

Curriculum Overview

Subject: Physical Education

Year Group: 9

While students continue to develop fundamental skills in team sports and individual activities, in preparation for GCSE more complex skills are introduced. Examples of these are weak hand/ foot dribbling and shooting in football and basketball. Initial tactics are reviewed and improved in team sports and more detailed evaluation techniques in individual activities. More complex skills such as screen and role in basketball and somersaults in Trampolining are introduced. Health and safety requirements of each activity will be reviewed. Students are encouraged to demonstrate increasingly effective and developed skills and tactics in small sided games. Key terms are embedded in lessons and reinforced around teaching areas and in changing rooms. Students are encouraged to attend EC.

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS Students will lead a small group warm up. Individual skills, tactics, key terms and health and safety requirements in:</p> <p>Team Sports Basketball, Netball, Football, Rugby, Dodgeball, Handball Basic skills are reviewed and developed. Set plays and dead ball situations are introduced.</p> <p>Individual Activities Trampolining, Badminton, Fitness, Cross Country.</p>	<p>KNOWLEDGE/SKILLS Students will lead a small group warm up. Individual skills, tactics, key terms and health and safety requirements in:</p> <p>Team Sports Basketball, Netball, Football, Rugby Tchoukball, Handball, Dodgeball. Basic skills are reviewed and developed. Set plays and dead ball situations are introduced.</p> <p>Individual Activities Trampolining, Fitness, Badminton, Cross Country. Leadership skills will be developed for those taking GCSE PE through the leading of warm ups.</p>	<p>KNOWLEDGE/SKILLS Students will lead a small group warm up.</p> <p>Team Sports Cricket, Rounders, Softball, Long Ball</p> <p>Individual Activities Athletics, Tennis</p> <p>Leadership skills will be developed for those taking GCSE PE through the leading of warm ups.</p>
<p>KEY ASSESSMENTS Half term 1: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p> <p>Half term 2: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p>	<p>KEY ASSESSMENTS Half term 1: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p> <p>Half term 2: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p> <p>GCSE students to receive peer and teacher feedback on how to develop their leadership skills after leading a warm up.</p>	<p>KEY ASSESSMENTS Half term 1: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p> <p>Half term 2: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures. GCSE students to receive peer and teacher feedback on how to develop their leadership skills after leading a warm up.</p> <p>GCSE students to receive peer and teacher feedback on how to develop their leadership skills after leading a warm up.</p>

Extended reading suggestions and external resources:
After GCSE students have been identified after option choices are made there will be a course reading list provided.
Extension opportunities arise in PE through extra-curricular practices and inter school fixtures and competitions.
External resources are links to local clubs the PE Department has developed e.g. Westcliff Rugby Club, Southend Athletics Club.

Physical Education Key Stage 3 Assessment Criteria

	Bronze 	Silver 	Gold 	Platinum 
Team Games	Demonstrates <i>limited</i> application of skills and techniques. Creativity, use of tactics/strategies/compositional ideas and decision-making lacks accuracy and fluency. Awareness of role within/contribution to the team is <i>limited</i> .	Demonstrates a <i>basic</i> application of skills and techniques Creativity, use of tactics/strategies/compositional ideas and decision-making shows some accuracy and fluency. Awareness of role within/contribution to the team is <i>clear</i> .	Demonstrates <i>effective</i> application of skills and techniques Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency. Awareness of role within/contribution to the team is <i>good</i> .	Demonstrates <i>very effective</i> application of skills and techniques. Creativity, use of tactics/strategies/compositional ideas and decision-making shows a <i>high level of accuracy and fluency</i> . Awareness of role within/contribution to the team is very good.
Individual Activities	As above with: Ability to maintain performance is inconsistent.	As above with: Ability to maintain performance is increasingly consistent.	As above with: Ability to maintain performance is consistent.	As above with: Ability to maintain performance is very consistent.
Leadership Fitness	Produces a <i>very basic session plan</i> which does not consider safety implications. Requires considerable prompting from the teacher in producing the session plan. Requires considerable support from staff or students during the delivery of the session.	Produces a <i>basic session plan</i> limited consideration of safety. Requires some prompting from the teacher in producing the session plan. Development required of delivery of the session.	Produces an <i>effective and safe session plan</i> . Little prompting from the teacher is required in producing the session plan. <i>Good delivery</i> of the session.	Produces a <i>detailed and safe session plan</i> . The session plan is produced independently. <i>Excellent delivery</i> of the session shows.
Coaching Fitness	Provides limited feedback that allows limited improvements to performance to be made. Communication skills and motivation techniques are <i>limited</i> .	Provides basic feedback that allows some improvement to performance to be made. Communication skills and motivation techniques are <i>basic</i> .	Provides accurate feedback that improves performance. Communication skills and motivation technique are <i>clear and confident</i> .	Is able to provide very accurate feedback that allows rapid progress to be made. Communication skills and motivation techniques are <i>very clear and confident</i> .