

Physical Education Department Long-term sequencing Year 9 PE

The curriculum for this stage of students' education has been designed to build upon their experiences and achievements of Years 7 and 8 P.E. in a way that begins to place greater emphasis on factors like strategy and tactical play as well as leadership roles and responsibilities. By this point, students will have partaken in a range of Net and Wall, Striking and Fielding, Health and Fitness and Invasion activity and owing to frequent use of skills-based assessment criteria, should have a greater sense of their current strengths and areas for development. Students should show more awareness when it comes to identifying and solving problems. Teachers should be more ambitious in their support and expectation of accurate replication of skills and those emerging as leaders within sport, should be given opportunities to help grow others. Overall, we want them to enjoy themselves as they continue to exercise safely and effectively, and, as we guide them in pushing their potential with determination and discipline.

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| <p>HALF TERM 1: STUDENTS MUST KNOW: The advanced skills, rules, tactics and leadership roles and responsibilities in one of the following:</p> <ul style="list-style-type: none"> • Boys – Badminton – drive, serving, movement pressure, building shots, deception, creating time, game play. • Girls – Netball – rules, positions, attacking centre pass, timing and communication, holding the space, shooting, man to man marking, decision making, game play. • Mixed – HRF – fitness tests, speed exercises, cardiovascular exercises, muscular endurance exercises, reaction time exercises, fitness classes, energy balance. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p> | <p>HALF TERM 2: STUDENTS MUST KNOW: The advanced skills, rules, tactics and leadership roles and responsibilities in one of the following:</p> <ul style="list-style-type: none"> • Boys – HRF – fitness tests, speed exercises, cardiovascular exercises, muscular endurance exercises, reaction time exercises, fitness classes, energy balance. • Girls – Football – creating space, turning, tackling, heading, crossing, advanced tactics and strategies, game play. • Mixed – Handball – passing and receiving, shooting, goalkeeping, positions, offensive tactics, breaking down defensive line, defensive tactics. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p> | <p>HALF TERM 3: STUDENTS MUST KNOW: The advanced skills, rules, tactics and leadership roles and responsibilities in one of the following:</p> <ul style="list-style-type: none"> • Boys – Handball – passing and receiving, shooting, goalkeeping, positions, offensive tactics, breaking down defensive line, defensive tactics. • Girls – HRF – fitness tests, speed exercises, cardiovascular exercises, muscular endurance exercises, reaction time exercises, fitness classes, energy balance. • Mixed – Rugby – attacking passing, 5-man scrum, lineouts, mauling, attacking play, defensive play, game play. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p> |
| <p>HALF TERM 4: STUDENTS MUST KNOW: The advanced skills, rules, tactics and leadership roles and responsibilities in one of the following:</p> <ul style="list-style-type: none"> • Boys – Rugby – attacking passing, 5-man scrum, lineouts, mauling, attacking play, defensive play, game play. • Girls – Badminton – drive, serving, movement pressure, building shots, deception, creating time, game play. • Mixed – Trampolining – straight bouncing, basic jumps, swivel hips, basic twists, front drop, back drop, sequences. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p> | <p>HALF TERM 5: STUDENTS MUST KNOW: The advanced skills, rules, tactics and leadership roles and responsibilities in one of the following:</p> <ul style="list-style-type: none"> • Boys – Athletics – pacing, runs, sprints, jumps, throws. • Girls – Athletics – pacing, runs, sprints, jumps, throws. • Mixed – Striking & Fielding – fielding skills, batting techniques, positions, basic tactics, decision making, rules and regulations, game play. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p> | <p>HALF TERM 6: STUDENTS MUST KNOW: The advanced skills, rules, tactics and leadership roles and responsibilities in one of the following:</p> <ul style="list-style-type: none"> • Boys – Striking & Fielding – fielding skills, batting techniques, positions, basic tactics, decision making, rules and regulations, game play. • Girls – Striking & Fielding – fielding skills, batting techniques, positions, basic tactics, decision making, rules and regulations, game play. • Mixed – Athletics – pacing, runs, sprints, jumps, throws. <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p> |
| <p>Home learning set will consist of a combination of:</p> | | |

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Embedding this knowledge can be supported at home by attending as many extra-curricular sporting activities and teams as possible and participating in sports teams and clubs outside of school. Students should aim to undertake 60 minutes of physical activity each day, to support a healthy, active lifestyle. According to Government advice, on 3 days a week, these activities should involve exercises for strong muscles and bones such as push-ups and running and jumping.