



PE - Year 9 – Unit Football

Sequence 1: Learning Objective: Passing, Control & Turning

Lesson 1: To understand the benefits of passing and where different types of passes should be used i.e. Over defensive line. . To be able to outwit opponents with a variety of passes. To be able to perform these passes in a small sided game.

Lesson 2: To be able to use the different parts of the body to control the ball. To outwit opponents with the combination of advanced turns and dribbles making decisions about how best to advance on opposition.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to attend extra-curricular Football and to be encouraged to join a local club.

Sequence 2: Learning Objective: Attack/beating an opponent, Shooting

Lesson 3: To be able to outwit opponents using dummies & fakes at speed. To understand the importance of width and playing into space in order to attack. To develop strategic and tactical play.

Lesson 4: To perform a variety of shooting techniques on goal. i.e. low drive, chip and volley. To appreciate how to adjust shot selection based on opponents positioning.

Formative Assessment and Homework: To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.

Sequence 3: Learning Objective: Attack & defensive tackling techniques

Lesson 5: To develop their understanding and knowledge of how to stop attack effectively. To perform the different types of defensive techniques in different situation e.g. jockeying, goal side, closing down & slide tackling.

Lesson 6: To perform crosses using varying height, speed and positioning. To develop creativity in developing new strategies from corner kicks in attack and defence. To understand techniques to stop opponents outwitting them i.e. goal side, man to man tactics. To incorporate corner kicks, goalkeeping, defending and attacking strategies in small games.

Lesson 7: Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.

Formative Assessment and Homework: The pupils are to develop their knowledge and understanding of the rules in football. Demonstrate knowledge of health and diet.

Big Picture

AIM: In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for Football. Pupils will work on improving the quality of their skills with the intention of outwitting opposition.

- Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge from Yr 7 & 8 in school.
- All pupils encouraged to attend extra-curricular Football, to watch Football at home to become more knowledgeable with netball terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Show my homework
- Use of ICT to analyse performance.
- Extra-curricular
- Demonstrations of previous learning.
- Homework set in lesson 4 but pupils encouraged to attend extra-curricular weekly.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills



PE - Year 9 – Unit Handball

Sequence 1: Learning Objective: Timing & use of space, support play

Lesson 1: To accurately replicate prior learnt types of passes. To be able to perform these in a game to retain ball possession & outwit opposition. To understand what the use of space means for attacking opportunities

Lesson 2: To be able to outwit opponents using a variety of passes with accuracy and timing. To be able to move accurately into a space to receive a well-timed pass. To develop their understanding of strategic and tactical play and refine ideas based on successful outcomes

Formative Assessment and Homework: Warm ups to be skill related to recap and develop skills.

Sequence 2: Learning Objective: Shooting, marking and defending

Lesson 3: To refine shooting technique. To develop knowledge and understanding of strategic play used to outwit opponents. To be able to develop and refine tactics based on the analysis of opposition.

Lesson 4: To accurately replicate defending skills to be able to mark an opponent and intercept any passes sent towards them. To be able to outwit opponents using learnt defending skills and techniques.

Formative Assessment and Homework: Homework lesson 4 to design a warm up aimed at recapping or developing a previously learned skill.

Sequence 3: Learning Objective: Development of tactics & Assessment

Lesson 5: To develop tactical strategies to outwit opponents. To understand and appreciate the need to use creativity when implementing strategies and refining ideas when unsuccessful. To understand and know handball rules.

Lesson 6 & 7: Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Pupils to show their knowledge and understanding of the rules in handball. To show the ability to improve their own quality of technique through self assessment.

Formative Assessment and Homework: To be able to identify the distinct roles of each playing position. To describe the rules and laws of the game.

Big Picture

AIM: In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for handball. Pupils will work on improving the quality of their skills with the intention of outwitting opposition.

- Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge from Yr 7 and Yr 8.
- All pupils encouraged to watch handball at home to become more knowledgeable with handball terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Use of ICT to analyse performance.
- Extra- curricular
- Demonstrations of previous learning.
- Pupils encouraged to attend extra-curricular weekly.
- End of term assessment, practical assessment, and match play, when off pitch pupils to peer or self-assess to show understanding.

Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills



PE - Year 9 – Unit Netball

Sequence 1: Learning Objective: Ball handling and footwork development

Lesson 1: To demonstrate knowledge & understanding of netball rules. To perform a variety of passes at speed and with control. To be able to perform these in a small sided game to outwit opponents.

Lesson 2: To be able to catch the ball from a variety of situations with improved technique and greater consistency.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to attend extra-curricular netball and to be encouraged to join a local club.

Sequence 2: Learning Objective: Attacking/ dodging development

Lesson 3: To perform skills in a small sided game making decisions about how best to advance on opposition. To explore ideas, concepts of attacking play when in space and with ball possession.

Lesson 4: To develop & refine strategic and tactical play and adapt ideas based on successful outcomes. (Use of space, court linking, tactical centre pass)

Formative Assessment and Homework: To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.

Sequence 3: Learning Objective: Defending and shooting development

Lesson 5: To accurately replicate effective marking techniques and intercept any passes sent towards them.

Lesson 6:

Lesson 7: Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in netball. To demonstrate the ability to evaluate performances and suggest ways to improve.

Formative Assessment and Homework: The pupils are to develop their knowledge and understanding of the rules in netball. Further development – Consider helping at Year 7 training nights to allow for opportunities to umpire.

Big Picture

AIM: Pupils will focus on developing, implementing and refining team and individual game plans with the goal of outwitting an opponent. Pupils will focus on developing and implementing attacking and defending strategies and techniques. All games activities involve pupils thinking about how to use skills, strategies and tactics to outwit the opposition.

- Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge from Year 7 and 8 in school.
- All pupils encouraged to attend extra-curricular netball, to watch netball at home to become more knowledgeable with netball terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Show my homework
- Use of ICT to analyse performance.
- Demonstrations of previous learning.
- Pupils encouraged to attend extra-curricular weekly.
- End of term assessment, practical assessment, and match play, when off court pupils to

Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 9-11.
- Transferrable multi-skills



PE - Year 9 – Unit Rugby

Sequence 1: Learning Objective: Passing and receiving & outwitting an opponent

Lesson 1: Passing & Use of space: To accurately replicate prior learnt types of passes. To be able to perform these in a game to retain ball possession & outwit opposition. To describe the difference in rules of rugby league & union. To understand what the use of space means for attacking opportunities.

Lesson 2: Outwitting opponents- 5 vs 3: To develop knowledge and understanding of strategic play used to outwit opponents. To be able to develop and refine tactics based on the analysis of opposition. To understand the rules of rugby union and begin to correctly officiate *i.e. rucking concept*.

Formative Assessment and Homework: Warm ups to be skill related to recap previous learnt skills. Pupils to attend extra-curricular Rugby and to be encouraged to watch rugby games to understand the rules and direction of play in more depth .

Sequence 2: Learning Objective: Tackling, Rucking, Attacking & outwitting opponents

Lesson 3: Tackling + Rucking: To develop an understanding and knowledge of how to perform a ruck and the roles of support players. To replicate the correct tackling & rucking technique. To understand the safety aspects of rugby tackling and the rules regarding rucking and offside.

Lesson 4: Restarting play-line outs: To be able to perform a small line out with the correct technique. To understand how a line out is formed and the necessary positions. To combine the use of passing, tackling & rucking to outwit opponents. To develop a confident understanding of the rules and laws of rugby union.

Formative Assessment and Homework: Homework - read rule books and sports reports online/watch a game. Peer assessment on passing and receiving in a small sided game.

Sequence 3: Learning Objective: Game play & rules & Games/mini tournament/assessment

Lesson 5: Scrum development: To develop the knowledge and understand of how to form a small 5 man scrum. To understand and accurately describe the scrum positions. To develop knowledge of when a scrum is used. To integrate scrummage skills into a small sided game after an infringement.

Lesson 6 Assessment: To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To play to the basic rules of rugby league. To demonstrate knowledge and understanding of the rules in rugby.

Formative Assessment and Homework: To be able to identify the distinct roles of each playing position. To describe the rules and laws of the game. Homework – come up with a drill working mainly on rucking and lineouts in Rugby Union.

Big Picture

AIM: Pupils will focus on developing, implementing and refining team and individual game plans with the goal of outwitting an opponent. Pupils will focus on developing and implementing attacking and defending strategies and techniques. All games activities involve pupils thinking about how to use skills, strategies and tactics to outwit the opposition..

- Team sport, building towards a sport which can be used at KS4 assessment for Sports Studies.
- All pupils encouraged to attend extra-curricular Rugby, to watch Rugby at home to become more knowledgeable with Rugby terminology.
- To improve social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Use of ICT to analyse performance.
- Extra- curricular
- Demonstrations of previous learning.
- Pupils encouraged to attend extra-curricular weekly.
- End of term assessment, practical assessment, and match play, when off pitch pupils to peer or self-assess to show understanding.

Progression Model:

Transferrable knowledge of key terminology in other game activities; tactics, *eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through.*

- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 7-11.
- Transferrable multi-skills
- Opportunity to Peer coaching (*i.e. watch each other playing and refine their skills*). Use demonstrations effectively to highlight good work (*i.e. what is happening, what others are doing and copy how others act and work*).