



Physical Education Department

Long-term sequencing Year 9 Concept PE

The concept curriculum (CC) is an approach to curriculum design that incorporates “big ideas” that span multiple subject areas or disciplines. A conceptual approach offers an alternative to the traditional sport and skills-based approach to PE curriculum design and delivery. The sport and physical activity therefore become the vehicle through which the concept is delivered or developed. By shifting the focus of the curriculum and the success criteria of each lesson, we are doing so much more than getting students active, we are delivering meaningful learning that truly harnesses the learning potential of physical activity and sport, whilst improving the experiences within PE for every child. By undertaking the concept curriculum, all students have the opportunity to engage in relevant and meaningful learning that can then build a stronger connection with our subject. Thus, better nurturing physical literacy and increasing the chances of lifelong participation. In year 9, students will build a connection with and understand how characters can be developed through PE and Sport. Exploring concepts such as ‘Sporting Values’, ‘Competition’, ‘Problem Solving’ and ‘the Power of Positivity’, students will realise the sheer value of PE and how it can be instrumental in developing positive personal characteristics.

HALF TERM 1: STUDENTS MUST KNOW:	HALF TERM 2: STUDENTS MUST KNOW:	HALF TERM 3: STUDENTS MUST KNOW:
<p>Exploring Character Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Sporting Values through Invasion – Respect, etiquette, fair play, determination, equality, courage • Girls – Redefining Competition through Net and Wall – Self-determination theory (part 1), self-determination theory (part 2), winning and losing, rising to the challenge, competing against yourself, co-operation and competition • Mixed – Problem Solving through OAA – Identify the problem, gather information, collaboration, planning, decision making, reflection <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>Exploring Character Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Sporting Values through Invasion – Respect, etiquette, fair play, determination, equality, courage • Girls – Redefining Competition through Net and Wall – Self-determination theory (part 1), self-determination theory (part 2), winning and losing, rising to the challenge, competing against yourself, co-operation and competition • Mixed – Problem Solving through OAA – Identify the problem, gather information, collaboration, planning, decision making, reflection <p>Exploring Character Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Problem Solving through OAA – Identify the problem, gather information, collaboration, planning, decision making, reflection • Girls – Sporting Values through Invasion – Respect, etiquette, fair play, determination, equality, courage • Mixed – Redefining Competition through Net and Wall – Self-determination theory (part 1), self-determination theory (part 2), winning and losing, rising to the challenge, competing against yourself, co-operation and competition <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>Exploring Character Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Problem Solving through OAA – Identify the problem, gather information, collaboration, planning, decision making, reflection • Girls – Sporting Values through Invasion – Respect, etiquette, fair play, determination, equality, courage • Mixed – Redefining Competition through Net and Wall – Self-determination theory (part 1), self-determination theory (part 2), winning and losing, rising to the challenge, competing against yourself, co-operation and competition <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>

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<p>HALF TERM 4: STUDENTS MUST KNOW: Exploring Character Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Redefining Competition through Net and Wall – Self-determination theory (part 1), self-determination theory (part 2), winning and losing, rising to the challenge, competing against yourself, co-operation and competition • Girls – Problem Solving through OAA – Identify the problem, gather information, collaboration, planning, decision making, reflection • Mixed – Sporting Values through Invasion – Respect, etiquette, fair play, determination, equality, courage <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: Exploring Character Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Redefining Competition through Net and Wall – Self-determination theory (part 1), self-determination theory (part 2), winning and losing, rising to the challenge, competing against yourself, co-operation and competition • Girls – Problem Solving through OAA – Identify the problem, gather information, collaboration, planning, decision making, reflection • Mixed – Sporting Values through Invasion – Respect, etiquette, fair play, determination, equality, courage <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: Exploring Character Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Power of Positivity through Athletics– Fixed mindset, growth mindset, look for positives, perspective, spread positivity, handle criticism • Girls – Power of Positivity through Athletics– Fixed mindset, growth mindset, look for positives, perspective, spread positivity, handle criticism • Mixed – Power of Positivity through Athletics– Fixed mindset, growth mindset, look for positives, perspective, spread positivity, handle criticism <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: 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.</p>		