

Physical Education
YEAR 9 CURRICULUM INFORMATION

'Building knowledge, understanding, memory and performance.'

| What will students be learning? | Spring 1 | | | Spring 1 | | |
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| | Boys: Football | | | Boys: Handball | | |
| | To know (Building new knowledge) | To understand (Y9 – 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"> Control: different types of control, both feet, head, chest, thigh. Pass: side foot (both feet), varying distance and pace. Dribble: close to body, with control, be able to change direction with control. Shoot: accuracy and power. Defence: tactical positioning, body position, stay on your feet Attack: identification of space, decision making, | <ul style="list-style-type: none"> When to use the correct type of control, based on the flight/movement of the ball. Recognising when the pass is on, and which type of pass is appropriate. Is the shot on, am I in a good position, good technique, hit the target. What position am I playing, what is my role in that position, staying on my feet and balanced, timing the challenge. Look up, identify the position of both the attack and defence. | <ul style="list-style-type: none"> Students should be able to perform the skills in both conditioned and full game situations. The pass, dribble and pass will link with fluency. Use tactical understanding in a variety of different situations. The understanding should allow them to change and adapt during a break in the passage of play. The performance will vary from conditioned practices, conditioned games and full games. Play in differing positions. Apply the rules to small conditioned and open play. | <ul style="list-style-type: none"> How to receive in the frontal, sideways and backwards positions. How to apply and choose opportunities for standing, jump and dive shots. How to shield the ball. Apply an effective feint technique. Apply an effective tackling technique. | <ul style="list-style-type: none"> Identify the use of basic skills within open play. Explain and identify how and when to use different techniques to receive the ball. Identify appropriate times to use standing, jump and dive shots. Explain how to shield and body feint, recognising oppositions for and identifying appropriate time to apply the shots. Explain and identify opportunities for | <ul style="list-style-type: none"> Perform a high arm shoulder pass, bounce pass, side pass effectively in open play. Receive frontal, sideways and backwards. Perform standing, jump and dive shots within conditioned play and open play. Dribbling (controlled) the ball in open play. Shield the ball from the defensive opposition. Utilise body feints to outwit an opponent. Apply the correct tackling techniques on closed skills environments building to transfer into open play. Revisit blocking in closed play and apply into full competitive game situations. |

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| | Look to move the ball forward with accuracy. | | | tackling and blocking. • Identify the correct techniques for a goalkeeper. | • Revisit the rules and role for a goalkeeper in conditioned games. |
| How will students be assessed? | <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/teamwork/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> | | |
| Literacy – What keywords will be taught? | <ul style="list-style-type: none"> • Passes • Turning • Spatial awareness • Dodging • Speed | | <ul style="list-style-type: none"> • High shoulder pass • Bounce pass • Side pass • Fontal, sideways, and backwards receiving techniques. • Standing, jump and dive shots. • Dribbling | | |

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| | <ul style="list-style-type: none"> • Timing • Movement • Receive • Opposition • Defence/attack | <ul style="list-style-type: none"> • Shielding • Body feints • Tackling • Blocking • Goal keeping |
| 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"> • Biology – effects of exercise on the body. • Food Technology – link between diet and exercise. | <ul style="list-style-type: none"> • Biology – effects of exercise on the body. • Food Technology – link between diet and exercise. |
| What useful websites are there for this topic? | <p>Skills</p> <p>https://mypersonalfootballcoach.com/learn-how-to-play-soccer-the-first-technical-football-steps/</p> <p>https://learn.englishfootball.com/</p> <p>https://www.nike.com/au/a/how-to-play-football</p> <p>https://www.bbc.co.uk/bitesize/guides/zyjxsg/revision/3</p> <p>History</p> | <p>How to play and learning different skills -</p> <p>https://olympics.com/en/news/handball-game-rules-regulations-how-to-play</p> <p>https://www.youtube.com/watch?v=69Ap8WsenXc</p> <p>https://www.thesubath.com/handball/whatishandball/</p> <p>https://www.youtube.com/watch?v=7wsgis2DK1E</p> <p>https://www.youtube.com/watch?v=_ImxiM-lz9A</p> |

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| | <p>Football - an overview and history of the sport - Association football - factfile - GCSE Physical Education Revision - OCR - BBC Bitesize</p> <p>Rules</p> <p>The Basic Rules of Soccer: A Complete Guide SOCCER.COM</p> <p>https://digitalhub.fifa.com/m/3f3e15cc1ab8977b/original/datdz0pms85gbnqy4j3k-pdf.pdf</p> <p>https://www.thefa.com/football-rules-governance/lawsandrules</p> | |
| What wider reading could be done for this topic? | <p>https://www.bbc.co.uk/sport/football</p> <p>https://www.thefa.com/</p> | <p>https://www.ihf.info/</p> <p>https://englandhandball.com/play/</p> |
| <p>Community Links</p> <p>What else can students be doing independently to develop their understanding of this topic?</p> | <p>The students take part in inter house completion.</p> <p>In conjunction with this the students have excellent access to both training facilities and local clubs in the local area.</p> | <p>Community</p> <p>Sutton Coldfield has access to a league of teams. Links with regional county academies are signposted and summer schools/holiday camp opportunities shared with students.</p> <p>Access to competition</p> <p>Students have access to handball opportunities within lessons throughout Year 7-11, specifically through the GCSE PE course.</p> <p>Opportunities to represent the school and play in the Sutton Schools' league is in December and January. If successful teams proceed to regional and national rounds beyond this.</p> |