

PE - YEAR 9

Curriculum core purpose. Intent

How does this curriculum fit into the OBHS Curriculum Specification? **Year 9 PE still offers a breadth of sports which develop not only PE-specific skills, but also inter-personal skills, OBHS Habits including collaboration with students working in groups throughout the curriculum, but with more of a focus on the sports which can be used at GCSE level. The nature of the curriculum design ensures that it is accessible to all students regardless of their physical ability and previous experience.**

Provides a variety of sports/physical activities for students to participate in, which gives a diverse and rich curriculum, which is accessible to all.

How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning? **Within each area there are transferable skills, which can be used across the sports covered in the heading, such as invasion games – netball basketball, handball all have similar passing skills and attacking movements, which can be referred to. This is true for all classifications, in strike and field activities the fielding skills are used throughout each sport such as cricket and rounders. We start with invasion games, as due to having limited information regarding the KS2 experience, we are able to gauge an idea of the student’s capabilities. It is also useful to start with invasion games as they have very generic skills which can be made very basic so all are able to access the curriculum no matter their ability. Student’s vocabulary is extended throughout the year focusing on the major muscle groups and reasons for warming up. This will help support students who go on to choose GCSE PE.**

How does this curriculum respond to local and national agendas (e.g. SMSC and BV)? **The curriculum very much leads itself to students working as part of a team/group. There are opportunities for students to take their learning further by joining a school sports club. Students get to experience a variety of different sports, we look at where they originated from and which countries are currently having success with that particular sport. During sections of the curriculum we look at healthy active lifestyles and well start to introduce the mental well-being sport can provide.**

Content-Knowledge and Skills.

Succinctly summarise the subject content and skills that students will study.

Students will learn skills in isolation, then transfer these skills into competitive situations.

1. Invasion games.
Passing, shooting, traveling with ball, defending, attacking, rules, tactics. Sport Education – leadership roles, planning and delivering of training sessions.
2. Net games.
Serve, shots, movement, spin, rules, tactic
3. Striking and fielding.
Batting, fielding, bowling.

Subject specific pedagogy

Describe the subject-specific pedagogical approaches that are used.

Demonstration of skills broken down to show success criteria, chunking/scaffolding.

Peer coaching.

Modelling - of skills and of feedback.

Differentiated tasks/drills – students select appropriate one for them, with guidance from teacher.

Resources and support

How is the curriculum resourced to make sure it is personalised to the needs of learners?

Scaffolding the skills/ rules. For example in Long jump, starting with a standing jump, gradually adding a small run leading to a full run up.

Each skill has different levels of challenge. For example in cricket, batting, hitting the ball from a cone, having the ball dropped, ball bowled using an under arm throw, to the ball being bowled over arm.

Equipment differentiated. For example in tennis LPA students using balls that do not bounce as high.

<p>4. Performing at maximum. Throwing, running, jumping, training methods, fitness testing</p>		<p>Adaption of rules in competitive situations to meet the needs of the individual students. For example in hockey HPA students need to make more passes before a shooting</p>
<p>Feedback, assessment and progress.</p>		<p>Habits</p>
<p>How are students assessed? How does this demonstrate progress? Students undergo a practical assessment throughout the year, from this a final mark is given at the end of the year. How do children receive feedback on their learning? <i>All feedback is given verbally either by the teacher or peers. Students to complete their own feedback sheet to include next steps.</i> How is feedback used to inform planning/ SoL? Dictates the speed at which skills are learnt, may need to spend more time on specific skills or challenged increased – teacher to respond to the needs to the class/individual. Rules may be adapted to help with the learning of a skill, or to encourage a skill to be used in a competitive situation.</p>		<p>Here you might consider the minimum skills you would want students to have developed through the learning tasks and pedagogy in your subject lessons over the course of this year. Year 9: Collaboration – Working effectively with others to practice skills. Be part of a team to solve problems facing them. Allowing them to enhance their learning. Taking on leadership roles. Independence – Taking the responsibility for their learning, able to make confident decisions to achieve the intended outcome. Working as an individual to bring ideas to life (Gymnastics). Creativity – Using the skills learnt within competitive situation. Being able to read the game and use instinct to create opportunities with the game. Using skills learnt to create routines, exploring ways to create the same outcome. Resilience – When stuck in a difficult situation (unable to perform a skill or your team is losing) not giving up, but trying to come up with solutions to overcome the problem. Ambition – Looking to choose the tasks that challenge you appropriately. Seeking out opportunities to join the sports clubs to further develop their skills. Identify the barriers and looking for solutions.</p>