

Physical Education PoS: Year 9 HT1 - Rugby

Students will colour code as they work through the scheme of work.

<p>Students will learn about... Students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. In all games activities, students think about how to use skills, strategies and tactics to outwit the opposition.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p>Passing and use of space To copy prior learnt types of passes. To try and perform these in a game to retain ball possession. To describe the difference in rules of rugby league and union. To understand what the use of space means for attacking opportunities.</p> <p>Outwitting opponents - 5 vs 3 To recall basic strategic plays used to outwit opponents. To try and use basic structures to get past the opposition. To understand the basic rules of rugby league.</p> <p>Develop tackling technique To gain an understanding of the basic tackling technique. To use the basic technique on stationary opposition, slowing moving this into moving opposition. To know the safety aspects of rugby tackles i.e. where to land. To understand the rules regarding tackling within the game.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p>Passing and use of space To replicate prior learnt types of passes, performing them within games. To be able to perform these in a game to retain ball possession and outwit opposition. To describe the difference in rules of rugby league and union. To understand what the use of space means for attacking opportunities and using simple forms of tactics to apply in games.</p> <p>Outwitting opponents - 5 vs 3 To develop knowledge and understanding of strategic play used to outwit opponents. To be able to develop tactics based on the opposition and game situation. To understand the basic rules of rugby league and play by these within game application.</p> <p>Develop tackling technique To develop an understanding and knowledge of tackling technique. To replicate and use the correct technique on advancing opposition most of the time in apposed and unopposed situations. To understand the safety aspects of rugby tackles. To understand the rules regarding tackling within the game.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p>Passing and use of space To accurately replicate prior learnt types of passes, executing them to quality effect within game situations. To be able to perform these in a game to retain ball possession and outwit opposition, combining them with effective use of tactical and technical difference. To describe the difference in rules of rugby league and union, adapting to each within different games. To understand what the use of space means for attacking opportunities, again combining different tactics to apply into game situations.</p> <p>Outwitting opponents - 5 vs 3 To develop knowledge and understanding of strategic play used to outwit opponents, which can be used effectively at different points within games dependant on the situation. To be able to develop and refine tactics based on the analysis of opposition, knowing and evaluating when to use different tactics at selected points. To understand all the rules and regulations of rugby league and begin to correctly officiate games within lessons.</p> <p>Develop tackling technique To gain an understanding and knowledge of tackling, gaining a sound technique to use in different situations of game situations. To replicate and perform the correct technique on advancing opposition, knowing when to try and gain an advantage through the tackle i.e. ripping the ball. To understand the safety aspects of rugby tackles. To understand the rules regarding tackling within the game, consistently keeping to the rules with game situations.</p>
<p>Assessment</p> <p>To demonstrate the ability to outwit an opponent in a game situation, selecting the appropriate skills and techniques for the specific instance. To accurately replicate actions and tactical sequences. To show their knowledge and understanding of the rules of rugby league, through a number of performance and officiating opportunities. Further development- Inter house/form rugby competitions.</p>		

Physical Education PoS: Year 9 HT1 - Netball

Students will colour code as they work through the scheme of work.

Students will learn about... In this unit students focus on how to use basic principles of attack and defence to plan strategy and tactics for netball. They work on improving the quality of their skills using various techniques in order to do so. In all games activities, students think about how to use skills, strategies and tactics to outwit the opposition.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p>Outwitting an opponent: Students will begin to develop the ability to outwit opponents with varying degrees of success. Students will begin to perform more advanced netball skills and begin to adapt the learnt skills to contribute to producing a successful performance.</p> <p>Developing physical and mental capacity Teamwork and problem solving can be developed through team selection and positional ideas based on individual strengths. Physical warm ups aid as a useful fitness tool in developing a student's physical capacity. Use netball to develop observation skills on peer performances, skills and techniques.</p> <p>Developing skills/performance Students will learn to use the fundamental principles of invasion game play when selecting and applying tactics for defending and attacking. Passing, receiving, shooting and intercepting will be developed through small sided games.</p> <p>Making and applying decisions Opportunities to work with others to referee/coach students or small groups. Students will learn to identify and recognise different principles of attack and defence.</p> <p>Making informed choices about healthy, active lifestyle Students will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Students will recognise the benefits to their health of regular exercise and the benefits of being active. Suggest any netball clubs within the school timetable and promote community links. To understand the type of fitness components netball players need to perform at a high level.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p>Outwitting an opponent: Students will further develop the ability to outwit opponents and teams using strategies and tactics. Students will learn to choose, combine and perform more advanced netball skills consistently applying fluency, greater accuracy and a higher quality of technique. A continual development, adaptation and refinement of the learnt skills will contribute to producing a successful performance.</p> <p>Developing physical and mental capacity Students will develop mental capacity when devising tactics. Teamwork and problem solving can be developed through team selection and positional ideas based on individual strengths. Physical warm ups aid as a useful fitness tool in developing a student's physical capacity.</p> <p>Developing skills/performance Students will learn to use the fundamental principles of invasion game play when selecting and applying tactics for defending and attacking. Students will further develop the skills necessary to outwit opponents. Passing, receiving, shooting, intercepting and beating an opponent will be developed through small sided games and conditional situations.</p> <p>Making and applying decisions Opportunities to referee/coach students or small groups will develop communication and decision making skills. Students will learn to identify and recognise different principles of attack and defence, based on movement of the ball into space and choice of skill execution.</p> <p>Making informed choices about healthy, active lifestyle Students will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Students will recognise the benefits to their health</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p>Outwitting an opponent: Students will further develop the ability to outwit opponents and teams using strategies and tactics. Students will learn to choose, combine and perform more advanced netball skills consistently applying fluency, greater accuracy and a higher quality of technique. A continual development, adaptation and refinement of the learnt skills will contribute to producing a successful performance.</p> <p>Developing physical and mental capacity Students will develop mental capacity and creative thinking when devising and implement new tactics. Teamwork and problem solving can be developed through team selection and positional ideas based on individual strengths. Physical warm ups aid as a useful fitness tool in developing a student's physical capacity. Use netball to develop observation skills on peer performances, skills and techniques.</p> <p>Developing skills/performance Students will learn to use the fundamental principles of invasion game play when selecting and applying tactics for defending and attacking. Students will further develop the skills necessary to outwit opponents. Passing, receiving, shooting, intercepting and beating an opponent will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p> <p>Making and applying decisions Opportunities to referee/coach students or small groups will develop communication and decision making skills. Students will learn to identify and recognise different principles of attack and defence. Students will implement more complex strategic and tactical decisions based on</p>

<p>Evaluating and improving Students will work with others to improve play and decide how to develop and improve their own progress and that of others. Peer assessment, self-assessment.</p>	<p>of regular exercise and the benefits of being active. Suggest any netball clubs within the school timetable and promote community links. To understand the type of fitness components netball players need to perform at a high level.</p> <p>Evaluating and improving Students will be able to use information gained from analysis of performance to influence and improve play. To take the initiative and decide how to develop and improve their own progress and that of others. Peer assessment, self-assessment, modeling. Students should also evaluate their own and others' performances.</p>	<p>movement of the ball into space and choice of skill execution.</p> <p>Making informed choices about healthy, active lifestyle Students will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Students will recognise the benefits to their health of regular exercise and the benefits of being active. Suggest any netball clubs within the school timetable and promote community links. To understand the type of fitness components netball players need to perform at a high level.</p> <p>Evaluating and improving Students will be able to use information gained from analysis of performance to influence and improve play. To take the initiative and decide how to develop and improve their own progress and that of others. Peer assessment, self-assessment, modeling. Students should also evaluate their own and others' performances; analyse strengths and weaknesses.</p>
<p>Assessment</p> <p>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The students are to develop their knowledge and understanding of the rules in netball.</p> <p>Further development – extra-curricular coaching sessions inter-form Netball competitions and where appropriate inter school representation in local and national competitions.</p>		

Physical Education PoS: Year 9 HT2 - Football

Students will colour code as they work through the scheme of work.

Students will learn about... In this unit students focus on how to use basic principles of attack and defence to plan strategy and tactics for football. They work on improving the quality of their skills using various techniques in order to do so. In all games activities students think about how to use skills, strategies and tactics to outwit the opposition.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p>Intro passing – side foot To be able to perform the basic football skills of passing and receiving with varying degrees of success. To be able to perform these in a small sided game. To understand and know where passing is used in football. To be able to outwit opponents by passing showing varying degrees of success.</p> <p>Intro dribbling, control & turning To be able to perform basic dribbling with limited close ball control. To be able to perform skills in small sided games making decisions about how best to advance on opposition with varying degrees of success.</p> <p>Passing and movement off the ball To be able to outwit opponents using limited spatial awareness. To understand the importance of width and playing into space in order to attack.</p> <p>Intro shooting To understand and know the benefits of shooting at goal. To develop their understanding and knowledge of how to execute a successful shot on goal. To appreciate how to adjust shot selection based on opponents' positioning.</p> <p>Attack/outwitting an opponent To develop their understanding and knowledge of how to outwit an opponent using the skills learnt with limited success. To understand and appreciate the need to make decisions about choice of technique selected.</p> <p>Defensive/tackling techniques To be able to perform basic defensive skills i.e. tackling. To understand when to defend and how to stop opponents from advancing. Students identify at least one strength and weakness when playing small sided games.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p>Intro passing – side foot To be able to perform the skills of passing and receiving showing very good degrees of control, using different parts of the body. To be able to perform these in a small sided game. To understand and know where passing is used in football. To be able to outwit opponents with a highly accurate range of passes.</p> <p>Intro dribbling, control & turning To be able to perform dribbling at pace and with very good close control. To be able to outwit opponents regularly with the use of these techniques. To be able to perform skills in a small sided game making accurate decisions about how best to advance on opposition and outwit them.</p> <p>Passing and movement off the ball To be able to outwit opponents using learnt skills and techniques, showing very good spatial awareness. To understand the importance of width and playing into space in order to create attacks. To develop strategic, swift and tactical play in football.</p> <p>Intro shooting To understand and know the benefits of different types of shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal, showing consistent power and accuracy. To execute effective shot selection based on opponents' positioning, adapting effectively to successfully outwit the opposition.</p> <p>Attack/outwitting an opponent To develop their understanding and knowledge of how to outwit an opponent consistently and effectively executing the skills acquired. To understand and appreciate the need to make decisions about choice of technique and refining ideas relative to their opponents' position to gain success.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p>Intro passing – side foot To be able to perform the skills of passing and receiving showing excellent degrees of control, using different parts of the body. To be able to perform these in small sided games. To understand and know where passing is used in football. To be able to outwit opponents with a highly accurate range of passes e.g. short, long, driven, cross field etc.</p> <p>Intro dribbling, control & turning To be able to perform dribbling at pace and with excellent control. To be able to outwit opponents on a consistent basis with the use of these techniques. To be able to perform skills in a small sided game making highly accurate decisions about how best to advance on opposition and outwit them.</p> <p>Passing and movement off the ball To be able to outwit opponents using learnt skills and techniques, showing outstanding spatial awareness. To understand the importance of width and playing into space in order to create swift counter attacks. To develop strategic, swift and tactical play in football.</p> <p>Intro shooting To understand and know the benefits of different types of shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal, showing consistent power and accuracy. To execute very effective shot selection based on opponents' positioning, adapting effectively to outwit the opposition.</p> <p>Attack/outwitting an opponent To develop their understanding and knowledge of how to outwit an opponent consistently and effectively executing the skills learnt. To understand and appreciate the need to make decisions about choice of technique and refining</p>

	<p>Defensive/tackling techniques To be able to perform more complex defensive skills very effectively i.e. tackling, positioning, heading, ball retention, decision making, passing to create counter attacks. To understand when to defend and how to stop opponents from advancing. Students recognise the need to identify strengths and weaknesses when playing small sided games in order for improvement to take place.</p>	<p>ideas relative to their opponents' position to gain consistent success.</p> <p>Defensive/tackling techniques To be able to perform more complex defensive skills very effectively i.e. tackling, positioning, heading, ball retention, decision making, passing to create counter attacks. To understand when to defend and how to stop opponents from advancing. Students recognise the need to identify strengths and weaknesses when playing small sided games in order for rapid and impactful improvement (of peers) to take place.</p>
<p>Assessment</p> <p>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The students are to develop their knowledge and understanding of the rules in football.</p> <p>Further development – extra-curricular coaching sessions, inter house/form Football competition and where appropriate inter school, Copeland district and Cumbria County standards.</p>		

Physical Education PoS: Year 9 HT2 - Fitness

Students will colour code as they work through the scheme of work.

<p>Students will learn about...: In this unit students will learn and accurately replicate specific techniques for a variety of fitness based activities. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Students will gain an understanding of warm ups, cool downs and health importance through physical tasks. Students will reflect on the benefits that fitness events give to an individual and implications for future life.</p>		
<p>Grade 1-3</p> <p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p>Basic circuit To accurately replicate the basic technique at each station. To sustain performance over 1 lap. To understand how to make the circuit harder.</p> <p>Design own circuit To select and perform basic exercises which match personal fitness requirements.</p> <p>Sustained running – bleep test To identify a progressive test which highlights maximal fitness levels. To perform and record the distance achieved.</p> <p>Components of skill related fitness To accurately replicate skill related fitness tests. To perform and record levels achieved.</p> <p>Tabatta/Meta-fit To perform and accurately replicate basic exercise technique. To combine a range of sequenced skills to raise heart rate.</p>	<p>Grade 4-6</p> <p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p>Basic circuit To accurately replicate the basic/intermediate technique at each station. To sustain performance over 2 laps. To understand components of fitness involved in performance.</p> <p>Design own circuit To select and perform intermediate exercises which match personal fitness requirements and begin to apply the principles of training.</p> <p>Sustained running – bleep test To identify a progressive test which highlights maximal fitness levels. To perform and record the distance achieved. To explain results compared to norm tables.</p> <p>Components of skill related fitness To accurately replicate skill related fitness tests. To perform and record levels achieved. To understand the relationship between test scores and strengths as a performer.</p> <p>Tabatta/Meta-fit To perform and accurately replicate intermediate techniques. To combine a range of sequenced skills to raise heart rate. To understand and appreciate the need to use different exercises for different muscle groups.</p>	<p>Grade 7-9</p> <p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p>Basic circuit To accurately replicate the advanced technique at each station. To sustain performance over 2 laps. To understand how to make the circuit harder. To understand components of fitness involved in performance.</p> <p>Design own circuit To select and perform advanced exercises which match personal fitness requirements and begin to apply the principles of training – SPORT and FITT.</p> <p>Sustained running – bleep test To identify a progressive test which highlights maximal fitness levels. To perform and record the distance achieved. To explain results compared to norm tables and analyse ways in which improvements can be made.</p> <p>Components of skill related fitness To accurately replicate skill related fitness tests. To perform and record levels achieved. To understand the relationship between test scores and strengths as a performer. To develop the ability to recognise good performances.</p> <p>Tabatta/Meta-fit To perform and accurately replicate advanced techniques. To combine a range of sequenced skills to raise heart rate. To understand and appreciate the need to use different exercises for different muscle groups, To evaluate performance.</p>
<p>Assessment – Circuits</p> <p>Question and answer, formative and summative assessment. To demonstrate accurate replication of circuit techniques at each station. To sustain performance over 2 laps. To understand the indication that heart rate provides. To understand components of fitness involved in a circuit performance.</p>		

Physical Education PoS: Year 9 HT3 or 4 - Badminton

Students will colour code as they work through the scheme of work.

<p>Students will learn about...: Students will focus on replicating and developing techniques as well as implementing and refining strategic play to outwit opponents. Students will be able to demonstrate the essential elements of attack and defence. In net games, it is the player's aim to get the ball to land in the target area so that the opponent cannot return it.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p>Introduce the grip and ready position To be able to demonstrate and use the correct grip and ready position.</p> <p>Introduce the overhead/underarm clear To perform and replicate overhead and underarm clear with control and accuracy.</p> <p>Introduce the drop shot To be able to outwit opponents using simple drop shot. To understand the importance of movement and shuttle placement in order to attack.</p> <p>Introduce the smash To be able to accurately replicate a smash shot. To understand the importance of movement and preparation for an effective smash.</p> <p>Doubles and singles tactics To develop their understanding and knowledge of basic outwitting strategies.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p>Introduce the grip and ready position To be able to demonstrate and use the correct grip and ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket.</p> <p>Introduce the overhead/underarm clear To perform and replicate overhead and underarm clear with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots.</p> <p>Introduce the drop shot To be able to outwit opponents using simple drop shot. To understand the importance of movement and shuttle placement in order to attack. To begin to develop strategic and tactical play during a rally. To confidently score a game of singles.</p> <p>Introduce the smash To be able to accurately replicate a smash shot. To understand the importance of movement and preparation for an effective smash. To know that the smash is an attacking shot and why.</p> <p>Doubles and singles tactics To develop their understanding and knowledge of basic outwitting strategies. To understand and develop the notion of shuttle movement into space and refining tactics based on opponents' weaknesses.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p>Introduce the grip and ready position To be able to demonstrate and use the correct grip and ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket. To understand the different lines and areas on the court and be able to move around between them quickly. To begin to outwit opponents with movement of the shuttle.</p> <p>Introduce the overhead/underarm clear To perform and replicate overhead and underarm clear with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able to accurately replicate basic shots in a small sided game implementing basic strategies and tactics. To understand court marking and basic scoring. i.e. winning points and gaining serve.</p> <p>Introduce the drop shot To be able to outwit opponents using simple drop shot. To understand the importance of movement and shuttle placement in order to attack. To begin to develop strategic and tactical play during a rally. To confidently score a game of singles. To know where the drop should be aimed for, for it to be most productive and why.</p> <p>Introduce the smash To be able to accurately replicate a smash shot. To understand the importance of movement and preparation for an effective smash. To know that the smash is an attacking shot and why. To appreciate how to adjust shot selection based on opponents' positioning.</p> <p>Doubles and singles tactics To develop their understanding and knowledge of basic outwitting strategies. To understand and develop the notion of shuttle movement into space and refining tactics based on opponents' weaknesses.</p>
Assessment		

To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The students are to develop their knowledge and understanding of the rules in badminton. To know and use the different types of shots in Badminton. To demonstrate a variety of tactics based on the movements of others'

Physical Education PoS: Year 9 HT3 or 4 Volleyball

Students will colour code as they work through the scheme of work.

<p>Students will learn about...: Students will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Students will develop the use of attacking and defensive tactics. Students will prepare mini tournaments and compete in them. They will work in groups taking on a range of roles and responsibilities to help each other to prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p>Develop volley/setting effectively To be able to accurately replicate the volley technique with accuracy.</p> <p>Develop dig To perform and replicate the dig technique with good timing, control and direction. To evaluate other students' dig shots and suggest ways to improve. To be able to move effectively around the court to be in correct position to play the correct shot.</p> <p>Overhead serves To accurately replicate the overhead serving technique. To be able to outwit opponents using serve variations showing timing and control.</p> <p>Spike To be able to accurately replicate the spike shot.</p> <p>Block To accurately replicate the correct blocking technique.</p> <p>Formations - attacking + defending To develop creative thinking and anticipate the movement and direction of the opponents' attack and position themselves accordingly.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p>Develop volley/setting effectively To be able to accurately replicate the volley technique with accuracy, height and length on the ball.</p> <p>Develop dig To perform and replicate the dig technique with good timing, control and direction. To evaluate other students' dig shots and suggest ways to improve.</p> <p>Overhead serves To accurately replicate the overhead serving technique. To be able to outwit opponents using serve variations showing timing and control. To demonstrate knowledge of service rules, the scoring and rotation systems during volleyball.</p> <p>Spike To understand how to adjust the spike technique to outwit opponents. To be able to accurately replicate the spike shot.</p> <p>Block To accurately replicate the correct blocking technique. To demonstrate the ability to outwit an opponent in a game situation using a well-timed block.</p> <p>Formations - attacking + defending To develop creative thinking and anticipate the movement and direction of the opponents' attack and position themselves accordingly. To understand and adjust formations depending on the course of the rally.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p>Develop volley/setting effectively To be able to accurately replicate the volley technique with accuracy, height and length on the ball. To be able to demonstrate and use volley in a game situation responding to changes.</p> <p>Develop dig To perform and replicate the dig technique with good timing, control and direction. To evaluate other students' dig shots and suggest ways to improve. To be able to move effectively around the court to be in correct position to play the correct shot.</p> <p>Overhead serves To accurately replicate the overhead serving technique. To be able to outwit opponents using serve variations showing timing and control. To demonstrate knowledge of service rules, the scoring and rotation systems during volleyball. To begin to develop strategic and tactical play during a rally.</p> <p>Spike To understand how to adjust the spike technique to outwit opponents. To be able to accurately replicate the spike shot. To demonstrate an understanding of net rules and officiate correctly.</p> <p>Block To accurately replicate the correct blocking technique. To demonstrate the ability to outwit an opponent in a game situation using a well-timed block.</p> <p>Formations-attacking + defending To develop creative thinking and anticipate the movement and direction of the opponents' attack and position themselves accordingly. To understand & adjust formations depending on the course of the rally.</p>
<p>Assessment</p> <p>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To develop knowledge and understanding of the rules in volleyball. To demonstrate a variety of tactics based on the movements of others and the ball.</p>		

Physical Education PoS: Year 9 HT5 - Cricket (Boys)

Students will colour code as they work through the scheme of work.

<p>Students will learn about...To perform, develop and incorporate the skills of throwing, catching and retrieving on the move, spin bowling, backward drive, lofted drive, and wicket - keeping. The students should also have a developing knowledge and understanding of tactical and positional play within the game of cricket, which will enable them to start to play when playing competitive games. The students should also be able to recognise the importance of responding to changing situations within the game in attack and defence. They should understand the laws of the game and be able to start to officiate matches fairly and correctly performing the correct signals. They should understand and know the stretches for all major muscles and those specific to batting, bowling and fielding.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p>Retrieving, fast moving ball, throwing, catching on move To further develop their performances, knowledge, and understanding of advanced fielding techniques used in cricket.</p> <p>To be able to perform these skills accurately under pressure.</p> <p>Bowling To be able to perform the correct grip used in both off and leg spin bowling.</p> <p>To incorporate bowling, batting, fielding, and catching into small sided games of cricket.</p> <p>To understand and know how to set up attacking and defensive fielding positions in cricket.</p> <p>Batting To be able to perform the different types of drives e.g. backward and lofted.</p> <p>Wicket keeping To perform the correct stance of wicket-keeping when standing up and back.</p> <p>To be able to correctly take the ball from numerous types of deliveries.</p> <p>Game situations To understand the laws regarding wicket-keeping e.g. stumpings, run- outs and taking the ball / no balls.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p>Retrieving, fast moving ball, throwing, catching on move To further develop their performances, knowledge, and understanding of advanced fielding techniques used in cricket.</p> <p>To be able to perform these skills accurately under pressure.</p> <p>To be able to officiate games correctly understanding the laws of the game and perform the umpiring signals used.</p> <p>Bowling To be able to perform the correct grip used in both off and leg spin bowling.</p> <p>To clearly know and understand how to bowl these types of two spin deliveries, and the differences.</p> <p>To be able to perform these two types of spin bowling.</p> <p>To understand and know the principles of spin bowling in cricket e.g. <i>To draw batsmen by a full length.</i></p> <p>Batting To be able to perform the different types of drives e.g. backward and lofted.</p> <p>To know and understand how to perform these drives; where these drives are played; what types of delivery these drives are played to; and what movements have to be made to perform these shots.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p>Retrieving, fast moving ball, throwing, catching on move To further develop their performances, knowledge, and understanding of advanced fielding techniques used in Cricket.</p> <p>To further develop knowledge and understanding of how to perform these.</p> <p>To be able to perform these skills accurately under pressure.</p> <p>To be able to officiate games correctly understanding the laws of the game and perform the umpiring signals used.</p> <p>To incorporate bowling, batting, fielding, and catching into small sided games of cricket.</p> <p>Bowling To be able to perform the correct grip used in both off and leg spin bowling.</p> <p>To clearly know and understand how to bowl these types of two spin deliveries, and the differences.</p> <p>To be able to perform these two types of spin bowling.</p> <p>To understand and know the principles of spin bowling in cricket e.g. <i>To draw batsmen by a full length.</i></p> <p>Batting To be able to perform the different types of drives e.g. backward and lofted.</p>

<p>To show knowledge and understanding of fielding positions, and the roles and responsibilities of each position.</p> <p>To incorporate previously learned skills and strategies into a full size game of cricket.</p>	<p>Wicket-keeping To perform the correct stance of wicket-keeping when standing up and back.</p> <p>To be able to correctly take the ball from numerous types of deliveries.</p> <p>To understand and know how to perform the stance and take a ball when wicket-keeping from standing up and far back.</p> <p>To incorporate the skills of previous lessons into a full sided game.</p> <p>Game situations To incorporate the skills of previous lessons into a full sided game.</p> <p>To understand the laws regarding wicket-keeping e.g. stumpings, run-outs and taking the ball / no balls.</p> <p>To show knowledge and understanding of fielding positions, and the roles and responsibilities of each position.</p>	<p>To know and understand how to perform these drives; where these drives are played; what types of delivery these drives are played to; and what movements have to be made to perform these shots.</p> <p>To know and understand why you perform the lofted drive.</p> <p>Wicket-keeping To perform the correct stance of wicket-keeping when standing up and back.</p> <p>To be able to correctly take the ball from numerous types of deliveries.</p> <p>To understand and know how to perform the stance and take a ball when wicket-keeping from standing up and far back.</p> <p>To incorporate the skills of previous lessons into a full sided game.</p> <p>To understand the laws regarding wicket-keeping e.g. stumpings, run-outs and taking the ball / no balls.</p> <p>Game situations To incorporate the skills of previous lessons into a full sided game.</p> <p>To understand the laws regarding wicket-keeping e.g. stumpings, run-outs and taking the ball / no balls .</p> <p>To show knowledge and understanding of fielding positions, and the roles and responsibilities of each position.</p>
<p>Assessment</p> <p>Practical performance of skills practice drills and game situations.</p>		

Physical Education PoS: Year 9 HT 5+6 - Athletics

Students will colour code as they work through the scheme of work.

<p>Students will learn about... In this unit, students will further enhance replication and performance across all disciplines. Students to gain a further understanding of fitness and its relationship to performance. Students will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others. In athletic activities, students will engage in performing skills and personal and collective bests in relation to speed, height and distance.</p>		
<p>Grade 1-3</p>	<p>Grade 4-6</p>	<p>Grade 7-9</p>
<p>Students will be able to perform basic techniques and identify what needs to be practised and improved in the following events:</p> <p>To be able to perform the basic technique for an effective sprint race. To perform the 100m.</p> <p>To accurately replicate basic technique for an effective paced race. To perform an 800m race.</p> <p>To accurately replicate the technique for a basic long jump. To perform and record distance achieved.</p> <p>To accurately replicate the technique for a basic standing shot putt. To perform and record distance achieved.</p> <p>To accurately replicate a basic hurdling technique over 3-5 hurdles.</p> <p>To accurately replicate the basic technique for the discus and record distance achieved.</p> <p>To accurately replicate the basic technique when taking part a relay.</p> <p>To accurately replicate the basic technique for the high jump.</p> <p>To accurately replicate a basic standing javelin throw.</p>	<p>Students will be able to perform more advanced techniques and explain how improvements can be made in the following events:</p> <p>To replicate the correct posture, arm action and leg action for the 100m sprint and perform with effective levels of speed.</p> <p>To perform an 800m race refining ability to pace the performance to sustain 2 laps.</p> <p>To combine speed and power so that the technique for the long jump can more effective.</p> <p>To accurately replicate the technique for the shot putt by performing with a shuffle.</p> <p>To accurately replicate an effective hurdling technique over 5-7 hurdles.</p> <p>To accurately replicate the technique for the discus by performing with preliminary swings to gain momentum.</p> <p>To accurately replicate the up/down sweep technique for the relay over change over.</p> <p>To accurately replicate the scissor technique for the high jump.</p> <p>To accurately replicate a 3 step run up javelin throw.</p>	<p>Students will be able to perform and refine complex techniques and analyse ways in which they need to improve in the following events:</p> <p>To perform the 100m sprint maintaining high levels speed and technique throughout.</p> <p>To perform the 800m maintaining pace throughout and having the ability to display a sprint finish.</p> <p>To perform the long jump with effective leg and arms actions in order to combine speed with power to increase jumping distance.</p> <p>To accurately replicate the technique for the shot putt by performing with a turn to increase distance thrown.</p> <p>To accurately replicate an effective hurdling technique over 7-9 hurdles while maintaining a fluent running pattern.</p> <p>To accurately replicate the technique for the discus by performing with a turn.</p> <p>To accurately replicate the up/down sweep technique for the relay over change over while maintaining speed.</p> <p>To accurately replicate the fosbury technique for the high jump.</p> <p>To accurately replicate a 7 step run up javelin throw.</p>
<p>Assessment</p> <p>Times and distances recorded for each event and compared against age group standards.</p>		

Physical Education PoS: Year 9 HT5 or 6 - Tennis

Students will colour code as they work through the scheme of work.

<p>Students will learn about... In this unit students will demonstrate consistency, timing and fluency in the execution of strokes. Students will be able to demonstrate the essential elements of attack and defence with the intention of outwitting their opponents. In net games, it is the player's aim to get the ball to land in the target area so that the opponent cannot return it. Students should be able to accurately score, coach and officiate games.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p>Ground strokes/Outwitting opponents To confidently outwit opponents using learnt strokes and techniques. To be able to demonstrate and use forehand and backhand shots competently in a rally. To accurately return the ball with a combination of shots.</p> <p>Topspin To accurately replicate the technique for a forehand/backhand topspin. To understand the effect topspin has on the ball's flight & bounce.</p> <p>Service development To accurately replicate an over arm tennis serve increasing power and placement. To develop decision making skills in the direction of the serve to exploit an opponent's weakness.</p> <p>Lob/smash To accurately replicate lob & smash technique. To understand when to use a lob and the advantages it provides.</p> <p>Drop shot To accurately replicate the technique for a drop shot. To develop disguise on shot execution to outwit opposition. To understand when to use the drop shot in a competitive rally and how it makes your play less predictable.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p>Ground strokes/Outwitting opponents To confidently outwit opponents using learnt strokes and techniques. To be able to demonstrate and use forehand and backhand shots competently in a rally. To accurately return the ball with a combination of shots. To begin to develop coaching ideas & suggest ways to improve own performance.</p> <p>Topspin To accurately replicate the technique for a forehand/backhand topspin. To understand the effect topspin has on the ball's flight & bounce. To refine & adjust shot selection based on opponents positioning.</p> <p>Service development To accurately replicate an over arm tennis serve increasing power and placement. To develop decision making skills in the direction of the serve to exploit an opponent's weakness. To understand the difference in a 1st and 2nd serve and the reasons for this.</p> <p>Lob/smash To accurately replicate lob & smash technique. To understand when to use a lob and the advantages it provides. To be able to apply the lob & smash in a competitive game.</p> <p>Drop shot To accurately replicate the technique for a drop shot. To develop disguise on shot execution to outwit opposition. To understand when to use the drop shot in a competitive rally and how it makes your play less predictable.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p>Ground strokes/Outwitting opponents To confidently outwit opponents using learnt strokes and techniques. To be able to demonstrate and use forehand and backhand shots competently in a rally. To accurately return the ball with a combination of shots. To begin to develop coaching ideas and suggest ways to improve own and peer performance.</p> <p>Topspin To accurately replicate the technique for a forehand/backhand topspin. To understand the effect topspin has on the ball's flight & bounce. To refine & adjust shot selection based on opponents positioning. To be able to use the topspin shots during a game rally.</p> <p>Service development To accurately replicate an over arm tennis serve increasing power and placement. To develop decision making skills in the direction of the serve to exploit an opponent's weakness. To understand the difference in a 1st and 2nd serve and the reasons for this. To analyse performances, identifying strengths and weaknesses of serves.</p> <p>Lob/smash To accurately replicate lob & smash technique. To understand when to use a lob and the advantages it provides. To be able to apply the lob & smash in a competitive game. To encourage creative thinking in strategy development during rallies.</p> <p>Drop shot To accurately replicate the technique for a drop shot. To develop disguise on shot execution to outwit opposition. To understand when to use the drop shot in a competitive rally and how it makes your play less predictable. To be able to incorporate the drop shot to a competitive game.</p>
<p>Assessment</p> <p>Practical performance of skills practice drills and game situations.</p>		

Physical Education PoS: Year 9 HT6 - Rounders (Girls)

Students will colour code as they work through the scheme of work.

<p>Students will learn about... In this unit students will demonstrate timing and fluency in the replication of techniques for batting, bowling and fielding. Students will work on improving the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Students should be able to accurately score and officiate games.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p>Throwing/catching/fielding To accurately replicate fielding skills and use effectively in a game. To develop communication skills and teamwork through rounders game play.</p> <p>Bowling development To accurately replicate a legal bowling technique. To develop the ability to add disguise + power into bowling action.</p> <p>Batting development To develop batting technique incorporating power and placement. To develop strategic concepts when batting.</p> <p>Fielding roles/outwit opponents To discover fielding roles at each point. To develop knowledge & understanding of where pupils can outwit opponents.</p> <p>Evaluation of tactics/peer assessment To perform and replicate a combination of skills to implement tactics and to outwit opponents.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p>Throwing/catching/fielding To accurately replicate fielding skills and use effectively in a game. To develop communication skills and teamwork through rounders game play. To develop creative thinking and outwit opponents with the placement of the ball.</p> <p>Bowling development To accurately replicate a legal bowling technique. To develop the ability to add disguise + power into bowling action. To understand rules involving bowling. <i>i.e. stopping running once held.</i></p> <p>Batting development To develop batting technique incorporating power and placement. To develop strategic concepts when batting. To show a confident understanding of umpire calls/rules and batting/bowling infringements. To analyse individual strengths and make tactics changes to the fielding positions as a result.</p> <p>Fielding roles/outwit opponents To discover fielding roles at each point. To develop knowledge & understanding of where pupils can outwit opponents. To make decisions about field positioning in response to batting analysis.</p> <p>Evaluation of tactics/peer assessment To perform and replicate a combination of skills to implement tactics & to outwit opponents. To make effective evaluations of strengths and weaknesses of pupils' performance.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p>Throwing/catching/fielding To accurately replicate fielding skills and use effectively in a game. To develop communication skills and teamwork through rounders game play. To develop creative thinking & outwit opponents with the placement of the ball. To be able to play game and apply batting/fielding tactics.</p> <p>Bowling development To accurately replicate a legal bowling technique. To develop the ability to add disguise + power into bowling action. To understand rules involving bowling. <i>i.e. stopping running once held.</i> To incorporate bowling, batting, fielding technique into a full game of rounders.</p> <p>Batting development To develop batting technique incorporating power and placement. To develop strategic concepts when batting. To show a confident understanding of umpire calls/rules and batting/bowling infringements. To analyse individual strengths and make tactics changes to the fielding positions as a result.</p> <p>Fielding roles/outwit opponents To discover fielding roles at each point. To develop knowledge & understanding of where pupils can outwit opponents. To make decisions about field positioning in response to batting analysis. To gain an understanding about exercise importance & healthy lifestyles.</p> <p>Evaluation of tactics/peer assessment To perform and replicate a combination of skills to implement tactics and to outwit opponents. To make effective evaluations of strengths and weaknesses of pupils' performance. To develop the ability to become a reflective learner & suggest fitness needs of rounders players.</p>
<p>Assessment</p> <p>Practical performance of skills practice drills and game situations.</p>		