

Physical Education
YEAR 9 CURRICULUM INFORMATION

'Building knowledge, understanding, memory and performance.'

What will students be learning?	Autumn 1 and 2			Autumn 1 and 2		
	Boys: Rugby			Boys: Rackets		
	To know (Building new knowledge)	To understand (Y7 – verbalise)	To be able to do (Performance)	To know (Building new knowledge)	To understand (Y9 – verbalise)	To be able to do (Performance)
	<ul style="list-style-type: none"> Develop and refine tactics based on the analysis of opposition. Understand the rules of rugby union and recognise errors. Develop the knowledge and understand of how to form a small 3-man scrum. Develop knowledge of when a scrum is used. Integrate scrummage skills into a small, sided game after an infringement. 	<ul style="list-style-type: none"> Describe the difference in rules of rugby league & union. Understand what the use of space means for attacking opportunities. Develop knowledge and understanding of strategic play used to outwit opponents. Understand the safety aspects of rugby tackling and the rules regarding rucking and offside. Understand and accurately describe the scrum positions. 	<ul style="list-style-type: none"> Accurately replicate prior learnt types of passes. Perform these in a game to retain ball possession & outwit opposition. Develop an understanding and knowledge of how to perform a ruck and the roles of support players. Replicate the correct tackling & rucking technique. 	<ul style="list-style-type: none"> Footwork and coordination: moving into position to be able to hit a moving object with a racket. Correct grip: holding the racket with correct grip. Body position: correct body position, arm position and technique for clear shot Developing racket technique: developing accuracy and consistency Service: back hand short, forehand long, flick Back hand: shuttle on the weak side 	<ul style="list-style-type: none"> Quick shot steps to move into position, sidestep backwards. V shaped grip Hit at 12 o'clock, high arcing shot to the back of the court. Back hand flick serves, low over the net landing just inside the service box. Forehand long, high long into the back of the service box Serve diagonally, the server moves to serve to each opponent until they lose the point. 	<ul style="list-style-type: none"> Students should be able to perform the skills in both conditioned and full game situations. Their movement within the drills/conditioned games and full games should link their individual skills. The service action is clear as is the use of the correct rules for the serve. Variation of speed and position are used. The body position of the player is side on for overhead shots and moved into using the sidestep. Apply the basic rules to small conditioned and open play. Scoring is done correctly.

			<ul style="list-style-type: none"> • Drop shot return. Used from a short serve. • Basic Rules: service rules, scoring, in and out. • Double tactical positions: Front and back or side by side 	<ul style="list-style-type: none"> • Flick serve looks like it will be short but at the last moment flicked over head to the back court. • Shot and fat on serve (not the back tram lines) then the outside lines denote the area of the court. • Backhand, knuckles towards the shuttle, step across flick the wrist. • Drop shot is used returning a low serve just over the net. • In double the pair can play covering either side by side or front and back net to service line for one and the other anything over the front players head 	
--	--	--	---	--	--

<p>How will students be assessed?</p>	<p>Students will be formatively assessed throughout various skills and techniques. This allows for live feedback for each student, reinforcing techniques and opportunity for reflection before final application opportunities.</p> <ul style="list-style-type: none"> • Foundation skills/knowledge – assessed through live verbal and visual feedback and the assessment of application. • Declarative knowledge - the key information that students require will be assessed through questioning, verbal discussions and leadership opportunities. • Procedural knowledge - will be assessed through data, essentially how fast, far and long are the performances. <p>Opportunities for further assessment strategies will be built into lesson time covering elements of: verbal contributions/team work/leadership/students ability to apply new concepts/problem solving/the application of rules of the game, during drills and during performer, either as an performer or coach.</p>	<p>Students will be formatively assessed throughout various skills and techniques. This allows for live feedback for each student, reinforcing techniques and opportunity for reflection before final application opportunities.</p> <ul style="list-style-type: none"> • Foundation skills/knowledge – assessed through live verbal and visual feedback and the assessment of application. • Declarative knowledge - the key information that students require will be assessed through questioning, verbal discussions, and leadership opportunities. • Procedural knowledge - will be assessed through data, essentially how fast, far, and long are the performances. <p>Opportunities for further assessment strategies will be built into lesson time covering elements of verbal contributions/team work/leadership/students ability to apply new concepts/problem solving/the application of rules of the game, during drills and during performer, either as an performer or coach.</p>
<p>Literacy – What keywords will be taught?</p>	<ul style="list-style-type: none"> • Passing • Receiving • Tackling • Defensive line • Scrumming Rucking • Kicking • Possession • Support play delaying • Anticipation • intercepting. 	<ul style="list-style-type: none"> • Forehand • Serve • Elevation • Movement • Agility • Speed • Timing • Coordination • Receive • Opposition • Baseline

What employability skills are being developed?	<ul style="list-style-type: none"> • Perseverance • Self-motivation • Competitiveness • Communication • Observation skills • Officiating and leadership opportunities • Performance analyst opportunities • Verbalising and feedback opportunities 	<ul style="list-style-type: none"> • Perseverance • Self-motivation • Competitiveness • Communication • Observation skills • Officiating and leadership opportunities • Performance analyst opportunities • Verbalising and feedback opportunities
Wider Curriculum Links?	<ul style="list-style-type: none"> • Mathematics – working with data through timing and pacing. • Biology – effects of exercise on the body. • Food Technology – link between diet and exercise. 	<ul style="list-style-type: none"> • Mathematics – working with data through timing and pacing. • Biology – effects of exercise on the body. • Food Technology – link between diet and exercise. • D&T – trajectories. • Physics – forces and movement.
What useful websites are there for this topic?	<p>Skills - https://www.rugbycoachweekly.net/rugby-coaching/team-management/develop-the-five-core-skills</p> <p>Skills - https://www.rugbyskillsdrills.com/attack/passing-the-ball/</p> <p>https://www.youtube.com/watch?v=mRoR2mpJwiA</p> <p>Bitesize - https://www.bbc.co.uk/bitesize/guides/z87j2p3/revision/4</p> <p>Rules and Regulations - https://www.world.rugby/the-game/laws/home</p> <p>https://www.englandrugby.com/governance/rules-and-regulations</p>	<p>https://www.badmintonengland.co.uk/on-court/junior/</p> <p>http://fouroaksbadmintonclub.co.uk/junior-coaching/</p> <p>https://www.legacy-wm.org/health-and-wellbeing/events/2021/kids-badminton</p> <p>https://www.premier-education.com/activities/sports-activities/badminton/</p> <p>https://www.teachpe.com/badminton</p> <p>https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3</p>

	https://www.rugbycoachweekly.net/small-sided-games/three-cards-games	
What wider reading could be done for this topic?	<p>Skills - https://www.bbc.co.uk/bitesize/topics/zp2m7hv</p> <p>History - https://www.world.rugby/the-game/beginners-guide/history</p>	<p>https://www.theukrules.co.uk/rules/sport/badminton/juniors.html</p> <p>https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/344</p>
<p>Community Links</p> <p>What else can students be doing independently to develop their understanding of this topic?</p>	<ul style="list-style-type: none"> • Join local Rugby club such as Sutton Rugby club or Spartans RFC. • Watch YouTube videos of rugby in action • Attend rugby camps in Half term. 	<ul style="list-style-type: none"> • The students have inter house completion. • In conjunction with this the students have excellent access to both training facilities and local clubs.