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| **Year 9 Curriculum Overview**  **PE** | | | | | | |  |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** | **CST** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Half term 1 and 2**  Pupils will learn through one composite (activity area) during term one, and move to another in term 2. | Health related fitness  Badminton  Sports Leadership/OAA | Pupils will develop the skills necessary to compete in a number of fitness-based events. To develop an experience of a range of activities that involves sustained physical work. Using fitness activities to encourage reflective leaning. Leading warmups will aim to develop communication skills. The pupils will learn the different methods of training that are relevant to the knowledge and understanding needed at GCSE Level and can apply to different sporting examples.  Pupils will replicate shots with a developing control and accuracy. Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations. Techniques will be further tested through its use in small sided games and assessed against expected learning outcomes.  Planning and application of intent, leadership qualities, Organisation skills, teamwork and use of plans, space and equipment. A risk assessment completed and a knowledge of how to organise and engage a group of pupils in a particular sporting activity. | Participation in extra-curricular clubs and representing school and town teams.  Application of tactics and strategies into competitive situations.  ‘Do Now’ activities based on prior learning  Effectiveness in a variety of sporting roles  Competency and effectiveness in skill acquisition  Demonstrating good physical fitness or improvements in fitness  Lead a warm up or cool down.  Transfer of knowledge, understanding and skills from one activity area to another.  Upholding rules as an umpire, referee or other sporting official  Successful decision making and problem solving  Effective teamwork and communication within a group. | Use of KO and vocab lists in ‘Do Now’ tasks.  Use of whiteboards and mini whiteboards for identifying keywords/analysing performances/recording results  Use of task and technique cards, using keywords and vocabulary.  Scorecards and analysis sheets | * Service * Ambition * Compassion * Respect * Equality * Determination * Cooperation * Supporting others * Self improvement * Resilience * Self-reflection determination * Teamwork * Leadership * Respect * Adhering to rules * Coaching * Analysis * Giving feedback * Presenting/performing * Safety consciousness * Health consciousness * Decision making | MCQ’s  Formative assessment through small sided games  Summative assessment through full sided games where possible  Physical, mental and social to be assessed | Human Dignity:  Stories of immigrants and refugees that have fled conflict and played sport to a high level.  Peace: Sportsmanship and resolving conflict rather than behaviours we would not want to exhibit on a sports field or around school  Solidarity: Team work and the pride in representing St Anne’s sports teams.  Preferential treatment for the poor: Saint John Paul II Sports Scholarship embedded annually  Providing kit for students on PP list.  Participation:  St John Paul II Sport Scholarship set up to create opportunities and increase participation  Common Good:  Charity work for Mary’s Meals, local links with sports clubs and primary schools (SCFC intervention) |
| **Year 9 Curriculum Overview [2022-2023]**  **PE** | | | | | | |  |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |  |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Half term 3 and 4**  Pupils will learn through one composite (activity area) during term one, and move to another in term 2. | Table Tennis  Badminton  Netball/basketball  Handball/Football | Pupils will replicate shots with a developing control and accuracy. Serves (forehand & backhand), drives& smashes will be developed through game play and conditional situations. Pupils will further develop an understanding of how to outwit opponents using strategies and tactics during game play. Pupils will learn to use basic table tennis skills and adapt these to contribute to producing an improved performance. Pupils will be encouraged to identify different areas of the table to exploit in order to win points  Pupils will replicate shots with a developing control and accuracy. Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations. Techniques will be further tested through its use in small sided games and assessed against expected learning outcomes  Pupils will develop fundamental skills in both attacking and defending and understand the rules associated with the sport. They will be able to improve their tactical knowledge and strategies to outwit their opponents  Pupils will replicate shots with a developing control and accuracy. Dribbling, shooting, passing and receiving will be developed through game play and conditional situations. Techniques will be further tested through its use in small sided games and assessed against expected learning outcomes. | Participation in extra-curricular clubs and representing school and town teams.  Application of tactics and strategies into competitive situations.  ‘Do Now’ activities based on prior learning  Effectiveness in a variety of sporting roles  Competency and effectiveness in skill acquisition  Demonstrating good physical fitness or improvements in fitness  Lead a warm up or cool down.  Transfer of knowledge, understanding and skills from one activity area to another.  Upholding rules as an umpire, referee or other sporting official  Successful decision making and problem solving  Effective teamwork and communication within a group. | Use of KO and vocab lists in ‘Do Now’ tasks.  Use of whiteboards and mini whiteboards for identifying keywords/analysing performances/recording results  Use of task and technique cards, using keywords and vocabulary.  Scorecards and analysis sheets | * Service * Ambition * Compassion * Respect * Equality * Determination * Cooperation * Supporting others * Self improvement * Resilience * Self-reflection determination * Teamwork * Leadership * Respect * Adhering to rules * Coaching * Analysis * Giving feedback * Presenting/performing * Safety consciousness * Health consciousness   Decision making | MCQ’s  Formative assessment through small sided games  Summative assessment through full sided games where possible  Physical, mental and social to be assessed | Human Dignity:  Stories of immigrants and refugees that have fled conflict and played sport to a high level.  Peace: Sportsmanship and resolving conflict rather than behaviours we would not want to exhibit on a sports field or around school  Solidarity: Team work and the pride in representing St Anne’s sports teams.  Preferential treatment for the poor: Saint John Paul II Sports Scholarship embedded annually  Providing kit for students on PP list.  Participation:  St John Paul II Sport Scholarship set up to create opportunities and increase participation  Common Good:  Charity work for Mary’s Meals, local links with sports clubs and primary schools (SCFC intervention) |
| **Year 9 Curriculum Overview [2021-2022]**  **Subject** | | | | | | |  |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |  |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Half term 5 and 6**  Pupils will learn through one composite (activity area) during term one and move to another in term 2. | Tennis  Athletics  Rounders/Cricket/softball | Pupils will further develop the fundamental principles of play when selecting and applying core skills. Overarm serves, forehand & backhand (topspin & slice), volleys and drop shots will be developed through competitive games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed. Encourage pupils to work through reasoning for a defeat and work towards improving personal bests.  Pupils to continue to improve their own personal performance. Pupils will develop advanced skills necessary to compete and achieve in all athletic events. To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, time taken to cover distance. In all events, demonstration of accurate technique and related performances will be assessed. Highlight athletic events and the relevant components of fitness needed. coordination, reaction time, speed, balance, power and agility.  Pupils will replicate shots with a developing control and accuracy. Bowling action, batting action and throwing and catching skills will be developed through game play and conditional situations. Techniques will be further tested through its use in small, sided games and assessed against expected learning outcomes. Pupils will learn to use core rounders skills and adapt these skills to contribute to producing an improved performance | Participation in extra-curricular clubs and representing school and town teams.  Application of tactics and strategies into competitive situations.  ‘Do Now’ activities based on prior learning  Effectiveness in a variety of sporting roles  Competency and effectiveness in skill acquisition  Demonstrating good physical fitness or improvements in fitness  Lead a warmup or cool down.  Transfer of knowledge, understanding and skills from one activity area to another.  Upholding rules as an umpire, referee or other sporting official  Successful decision making and problem solving  Effective teamwork and communication within a group. | Use of KO and vocab lists in ‘Do Now’ tasks.  Use of whiteboards and mini whiteboards for identifying keywords/analysing performances/recording results  Use of task and technique cards, using keywords and vocabulary.  Scorecards and analysis sheets | * Service * Ambition * Compassion * Respect * Equality * Determination * Cooperation * Supporting others * Self-improvement * Resilience * Self-reflection determination * Teamwork * Leadership * Respect * Adhering to rules * Coaching * Analysis * Giving feedback * Presenting/performing * Safety consciousness * Health consciousness   Decision making | MCQ’s  Formative assessment through small, sided games  Summative assessment through full sided games where possible  Physical, mental and social to be assessed | Human Dignity:  Stories of immigrants and refugees that have fled conflict and played sport to a high level.  Peace: Sportsmanship and resolving conflict rather than behaviours we would not want to exhibit on a sports field or around school  Solidarity: Teamwork and the pride in representing St Anne’s sports teams.  Preferential treatment for the poor: Saint John Paul II Sports Scholarship embedded annually  Providing kit for students on PP list.  Participation:  St John Paul II Sport Scholarship set up to create opportunities and increase participation  Common Good:  Charity work for Mary’s Meals, local links with sports clubs and primary schools (SCFC intervention) |