

YEAR 9 PHYSICAL EDUCATION

TEAM BYRCHALL – SPORT FOR LIFE

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers further develop
- Developing fair play and sportsmanship in students

‘Team Byrchall – Sport for Life’ encourages lifelong participation in sporting activity. The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

Students not taking exam level PE will only receive 1 hour of PE in the curriculum per week. However, the offer outside of the curriculum (school sports clubs) allows them to take part in out of hours learning and development.

Core students (non-exam PE) will be allowed to choose a route that suits them best. All students in Y9 will take part in fitness and athletics regardless of route choice.

PHYSICAL

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student’s ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

PERSONAL

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness.

- To give students the opportunity to discover and to use appropriately the facilities available locally.
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.

9P

	GROUP 1 GIRLS	GROUP 2 GIRLS	GROUP 1 BOYS	GROUP 2 BOYS
BLOCK 1	Athletics	Athletics	Athletics	Athletics
BLOCK 2	Fitness			
BLOCK 3	Hockey (RR)	Dance (KJ)	Table Tennis (RW)	Rugby (MG)
BLOCK 4	Dance (KJ)	Invasion Games (RR)	Football (RW)	Table Tennis (MG)
BLOCK 5	Netball (RR)	Basketball (KJ)	Rugby (MG)	Basketball (RW)
BLOCK 6	Table Tennis (KJ)	Striking & Fielding (RR)	Ultimate Frisbee (RW)	Striking & Fielding (MG)

	GROUP 1 GIRLS	GROUP 2 GIRLS	GROUP 1 BOYS	GROUP 2 BOYS
BLOCK 1	Athletics	Athletics	Athletics	Athletics
BLOCK 2	Fitness			
BLOCK 3	Netball (KC)	Dance – Gym (KJ)	Table Tennis S.Hall (RW)	Rugby (MG)
BLOCK 4	Dance - Gym (KJ)	Volleyball S.Hall (KC)	Football (RW)	Basketball - courts (MG)
BLOCK 5	Basketball - courts (KJ)	Trampolining Gym (KC)	Rugby (MG)	Table Tennis – S.Hall (RW)
BLOCK 6	Trampolining (KC)	Basketball (KJ)	Ultimate Frisbee (RW)	Striking & Fielding (MG)



GCSE

AUTUMN	SPRING	SUMMER
<p>Theory</p> <p>Baselining - course overview and some elements of anatomy and physiology / components of fitness / training for sport</p> <p>Prac</p> <p>Taster of:</p> <p>Ultimate Frisbee</p> <p>Handball</p> <p>Table Tennis</p> <p>Trampolining</p>	<p>Theory</p> <p>Muscular System</p> <p>Respiratory System</p> <p>Prac</p> <p>Trampolining</p> <p>Basketball</p>	<p>Theory</p> <p>Respiratory System</p> <p>Cardiovascular System</p> <p>Prac</p> <p>Athletics</p> <p>Handball</p>



CAMBRIDGE NATIONAL SPORTS SCIENCE (OCR)

AUTUMN	SPRING	SUMMER
<p>Theory</p> <p>Baselining – course overview and some elements of anatomy and physiology / components of fitness / training for sport</p> <p>Taster of:</p> <p>Ultimate Frisbee</p> <p>Handball</p> <p>Table Tennis</p> <p>Trampolining</p> <p>Theory</p> <p>Unit RO42 – Applying Principles of Training</p> <p>Learning Objective 1</p>	<p>Theory</p> <p>Unit RO42 – Applying Principles of Training</p> <p>Learning Objective 2</p> <p>Prac</p> <p>Basketball</p> <p>Football</p>	<p>Theory</p> <p>Unit RO42 – Applying Principles of Training</p> <p>Learning Objective 3/4</p> <p>Prac</p> <p>Table Tennis</p> <p>Athletics</p>

Homework should be set for Y9/10/11 students and marked in accordance with school and departmental policy.

- Students should always write homework in homework diaries.
- Homework will also be available on the VLE / Edulink.

UNIT	DURATION (LESSONS)	LEARNING OBJECTIVES/OUTCOMES	
Hockey	6	<ul style="list-style-type: none"> Recap dribble, stop, reverse stick control, push pass, slap hit. Introduce scanning. Recap basic formation Developing scanning within the game. Covering within system of play Introduce Pass on the move to left and right. When and where? Small sided games, application of pass on move Introduce the 'hit'. When and where? Small sided games, application of hit To understand the importance of using the right under pressure. Scanning, passing on the move, passing variation Summative assessment lesson – game play skills 	<p>Developing – 1/2/3/4</p> <p>Secure – 1/2/3/5/6</p> <p>Advanced – 1/3</p>
Netball	6	<ul style="list-style-type: none"> Running footwork Attacking skills – roll dodge Shooting video analysis (defending the shot & passing around the circle) Development of spatial awareness – (creating and moving into) Set play (Team tactics) Umpiring (areas of responsibility, signalling & terminology) Assessment 	<p>S1/2/3/4/5/6</p> <p>A1/2/3/4</p> <p>D4</p>
Dance	6	<ul style="list-style-type: none"> Use images as a starting point for choreography Create motifs to show intent Introduce the word 'support' as a stimulus and use balance/counter balance Use partner/mirror image work created earlier to create audience impact Motif development using canon/unison/addition/reversal Introduce the word 'struggle' as a stimulus Create the final section and link all other sections to give flow of movement Assessment – peer/teacher 	<p>Developing – 1/2/3/4</p> <p>Secure – 1/2/3/4/5/6</p> <p>Advanced – 3/1/2</p>

Fitness (Girls)	4-6	<ul style="list-style-type: none"> • Warm up and Circuit Training • Training Zones and Bleep Test • Effects of Exercise of the Heart and Distance Run • Methods of Training and HIIT • Components of Fitness and Testing • Assessment Lesson and Aerobics 	A1/2/3/4 S1/2/3/4/5/6
Fitness (Boys)	4-6	<ul style="list-style-type: none"> • Timed cross country house distance race. • Fartlek Training – for games players using SAQ equipment • Interval Training – Improving speed and Power • Fitness Testing Protocols • Fitness Testing comparing to normative data • Bleep Test 	F1/2/3/4 D1/2/3/4 S2/3/4/5/6 A2/4
Volleyball	6	<ul style="list-style-type: none"> • Ball Handling Skills & The Volley • The Dig • Service • Combining Shots & 4v4 Rotation • Attacking Skills: The Spike • Defending Skills: The Block • Positions & Rotations (6v6) • Assessment Lesson 	F 1/2/3/4 D1/2/3/4 S1
Trampolining	6	<ul style="list-style-type: none"> • Introduce the activity block, safety requirements and develop shaped jumping – tuck, pike, straddle • Introduce seat landing technique • Develop seat, half twist out building up to swivel hips • To develop knowledge of the progressions up to performing front landings • To develop knowledge of the progressions up to performing back landings • To build up to performing front Somersaults with or without support • Introduce sequencing and allow students to develop routines • Assessment lesson 	Foundation 1/2/3/4 Developing – 1/2/3/4 Secure – 1/2

Athletics	8	<ul style="list-style-type: none"> To introduce students to the correct sprinting technique To continue to develop students understanding of correct running technique To continue to develop understanding of pacing To introduce students to relay changeover with a focus on the down sweep action To develop students basic throwing technique To introduce students to shot putt technique, focusing on stance, grip preparation and execution To introduce students to basic discus throwing technique To introduce students to the frosby flop technique 	<p>Developing – 1/2/3/4</p> <p>Secure – 1/3/4/5/6</p> <p>Advanced – 1</p>
Rounders	6	<ul style="list-style-type: none"> Develop throwing and catching skills that can be applied within fielding play Recap the long barrier and further develop fielding skills Develop striking skills and gaining distance and power of the hit Develop tactical hitting with relation to positioning of the fielding team Further develop the relationship between the backstop and the first base Introduce tactics and develop supporting fielding play between deep fielders and base players Develop tactical play through game play and team work Assessment lesson- game play 	<p>Developing – 1/2/3/4</p> <p>Secure – 1/2/3/4/5/6</p>
Table Tennis	6	<ul style="list-style-type: none"> To be able to demonstrate & use the correct grip and understand the ready position. To be able to accurately replicate a basic backhand push shot. To develop accuracy in forehand drive. To develop tactical understanding of when to the play the forehand drive. To perform and replicate a legal forehand / backhand table tennis serve with control and accuracy. Examine tactical play to outwit opponent effectively in a gameplay situation. Recap and practise variety of shots and tactics from unit plan. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. 	<p>D12/3/4</p> <p>S1/2/3/4/5/6</p> <p>A1/2/3/4</p>

Football	6	<ul style="list-style-type: none"> • Initial assessment via small sided games • 1v1 skills examining attack and defence • Develop short passing skills and weight of pass • Develop long passing and match application of long passing • Control and first touch development • Development of shooting skills • Development of defensive and attacking headers • Summative assessment through game play 	<p>Developing – 1/2/3/4</p> <p>Secure – 1/2/3/5/6</p> <p>Advanced – 2/3/</p>
Rugby	6	<ul style="list-style-type: none"> • Further Development of tackling technique and the defensive line • The defensive line and man mapping in game situations • Play the ball activities, Offloading in the tackle, the bump and spin • Passing and support, moves to create space, 3v2 situations • Passing and support in game situations • Kicking & Receiving (grubber dab, dropout, bomb) • Kicking & Receiving in competitive situations • Summative assessment – Competitive game situations 	<p>Developing – 1/2/3/4</p> <p>Secure – 1/2/3/4/5</p> <p>Advanced – 2/4</p>
Fitness	8		•

Basketball	6	<ul style="list-style-type: none"> • Share expectations. Develop passing and dribbling Skills. • Develop set and jump shots. (including evaluation of technique). • Develop the lay-up (under pressure) (including evaluation of technique). • 1 v 1 introduce to basic attacking and defending strategies. • Positions in basketball • Defensive strategies (man to man marking – full court and half court) • Umpiring and officiating in basketball. Consolidation of skills and assessment 	<p>Developing – 1/2/3/4</p> <p>Secure – 1/2/3/4/6</p> <p>Advanced – 3/1</p>
Athletics	6	<ul style="list-style-type: none"> • To introduce students to the correct sprinting technique • To continue to develop students understanding of correct running technique • To continue to develop understanding of pacing • To introduce students to relay changeover with a focus on the down sweep action • To develop students basic throwing technique • To introduce students to shot putt technique, focusing on stance, grip preparation and execution • To introduce students to basic discus throwing technique • To introduce students to the frosby flop technique 	<p>Developing – 1/2/3/4</p> <p>Secure – 1/2/3/4/6</p> <p>Advanced – 1/4</p>
Softball	4-6	<ul style="list-style-type: none"> • Develop throwing and catching skills that can be applied within fielding play • Recap the long barrier and further develop fielding skills • Develop striking skills and gaining distance and power of the hit • Develop tactical hitting with relation to positioning of the fielding team • Further develop the relationship between the backstop and the first base • Introduce tactics and develop supporting fielding play between deep fielders and base players • Develop tactical play through game play and team work • Assessment lesson- game play 	<p>Developing – 1/2/3/4</p> <p>Secure – 1/2/3/5</p>
Ultimate Frisbee	4-6	<ul style="list-style-type: none"> • Basic forehand development • Develop catching skills – basic pancake catch 	Developing –

		<ul style="list-style-type: none"> • Development of forehand passes • Develop disc control and possession play • Introduce pivot in possession and defensive ability to stall • Develop passing skills introduce leading pass • Recap passing and intro rim catch • Assessment Lesson – mini-tournament 	1/2/3/4 Secure – 1/2/3/4/5 Advanced – 1
Short Tennis	4-6	<ul style="list-style-type: none"> • Equipment familiarisation and handling skills • Introduction of basic forehand technique • Development of forehand technique and intro of game rules • Introduce basic backhand technique • Development of backhand technique, analysis of technique • Tactics for moving opponents around court • Development of service technique (long and short) • Mini-tournament and summative assessments 	Foundation 1/2/3/4 Developing – 1/2/3/4
Cricket – Striking and fielding	6	<ul style="list-style-type: none"> • Recap and development of pairs cricket • Development of batting technique – The Off Drive • Bowling Action • Development of Bowling Action – Introduction of Line and Length • Effective fielding and use in game situations • Wicket Keeping skills • Recap of skills covered in unit • Match play and summative assessments 	Foundation 1/2/3/4 Developing – 1/2/3/4 S1

GCSE

UNIT	DURATION (LESSONS)	LEARNING OBJECTIVES/OUTCOMES
Introduction to exam level sport	8/10	<ul style="list-style-type: none">• To introduce students to the rigour of exam level sport.• Support choice of course for students (CNAT / GCSE) by allowing them to experience different teaching and learning styles.• Introduction of common Anatomy and Physiology topics for both courses to support progress.• Experience testing and coursework to support choice of course.• Develop a further enthusiasm and thirst for knowledge on both exam level sport courses.
Skeletal System	8	<ul style="list-style-type: none">• Develop understanding of functions of the skeleton.• To introduce the pupils to labelling the skeletal system.• Structure of a synovial joint• Types of synovial joints / Movements at joints• Revision for retention prior to Week 8.• End of unit assessment.
Muscular System	6	<ul style="list-style-type: none">• Names of locations of major muscles• Muscles and their movement• Antagonistic muscles• Revision / depth of understanding / 6-mark Q• Types of muscle contractions (check this is on new syllabus)• Unit test
Cardiovascular System	5/6	<ul style="list-style-type: none">• To introduce the function of the circulatory system / blood vessels(properties)• Discuss the terms double pump and double circulatory system / structures of the heart.• To understand the term Cardiac Output, Stroke volume and Heart Rate (effects of exercise)• Depth and stretch – revision and rich tasks• End of unit assessment.
Respiratory System	6/7	<ul style="list-style-type: none">• To learn structures and functions of the respiratory system.• Gaseous exchange and the process of breathing.• Definitions associated with respiratory system and relate to effects of exercise.• Aerobic v anaerobic respiration (with sports specific examples)• Revision and rich tasks• End of unit assessment

CAMBRIDGE NATIONAL SPORT SCIENCE

UNIT	DURATION (LESSONS - GLH)	LEARNING OBJECTIVES/OUTCOMES
Introduction to exam level sport Cohort who have already chosen the CNAT course may miss unit.	8/10	<ul style="list-style-type: none">• To introduce students to the rigour of exam level sport.• Support choice of course for students (CNAT / GCSE) by allowing them to experience different teaching and learning styles.• Introduction of common Anatomy and Physiology topics for both courses to support progress.• Experience testing and coursework to support choice of course.• Develop a further enthusiasm and thirst for knowledge on both exam level sport courses.



RO42 Applying the Principles of Training	30 GLH	<ol style="list-style-type: none"> 1. Course Introduction & Unit Introduction 2. Principles of Training (LO1) 3. Specificity (LO1) 4. Coursework 5. Coursework (10 marks) 6. Aerobic and Anaerobic exercise (LO2) 7. Components of Fitness (LO2) 8. Components of Fitness (LO2) 9. Training methods (LO2) 10. Training methods (LO2) 11. Training methods (LO2) 12. Coursework 13. Coursework 14. Coursework (15 marks) 15. Fitness Testing protocols (LO3) 16. Fitness Testing protocols (LO3) 17. Fitness Testing protocols (LO3) 18. Interpreting fitness data (LO3) 19. Coursework 20. Coursework 21. Coursework (15 marks) 22. PAR-Q and Goal setting (SMART targets) (LO4) 23. Designing a training plan (LO4) 24. Coursework 25. Coursework 26. Coursework 27. Coursework (12 marks) 28. Evaluating the effectiveness of a training plan (LO4) 29. Coursework 30. Coursework (8 marks)
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