

# Year 9 PHYSICAL EDUCATION



## Topic Titles

### Autumn and Spring Term

#### Sports:

- Rugby
- Hockey
- Netball
- Football
- Gymnastics and Dance
- Badminton
- Basketball
- Cross Country

#### Summer Term Sports:

- Tennis
- Pickleball
- Athletics
- Rounders
- Cricket

#### Extra-Curricular Sports:

##### Everything above incl.

- Dance
- Strength & Conditioning
- Table Tennis
- Yoga

## Intent

As a Physical Education department, our main ambitions fall under three categories:

1. Essential & Fundamental Body Management Skills whilst learning Sport Specific Skills.
2. Promotion of Physical Fitness as Fun.
3. Developing Teamwork, Sportsmanship & Cooperation.

We want to inspire every student to pursue a life-long participation in sport. Whether this be at the highest professional level possible in a particular discipline or simply to inspire a student to continue to live a healthy-active lifestyle

## Links with other subjects

**Science:** Anatomy and Physiology, Cardiorespiratory, Short and Long term effects of exercise.

**Maths:** Measuring our Athletics times and Distances. **Music:** Understanding Rhythm, Unison & Cannon for Gymnastics and Dance.

**Geography:** Cross Country, enjoying and respecting the natural environment. Learning about different flags and countries during World Cups. **History:** Why games were invented, strange rules that they involve, records and how we can break them.

## How will knowledge and skills be taught?

Physical Education lessons always start with a functional fitness Warm up where students work on mobility, strength, cardiovascular endurance and speed movements.

Lessons explore strategies and tactics and refine skill development building on year 7 and 8.

Students are guided through team working and leadership activities where all will develop their personal, social and physical skills.

## How can parents help?

**By encouraging and enabling** students to attend extra-curricular sports clubs or clubs outside of school.

**Watch Live Sport** – Live Sport provides a great sense of excitement for anyone involved, whether it on the TV or at the local sports club. Pop out and watch anything you can!

**BY JOINING IN!** – Your child is much more likely to take part if you do too!

## Recommended Reading and Preparation for Learning

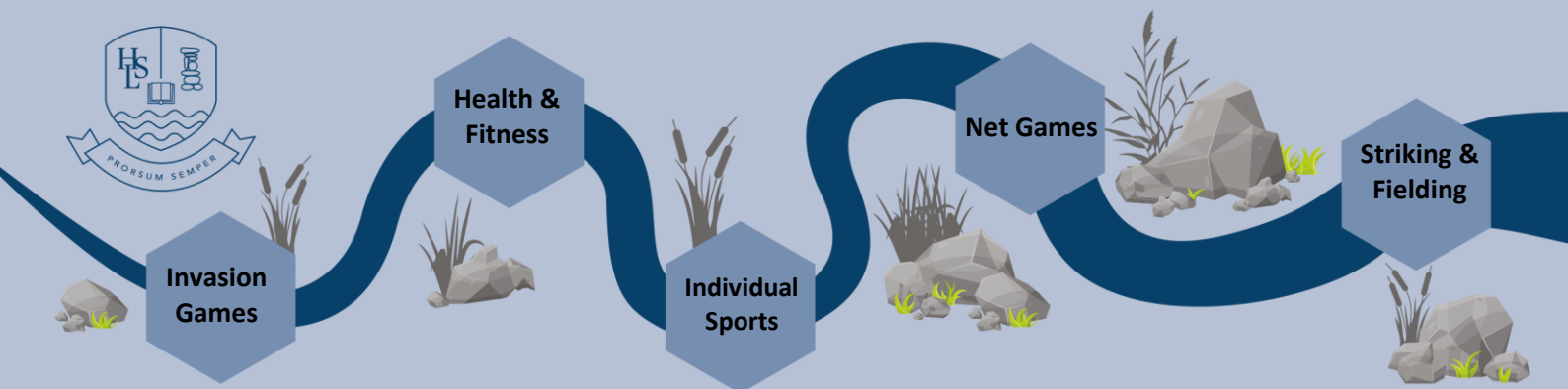
The Talent Code – Daniel Coyle

Bounce – Matthew Syed

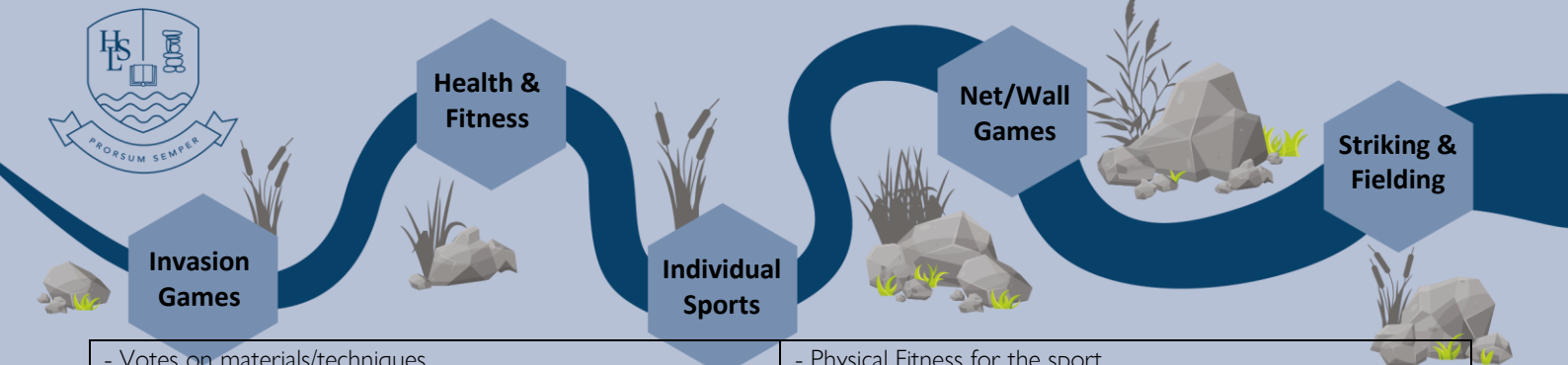
Born to Run – Christopher McDougall

Black Box Thinking – Matthew Syed  
Local Newspapers – Sport Sections  
(Celebrating local sporting achievements)

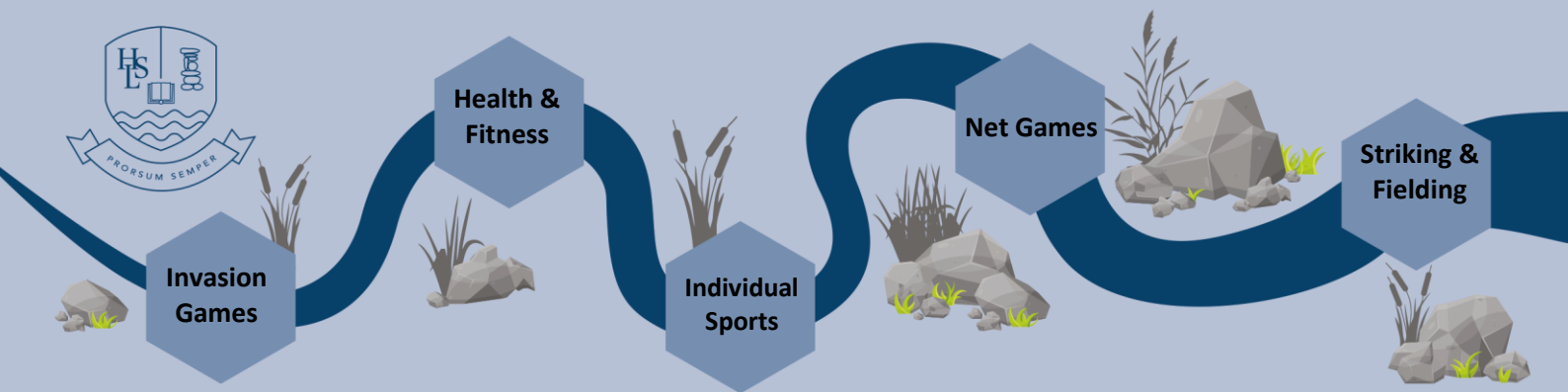
BBC SPORT – YouTube  
BBC SPORT – Website and App  
(Great highlight videos and some interesting articles)



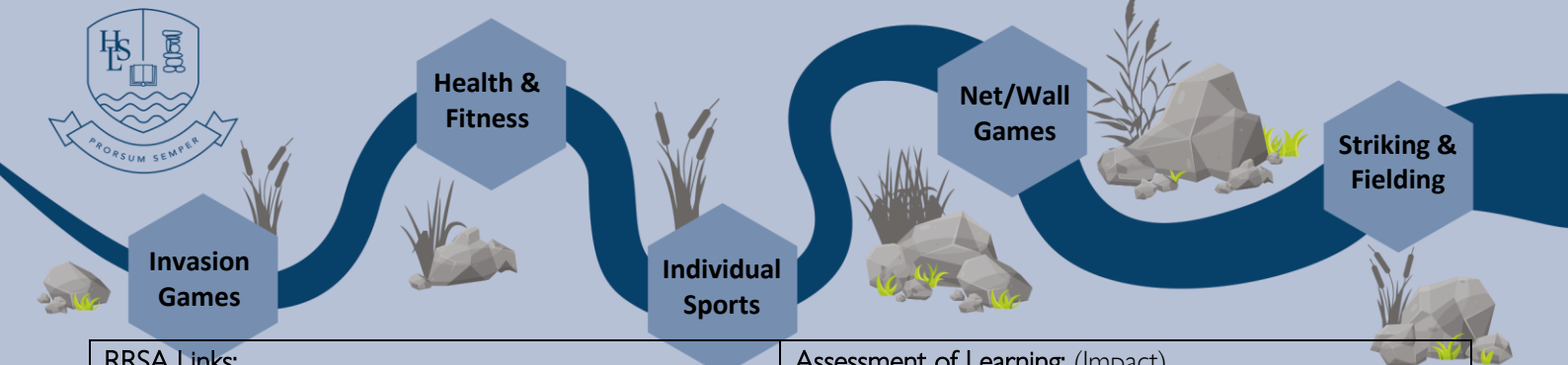
Subject: Physical Education	Year Group: Year 8	Terms: 2 & 6
Module/Theme: Net/Wall Games (Badminton, Tennis & Pickleball)		
<p><b>Topic Outline &amp; Aims</b> (Intent)</p> <ul style="list-style-type: none"> <li>- Building upon the foundation laid in Year 8, the Advanced Net/Wall Games unit aims to further refine students' skills and tactical understanding in badminton, tennis, and pickleball.</li> <li>- Students will deepen their mastery of shot types, enhance their strategic thinking, and develop leadership qualities through team-based activities.</li> <li>- Lessons will continue to promote inclusivity, challenge gender stereotypes, and foster a spirit of collaboration and mutual respect.</li> </ul>		
<p><b>Key Skills and Knowledge taught through this topic:</b> (Intent)</p> <p><b>Advanced Shot Mastery:</b> Students will refine their technique in shot types such as serves, smashes, drops, volleys, and lobs, with a focus on precision, power, and consistency across all three racquet sports.</p> <p><b>Strategic Thinking:</b> Emphasis will be placed on understanding advanced tactics, including court positioning, shot selection, anticipation, and exploiting opponents' weaknesses to gain a competitive advantage.</p> <p><b>Leadership Development:</b> Students will have opportunities to lead and organize team-based activities, demonstrating effective communication, decision-making, and problem-solving skills as team captains or coaches.</p> <p><b>Physical Conditioning:</b> Students will continue to develop their cardiovascular fitness, agility, and endurance through game-specific drills, interval training, and strength and conditioning exercises tailored to the demands of net/wall games.</p> <p><b>Subject Knowledge Enhancement:</b> Students will deepen their understanding of game rules, officiating procedures, and sportsmanship principles through interactive discussions, video analysis, and written reflections.</p> <p><b>Feedback Integration:</b> Students will actively seek and incorporate feedback from teachers, peers, and self-assessment to refine their performance, address weaknesses, and capitalize on strengths.</p>		
<p><b>Prior Learning:</b> (Context)</p> <p><b>Solid Foundation:</b> Students will have built a strong foundation in racquet sport skills, game tactics, and sportsmanship principles from Year 8, allowing for more advanced learning and application in Year 9.</p> <p><b>Continued Growth:</b> Varied experience levels from Year 8 will be leveraged to promote peer learning, collaboration, and skill progression among students with different abilities and backgrounds.</p>	<p><b>Future Learning:</b> (Context)</p> <p><b>Advanced Tactical Decision-Making:</b> By the end of KS3, students will be expected to use a wide variety of skills to outwit opponents and make tactical decisions that positively impact their team.</p> <p><b>Confident Officiating:</b> Students will develop the skills to officiate match play in practice, with some confident enough to officiate full games at greater speeds.</p>	<p><b>National Curriculum Links:</b> (Context)</p> <ul style="list-style-type: none"> <li>- Pupils will be taught to use a range of tactics and strategies to overcome opponents in direct competition.</li> <li>- Pupils will be taught analyse their performances compared to previous ones and demonstrate improvement.</li> <li>- Pupils will be given opportunities to take part in competitive sports in lessons, House fixtures, Extra-curricular clubs, and activities outside school through community links or sports clubs.</li> </ul>
<p><b>RRSA Links:</b></p> <ul style="list-style-type: none"> <li>12 – Respect for Children’s Views</li> <li>13 – Sharing Thoughts Freely</li> <li>15 – Setting up or joining groups</li> <li>17 – Access to Information</li> <li>31 – Rest, Play, Culture and Arts</li> </ul>	<p><b>Assessment of Learning:</b> (Impact)</p> <p>Pupils will be assessed at the end of each block of work.</p> <p>They will complete a Self-Assessment, a Peer Assessment and have a Teacher Assessment.</p> <p>The formal Teacher Assessment for each sport will take place in the last week of each activity where pupils will be assessed on: -</p> <ul style="list-style-type: none"> <li>- Rules and Tactical Understanding.</li> <li>- Physical Performance and skill level.</li> </ul>	
<p><b>British Values Links:</b></p> <p><b>Democracy –</b></p> <ul style="list-style-type: none"> <li>- Freedom to voice opinions during class feedback sessions.</li> </ul>		



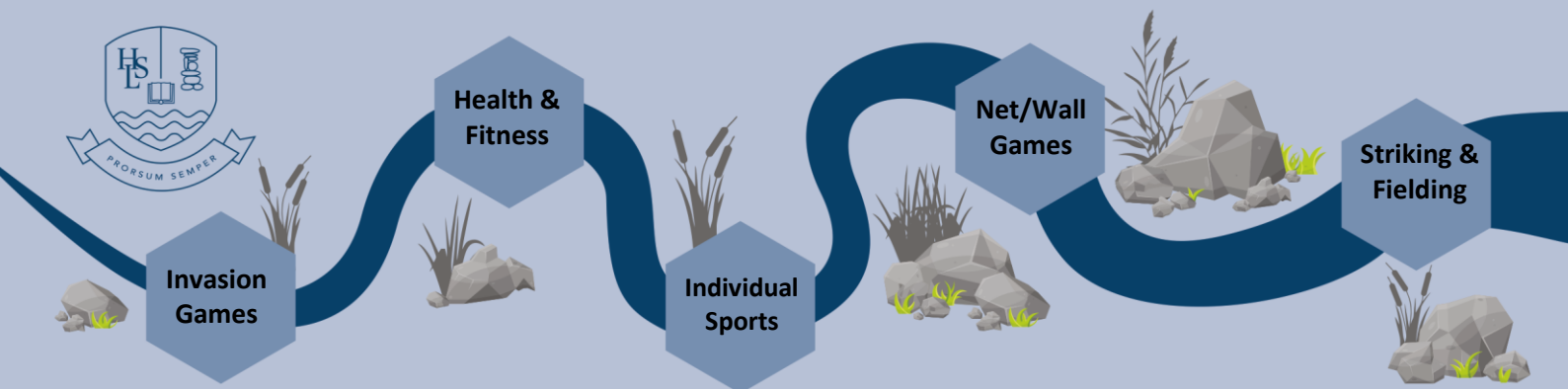
<ul style="list-style-type: none"> <li>- Votes on materials/techniques.</li> <li>- Debates/discussions on subjective performances.</li> </ul> <p><b>The Rule of Law –</b></p> <ul style="list-style-type: none"> <li>- The importance of health and safety for sport.</li> <li>- The importance of playing to the rules of the sport to ensure fair play.</li> <li>- The importance of playing to the rules of the sport to ensure the safety of other competitors.</li> </ul> <p><b>Individual Liberty –</b></p> <ul style="list-style-type: none"> <li>- Importance of independent research and learning.</li> <li>- Importance of reflection of ideas and processes.</li> </ul> <p><b>Mutual Respect –</b></p> <ul style="list-style-type: none"> <li>- Taking part in sport fairly demonstrating good etiquette and sportsmanship.</li> <li>- Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses.</li> </ul> <p><b>Tolerance -</b></p> <ul style="list-style-type: none"> <li>- Understanding diverse cultures and beliefs through sport.</li> <li>- Working as part of a team regardless of interests, religion, culture, and ability.</li> </ul>		<ul style="list-style-type: none"> <li>- Physical Fitness for the sport.</li> </ul> <p>Throughout each term informal Teacher, Peer and Self-assessments will be carried out to ensure effective learning.</p>	
<p><b>Eco Schools Links:</b></p> <p><b>Waste</b></p> <ul style="list-style-type: none"> <li>- Ensure all recyclable materials are disposed of correctly.</li> <li>- Use re-useable water bottles</li> </ul>			
<p><b>Reading / Enrichment:</b></p> <ul style="list-style-type: none"> <li>- Newspaper articles/match reports.</li> <li>- Sports feeds on social media.</li> <li>- Sports autobiographies.</li> </ul>	<p><b>Key Vocabulary: (Literacy)</b></p> <ul style="list-style-type: none"> <li>- Sport specific terminology.</li> <li>- Feedback.</li> <li>- Fairness, respect, etiquette, sportsmanship.</li> <li>- Techniques.</li> <li>- Strategy.</li> </ul>	<p><b>Numeracy Opportunities:</b></p> <ul style="list-style-type: none"> <li>- Scoring.</li> <li>- Timing.</li> <li>- Groupings.</li> <li>- Annotating performances.</li> </ul>	<p><b>Career Links:</b></p> <ul style="list-style-type: none"> <li>- Performer</li> <li>- Coach</li> <li>- Physiotherapist</li> <li>- Analyst</li> <li>- Fitness Instructor</li> <li>- Teacher</li> <li>- Leisure centre assistant</li> <li>- Referee/Official</li> </ul>



Subject: Physical Education	Year Group: Year 9	Terms: 5 & 6
Module/Theme: Striking and Fielding		
<p><b>Topic Outline &amp; Aims (Intent)</b>          The Striking and Fielding units aim to refine and advance the 'Summer' sport skills pupils developed in Year 8, focusing on Cricket, Tennis and Rounders. The intent is to enhance coordination, throwing, bowling, and catching skills, with a greater emphasis on strategic thinking and advanced techniques. Students will deepen their understanding of the rules, scoring, and tactics, and continue to develop lifelong skills. Lessons will be taught in mixed ability and mixed gender groups to promote inclusivity and challenge gender stereotypes.</p> <p><b>Key Aims</b></p> <ul style="list-style-type: none"> <li>- Advanced Skill Development: Enhance and refine coordination, throwing, bowling, catching, and batting skills with advanced techniques.</li> <li>- Strategic Knowledge: Develop a deeper understanding of the rules, scoring, and tactics of Cricket and Rounders.</li> <li>- Lifelong Skills: Continue learning to officiate games and apply rules with greater accuracy and fairness.</li> <li>- Inclusivity: Foster empathy, teamwork, and challenge gender stereotypes.</li> <li>- Reflection and Analysis: Enhance self and peer evaluation to drive performance improvement.</li> </ul>		
<p><b>Key Skills and Knowledge taught through this topic: (Intent)</b></p> <ul style="list-style-type: none"> <li>- Advanced Throwing and Catching: Refine techniques and incorporate complex skills from other sports.</li> </ul> <p>Specific Sports Skills:</p> <p>Cricket: Focus on advanced bowling techniques, strategic batting, and proficient wicket-keeping.</p> <p>Tennis Skills: Enhance serve, volley, and groundstroke techniques. Improve agility, reaction time, and coordination under increased pressure.</p> <p>Rounders: Emphasize advanced fielding techniques, accurate throwing, and efficient catching.</p> <ul style="list-style-type: none"> <li>- Rules and Regulations: Master the rules of Cricket, Tennis and Rounders and apply them in competitive scenarios.</li> <li>- Shot Techniques: Teach advanced shot techniques, correcting any persistent mistakes.</li> <li>- Fitness: Reinforce the importance of cardiovascular fitness for sustained performance and effective decision making in sports.</li> <li>- Subject Knowledge: Deepen understanding through discussions, independent exploration, and advanced analysis tasks.</li> <li>- Feedback: Incorporate detailed feedback from teachers and peers to refine performance.</li> </ul>		
<p><b>Prior Learning: (Context)</b>          Year 7&amp;8:</p> <ul style="list-style-type: none"> <li>- Basic and intermediate experience in Cricket, Tennis and Rounders.</li> <li>- Initial understanding of net games, including basic terminology.</li> <li>- Some students with competitive experience in racquet sports, in and out of school.</li> </ul>	<p><b>Future Learning: (Context)</b></p> <p>KS3 End:          Pupils will use a wide variety of skills to outwit opponents consistently.          Apply accurate footwork/movement and maintain high performance under pressure.          Develop confidence in officiating and playing full games.</p> <p>KS4:          AO1 - Reflect on and improve performances in competitive matches, showing advanced fluency and control.          AO2 - Make strategic decisions to positively impact the team.          AO3 - Analyse and critique performances to drive improvement.</p>	<p><b>National Curriculum Links: (Context)</b></p> <ul style="list-style-type: none"> <li>- Pupils will be taught to use a range of tactics and strategies to overcome opponents in direct competition.</li> <li>- Pupils will be taught analyse their performances compared to previous ones and demonstrate improvement.</li> <li>- Pupils will be given opportunities to take part in competitive sports in lessons, House fixtures, Extra-curricular clubs, and activities outside school through community links or sports clubs.</li> </ul>

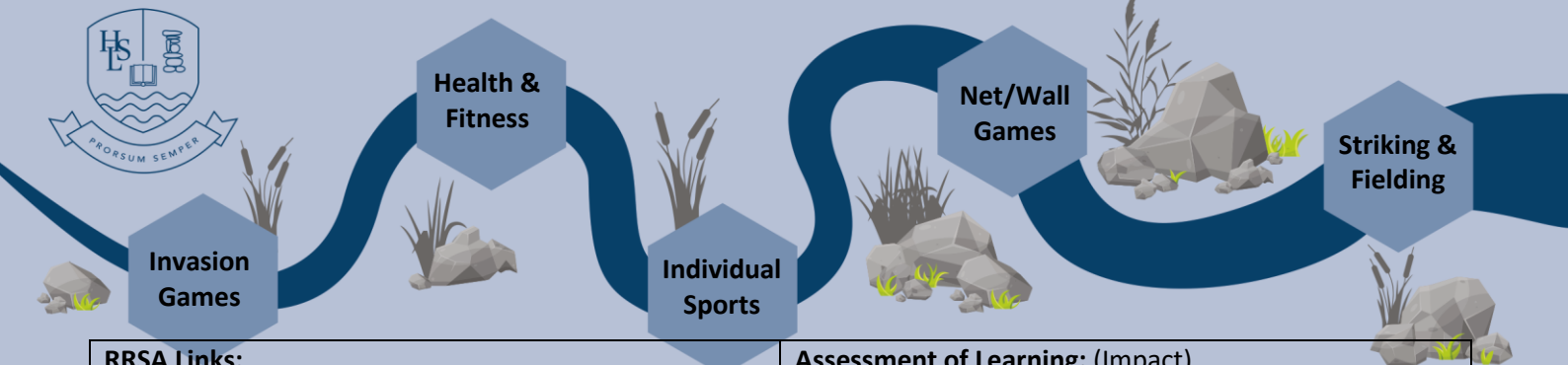


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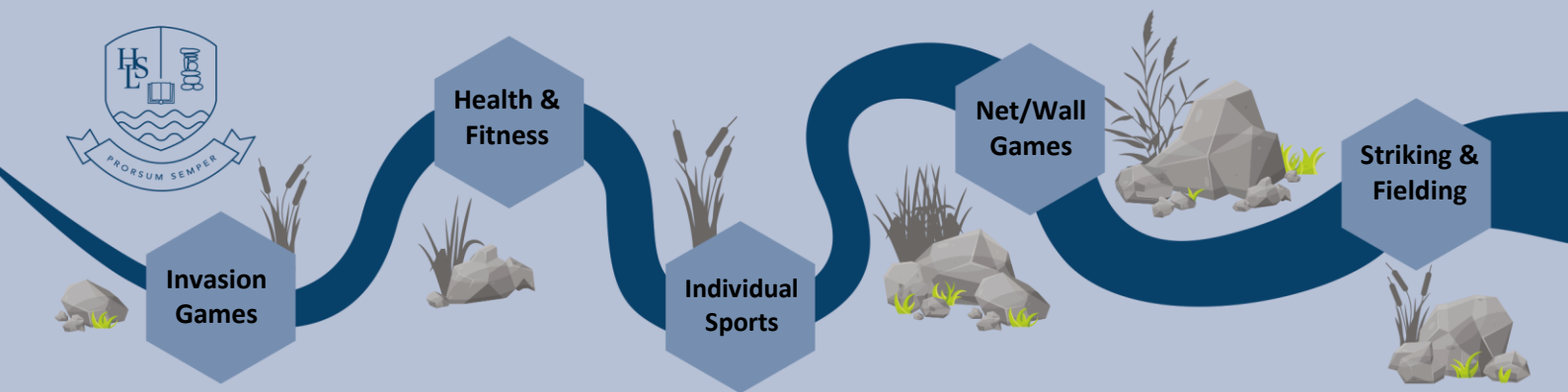


<b>Subject:</b> Physical Education	<b>Year Group:</b> Year 9	<b>Terms:</b> 1 - 6
<b>Module/Theme:</b> Health & Fitness		
<p><b>Topic Outline &amp; Aims (Intent)</b></p> <p><b>Objective:</b> Develop an advanced understanding of health and fitness, preparing students for more specialised training.</p> <p><b>Key Aspects:</b> Deepen knowledge of cardiovascular health and the role of targeted exercises. Advance understanding of strength training techniques for specific muscle groups. Emphasize the importance of flexibility, agility, and balance in fitness. Introduce sports-specific training principles. Foster an appreciation for the long-term benefits of a healthy, active lifestyle.</p> <p><b>Teaching Approach:</b> Incorporate a mix of individual, partner, and group activities to cater to varied learning preferences. Encourage students to set personal fitness goals and monitor progress.</p>		
<p><b>Key Skills and Knowledge taught through this topic: (Intent)</b></p> <p><b>Specialised Movements:</b></p> <ul style="list-style-type: none"> <li>Advanced exercises focusing on specific muscle groups.</li> <li>Techniques for improving flexibility, agility, and balance.</li> </ul> <p><b>Cardiovascular Fitness:</b></p> <ul style="list-style-type: none"> <li>Advanced cardiovascular exercises tailored for specific sports.</li> </ul> <p><b>Sports-Specific Training:</b></p> <ul style="list-style-type: none"> <li>Understanding and implementing training principles for chosen sports.</li> </ul> <p><b>Long-Term Health Benefits:</b></p> <ul style="list-style-type: none"> <li>Emphasizing the holistic benefits of a continued commitment to fitness.</li> </ul>		
<p><b>Prior Learning: (Context)</b> KS2:</p> <p><b>Year 8 Recap:</b></p> <ul style="list-style-type: none"> <li>Building on knowledge of cardiovascular and strength training.</li> <li>Progressing from basic to advanced movements.</li> <li>Refining running techniques and endurance.</li> </ul>	<p><b>Future Learning: (Context)</b></p> <p><b>KS4 Goals:</b></p> <ul style="list-style-type: none"> <li>In-depth understanding and application of GCSE PE Fitness terminology.</li> <li>Advanced planning and execution of training programs.</li> <li>Evaluation of health and fitness impact on everyday life and sports performance.</li> </ul>	<p><b>National Curriculum Links: (Context)</b></p> <ul style="list-style-type: none"> <li>Pupils will be taught to use a range of skills to encourage them to lead a healthy, active lifestyle.</li> <li>Pupils will be taught analyse their performances compared to previous ones and demonstrate improvement.</li> <li>Pupils will be given opportunities to take part in fitness clubs such as strength &amp; conditioning, cross-country, yoga.</li> <li>Half termly homework will be set to encourage physical activity as families.</li> <li>Pupils will be encouraged to get active through cycling, walking, and running.</li> </ul>



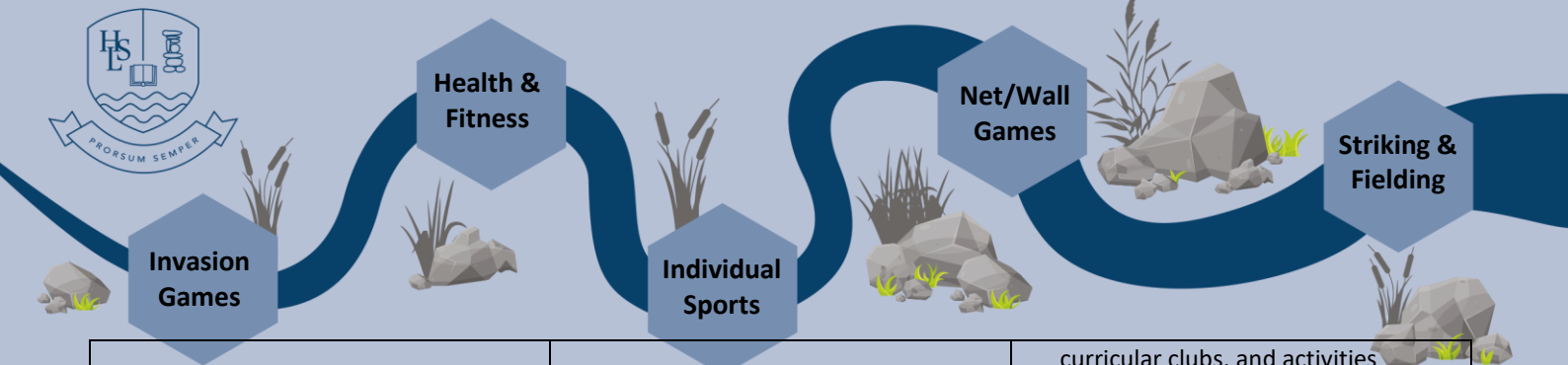


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<p><b>British Values Links:</b>  <b>Democracy –</b>          o Freedom to voice opinions during class feedback sessions.          o Votes on materials/techniques.          o Debates/discussions on subjective performances.  <b>The Rule of Law –</b>          o The importance of health and safety for sport.          o The importance of playing to the rules of the sport to ensure fair play.          o The importance of playing to the rules of the sport to ensure the safety of other competitors.  <b>Individual Liberty –</b>          o Importance of independent research and learning.          o Importance of reflection of ideas and processes.  <b>Mutual Respect –</b>          o Taking part in sport fairly demonstrating good etiquette and sportsmanship.          o Sharing work and ideas through group feedback; respecting each other’s strengths and weaknesses.  <b>Tolerance -</b>          o Understanding different cultures and beliefs through sport.          o Working as part of a team regardless of interests, religion, culture and ability.</p>			
<p><b>Eco Schools Links:</b>  <b>Waste –</b> Ensure all recyclable materials are disposed of correctly.          - Use re-useable water bottles          - Using the environment thoughtfully for exercise.</p>			
<p><b>Reading / Enrichment:</b>          -Newspaper/magazine articles.          -Fitness feeds on social media.          -Sports autobiographies.</p>	<p><b>Key Vocabulary: (Literacy)</b>          -Sport specific terminology.          -Components of fitness.          -Anaerobic and Aerobic training.          -Blood vessel dilation, dehydration, lactic acid, oxygen debt.          -Mental resilience.          -Health and well-being.</p>	<p><b>Numeracy Opportunities:</b>          -Sets/Reps.          -Tracking times.          -Use of smart watch.          -Taking Heart rates.          -Planning training programmes.</p>	<p><b>Career Links:</b>          -Performer          -Health care worker          -Coach          -Physiotherapist          -Analyst          -Fitness Instructor          -Teacher          -Leisure centre assistant          -Referee/Official</p>



<b>Subject:</b> Physical Education	<b>Year Group:</b> Year 9	<b>Terms:</b> 1,2,3,4 – September-March
<b>Module/Theme:</b> Invasion Games		
<p><b>Topic Outline &amp; Aims (Intent)</b>  <b>Objective:</b> Further advance students' skills in invasion games, focusing on strategic thinking, advanced techniques, and sportsmanship.  <b>Key Aspects:</b></p> <ul style="list-style-type: none"> <li>• Building on previous skills to enhance proficiency in invasion games.</li> <li>• Emphasising strategic thinking, advanced techniques, and sportsmanship.</li> <li>• Highlighting the importance of warm-ups, cooldowns, and physical health.</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Building on previous games and introducing more advanced strategies.</li> <li>• Ensuring students can officiate their own games accurately and fairly.</li> </ul> <p><b>Mixed Ability and Gender:</b></p> <ul style="list-style-type: none"> <li>• Lessons continue to be taught with mixed ability and gender to promote inclusivity and teamwork.</li> <li>• Encouraging empathy and challenging gender stereotypes.</li> </ul> <p><b>Reflection and Improvement:</b></p> <ul style="list-style-type: none"> <li>• Strengthening the emphasis on self-reflection and performance improvement.</li> </ul>		
<p><b>Key Skills and Knowledge taught through this topic: (Intent)</b>  <b>Advanced Passing and Receiving Techniques:</b></p> <ul style="list-style-type: none"> <li>• Mastering a range of advanced passing and receiving techniques under varying levels of pressure.</li> </ul> <p><b>Movement:</b></p> <ul style="list-style-type: none"> <li>• Understanding and implementing strategic movement to outwit opponents effectively.</li> </ul> <p><b>Physical Fitness and Decision Making:</b></p> <ul style="list-style-type: none"> <li>• Enhancing individual fitness to maintain high skill levels during advanced gameplay.</li> <li>• Emphasising cardiovascular fitness for quick and effective decision-making.</li> </ul> <p><b>In-depth Subject Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Further developing subject knowledge through in-depth discussions, independent exploration, and analysis tasks.</li> </ul> <p><b>Feedback Response:</b></p> <ul style="list-style-type: none"> <li>• Continuously responding to feedback from teachers and peers for refined performance.</li> </ul>		
<p><b>Prior Learning: (Context)</b>  <b>Year 8 Recap:</b></p> <p>Building on skills acquired in Year 8, focusing on advanced techniques and strategies.</p> <p>Continuing to refine footwork and movement under pressure.</p>	<p><b>Future Learning: (Context)</b>  <b>KS4 Goals:</b></p> <p>Applying advanced skills with greater fluency, control, and consistency.</p> <p>Making tactical decisions that positively impact team dynamics and game outcomes.</p> <p>Analysing performances at an advanced level.</p>	<p><b>National Curriculum Links: (Context)</b></p> <ul style="list-style-type: none"> <li>○ Pupils will be taught to use a range of tactics and strategies to overcome opponents in direct competition.</li> <li>○ Pupils will be taught analyse their performances compared to previous ones and demonstrate improvement.</li> <li>○ Pupils will be given opportunities to take part in competitive sports in lessons, House fixtures, Extra-</li> </ul>





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<p><b>RRSA Links:</b></p> <ul style="list-style-type: none"> <li>12 – Respect for Children’s Views</li> <li>13 – Sharing Thoughts Freely</li> <li>15 – Setting up or joining groups</li> <li>17 – Access to Information</li> <li>31 – Rest, Play, Culture and Arts</li> </ul>		<p><b>Assessment of Learning: (Impact)</b></p> <p>Pupils will be assessed at the end of each block of work.</p> <p>They will complete a Self-Assessment, a Peer Assessment and have a Teacher Assessment.</p> <p>The formal Teacher Assessment for each sport will take place in the last week of each activity where pupils will be assessed on:-</p> <ul style="list-style-type: none"> <li>-Rules and Tactical Understanding.</li> <li>-Physical Performance and skill level.</li> <li>-Physical Fitness for the sport.</li> </ul> <p>Throughout each term informal Teacher, Peer and Self-assessments will be carried out to ensure effective learning.</p>	
<p><b>British Values Links:</b></p> <p><b>Democracy –</b></p> <ul style="list-style-type: none"> <li>o Freedom to voice opinions during class feedback sessions.</li> <li>o Votes on materials/techniques.</li> <li>o Debates/discussions on subjective performances.</li> </ul> <p><b>The Rule of Law –</b></p> <ul style="list-style-type: none"> <li>o The importance of health and safety for sport.</li> <li>o The importance of playing to the rules of the sport to ensure fair play.</li> <li>o The importance of playing to the rules of the sport to ensure the safety of other competitors.</li> </ul> <p><b>Individual Liberty –</b></p> <ul style="list-style-type: none"> <li>o Importance of independent research and learning.</li> <li>o Importance of reflection of ideas and processes.</li> </ul> <p><b>Mutual Respect –</b></p> <ul style="list-style-type: none"> <li>o Taking part in sport fairly demonstrating good etiquette and sportsmanship.</li> <li>o Sharing work and ideas through group feedback; respecting each other’s strengths and weaknesses.</li> </ul> <p><b>Tolerance -</b></p> <ul style="list-style-type: none"> <li>o Understanding different cultures and beliefs through sport.</li> <li>o Working as part of a team regardless of interests, religion, culture and ability.</li> </ul>			
<p><b>Eco Schools Links:</b></p> <p><b>Waste –</b> Ensure all recyclable materials are disposed of correctly.</p> <ul style="list-style-type: none"> <li>- Use re-useable water bottles</li> </ul>			
<p><b>Reading / Enrichment:</b></p> <ul style="list-style-type: none"> <li>-Newspaper articles/match reports.</li> <li>-Sports feeds on social media.</li> <li>-Sports autobiographies.</li> </ul>	<p><b>Key Vocabulary: (Literacy)</b></p> <ul style="list-style-type: none"> <li>-Sport specific terminology.</li> <li>-Feedback.</li> <li>-Fairness, respect, etiquette, sportsmanship.</li> <li>-Techniques.</li> <li>-Strategy.</li> </ul>	<p><b>Numeracy Opportunities:</b></p> <ul style="list-style-type: none"> <li>-Scoring.</li> <li>-Timing.</li> <li>-Groupings.</li> <li>-Annotating performances.</li> </ul>	<p><b>Career Links:</b></p> <ul style="list-style-type: none"> <li>-Performer</li> <li>-Coach</li> <li>-Physiotherapist</li> <li>-Analyst</li> <li>-Fitness Instructor</li> <li>-Teacher</li> <li>-Leisure centre assistant</li> <li>-Referee/Official</li> </ul>



**Health & Fitness**

**Net/Wall Games**

**Striking & Fielding**

**Invasion Games**

**Individual Sports**

