

Year 9	Key Topics	What will ALL students learn?	What will the most able students learn?	What is the key piece of Assessment/Rich task?	Areas of Challenge and GCSE work
Block 1	Boys - Football	<p>Demonstrate skills with speed, accuracy and control and show a good standard of passing and receiving skills in both practice and game situation. Recognise and demonstrate how to support a player in a game situation. Take the lead in a team situation and are careful to involve others. Describe how other forms of exercise are helpful in improving your football performance.</p>	<p>Show a high level of control and consistency and precision in football skills. In a game situation demonstrate effective marking and tackling, be able to beat a player and move well with the ball. Coach other players and identify targets for development of performance. Referee a game. Show a good level of fitness during the game.</p>	<p>Learn and develop skills for the activity. Apply skills to increasing challenging situations. Apply and make decisions during a game.</p>	<ul style="list-style-type: none"> • Students planning tactics and the use of different formations. • Refereeing a competitive game.
	Girls - Netball	<p>Demonstrate skills with speed, accuracy and control and show a good standard of passing and catching in practice and in game situations. Read the game well and demonstrate effective marking techniques. Take the lead in a team situation and are careful to involve others. Describe how other forms of exercise can help improve netball performance.</p>	<p>Demonstrate a variety of passes with sound technique and accuracy, footwork is accurate. Demonstrate principles of attack and defence and recognise patterns of play and say how they need to be adapted to increase the chances of success. Coach other players and identify targets for development of performance. Umpiring skills are good. Show a good level of fitness during game situations and can plan a netball specific training programme.</p>		<ul style="list-style-type: none"> • Students analyzing a competitive game, identifying the strengths and weakness of a player. • Umpiring a competitive game.

	Mixed - Badminton	Vary the angle and distance of shots in a rally, but the performance sometimes breaks down under the pressure of a game. Sometimes select shots that help to give an advantage in a game. Umpire a game effectively and give basic coaching advice. Describe how other forms of exercise can help to improve badminton performance.	Perform a range of accurate shots during a rally, even when under pressure. Aware of positioning on court during singles and doubles. Plan ways to improve own and others' performance. Show a good level of fitness during the game and can plan a badminton specific training programme.		<ul style="list-style-type: none"> • Students demonstrate a range of shots in isolated practices. • Use the correct serving and scoring system for doubles and singles.
Block 2	Boys – Basketball	Pass and receive on the move and the lay up is becoming more consistent. Vision is good within a game, can see passing opportunities and attack effectively. Take the lead in a team situation and are careful to involve others. Describe how other forms of exercise can help improve basketball performance.	Dribble effectively with both hands and have a 75% success rate on the lay up on the strong side. Attempt a lay up on the weaker side with reasonable technique. In a game situation make few unforced errors and show a good level of skill even under pressure. Plan ways to improve own and others' basketball performance. Show a good level of fitness during game situations and can plan a basketball specific training programme.	Learn and develop skills for the activity. Apply skills to increasing challenging situations. Apply and make decisions during a game.	<ul style="list-style-type: none"> • Students planning tactics and the use of different types of defending (zone & man to man) • Refereeing a competitive game in pairs working as trail and lead.
	Girls – Tag rugby	Understand the requirements of all positions and demonstrate the desired skills to a good standard. Drop kick and referee a sevens type game. Accurately demonstrate a punt kick and a place kick.	Show a high level of skill and demonstrate this in all aspects of the game, including attack and defence. Have the ability to understand tactical, set piece and loose play. Show a high percentage of correct decision making in more complex		<ul style="list-style-type: none"> • Students develop precision, control and fluency in passing, running with

			situations e.g. 3v2, 5v3.		and receiving the ball.
	Mixed – Healthy and active lifestyles	Will be able to link physical activity with specific components of fitness and will be able to comment on how different activities will contribute to a healthy lifestyle. Will be able to lead an active warm up and be able to administer some aspects of fitness testing.	Will be able to perform a range of fitness tests accurately, and may begin to adapt activities to increase or decrease the difficulty of activity based on fitness levels.		<ul style="list-style-type: none"> To complete a range of exercises correctly. To explain the effects of exercise on the body. To be able to record HR. To experience the difference between aerobic and anaerobic exercise.
Block 3	Boys – Rugby	Understand the requirements of all positions and demonstrate the desired skills to a good standard. Drop kick and referee a sevens type game. Accurately demonstrate a punt kick and understand all principles of the ruck and maul in a game situation.	Show a high level of skill and demonstrate this in all aspects of the game, including attack and defence. Have the ability to understand tactical, set piece and loose play. Show a high percentage of correct decision making in more complex situations e.g. 3v2, 5v3.	Learn and develop skills for the activity. Apply skills to increasing challenging	<ul style="list-style-type: none"> Students develop precision, control and fluency in passing, running with and receiving the ball. Tackle consistently from front side and smother

				<p>situations. Apply and make decisions during a game.</p>	<p>tackle.</p> <ul style="list-style-type: none"> • Passing e.g. swing pass, screen pass, loop pass, spin pass, one-handed pass, reverse pass, off the ground pass, dummy pass • Ball handling and protection e.g. rucks, mauls, holding and protecting the ball □
	<p>Girls – Basketball</p>	<p>Pass and receive on the move and the lay up is becoming more consistent. Vision is good within a game, can see passing opportunities and attack effectively. Take the lead in a team situation and are careful to involve others. Describe how other forms of exercise can help improve basketball performance.</p>	<p>Dribble effectively with both hands and have a 75% success rate on the lay up on the strong side. Attempt a lay up on the weaker side with reasonable technique. In a game situation make few unforced errors and show a good level of skill even under pressure. Plan ways to improve own and others' basketball performance. Show a good level of fitness during game situations and can plan a basketball specific training program.</p>		<ul style="list-style-type: none"> • Students planning tactics and the use of different types of defending (zone & man to man) • Refereeing a competitive game in pairs working as trail and lead

	Mixed - Hockey	<p>Demonstrate skills with speed, accuracy and control and show a good standard of passing and receiving skills in both practice and game situation. Recognise and demonstrate how to support a player in a game situation. Take the lead in a team situation and are careful to involve others. Describe how other forms of exercise are helpful in improving your hockey performance.</p>	<p>Show a high level of control and consistency and precision in hockey skills. In a game situation demonstrate effective marking and tackling, be able to beat a player and move well with the ball. Coach other players and identify targets for development of performance. Umpire a game. Show a good level of fitness during the game.</p>		<ul style="list-style-type: none"> • Improve the range, difficulty and quality of their skills and techniques.
Block 4	Gymnastics	<p>Perform a range of basic agilities and some basic vaults with good technique and control. Design and perform a fluent sequence that challenges ability and takes into account the ability of others involved. Take the lead in a group sequence situation and are careful to involve others. Describe how other forms of exercise can help to improve gymnastics performance.</p>	<p>Attempt all the basic agilities / vaults with good control be able to attempt one or two advanced agilities. More advanced vaults may need some degree of assistance. Perform flowing sequences with and without apparatus. Most basic agilities are used with a high degree of control. Some advanced moves may be attempted. Have clear idea about how to develop, progress and improve own and others' work. Design and carry out a safe and gymnastics specific warm up and cool down program.</p>	<p>Learn and develop skills for the activity. Apply skills to a sequence in preparation for performance.</p>	<ul style="list-style-type: none"> • Complete a 10 bounce trampolining routine • Perform compositional ideas imaginatively to make a performance more expressive and meaningful

Block 5	Boys – Badminton	Vary the angle and distance of shots in a rally but most rallies still end in a mistake. Start to select shots that put the opponent under pressure. Comment on the strengths and weaknesses of another player. Perform a badminton specific warm up and cool down.	Vary the angle and distance of shots in a rally, but the performance sometimes breaks down under the pressure of a game. Sometimes select shots that help to give an advantage in a game. Umpire a game effectively and give basic coaching advice. Describe how other forms of exercise can help to improve badminton performance.	Learn and develop skills for the activity. Apply skills to a variety of activities in preparation for performance.	<ul style="list-style-type: none"> • Students demonstrate a range of shots in isolated practices. • Use the correct serving and scoring system for doubles and singles.
	Girls – Healthy and active lifestyles	Will be able to link physical activity with specific components of fitness and will be able to comment on how different activities will contribute to a healthy lifestyle. Will be able to lead an active warm up and be able to administer some aspects of fitness testing.	Will be able to perform a range of fitness tests accurately, and may begin to adapt activities to increase or decrease the difficulty of activity based on fitness levels.		<ul style="list-style-type: none"> • To complete a range of exercises correctly. • To explain the effects of exercise on the body. • To be able to record HR. • To experience the difference between aerobic and anaerobic exercise.
	Mixed – Tag Rugby	Understand the requirements of all positions and demonstrate the desired skills to a good standard. Drop kick and referee a sevens type game.	Show a high level of skill and demonstrate this in all aspects of the game, including attack and defence. Have the ability to understand tactical, set piece and loose play.		<ul style="list-style-type: none"> • Students develop precision, control and fluency in

		Accurately demonstrate a punt kick and place kick.	Show a high percentage of correct decision making in more complex situations e.g. 3v2, 5v3.		passing, running with and receiving the ball.
Block 6	Boys, Girls, Mixed - Athletics	Have a sound knowledge of all the athletic categories (running/jumping/throwing). Have a greater knowledge of technique in my chosen events and know the main rules and can apply them.	Achieve a high measured standard for my age and have a full knowledge of the rules for most of the events in the sport. Evaluate other performers and give them advice in order to improve their performance in a range of events.	Learn and develop skills for the activity. Apply skills to increasing challenging situations. Apply and make decisions during a game.	<ul style="list-style-type: none"> To investigate the components of fitness through each event. (Speed, power, cardiovascular endurance, muscular endurance)
	Boys, Girls, Mixed - Striking & Fielding Games	Play a full game and know most of the rules. Be competent when throwing, catching and batting, and show accuracy and variety. Undertake different roles on the pitch. Recognise weaknesses in other players and can use basic tactics to help win.	Use a good range of skills and extend them into a range of activities such as; practices, small sided and full games. Have a good understanding of the rules and can help umpire full sided games. Comment on own and others pupils' success within a position/game and suggest improvements.		<ul style="list-style-type: none"> Umpire a full game. Score a full game. Attempt to use disguise/spin when bowling with variety.
Block 7	Boys, Girls, Mixed - Athletics	Have a sound knowledge of all the athletic categories (running/jumping/throwing). Have a greater knowledge of technique in my chosen events and know the main rules and can apply them.	Achieve a high measured standard for my age and have a full knowledge of the rules for most of the events in the sport. Evaluate other performers and give them advice in order to improve their performance in a range of events.	Learn and develop skills for the activity. Apply skills to increasing challenging situations. Apply and make	<ul style="list-style-type: none"> To investigate the components of fitness through each event. (Speed, power, cardiovascular endurance, muscular

				decisions during a game.	endurance)
	Boys, Girls, Mixed - Striking & Fielding	Play a full game and know most of the rules. Be competent when throwing, catching and batting, and show accuracy and variety. Undertake different roles on the pitch. Recognise weaknesses in other players and can use basic tactics to help win.	Use a good range of skills and extend them into a range of activities such as; practices, small sided and full games. Have a good understanding of the rules and can help umpire full sided games. Comment on own and others pupils' success within a position/game and suggest improvements.		<ul style="list-style-type: none"> • Umpire a full game. • Score a full game. • Attempt to use disguise/spin when bowling with variety.