

## Physical Education Year 9 Curriculum:

There are 5 main areas of Physical Education that will be covered in Year 9: **outwitting opponents**, as in games activities; **accurate replication of actions, phrases and sequences** as in Gymnastic activities; **performing at maximum levels in relation to speed, height, distance, strength or accuracy**, as in Athletics activities; **identifying and solving problems to overcome challenges of an adventurous nature**, as in Life saving and Personal survival activities; and **exercising safely and effectively to improve health and well-being**, as in Fitness and Health activities.

### Outwitting Opponents:

1. Football
2. Rugby
3. Badminton
4. Basketball
5. Rounders
6. Cricket
7. Hockey
8. Netball
9. Tennis
10. Table Tennis

### Key Objectives for Outwitting Opponents - To be able to:

1. **Successfully overcome opponents in competition by directly affecting each other's performance.**
2. Consistently demonstrate the relevant skills required to succeed in the chosen area.
3. Transfer skills learnt in isolation into a competitive situation, demonstrating consistency of success.
4. Application of their knowledge of the rules of the specific activity. To be able to support other students in their understanding as well as be able to explain clearly to the teacher the rules associated with the activity.
5. Appropriately select and apply various tactics which bring about success.
6. Effectively communicate within their group/team which impacts positively on their own/others performance.
7. Take responsibility for their own learning and show support in the development of others.
8. Effectively analyse their own and others strengths and weakness and set out an action plan for improvement.
9. Gain confidence and experience when taking on additional roles such as Official, Organiser, Leader and Coach.

### Accurate replication of actions phrases and sequences:

1. Gymnastics

### Key Objectives for Accurate Replication - To be able to:

1. **Repeat actions, phrases and sequences of movement with little or no error.**
2. Correctly select and apply movements, agilities and balances individually and as part of a fluent sequence.
3. Select, combine and perform skills; actions and balances and explain their choice in detail with justification.
4. Demonstrate high levels of body tension, control, counter balance and aesthetics.
5. Demonstrate high quality performances, techniques and routines with accurate replication of skills showing good levels of control and fluency.
6. Apply refined skills and compositional ideas based on decisions about sequences.
7. Discuss the benefits & use of arms and body tension and how sequences are aesthetically improved in detail.
8. Analyse their own strengths and weakness as well as observing others, providing them with suitable feedback.
9. Gain confidence and experience when undertaking additional roles such as Official, Organiser, Leader and Coach.
10. Explain how the activity areas can impact on their overall health and fitness, providing appropriate examples.

### Performing at maximum levels in relation to speed, height, distance, strength or accuracy:

1. Athletics
2. Cross Country
3. Swimming

### Key Objectives for Performing at maximum levels - To be able to:

1. **Achieve personal best scores or times, and in competition with others' scores or times as well as in comparison to elite performers.**
2. Replicate accurately basic skills with precision and technique.
3. Develop the skills required and they should understand and be able to explain that different events demand different skill types.
4. Be able to select and apply appropriate skills and tactical decisions.
5. Evaluate the use of body parts to gain an improvement in replicated technique and apply strategies for effective competitive performance.
6. Adapt & refine these strategies to the need of an event. To encourage the ability to become a reflective learner. Be able to explain these decisions.
7. Be able to carry out preparation and recovery routines in order to exercise safely and effectively and to gain an extended understanding of the principles used.
8. Analyse their own strengths and weakness as well as observing others, providing them with appropriate feedback.
9. Gain confidence and experience when undertaking additional roles such as Official, Organiser, Leader and Coach.
10. Explain how the activity areas can impact on their overall health and fitness, providing appropriate examples.

### Exercising safely and effectively to improve health and well-being:

1. Fitness
2. Boxercise

### Key Objectives for exercising safely and effectively to improve health and well-being - To be able to:

1. **Improve performance and understanding of health, fitness and wellbeing.**
2. Replicate accurately basic and high level techniques within fitness activities.
3. Develop the skills of sustained running, jumping and other fitness skills, demonstrating consistency and progression in terms of difficulty.
4. Understand that different events demand different components of fitness and be able to adapt to the set task, explaining your decisions.
5. Devise and carry out an effective circuit to suit a sport or fitness element of your choice, explaining your decisions for implementing particularly stations.
6. Compete in a number of fitness based events, demonstrating at least a good level in all aspects.
7. Demonstrate accurate technique, depth of understanding and related performances in a range of activities that involve sustained physical work.
8. Analyse their own strengths and weakness as well as observing others, providing them with appropriate feedback.
9. Gain confidence and experience when undertaking additional roles such as Official, Organiser, Leader and Coach.
10. Explain how the activity areas can impact on their overall health and fitness, providing appropriate examples.

### Key Performance Standards

1. Demonstrate core skills in isolation, with consistency.
2. Understand and be able to apply those skills appropriately in a competitive situation.
3. Apply the tactics and strategies required in order to be successful.
4. To be able to take responsibility for their own individual performance as well as critique others and provide feedback.
5. To work effectively as a member of a team.
6. Demonstrate the ability to assess their own and others strengths and weaknesses in performance and begin to critique their peers.
7. To apply strategies which bring about improvement in performance.
8. To use relevant terminology associated with each specific activity.
9. To demonstrate significant levels of progress throughout the time spent on each activity.
10. To be able to effectively warm up and cool down, while explaining the process and reasons for this.
11. To talk accurately and confidently about the activity area.
12. To be able to perform consistently in several additional roles other than that of a performer.
13. To continue to develop their own interaction and communication skills.
14. To have knowledge of how each activity can contribute to overall fitness and health, providing appropriate examples.
15. **To be able to recall/ recognise GCSE PE terminology specific to individual activities**