

CURRICULUM MAP:
GIRLS PE
YEAR 9



ST JAMES'
CATHOLIC HIGH SCHOOL

										EOY Assessment Point	
				HT3: Hockey / Football		HT4: Rugby/ Hockey/ Football		Assessment Point: Summative or AFL		HT6: Rounders	
HT1: Trampoline/ badminton		HT2: Trampoline/ netball/dance		HT3: Hockey / Football		HT4: Rugby/ Hockey/ Football		Assessment Point: Summative or AFL		HT6: Rounders	
<u>Overarching unit intent:</u>		<u>Overarching unit intent:</u>		<u>Overarching unit intent:</u>		<u>Overarching unit intent:</u>		<u>Overarching unit intent:</u>		<u>Overarching unit intent:</u>	
<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 confident in their techniques. Baseline fitness test.</p> <p>Badminton: Development of tactical awareness and range of shots to outfit opponents. Backhand low serve, high serve, overhead clear, high serve, drop shot, net shot, smash conditioned games, half court games. Full court games. Introduce doubles tactics and service rotation.</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 confident in their techniques.</p> <p>Basketball: Basic passing techniques, 3 man weave, dribbling skills and ball handling skills, lay-up, shooting games, conditioned games, small sided games.</p> <p>Trampoline: Teach health and safety procedures, basic shapes and landings. Progressive skills and combinations</p>	<p>HT1 & HT2</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. Differentiation is based on pupils' level of progress.</p> <p><u>Key disciplinary knowledge</u></p> <p>Hand-eye, foot-eye coordination, cardiovascular fitness. Ability to use a range of tactics and strategies to overcome opponents</p> <p><u>Key Concepts</u></p> <p>Embed physical development and skills learnt,</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 confident in their techniques.</p> <p>Football: 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>Hockey: Development of tactical awareness. Correct grip of the hockey stick, basic</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 confident in their techniques.</p> <p>Rugby: 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>Hockey: Development of tactical awareness. Correct grip of the hockey stick, basic dribbling, the push pass technique, receiving a pass,</p>	<p>Application of skills and techniques.</p> <p>Individuals are assessed in gymnastics on their creativity, technique and ability to link the movements together into a sequence. Individuals are assessed based on their ability and group accordingly in Rugby, Netball and Hockey.</p> <p><u>Key disciplinary knowledge</u></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>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 confident in their techniques.</p> <p>Re-visit Year 8</p> <p>Re-Visit HT 5</p> <p>Rounders: Batting techniques and stance, fielding catching throwing, pitching, conditioned games, understanding of positions and tactics and rules, full games. Developing teamwork and leadership (officiating role).</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 confident in their techniques.</p> <p>Recapping core skills learnt in previous units.</p> <p><u>Key Concepts</u></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><u>Cross curricular links</u></p>				



<p>Trampolining: Teach health and safety procedures, basic shapes and landings. Progressive skills and combinations developed through the scheme.</p>	<p>developed through the scheme.</p> <p>Netball:</p> <p>Development of tactical awareness and set plays. Continue the 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>Dance:</p> <p>To develop technique and understanding form year 8. To perform the main dance actions, develop a motif, space, relationships, dynamics, perform in front of peers</p>	<p>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>Engagement and behaviour: Lessons are paced appropriately, teachers are engaged with the children through their passion and love for their</p>	<p>dribbling, the push pass technique, receiving a pass, reverse stick work, conditioned games, attacking and defensive play including shooting and small sided games.</p>	<p>reverse stick work, conditioned games, attacking and defensive play including shooting and small sided games.</p> <p>Football: 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>Key Concepts</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>Engagement and behaviour: Lessons are paced appropriately, teachers are engaged with the children through their passion and love for their subject. High expectations for every lesson.</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> <p>Engagement and behaviour: Lessons are paced appropriately, teachers are engaged with the children through their passion and love for their subject.</p> <p>Adaptive teaching: All activities are accessible.</p> <p>Deepening knowledge and understanding: Teachers model deep understanding of their subject.</p> <p>Assessment and feedback: Questioning is used to check understanding.</p>
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		subject. High expectations for every lesson. Adaptive teaching: All activities are accessible.			Adaptive teaching: All activities are accessible. Deepening knowledge and understanding: Teachers model deep understanding of their subject. Prior Learning is built on. Assessment and feedback: Questioning is used to check understanding.			Feedback is clear, concise, purposeful and actionable. Developing global catholic citizens: Pupils are kind considerate and fair to peers. The classroom is inclusive of all needs.
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Catholic social teaching:

The common good: Pupils are given the opportunity to flourish in PE, they can achieve excellence when mastering advanced skills, attending extracurricular clubs and representing the school in competitions.

Rights and responsibilities: Pupils are taught to be responsible for leading their team, working together and respecting the rules.

Participation: Pupils participate in all lessons, all pupils are given the opportunity to take part in extracurricular activities. Those who cannot physically take part in the PE lesson participate by taking on the role of umpiring, coaching, time keeping or scoring.