace.
* Understanding and learning about the heart and muscles in the body, linking these to specific methods of training.
* Understanding advanced skills of flick pass, shooting and short corners.
* Understanding advanced skills of V and L cuts when attacking, how to create a screen, double team marking when defending
* Understanding advanced skills of long distance passing, difference between power/place shots and marking when defending
* Understanding advanced skills fast and slow drop shots and how to use different types of serve to dictate the point.
 | * Further develop the techniques for field events (javelin, shot putt, long and triple). Consistently demonstrating the techniques of short and long distance running (sprint start, relay, 400/800/ 1500m).
* Understanding different bowling techniques, backing in the field, placement when batting
* Understanding the rules of the game, different bowling techniques, backing in the field, placement when batting
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| Independent Learning | * Lessons – incorporating rules, skills and tactics into competitive situations
* Homework- extends knowledge of tactics
* Develop practical skills
* Identify tactics through video analysis
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| Misconceptions |  |  |  |
| Vocabulary and Comprehension |  |  |  |
| Literacy | * Writing answers to assessment questions in booklets
 | * Writing answers to assessment questions in booklets
 | * Writing answers to assessment questions in booklets
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| Numeracy | * Keeping score
* Using electronic scoreboard
* Working out different formations based on numbers
* Working out heart rates
* Target zones
* Distances on the machines recorded
* Adding up weight
 | * Keeping score
* Using electronic scoreboard
* Working out different formations based on numbers
* Working out heart rates
* Target zones
* Distances on the machines recorded
* Adding up weight
 | * Keeping score
* Recording measurements of distances thrown or jumped
 |
| Oracy | * Speaking confidently about the rules
* Discussing ideas within teams
* Giving instructions to others
* Explain why skills are used
* Discussing tactics and how to implement them
* Answering questions confidently which are directed from teacher
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| Careers  | The careers explored in these topics are:  | The careers explored in these topics are: | The careers explored in these topics are:  |
| Super curricular activities | * Sport club
* Leadership club
* Trips/visit to a sport event
 | * Sport club
* Leadership club
* Trips/visit to a sport event
 | * Sport club
* Leadership club
* Trips/visit to a sport event
 |
| British values and SMSC | An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. | Enable students to develop their self-knowledge, self-esteem and self-confidence. | Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.Enable students to develop their self-knowledge, self-esteem and self-confidence. |
| Formative assessment  | 1. Students will be completing an end of sport assessment based on their practical performance
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| Summative assessment | 1. Students will be completing an end of sport assessment based on their practical performance and a n average of their grades from this term across the sports used
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| Personalised Challenge for LA | * Grouping of students
* Visual spot mats for targets
* Larger table tennis ball
* Grouping of students
* Passive players in activities
 | * Grouping of students
* Visual spot mats for targets
* Larger table tennis ball
* Grouping of students
* Passive players in activities
 | * Use of different equipment
* Distance challenges set to be reached
* Smaller rackets
* Softer tennis balls (less bounce)
* Courts sizes made smaller
* Smaller nets
* Grouping of students
* Passive players in activities
* Equipment used
 |
| HA Challenge | * Through questioning
* Leading warm up
* Team captain
* Harder activities
 | * Through questioning
* Leading warm up
* Team captain
* Harder activities
 | * Through questioning
* Leading warm up
* Team captain
* Harder activities
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| ICT Opportunities |  |  |  |
| Lesson Structure (tbc) |  |  |  |