

Curriculum Content Map				Subject: PE Year 9		
			Term 1	Term 2	Term 3	
		Units of Work	Football Rugby Netball Fitness OAA	Handball Fitness Dance Table Tennis Hockey	Athletics Rounders Cricket Softball Tennis	
Cultural Transmission	Specification	National Curriculum Keystage 3 Links	<ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Take part in summer sports which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group	
	Substantive Knowledge	The Wharf	Within Year 9, students are taught the sport specific skills and techniques within each activity. Students will start to implement these skills and techniques during game situations, they will also begin to look at linking these skills together during skill practices. Students will cover the following activities in Year 9; Football, Netball, Rugby, Fitness, Hockey, Handball, OAA, Rounders, Cricket, Softball, Tennis and Athletics			
	Disciplinary knowledge	The Fowl	Students will learn the disciplinary skills for each activity as follows; Invasion and Striking and Fielding: <ul style="list-style-type: none"> Develop ability to vary tactics, actions and ideas and link these in ways that suit the games activity. Students will develop positioning on the court/pitch and placement of the different shots. Execute effective communication with others during game situations. Practices are completed that encourage the use of skills with co-ordination and control. Understand and execute how to compete in a controlled manner. Students will independently carry out different skills and tactical conversations with their team. <ul style="list-style-type: none"> Outdoor Adventurous Activities; Execute listening and communication skills within game play and in pressured game situations Develop problem solving skills, including map skills and execute <ul style="list-style-type: none"> Discuss and work with others in a group effectively Demonstrates an understanding of how to stay safe Students will apply effective tactical approaches within each game, looking as a team as to how to attack and defend effectively Athletics <ul style="list-style-type: none"> Execute the ability to run at speeds appropriate for the distance. e.g. sprinting and cross country Perform a running jump with some power and accuracy and control Performs a variety of throws using a selection of equipment (differentiated tasks) <ul style="list-style-type: none"> Can use equipment safely and with good control. Dance; Within Year 9 Dance, students will develop their choreography skills ensuring they are using the different dynamics. Students will be using peer assessment, for giving one another feedback of what the groups are doing well and what they can improve on to ensure they are getting the highest possible grade.			
	Sequencing (Flow)	Retrieval & Extension	<u>Retrieval</u> Students will build upon different tactical knowledge from previous lessons and apply the best tactical approach to each sport that they see fit. <u>Extension</u> Students will develop their tactical knowledge further, ensuring they are applying an effective tactic within their gameplay. Students will build upon their knowledge of a healthy lifestyle as we will continue to promote this within our lessons. Students will become ready and organised for GCSE PE courses by using key terminology.	<u>Retrieval</u> Students will build upon different tactical knowledge from previous lessons and apply the best tactical approach to each sport that they see fit. <u>Extension</u> Students will develop their tactical knowledge further, ensuring they are applying an effective tactic within their gameplay. Students will build upon their knowledge of a healthy lifestyle as we will continue to promote this within our lessons. Students will become ready and organised for GCSE PE courses by using key terminology.	<u>Retrieval</u> Students will build upon different tactical knowledge from previous lessons and apply the best tactical approach to each sport that they see fit. <u>Extension</u> Students will develop their tactical knowledge further, ensuring they are applying an effective tactic within their gameplay. Students will build upon their knowledge of a healthy lifestyle as we will continue to promote this within our lessons. Students will become ready and organised for GCSE PE courses by using key terminology.	
	Summative Assessment		RAGed skills based on Edexcel GCSE specification, as this is the course that is used for GCSE PE when the students reach year 10.			
Personal Empowerment	Virtue	The opportunity to reflect, think deeply and critically about an issue.	Friendliness and Civility (September) Justice and Truthfulness (October) Courage (November) Generosity (December)	Gratitude (January) Good Speech (February) Good Temper (March)	Self-Mastery (April and May) Compassion (June) Good Sense (July)	
	Link to Virtue		Friendliness and Civility - Peer support within lessons, allowing for constructive feedback resulting in peer and group development Justice and Truthfulness – When working within groups and within competitive situations pupils will be expected to be truthful and display sportsmanship. Problem Solving – Understanding how the to tactically play different sports. Generosity – Looking at tge .	Gratitude - Being grateful for the broad traditions in sport around the world. Good Speech – Thinking about how we speak to one another when giving critical feedback through peer assessment. Good Temper & Good Humour - Keeping calm when using specialist equipment and understanding that it takes time to perfect this.	Self-Mastery – Understanding how the use of three-dimensional materials can be used. Compassion – Considering the traditions of others and how they better our world. Good Sense – Working with others of different beliefs with care and consideration.	
Preparation for Work	Skill	Transferable skills	Listening (September) Leadership (October) Problem Solving (November) Creativity (December)	Staying Positive (January) Speaking (February) Staying Positive (March)	Aiming High (April and May) Speaking (June) Teamwork (July)	
	Link to Skill		Listening - To listen to each other through peer assessments and class discussions. Leadership - Lead on presentation of their work, then leading on their own design. Courage - Being honest about their skills and confidence levels within lessons whilst trying to apply new skills within game situations. Creativity - be able to apply creativity to the process of coming up with and demonstrating basic fundamental skills and tactics.	Staying Positive – Staying positive when learning a new and difficult skill. Speaking - Learning to speak about your own performance and the performance of others. Staying Positive – Using feedback in a positive way relating to the development and learning of new skills and techniques.	Aiming High – looking to develop skills to the highest level possible and apply them within a contested situation. Speaking – using communication as a tool within each sport to provide effective and efficient information to help peers. Teamwork – Reviewing and evaluating each other's work. Developing ideas for outcomes and pieces.	
Preparation for Citizenship	SMSC & British Values	Developing opinions on current issues	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England. Enable students to develop their self-knowledge, self-esteem and self-confidence.	Encourage respect for other people. Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Enable students to develop their self-knowledge, self-esteem, and self-confidence;	
	Link to SMSC & British Values	Developing opinions on current issues	Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	Looking at the work of a range of artists from different cultural backgrounds and appreciating the personal and cultural beliefs which leads to the work produced	