

Curriculum Overview Table  
**Year 9 Core PE - Evaluating and Improving Performance**

End Point	Key knowledge	Key skills	Key Vocabulary	Reading and Oracy	Numeracy	Common misconceptions
Football	<p>Demonstration of technique in full context (bigger games) to exhibit skills acquired in Year 7 and 8</p> <p>Development of game understanding - Knowing when and where to use appropriate skills rather than just 'what' they are</p> <p>Introduction of tactics and strategies in different game-based scenarios</p> <p>Key health and safety information</p>	<p><u>All skills delivered in conditioned games to further skill development</u></p> <p>Dribbling - To create space and exploit defences (S1)</p> <p>Passing and receiving - Using penetrating passes to attack the opposition(S2)</p> <p>Using width to create space in the middle of the pitch) (S3)</p> <p>Shooting - Understanding when to shoot, which technique and importance of decision making (S4)</p> <p>Defending as a team - Understanding of roles of the defence (S5)</p> <p>Full-context (11v11) to prepare for GCSE/BTEC - Application of all learned skills into the full game.</p>	<p>Pass Receive Dribble Shot Control Scan Touch Jockey Side-on Foul Free-kick Tactics Position Overload Half turn Scenario Penetration Width Delay Support Pressure</p>	<p>Key words and learning for lesson repeated as a class</p> <p>Class discussion on the different techniques, how they are performed and their application</p> <p>Peer assessment</p> <p>Analysis of tactics/performance through class discussion</p>	<p>Correct application of scoring systems</p> <p>Timing of games</p> <p>Use of competition points systems and leagues</p>	<p><u>Further to Year 7 and 8 misconceptions</u></p> <p>Shooting with power is always necessary</p> <p>Only defenders have a responsibility to defend</p> <p>Penetrating passes always lead to goal-scoring opportunities</p>
Rugby	<p>Evaluation of own and others performance of skills and techniques</p> <p>How to improve own and others performance</p> <p>Correct application of skills and techniques in full context competitive scenarios</p>	<p>Passing and moving with the ball (S1)</p> <p>Tackling (S2)</p> <p>Rucking (S3)</p> <p>Mauling (S4)</p> <p>Scrummage (S5)</p> <p>Line out and Kicking (S6)</p>	<p>Pass Tackle Ruck Maul Scrum Line Out Onside Offside High Tackle Penalty Knock On Advantage</p>	<p>Reading of learning as it is shared with the class</p> <p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p>	<p>Correct application of scoring system</p> <p>Timing of games</p>	<p>Difference between offensive tactical approaches</p> <p>How and why different defensive strategies are used</p> <p>The roles of players in the set piece (scrum and line out)</p>

	Application of tactics in a range of increasingly challenging situations and reflection on the success of these		Infringement			
Fitness	<p>Demonstration of correct technique in a range of bodyweight exercises and use of cardiovascular equipment</p> <p>Understand why we complete these workouts and how it's relevant to our health.</p> <p>Understanding how fitness can positively impact us in our sports and games.</p> <p>Where to access fitness provision in the local area to continue after school</p> <p>An introduction to safe and effective techniques in weight training</p> <p>How to improve own and others performance</p>	<p>Performing the correct technique (S1)</p> <p>Knowledge and understanding of the benefits of the workout (S2)</p> <p>Cardiovascular endurance training and benefits (S3)</p> <p>To understand how the drills apply to us in our everyday life and sports. (s4)</p> <p>Methods of training (s5)</p> <p>Major muscle groups of the body (s6)</p>	<p>Strength</p> <p>Power</p> <p>Cardiovascular- endurance</p> <p>muscular- endurance</p> <p>Balance</p> <p>Reaction time</p> <p>Flexibility</p> <p>agility</p> <p>Coordination</p> <p>speed</p> <p>Resistance machines</p> <p>Free weights</p> <p>Cardio machines</p> <p>Pulse raiser</p> <p>Cooldown</p> <p>Sets</p> <p>Reps</p> <p>Biceps</p> <p>Triceps</p> <p>Quadriceps</p> <p>Hamstrings</p> <p>Gastrocnemius</p> <p>Tibialis anterior</p> <p>Latissimus dorsi</p> <p>Trapezius</p> <p>Abdominals</p> <p>Pectorals</p> <p>Gluteals</p> <p>Rhomboids</p> <p>Deltoid</p> <p>BMI</p>	<p>Reading and dictating workout plans</p> <p>Repeating correct terminology</p> <p>Reading task sheets</p> <p>Giving constructive feedback to fellow students</p>	<p>Counting reps and sets</p> <p>Calculating the weight being used</p> <p>Calculating BMI</p> <p>Using stop watches</p> <p>Calculating percentages of one rep max</p>	<p>Lifting heavy weights is not the only way to get stronger</p> <p>Running is not the only way to lose weight</p> <p>Swinging their body to generate momentum when lifting</p>
Netball	<p>Evaluation of own and others performance of skills and techniques</p> <p>How to improve own and others performance</p>	<p>Ball familiarisation and footwork (S1)</p> <p>Passing and receiving (S2)</p> <p>Marking and defending</p>	<p>Pass</p> <p>Shoot</p> <p>Defend /Mark</p> <p>Footwork</p> <p>Obstruction</p> <p>Contact</p>	<p>Reading of learning as it is shared with the class</p> <p>Class discussion</p>	<p>Correct application of scoring system</p> <p>Timing of games</p> <p>Trajectory of</p>	<p>Who should be taking free passes/sidelines ball</p> <p>Feet only have be 1m</p> <p>Replay - dropping the ball</p>

	<p>Correct application of skills and techniques in full context competitive scenarios</p> <p>Application of tactics in a range of increasingly challenging situations and reflection on the success of these</p>	<p>(S3)</p> <p>Outwitting an opponent through dodging (S4)</p> <p>Positioning (S5)</p> <p>Rules and positioning in a competitive game (S6)</p>	<p>Third D (shooting circle)</p> <p>Pivot</p> <p>3 seconds</p> <p>Positions</p> <p>Dodge</p> <p>Offside</p> <p>Stand by their side</p> <p>1 metre</p> <p>Centre circle</p> <p>Intercept</p>	<p>around different techniques</p> <p>Peer teaching opportunities</p>	<p>passing and angles of movement</p>	<p>after having control and picking it up</p>
Basketball	<p>Evaluation of own and others performance of skills and techniques</p> <p>To be able to self and peer assess other performances</p> <p>Correct application of skills and techniques in full context competitive scenarios</p> <p>Application of tactics in a range of increasingly challenging situations and reflection on the success of these</p>	<p>Moving with the ball (dribbling) (S1)</p> <p>Passing and receiving (S2)</p> <p>Shooting (Set shot and jump shot) (S3)</p> <p>Lay Ups (S4)</p> <p>Defending (Marking and stealing) (S5)</p> <p>Attacking (S6)</p>	<p>Chest pass</p> <p>Bounce pass</p> <p>Shoulder pass</p> <p>Dribble</p> <p>Shoot</p> <p>Lay Up</p> <p>Free throw</p> <p>Defend</p> <p>3 point stance</p> <p>Foul</p> <p>Crossover</p>	<p>Reading of learning as it is shared with the class</p> <p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p>	<p>Correct application of scoring system</p> <p>Timing of games</p> <p>Effective use of competition points systems</p>	<p>Feet leaving the floor when taking a free throw</p> <p>Taking too many steps when making a lay up</p> <p>Breaking the half court rule</p>
Table Tennis	<p>Evaluation of own and others performance of skills and techniques</p> <p>To be able to self and peer assess other performances</p> <p>Correct application of skills and techniques in full context competitive scenarios</p> <p>Application of tactics in a range of increasingly challenging situations and reflection on the success of these</p>	<p>Serving (S1)</p> <p>Forehand (S2)</p> <p>Backhand (S3)</p> <p>Topspin (S4)</p> <p>Slice (S5)</p> <p>Tactical Play (S6)</p>	<p>Serve</p> <p>Forehand push</p> <p>Backhand push</p> <p>Forehand drive</p> <p>Backhand drive</p> <p>Angle</p> <p>Depth</p> <p>Slice</p> <p>Topspin</p> <p>Tactical</p> <p>Backspin</p> <p>Defensive</p> <p>Attacking</p> <p>Outwit</p> <p>Channels</p> <p>Force</p> <p>Manipulate</p>	<p>Reading of learning as it is shared with the class</p> <p>Oracy of key words in the lesson.</p> <p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p>	<p>Scoring when impiring the matches.</p> <p>Timings of games.</p>	<p>It is illegal to hit with the paddle hand, it is only illegal if the ball hits the body.</p> <p>Touching the table with your non-dominant hand.</p>

<p><b>Badminton</b></p>	<p>Evaluation of own and others performance of skills and techniques</p> <p>To be able to self and peer assess other performances</p> <p>Correct application of skills and techniques in full context competitive scenarios</p> <p>Application of tactics in a range of increasingly challenging situations and reflection on the success of these</p>	<p>Serving (Forehand, backhand and flick) (S1)</p> <p>Tactical understanding (S2)</p> <p>Overhead clear (S3)</p> <p>Underarm clear (S4)</p> <p>Drop shot and net play (S5)</p> <p>Smash (S6)</p>	<p>Trajectory Precision Flight Movement Accuracy</p>	<p>Reading of learning as it is shared with the class</p> <p>Oracy of the key words for the lesson.</p> <p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p>	<p>Scoring when impiring the matches.</p> <p>Timings of games.</p>	<p>Having to change positioning to return a serve between points.</p> <p>Playing to 11 points</p> <p>Alternate serves</p>
<p><b>Hockey</b></p>	<p>Demonstration of technique in full context (bigger games) to exhibit skills acquired in Year 7 and 8</p> <p>Development of game understanding - Knowing when and where to use appropriate skills rather than just 'what' they are</p> <p>Introduction of tactics and strategies in different game-based scenarios</p> <p>Demonstration of technique in full context matches to exhibit skills acquired in Year 7 and 8</p> <p>Key health and safety information</p>	<p>Moving with the ball (dribbling) (S1)</p> <p>Passing and receiving (S2)</p> <p>Defending (marking and tackling) (S3)</p> <p>Attacking (S4)</p> <p>Shooting (S5)</p> <p>Set plays / Game play and rules (S6)</p>	<p>Basic Grip Strong Side Reverse Stick Shooting D Penalty Pass Shoot Dribble Defend Jockey Foul Tactics Positioning Short Corner Penalty Flick</p>	<p>Reading of learning as it is shared with the class</p> <p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p>	<p>Correct application of scoring system</p> <p>Timing of games</p>	
<p><b>Gymnastics</b></p>	<p><u>Vaulting and Group Sport Acro balances.</u></p> <p>Demonstration of correct technique in isolated practices and large group</p>	<p>Perform the following skills with with good technique, tension &amp; extension, stillness or height. .</p>	<p>Tension, Extension, Direction, Pathways, Levels, Creativity, Control, Unison, Canon, Flow, Flexibility,</p>	<p>Reading of learning as it is shared with the class</p> <p>Oracy of the key</p>	<p>Timings of held balances.</p> <p>Counting elements of a routine to ensure all skills are</p>	<p>Vaulting is dangerous.</p> <p>You can land on your knees on the box top.</p> <p>You should look down at</p>

	<p>routines</p> <p>Key health and safety information (especially vaulting and standing on partners)</p> <p>Explanations of the key words</p> <p>How rotation can change the difficulty of a piece.</p>	<p>Balance (S2) Flight (S3) Rotation and travel (S4) Sequencing (S5) Choreographic Devices (S6)</p>	<p>Projection.</p> <p>Evaluate, Inversion, Symmetrical</p>	<p>words for the lesson.</p> <p>Class discussion around different vaulting techniques</p> <p>Self and Peer assessment</p>	<p>included.</p>	<p>the mats when in flight.</p> <p>You have to be strong to perform group balances.</p> <p>You can't support someone into and out of a balance.</p>
Dance	<p><u>Christopher Bruce Swansong</u></p> <p>Demonstration of correct technique in motifs or phrases.</p> <p>Timing, projection and energy.</p> <p>Explanations of the key words.</p> <p>How dynamics can change the emotions of a piece.</p>	<p>Perform taught dance actions in isolation (S2)</p> <p>Perform actions in time with the music (S3)</p> <p>Perform actions/motifs linked together for an entire dance (S4)</p> <p>Performing in front of an audience (S5)</p> <p>Use choreographic devices in a creative manner. (S6)</p>	<p>Contrast Levels Retrograde Analyse Reflections Interpret Evaluate Inversion Instrumentation Projection</p>	<p>Reading of learning as it is shared with the class</p> <p>Oracy of the key words for the lesson.</p> <p>Self and Peer assessment</p>	<p>Timings of the counts - to the music and other dancers.</p> <p>Counting elements of a dance to ensure all moves are included.</p>	<p>Dance has to be delicate and graceful.</p> <p>Dance is complicated.</p> <p>You have to start dancing when you are little to be good at it.</p>
Athletics	<p>Performance of events in full context competitive environments</p> <p>Events include: long jump, triple jump, high jump, javelin, shot putt, sprinting, middle distance and long distance</p> <p>How tactics are used in competitive environments to ensure highest performance</p> <p>Self and peer assessment and methods of developing performance</p>	<p>Sprint starts and sprinting technique (S1)</p> <p>Relay change overs (S2)</p> <p>Middle distance running (S3)</p> <p>Long jump (S4)</p> <p>Triple jump (S5)</p> <p>High jump (S6)</p> <p>Shot putt (S7)</p> <p>Javelin (S8)</p>	<p>Sprinting Middle distance Long distance Long jump High jump Triple jump Javelin Shot putt Relay</p>	<p>Reading of learning as it is shared with the class</p> <p>Oracy of the key words for the lesson.</p> <p>Class discussion around different techniques</p> <p>Self and Peer</p>	<p>Measuring of distances</p> <p>Comparisons between efforts to check progress</p> <p>Timing of events</p> <p>Placing in competitions</p> <p>Totalling of score on full context competitions</p>	<p>That you should look at the floor when sprinting</p> <p>Angle of release when throwing</p> <p>Looking at your teammates in relaying during baton transfer</p> <p>Taking off from the wrong foot in high jump</p>

<p><b>Rounders</b></p>	<p>Evaluation of own and others performance of skills and techniques</p> <p>How to improve own and others performance</p> <p>Correct application of skills and techniques in full context competitive scenarios</p> <p>Application of tactics in a range of increasingly challenging situations and reflection on the success of these</p>	<p>Fielding (catching, throwing and ground fielding) (S1)</p> <p>Batting (S2)</p> <p>Bowling (S3)</p> <p>Fielding (S4)</p> <p>Tactics (S5)</p> <p>Gameplay (S6)</p>	<p>Batting Throwing Fielding Bowling Catching Running</p> <p>Tactics involved in field and batting strategies - placement, backhand, base importance</p>	<p>Reading of learning as it is shared with the class</p> <p>Oracy of the key words for the lesson.</p> <p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p> <p>Communication when umpiring demonstrating their understanding of the rules and regulations</p>	<p>Timed innings - use of stopwatch</p> <p>Umpiring counting the rounders scored</p> <p>Trajectory of hitting the ball, working on angles to hit.</p> <p>Throwing trajectory and bowling for effective techniques</p>	<p>Base one is the most important base to throw the ball to</p> <p>All bases must be covered</p> <p>Batting the ball as hard as you can</p> <p>Hitting the ball in the air</p>
<p><b>Cricket</b></p>	<p>Evaluation of own and others performance of skills and techniques around front and back foot shots, and the different bowling attempts.</p> <p>How to improve own and others performance</p> <p>Correct application of skills and techniques in full context competitive scenarios</p> <p>Application of tactics in a range of increasingly challenging situations and reflection on the success of these.</p> <p>Application of in depth tactics specific to cricket e.g. slower ball bowling and</p>	<p>Fielding (catching, throwing and ground fielding) (S1)</p> <p>Batting (front foot shots) (S2)</p> <p>Batting (back foot shots) (S3)</p> <p>Bowling (pace) (S4)</p> <p>Bowling (spin) (S5)</p> <p>Gameplay rules and tactics (S6)</p>	<p>Batting Bowling Fielding Throwing Catching Running Grip Overarm Underarm Offspin Legspin Inswing Outswing Slower Ball</p>	<p>Reading of learning as it is shared with the class</p> <p>Oracy of the key words for the lesson.</p> <p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p> <p>Communication when umpiring demonstrating their understanding of the rules and regulations</p>	<p>Timed innings - use of stopwatch</p> <p>Umpiring counting the runs scored.</p> <p>Trajectory of hitting the ball, working on angles to hit.</p> <p>Throwing trajectory and bowling for effective techniques</p>	<p>The difference between where an offspin and legspin bowling spin to.</p> <p>That a left arm bowler traditionally bowls from the same side as a right armer.</p> <p>That different armed spin bowling turn the ball the same way from their counterpart, e.g. a right arm off spin bowler in fact turns the ball the opposite way to a left arm off spin bowler.</p>

	manipulative batting.					
<b>Softball</b>	<p>Demonstration of correct technique in competitive situations</p> <p>Selecting and applying appropriate skills in a variety of situations, both when batting and fielding</p> <p>Decision making in increasingly challenging situations</p> <p>Introduction to tactics and how they can be used to gain an advantage, both when batting and fielding</p> <p>How to correctly set a field and how this may change based on the batter</p> <p>Self and peer assessment and development opportunities</p>	<p>Fielding (catching, throwing and ground fielding) (S1)</p> <p>Batting (S2)</p> <p>Bowling (S3)</p> <p>Fielding (S4)</p> <p>Tactics (S5)</p> <p>Gameplay (S6)</p>	<p>Bowl</p> <p>Bat</p> <p>Fielder</p> <p>Backstop / Wicket</p> <p>Keeper</p> <p>Slips</p> <p>Run Out</p> <p>No Ball</p> <p>Wide</p> <p>Home run</p> <p>Glove</p> <p>Base</p>	<p>Reading of learning as it is shared with the class</p> <p>Verbally discussing how the field is organised</p> <p>Communication between the batters</p> <p>Class discussion around different techniques</p> <p>Peer teaching opportunities</p>	<p>Correct application of scoring system</p> <p>Timing of games</p> <p>Counting the runs scored</p>	<p>That you should always go for a home run</p> <p>That it is easier to catch a ball without a glove on</p> <p>That you should always focus on getting the batter out, rather than the other runners who are on bases</p>
<b>Stoolball</b>	<p>When to use certain fielding techniques, i.e. Long barrier, short barrier.</p> <p>How to organise the field in order to limit the opposition's batting options.</p> <p>To be able to effectively perform both forehand and backhand shots.</p> <p>to be able to effectively identify run opportunities and gaps within the field.</p> <p>To be able to effectively change bowling technique/ position in relation to the</p>	<p>Fielding (catching, throwing and ground fielding) (S1)</p> <p>Bowling (S2)</p> <p>Bowling (S3)</p> <p>Fielding Tactics (S4)</p> <p>Gameplay Rules (S5)</p> <p>Gameplay Tactics (S6)</p>	<p>Bowl</p> <p>Bat</p> <p>Fielder</p> <p>Backstop / Wicket</p> <p>Keeper</p> <p>Slips</p> <p>Run Out</p> <p>Wicket</p> <p>No Ball</p> <p>Wide</p> <p>Bye</p> <p>Dot Ball</p>	<p>Reading of learning as it is shared with the class</p> <p>Verbally discussing how the field is organised</p> <p>Communication between the batters</p> <p>Class discussion around different techniques</p> <p>Peer teaching</p>	<p>Correct application of scoring system</p> <p>Timing of games</p> <p>Keeping track of balls bowled in an over</p> <p>Counting the runs scored</p>	<p>Bowling with pace is not always the most effective technique.</p> <p>You can use the back of the bat.</p> <p>You can hit the ball on the wicket whilst its in your hand, it does not have to be thrown.</p> <p>The ball must hit the front face of the wicket.</p>

	strengths and weaknesses of the opposition batter.			opportunities		
--	--	--	--	---------------	--	--