

CURRICULUM MAP:  
GIRLS PE  
YEAR 9



**ST JAMES'**  
CATHOLIC HIGH SCHOOL

							EOY Assessment Point
							HT6: Athletics Field / Rounders
							HT5: Athletics Track / Rounders
							HT4: Rugby/ Hockey/ fitness
							HT3: Netball / Football
							HT2: Trampolining/ basketball / netball
							HT1: Fitness/ badminton
							<p>Individuals are taught in ability based groups for athletics and rounders</p> <p><b>Key Disciplinary Knowledge</b></p> <p>Hand-eye, foot-eye coordination, cardiovascular fitness. Speed, power. Ability to use a range of tactics and strategies to overcome opponents</p> <p>Recapping core skills learnt in previous units.</p> <p><b>Key Concepts</b></p> <p>Embed physical development and skills learnt, Develop technique and improve performance. Understand what makes a performance effective, Self / peer assessment, Engaging in competitive sports and activities. Understand and apply the short/ long term health benefits of physical activity to lead a health active lifestyle.</p> <p><b>Cross curricular links</b></p>
		<p>Assessment Point: Summative or AFL</p> <p><b>HT1 &amp; HT2</b></p> <p>Individuals are assessed based on their ability and group accordingly in Netball and badminton.</p> <p>Individuals are taught in ability-based groups for trampolining and basketball.</p> <p>Differentiation is based on pupils' level of progress.</p> <p><b>Key disciplinary knowledge</b></p> <p>Hand-eye, foot-eye coordination, cardiovascular fitness. Ability to use a range of tactics and strategies to overcome opponents</p> <p><b>Key Concepts</b></p>	<p><b>Overarching unit intent:</b></p> <p>Application of skills and techniques.</p> <p>Enhance the physical development skills learned in Year 7 and 8 so that pupils become more competent and confidence in their techniques.</p> <p><b>Football:</b> Development of tactical awareness. Possession based drills to develop awareness of space and opposition around them. Conditioned games to encourage playing in pressurised situations. Full sided games, officiating.</p> <p><b>Netball:</b> Development of tactical awareness and set plays. Continue the</p>	<p><b>Overarching unit intent:</b></p> <p>Application of skills and techniques.</p> <p>Enhance the physical development skills learned in Year 7 and 8 so that pupils become more competent and confidence in their techniques.</p> <p><b>Rugby:</b> Development of tactical awareness Basic passing and receiving drills, ball familiarisation, passing and receiving on the move, introduce the concept of running forwards, passing backwards, conditioned games and small sided games.</p> <p><b>Hockey:</b> Development of tactical awareness. Correct grip of the hockey stick, basic dribbling, the push pass technique,</p>	<p>Assessment Point: Summative or AFL</p> <p><b>HT3 and HT4 (with elements of HT1 and HT2)</b></p> <p>Individuals are assessed in gymnastics on their creativity, technique and ability to link the movements together into a sequence.</p> <p>Individuals are assessed based on their ability and group accordingly in Rugby, Netball and Hockey.</p> <p><b>Key disciplinary knowledge</b></p> <p>Hand-eye, foot-eye coordination, cardiovascular fitness. Ability to use a range of tactics and strategies to overcome opponents</p> <p>Recapping core skills learnt in previous units.</p>	<p><b>Overarching unit intent:</b></p> <p>Application of skills and techniques. Measure and improve speed and cardiovascular fitness. Analyse performance compared to previous one and demonstrate improvement to achieve their personal best.</p> <p>Enhance the physical development skills learned in Year 7 and 8 so that pupils become more competent and confidence in their techniques.</p> <p>Re-visit Year 8</p> <p><b>Athletics Field:</b> Shot putt, discus, javelin, long jump, triple jump.</p> <p>Re-Visit HT 5</p> <p><b>Rounders:</b> Batting techniques and stance, fielding catching throwing, pitching, conditioned games, understanding of positions and tactics and rules, full games.</p>	
<p><b>Overarching unit intent:</b></p> <p>Application of skills and techniques.</p> <p>Enhance the physical development skills learned in Year 7 and 8 so that pupils become more competent and confidence in their techniques. Baseline fitness test.</p> <p><b>Badminton:</b> Development of tactical awareness and range of shots to outwit opponents. Backhand low serve, high serve, overhead clear, high serve, drop shot, net shot, smash conditioned games, half court games. Full court games. Introduce</p>	<p><b>Overarching unit intent:</b></p> <p>Application of skills and techniques.</p> <p>Enhance the physical development skills learned in Year 7 and 8 so that pupils become more competent and confidence in their techniques.</p> <p><b>Basketball:</b> Basic passing techniques, 3 man weave, dribbling skills and ball handling skills, lay-up, shooting games, conditioned games, small sided games.</p> <p><b>Trampolining:</b> Teach health and safety procedures, basic shapes and</p>						



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<p>doubles tactics and service rotation.</p> <p><b>Fitness:</b> Baseline fitness tests, Revisiting the various methods of training, continuous, circuit, interval. 12-minute run</p>	<p>landings. Progressive skills and combinations developed through the scheme.</p>	<p>Embed physical development and skills learnt, Develop technique and improve performance. Understand what makes a performance effective, Self / peer assessment, Engaging in competitive sports and activities. Pupils expected to know, apply and understand the skills and process for each sporting activity. Understand and apply the short/ long term health benefits of physical activity to lead a health active lifestyle.</p> <p>Career paths are discussed in lessons. PE Teacher Sports Coach Physiotherapist Sport Psychologist Armed forces Personal Trainer Nutritionist</p> <p>Participate and compete in activities that build character and help to embed values such as fairness and respect.</p>	<p>development of passing to a partner on the move, retaining possession of the ball, playing under pressure in more small sided game situations.</p>	<p>receiving a pass, reverse stick work, conditioned games, and small sided games.</p> <p><b>Gymnastics:</b></p> <p>Build on basic shapes forming the basis of all gymnastics moves, develop balance movements utilising a variety of body parts, develop core strength in order to achieve balance positions, Introduce partner balances Encourage creativity in travel movements, link movements together to create a sequence, develop the quality of the movement, and introduce aesthetics of a good performance.</p>	<p><b>Key Concepts</b></p> <p>Embed physical development and skills learnt, Develop technique and improve performance. Understand what makes a performance effective, Self / peer assessment, Engaging in competitive sports and activities.</p> <p>Career paths are discussed in lessons. PE Teacher Sports Coach Physiotherapist Sport Psychologist Armed forces Personal Trainer Nutritionist</p> <p>Participate and compete in activities that build character and help to embed values such as fairness and respect.</p>	<p>of positions and tactics and rules, full games.</p>	<p>Developing teamwork and leadership (officiating role).</p>	<p>Maths, Science, CPSHCE, Food and Nutrition.</p> <p>Career paths are discussed in lessons. PE Teacher Sports Coach Physiotherapist Sport Psychologist Armed forces Personal Trainer Nutritionist</p> <p>Participate and compete in activities that build character and help to embed values such as fairness and respect.</p>
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