**Y9 PE Curriculum Progression Map**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Dates** | 4th September – 20th October | 30th October – 15th December | 2nd January – 9th February | 19th February – 23rd March | 9th April – 25th May | 4th June – 24th July |
| **Weeks** | 7 Weeks | 7 Weeks | 6 Weeks | 5 Weeks | 5 Weeks | 7 weeks |
| **Lessons** | 7 Lessons | 7 Lessons | 6 Lessons | 5 Lessons | 5 Lessons | 7 Lessons |
| **Inset** | 2nd, 3rd, 20th September | 2nd December | - | - | - | 23rd July, 24th July |
| **Unit Title** | Baseline testing | Football (Depending on group) | Trampolining (number dependant) | Badminton (Depending on group) | Athletics (Depending on group) | Rounders (Depending on group) |
| **Sequence** | * 6 basic fitness tests to be completed in each lesson. Results to be recorded in the ABCD booklets. * 6 min endurance Run * 30 metre sprint * Sit up (muscular endurance) test * Balance test * Agility * Standing long jump | Key skills to include:  Passing  Control & Turning  Attack/Beating an opponent  Shooting  Defensive Tactics  Set Plays | Key skills to include:  Trampoline safety.  Basic jumps/aerial shapes/turns  Seat drop + combination development  Swivel hips.  Front drop  Front drop development + Routine creation  Routines + Assessment | Key skills to include:  Introduce the Grip and ready position  Introduce the Overhead/Underarm Clear  Introduce the Drop shot  Introduce the Smash  Doubles and singles tactics | Key skills to include:  Sprint running technique (100/200/400m)  Middle distance running – 800m  Jumping - triple jump  Throwing – shot putt  Throwing – javelin  High jump | Key skills to include:  Throwing/catching/fielding  Bowling development  Batting development  Fielding roles/outwit opponents  Evaluation of tactics/peer assessment |
| **Rationale** | Pupils are baselined upon entry into year 7 and the testing allows teachers to gain an understanding of the student’s ability coming in at KS3.  The tests are repeated at the same time in year 8 and then year 9, results are recorded every year in the same booklet. This allows students and teachers to see any progression made but also any regressions.  Students are introduced the terminology associated with each of the tests to start to build their vocab. | Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents.  Teams will be expected to plan strategies and implement them in different situations in a football game.  In invasion games the main intention is to invade your opponents’ territory and to outwit them so that you can score goals or points. | In this unit pupils will focus on the basic safety issues around the trampoline.  Pupils will accurately replicate skills and movements individually and in combination focusing on the correct techniques.  Pupils will show creativity, control, fluency and aesthetics in developed sequences. Students will evaluate and assess movements to improve sequences. | Pupils will focus on replicating and developing techniques as well as implementing and refining strategic play to outwit opponents.  Pupils will be able to demonstrate the essential elements of attack and defence.  In net games, it is the player aim to get the ball to land in the target area so that the opponent cannot return it. | Pupils will further enhance replication and performance across all disciplines.  Pupils to gain a further understanding of fitness and its relationship to performance.  Pupils will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others.  In athletic activities, pupils will engage in performing skills and personal and collective bests in relation to speed, height and distance. | Pupils will demonstrate timing and fluency in the replication of techniques for batting, bowling and fielding.  Pupils will work on improving the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs.  Pupils should be able to accurately score & officiate games. |
| **Key Building Blocks** | Knowledge of:  Fitness  Health  Leading a Healthy, Active Lifestyle | Knowledge of:  Experienced setting up and organising football practices in groups  Applied and adapted the principles of attack and defence in small sided games  Lead own warm up and cool down safely.   Learnt about specific techniques   Used and applied football rules correctly. | Knowledge of:  Experienced some of the safety aspects  Experienced the getting out and putting away of the equipment  Experienced some spotting  Experienced basic jumping and stopping | Knowledge of:  Experienced a range of net games  Experienced a range of roles within games  Experienced some strategic ideas  Played competitively | Knowledge of:  Acquired sound technique in events.  Gained knowledge of relay racing  Awareness of strengths and limitations  Applied strategies in competitive situations | Knowledge of:  A range of batting, bowling and fielding techniques.  A range of tactics  Understanding and identification of specialist positions for rounder’s.   Umpired small sided game |
| **Retrieval Practices** | Whiteboard activities  Q and A session  Practical performance  Demonstration | Whiteboard activities  Q and A session  Practical performance  Demonstration | Whiteboard activities  Q and A session  Practical performance  Demonstration | Whiteboard activities  Q and A session  Practical performance  Demonstration | Whiteboard activities  Q and A session  Practical performance  Demonstration | Whiteboard activities  Q and A session  Practical performance  Demonstration |
| **Key Skills** | Listening   |  | | --- | | Practical application  Preparing safely  Cooperation | | Passing  Shooting  Control and heading  High quality performances  Accurate replication | Preparing safely  Cooperation and communication  Teamwork  Tactics | Preparing safely  Cooperation and communication  Teamwork  Tactics | Pacing  Timing  Consistency  Safety  Mental determination | Preparing safely  Cooperation and communication  Teamwork  Tactics |
| **Key terms** | Muscular Endurance  Agility  Muscular Strength  Power  Healthy Lifestyle Choices | Planning and playing of games  Team strategy,  Team play,  Tournaments  Competitions  Officiating  Outwitting an opponent, | Performance related language  Criteria for observing and judging  Movement names  Aesthetics | Tactics and techniques  Forehand  Backhand  Smash  Overhead  Volley  Drop shot, block, | Aerobic and anaerobic exercise, - improving stamina, strength and/or suppleness  Training programmes, - interval, pyramid, repetitions and sets, fartlek, cross-training  Health-based and performance-based programmes, - judging, officiating, feedback | Tactics and techniques, - stance, body position, follow-through, mechanics of movement, no ball, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation. |
| **Numeracy** | Measuring, timing, angles | Pitch measurements and markings, angles. | Scoring, Movement. | Scoring, timings. | Angles, measurements, timings. | Scoring systems, pitch angles. |
| **Formative Assessment** | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback |
| **Summative Assessment** | Fitness test results | Practical assessment linked with the ABCD booklets | Practical assessment linked with the ABCD booklets | Practical assessment linked with the ABCD booklets | Practical assessment linked with the ABCD booklets | Practical assessment linked with the ABCD booklets |
| **SMSC, BV & Cultural Capital** | Links with the Olympics, discussion of Athletic events and various Athletes from around the world who excel. | Football teams and players from around the world. | Citizenship – sportsmanship and learning to be tolerant of others. | Citizenship – sportsmanship and learning to be tolerant of others. | Citizenship – sportsmanship and learning to be tolerant of others. Links with the Olympics, world Championships, Diamond League events. | Citizenship – sportsmanship and learning to be tolerant of others. |
| **Linking curriculum to careers** | Linking to fitness instructor careers and PT trainers who complete fitness tests as part of their job. | Links to jobs and careers within the Football industry. Coaching, managers etc. | Links to jobs and careers within the health, fitness and sports industry. | Links to jobs and careers within the health, fitness and sports industry. | Links to jobs and careers within the health, fitness and sports industry. | Links to jobs and careers within the health, fitness and sports industry. |