

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 9 Overview 2024-25 – PE

Date	Wk	Week	Units Studied & Learning Outcomes				Key Concepts & Assessment						
8 weeks (16 Lessons) (38Days)													
		9X ABCD	JT Set 2 girls	HM set 1 Girls	MT Set 2 Boys	ST Set 1 Boys							
		9Y JKPW	JT Set 1 Girls	HM Set 2 Girls	MT Set 1 Boys	ST Set 2 Boys							
2-Sep	A	1	Skills Dev	Skills Dev	Skills Dev	Skills Dev	Unit Learning Outcome: Netball GW-know how to carry out tactical set plays BI- To perform set plays in skills against a defender EW- To apply set plays in games with success 1. When to apply different passes in a game 2. How to perform a spin dodge and when to reoffer or clear. 3. Create a backline or side line tactic. 4. Create a centre court tactic						
9-Sep	B	2	GCSE/CA M Theory	TT	Netball	Fitness Training methods							
16-Sep	A	3	GCSE/CA M Theory	TT	Netball	Fitness Training methods							
23-Sep	B	4	GCSE/CA M Theory	TT	Netball	Fitness Training methods							
30-Sep	A	5	XC cont. training	XC cont. training	XC cont. training	XC cont. training							
7-Oct	B	6	TT	Netball	Fitness Training methods	GCSE/CA M Theory							
14-Oct	A	7	TT	Netball	Fitness Training methods	GCSE/CA M Theory							
21-Oct	B	8	TT	Netball	Fitness Training methods	GCSE/CA M Theory							
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							Unit Learning Outcome: Table Tennis GW-know how to carry out tactical shots BI- To perform tactical shots in skills EW- To apply tactical shots in games with success 1. To play an effective forehand topspin shot. 2. To play an effective backhand topspin shot. 3. To play an effective backhand slice shot. 4. To be able to execute tactics to exploit your opponents weaknesses.						
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							<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <i>Parent and Carers month/Black History month</i> <i>3/9 World afro day</i> <i>23/9 International day of sign languages</i> <i>10/10 world mental health day</i> <i>5/10 world teachers day</i> <i>6/10 World cerebal palsy day</i> 						

Foundational Concepts

- Skill development, mental and physical well being, health and safety, reflective analysis, leadership, competitive opportunities.
- Technique rehearsal, mental wellbeing, health and safety, reflective analysis, leadership, competitive opportunities
- Students are aware of the importance of using multiple body parts to execute shots and the importance of using effective foot patterns to be in the correct position to execute shots effectively. Students will learn how varying the position of the bat affects the direction and result of contact on the ball.

- Students will need to be in control of their body. Learning how to move smoothly, using the music to help them express their ideas within the project.
- Students will need to be in control of their body. Learning how to move smoothly, using a variety of stimuli to help them express their ideas within the unit. This will build on the work carried out whilst in Year 8.
- Throwing and catching skills developed through Year 7 will be built upon. Also students will have experienced some elements of striking within Primary school and these skills will be developed.
- Students will be introduced to the grip, stance and technique of different shots within the sports. During the process they will reflect on technique and be provided with competitive opportunities within lesson and in extracurricular

Tier 2/3 Vocabulary

- Spinning, vision, spatial awareness, scanning, curling, block, power
- Trajectory, flat, open, closed, follow through, coordination, body stance, ready position, footwork.
- Posture, control, timing, rhythm, cannon, unison.
- Balance, transition, control, fluidity, movement, extension.
- Follow through, long barrier, contact, etiquette, release
- Competitive, trajectory, acceleration, technique, changeover, pacing, timing, reaction time, coordination, speed, muscular endurance, cardiovascular endurance
- Warm up, etiquette, etiquette, technique, reaction time, coordination, forehand, backhand

Links to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?

- Football (or soccer as the game is called in some parts of the world) has a long history. Football in its current form arose in England in the middle of the 19th century. But alternative versions of the game existed much earlier and are a part of the football history.
- **Rugby** - The Reverend **William Webb Ellis** (24 November 1806 – 24 January 1872) was an English **Anglican** clergyman and the supposed inventor of **rugby football** while a pupil at **Rugby School**. According to legend, Webb Ellis picked up the ball and ran with it during a school football match in 1823, thus creating the "rugby" style of play.
- **Table Tennis** - The game was invented in England in the early days of the 20th century and was originally called Ping-Pong, a trade name. The name **table tennis** was adopted in 1921–22 when the old Ping-Pong Association formed in 1902 was revived. The origins of the game can be traced to a 12th–13th-century French handball game called jeu de paume ("game of the palm"), from which was derived a complex indoor racket-and-ball game: real **tennis**.
- **Dance** is a series of support skills and fitness options that enhance every other activity a person will do. For example, spatial awareness and movement development are necessary in every sport an "elite athlete" will participate in. First archaeological proof of **dance** comes from the 9 thousand year old cave paintings in India. One of the earliest uses of structured **dance** was introduced in religious ceremonies that told the stories of ancient myths and gods. Egyptian priests used this kind of visual storytelling in their rituals.
- **Gymnastics** is thought to have began in ancient Greece about 2500 years ago where it was used in training to keep fit for sporting activities. In the Greek city of Athens, **gymnastic** tournaments were held, including tumbling, rope climbing, and other similar activities. The gymnasium was the hub of cultural activity.
- The sport of cricket has a known history beginning in the late 16th century. Having originated in south-east England, it became the country's national sport in the 18th century and has developed globally in the 19th and 20th centuries. International matches have been played since 1844 and Test cricket began, retrospectively recognised, in 1877. Cricket is the world's second most popular spectator sport after association football (soccer). Governance is by the International Cricket Council (ICC) which has over one hundred countries and territories in membership although only twelve currently play Test cricket
- Athletics contests in running, walking, jumping and throwing are among the oldest of all sports and their roots are prehistoric. Athletics events were depicted in the Ancient Egyptian tombs in Saqqara, with illustrations of running at the Heb Sed festival and high jumping appearing in tombs from as early as of 2250 BC.
- Gymnasium derives from the Ancient Greek word gymnos, which means naked and that's previously how athletes would train and compete in these open-air venues. This was not only for aesthetic reasons, to show off the athletic male form, but it's also thought to have been a tribute to the gods. Note that only men were permitted to train, a stance that would be upheld by many civilisations to come. Gymnasiums were not simply used as places to train. People would also come for communal bathing, socialising and to engage in intellectual and philosophical pursuits. Plato and his student Aristotle were just two philosophical greats would frequent these places. The rationale behind combining these pursuits is that it produced a sound body and mind. The Greeks used the word arete to describe this, which is often translated as 'virtue' or 'excellence'. Essentially, it's the process of becoming the best you can be and fulfilling your potential. For Greek men, the two pillars of physical exercise and education were critical to this. While structured exercise and physical training continued to develop, particularly in the field of gymnastics, the advancement of the gym (or gymnasium) as a dedicated place to exercise did not. The downfall of the Greek and then Roman empires saw an appreciation for art, music, philosophy and the finely-tuned physical form subverted. Christianity's ascension in the West and Islam, Hinduism and Buddhism's prevalence in the East, turned the physical form into not something to be admired but rejected. Aesthetics was aggressively replaced by asceticism. By the Middle Ages, exercise was simply a by-product of manual labour or military service, not something one pursued to achieve a greater purpose.

Careers links

- All sports can be linked to careers as performers, officials or volunteers.

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- The PE corridor has a board linking PE to specific carers in sport and students are signposted here.
- Careers day in school and careers evening.

Equality Diversity and Inclusion (EDI) links?

- All students will be given the same opportunity to partake in all sports.
- Promotion of sporting stars that are having a positive effect in Sport at present. This will be used in particular when delivering the specific sport. Basketball (Michael Jordan), Athletics (Dina Asher Smith), Football (Raheem Sterling, anti racism campaigns). Nicola Adams (OBE) within boxing, Gareth Thomas (Wales Rugby Union, British lions Rugby Union) and Elinor Snowsill (Wales Rugby Union) who are all strong advocates of LGBT+ community in sport.
- Promotion of sporting stars that are having a positive effect in promoting LGBT+ in Table tennis at present e.g Kelly Sibley (born 21 May 1988) is a former professional table tennis player and current coach from England. Sibley won the singles, girls doubles and mixed doubles at the UK Junior Championships and has represented England at senior level at the Commonwealth Games, European Championships and World Championships. Sibley married her wife Laura in April 2017.
- All students will be given the same opportunity to partake in all sports through a mixed gender and ability curriculum. Students will be encouraged to work at their own fitness level and intensity and learn how this is essential in order that you can train effectively and safely.
- Strategies and tactics and how students can use their bodies effectively to overcome the opposition.
- Somatotypes (Ectomorph, Endomorph, Mesomorph), taught within theory unit.
- Encouraging students to use physical activity as a way of dealing with stress and pressures within the theory unit.
- During the fitness unit, ensuring students are aware of how they can utilise a training program to ensure that they live a healthy and active life.
- Link to religion via Christine Ohuruogu (400 meter runner)
- Making PE accessible for all with enrichment offered with no costs involved.
- PP students provided with kit and equipment to enable them to partake.

Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)

- Students will be assessed on an ongoing basis throughout the 6 lessons. Assessment will focus on both skill development and application of skills within match situations. Students will also complete a self-assessment that will include knowledge assessment and identification of strengths (www) and areas for development (ebi). This will then be reviewed the following years by students to check on progress.

Half-Term							7 weeks (14 lessons) (35 Days)									
4-Nov	A	9	Netball	Fitness Training methods	GCSE/CA M Theory	TT	Unit Learning Outcome: Cambridge GW- to know the different types of social groups BI- to know and explain the values of Olympics and Paralympics EW- Identify and explain the impact of performance drugs <ol style="list-style-type: none"> 1. Social groups 2. Popularity of sport 3. Olympics and Paralympics 4. Performance enhancing drugs 									
11-Nov	B	10	Netball	Fitness Training methods	GCSE/CA M Theory	TT		<table border="1"> <thead> <tr> <th>Prior (Y8)</th> <th>Current (Y9)</th> <th>Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Class discussing on equality in sport, Olympics and Paralympics and EFL lessons dangers of drugs.</td> <td>Understanding of the four Cambridge national modules listed above</td> <td>Understanding of trends in sport, hosting major events, sporting etiquette, NGB's</td> </tr> </tbody> </table>			Prior (Y8)	Current (Y9)	Next (Y10)	Class discussing on equality in sport, Olympics and Paralympics and EFL lessons dangers of drugs.	Understanding of the four Cambridge national modules listed above	Understanding of trends in sport, hosting major events, sporting etiquette, NGB's
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18-Nov	A	11	Netball	Fitness Training methods	GCSE/CA M Theory	TT										
25-Nov	B	12	Fitness Training methods	GCSE/CA M Theory	TT	Netball	Unit Learning Outcome: GCSE (unit 6) GW- to how to lead a healthy lifestyle, in terms of, physical, mental and social wellbeing. BI-to explain what a sedentary lifestyle is and how it could impact ill health. EW-explain how diet and hydration can have an positive impact on health and performance <ol style="list-style-type: none"> 1. Physical, social and mental wellbeing 2. Dangers of sedentary lifestyle 3. Impact diet has on health and performance 4. Impact hydration has on health and performance 									
2-Dec	A	13	Fitness Training methods	GCSE/CA M Theory	TT	Netball										

9-Dec	B	14	Fitness Training methods	GCSE/CAM Theory	TT	Netball	<table border="1"> <thead> <tr> <th>Prior (Y8)</th> <th>Current (Y9)</th> <th>Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Class discussing on wellbeing, (mental, social and physical wellbeing), diet and hydration.</td> <td>Understanding of the four GCSE modules listed above that will help them lead a healthier lifestyle.</td> <td>Understanding of energy expenditure and somatotypes and apply knowledge to exam questions for unit 5.</td> </tr> </tbody> </table>	Prior (Y8)	Current (Y9)	Next (Y10)	Class discussing on wellbeing, (mental, social and physical wellbeing), diet and hydration.	Understanding of the four GCSE modules listed above that will help them lead a healthier lifestyle.	Understanding of energy expenditure and somatotypes and apply knowledge to exam questions for unit 5.
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16-Dec	A	15	Skills assessment	Skills assessment	Skills assessment	Skills assessment	<p>Unit Learning Outcome: Fitness</p> <p>GW-to be able to identify and explain 3 of the training methods and explain, who and how, they use them to aid their performance. Be able to adapt the 3 sessions using FITT.</p> <p>BI-to be able to identify and explain 5 of the training methods and explain, who and how, they use them to aid their performance. Be able to adapt the 5 sessions using FITT.</p> <p>EW--to be able to identify and explain all of the training methods and explain, who would use them to aid their performance. Be able to adapt all the sessions using FITT.</p> <ol style="list-style-type: none"> 1. Components of fitness – linked to methods of training 2. Circuit training – any/skill 3. Plyometric training - power 4. Continuous training - Cardio 5. Fartlek training - cardio 6. Interval training - speed 7. Static training – flexibility 8. SPORT/FITT <table border="1"> <thead> <tr> <th>Prior (Y8)</th> <th>Current (Y9)</th> <th>Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>To identify and explain how to carry out the different fitness tests. Know the definitions of the components of fitness.</td> <td>To identify and explain the different methods of training for each component of fitness. Linking SPORT & FITT</td> <td>To apply knowledge to a training programme</td> </tr> </tbody> </table> <p>• Equality Diversity and Inclusion (EDI) links? <i>Mens health awareness month/disability confident month</i> <i>1/11 Diwali</i> <i>12/11 Remembrance Sunday</i> <i>13/11-19/11 Transgender awareness week</i> <i>14/11 World Diabetes Day</i> <i>1/12 World AIDS day</i> <i>25/12 Christmas Day</i></p>	Prior (Y8)	Current (Y9)	Next (Y10)	To identify and explain how to carry out the different fitness tests. Know the definitions of the components of fitness.	To identify and explain the different methods of training for each component of fitness. Linking SPORT & FITT	To apply knowledge to a training programme
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Christmas Holiday							6 weeks (12 lessons) (30 Days)						
6-Jan	B	16	Trampolining	Football	Dance	Handball	<p>Unit Learning Outcome: Trampolining</p> <p>GW-recap on how to perform basic shapes, front and back landing and hands and knees turn over</p> <p>BI- perform more advanced linking moves for front and back landing and somersault</p> <p>EW- perform a sequence with linking front and back landing, and somersault</p> <ol style="list-style-type: none"> 1. Sequences with basic shapes, half turns and landings 2. Seat drop in and out 3. Linking front drops or front drops 4. Somersault progression/sequences 						
13-Jan	A	ST1	Trampolining	Football	Dance	Handball							
20-Jan	B	ST1	Trampolining	Football	Dance	Handball							
27-Jan	A	19	Football	Dance	Handball	Trampolining							
3-Feb	B	20	Football	Dance	Handball	Trampolining							

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Prior (Y8)	Current (Y9)	Next (Y10)																																																																		
3-Mar	A	23	Dance	Handball	Trampoli ning	Football																																																														
10-Mar	B	24	Dance	Handball	Trampoli ning	Football																																																														
17-Mar	A	25	Handball	Trampoli ning	Football	Dance																																																														
24-Mar	B	26	Handball	Trampoli ning	Football	Dance																																																														
31-Mar	A	27	Handball	Trampoli ning	Football	Dance																																																														

							Core skills development focusing on ball control, passing, dribbling, and tackling.	Advanced skills developed for example lofted pass. Small sided games for understanding.	Utilising strategies and tactics (formations) via effective skill application. Medium sized games for understanding.						
							<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i> 								
Easter Holiday															
5 weeks (10 lessons) (23 Days)															
			Top set boys	Bottom set boys	Top set girls	Bottom set girls									
22-Apr	B	28	Athletics	Tennis	Athletics	Athletics	Easter Monday 21st Early May bank hol 6/5 Unit Learning Outcome: Athletics GW- Learn how to run up or spin to generate power in the technique and perform each event safely BI- Can perform a run up or spin to generate power to a good standard and know a little about measuring EW – Perform technique to a high standard, perform a run up or spin to generate power and understand how to measure								
28-Apr	A	29	Athletics	Tennis	Athletics	Athletics									
5-May	B	30	Athletics	Athletics	Athletics	Tennis									
12-May	A	31	Athletics	Athletics	Athletics	Tennis	<ul style="list-style-type: none"> 100m 200m 800m or 1500m LJ HJ technique HJ competition Discus Javelin Shot Hurdles Relay 								
19-May			Athletics	Athletics	Athletics	Athletics	*this might not be all covered or in order, due to a number of groups on athletes and weather.								
							<table border="1"> <thead> <tr> <th>Prior (Y8)</th> <th>Current (Y9)</th> <th>Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Develop technique on each event and improve PB's</td> <td>More technical skill development sprint starts etc. Improve PB</td> <td>Development of technical ability & PB's</td> </tr> </tbody> </table>			Prior (Y8)	Current (Y9)	Next (Y10)	Develop technique on each event and improve PB's	More technical skill development sprint starts etc. Improve PB	Development of technical ability & PB's
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Develop technique on each event and improve PB's	More technical skill development sprint starts etc. Improve PB	Development of technical ability & PB's													
							<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <i>Good Friday 18/4</i> <i>Easter Sunday 20/4</i> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i> 								
Half-Term															
7 weeks (lessons) (34 Days)															
2-Jun	A	33	Athletics	Athletics	Athletics	Athletics	SIBF INSET 4/7								
9-Jun	B	ST2	Tennis	Athletics	Orienteering	Athletics	Unit Learning Outcome: Tennis GW- how to tactically use skills, in tennis, to outwit opponents BI- demonstrate tactics in skills EW- apply tactics to a game to outwit opponents								
16-Jun	A	ST2	National Sports Week				1. To develop ground strokes to outwit an opponent.								

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

23-Jun	B	36	Tennis	Athletics	Orienteering	Athletics	<ol style="list-style-type: none"> To be able to use the lob/smash. To be able to use the drop shot. Assessment-Half-court singles games applying skills and knowledge. <table border="1"> <thead> <tr> <th>Prior (Y8)</th> <th>Current (Y9)</th> <th>Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Developing basic skills. Introducing advanced skills including backhand slice and volley.</td> <td>Advanced skills including smash, lob and drop shot. Application of strategies and tactics. Doubles play.</td> <td>Full court singles games. Scoring and umpiring.</td> </tr> </tbody> </table>	Prior (Y8)	Current (Y9)	Next (Y10)	Developing basic skills. Introducing advanced skills including backhand slice and volley.	Advanced skills including smash, lob and drop shot. Application of strategies and tactics. Doubles play.	Full court singles games. Scoring and umpiring.
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30-Jun	A	37	Orienteering	Striking & Fielding	Tennis	Striking & Fielding							
7-Jul	B	38	Orienteering	Striking & Fielding	Tennis	Striking & Fielding							
14-Jul	A	39	Striking & Fielding	Striking & Fielding	Striking & Fielding	Striking & Fielding							
(Total: 189 Days)							<p>Unit Learning Outcome: Striking and Fielding GW- how to tactically use skills, in rounder's/softball to outwit opponents BI- demonstrate tactics in skills EW- apply tactics to a game to outwit opponents</p> <ol style="list-style-type: none"> How to bat tactically How to bowl tactically How to field tactically Apply skills to a full sided game <table border="1"> <thead> <tr> <th>Prior (Y8)</th> <th>Current (Y9)</th> <th>Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>To know how to bat, bowl and field in a game.</td> <td>To tactically, bat, bowl and field in a game.</td> <td>Apply tactics to games</td> </tr> </tbody> </table> <p>• Equality Diversity and Inclusion (EDI) links? <i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i></p>	Prior (Y8)	Current (Y9)	Next (Y10)	To know how to bat, bowl and field in a game.	To tactically, bat, bowl and field in a game.	Apply tactics to games
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Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)