

YEAR 9 PE CURRICULUM PROGRESSION OVERVIEW

PE at Laurence Jackson School aims to encourage ALL students to have healthy bodies and minds through an inclusive, broad and balanced curriculum that 'inspires excellence' (whole school moto). It enables all students to enjoy success and reach their personal best in competitive sports and physically demanding activities. We will provide opportunities for students to become active citizens, develop character, develop good health and wellbeing. Through extra-curricular activities, students can pursue their interests and talents and have links to local sports clubs. We aim for all students to identify the benefits of physical activity, have a healthy body, a healthy mind and a healthy future. Our aim is for all students to develop the tools necessary to lead active lifestyles, embed qualities such as tolerance, resilience and commitment and embrace equality and diversity. Our aim is for every student to leave Laurence Jackson school with a love of PE and School Sport and engage in lifelong physical activity after being inspired in our department.

	Autumn Term & Spring Terms						Summer Term	
	Students rotate around a range of individual and team sports and activities designed to promote knowledge of health and fitness as well as sports						Students have one Athletics Lesson and one Summer Sports Lesson per week	
Topic	Handball	Badminton	Trampoline	Football	Netball	Fitness PEP	Athletics	Summer Games
Core Knowledge/ Threshold Concept	In preparation for key stage 4 students will develop Handball skills and tactics in handball from year 7 and 8. Core Skills: Passing and catching one-handed – stationary. Passing off either hand on the move. Catching two-handed on the move. Shooting – where appropriate to position. Control – stability when performing skills. Defending – zonal marking, man to man, blocking. Apply tactics in attack and defence.	In preparation for key stage 4 students will. Develop badminton knowledge and skills in singles and doubles situations. Core Skills: Flick and drive serves. Perform a drop shot that lands before service line. Perform a smash. Appropriate shot selection in a game. Apply basic rules in doubles – court lines, serving diagonally. Score correctly in doubles. Advanced Skills:	In preparation for key stage 4 students will demonstrate the movements learned in dance and gymnastics from year 7 and 8 to perform these at height using the trampoline. Core Skills: Basic Jumps – tuck, pike, straddle, ½ twist, full twist. Basic seat landings and twists – seat landing, half twist to feet, swivel hips. Basic front landings and combinations – front landing, half twist to feet, seat to front landing.	In preparation for key stage 4 students will develop their skills in Football from year 7 and 8 to be able to perform them in competitive situations. Core Skills: Long lofted, low driven pass. Outwit an opponent with feint or speed. Perform a block tackle successfully in most situations. Cruyff and drag back turn to recycle possession. Free Kicks with dominant foot – Direct and Indirect. Play using the offside rule.	In preparation for key stage 4 students will develop their skills and knowledge of the rules to perform and umpire in competitive situations. Core Skills: Catching one handed. Footwork – running pass. Set play moves, back line passes, centre passes, throw ins. Contribution to tactics and strategies. Arrange players to their strengths. Advanced Skills: Receiving the pass on the half turn, in the air.	In preparation for key stage 4 students will complete fitness tests and compare their results to normative data and then complete different methods of training to improve each of the components of fitness identified from the tests. Students will learn how to use gym facilities and machines as well as circuit and continuous training in an attempt to improve their fitness test results that they will repeat in the final	In preparation for key stage 4 students will their athletics skills and improve their personal best from year 7 and 8. Core Skills: <u>Track:</u> Sprint/crouch starts. Arm and leg action (high knees, 'hip to lip'). Pacing. Finishing – head carriage/sprint finish. Bend running. 3 strides between hurdles. Advanced Skills: Hurdles – using either leg where relevant. Flight over hurdle is low. Core skills: <u>Field:</u>	In preparation for key stage 4 students will develop throwing, catching and striking skills from year 7 & 8 as well as tactical awareness in team games. Core Skills: Underarm throwing at different speeds. Overarm throwing at different speeds and distances. Catching (one-handed) at different speeds and distances. Bowling at different speeds. Batting – hitting a variety of shots. Long barrier technique. Advanced Skills: Apply tactics when bowling.

	Advanced Skills: Passing/catching one-handed on the move. Evasion – breakthrough, with or without the ball.	Movement in all directions on the court (sideways, forwards, backwards). Backhand clear.	Basic back landings and combinations – back landing, half twist to feet) Developed combinations – seat landing to front, front to seat. Somersault progressions – hand and knees turnover, back pullover. Advanced Skills: Jumps - 1 ½ twist Landings – roller, back landing to front, cradle.	Advanced Skills: Use either foot to control the ball at speed with changes in direction. Identify strengths and weaknesses and influence team play with communication.	Catching one handed on the move.	lesson of the scheme of work. Core Skills: Complete Fitness test accurately. Record results and compare to normative data. Use fitness facilities with correct technique and safely.	Approach – shuffle, glide, longer run up. Demonstrate/follow the safety instructions. Flight – appropriate height, arched back in high jump. Landing – beyond point of contact in long jump. Advanced Skills: Approach – cross step.	Play the appropriate shot for the appropriate length of ball.
Why this learning now?	Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics so that when implementing this intent, teachers can effectively and explicitly draw attention to where a keyword/concept/behaviour/pattern etc has been seen before and effectively expose the relationship to the current topic through questions such as: Where have we seen this before? What does this remind us of? How does this have a relationship with what happened previously? How does our understanding of the previous concept inform our understanding of this one? and hence facilitate better learning. Learning is base around securing knowledge and skills to perform at regional and national competitions if students wish. Seasonal sports matching the competition schedule.							
	Redcar and Cleveland Handball tournament	England Badminton regional and national competition as well as many local badminton clubs	Local trampoline parks Airtime and Jump 360.	Student development towards ESFA Cup Competition	Regional competitions building up to the Tees Valley School Games.	Local gyms and leisure centres. Everyone Active, Kofit, TNT, Laurence Jackson Sports Village	Redcar and Cleveland Athletics Championships leading to Tees Valley and National Competition ESAA	Regional Rounders tournaments and Cricket tournaments
Learning at Home	Students are assessed against 3S' that are Skills, Socials and Solving Problems. Lesson 4 focus on fitness finishes with home learning of a Microsoft Form quiz sent to from the class teacher.							
	Forms quiz on basic rules, regulations and terminology of the sport or activity							

Key Vocabulary	Skill Technique Conditioned Drills Tactics Attacking Set Play Defensive Set Play Competition Evaluate							
	Passing Catching Dribbling Double Dribble. Dominant Footwork Evasion Teamwork Contact Communication Tactics Travelling Zonal Interception	Serve Overhead Return Clear Tramlines Service line Shuttle cock Rally Singles Lift Smash Doubles Drop	Tension Control Travel Counter tension Counter balance Transition Fluency Rotation Balance Rhythm Timing Motif Flight Aerial	Shielding Jockeying First touch Dribbling Feint Block tackle Stop Turn Corner Free Kick Side on Cushion Wedge Chip Swerve Teamwork	Shoulder pass Chest pass Bounce pass Overhead pass Footwork Feint Coordination Spatial awareness Decision making/decisive Communication Knowledge of the rules	Circuit training Weight training Progressive overload Muscular strength Muscular endurance Agility Flexibility Power Cardiovascular System Speed	Release Approach Pacing Flight Stride pattern. Fosbury Flop Scissor Kick Dominant leg/arm. Initial stance. Starts. Finishes. Landing. Contact. Shuffle.	Underarm Overarm Catching Throwing Accuracy Co-ordination. Pick-up. Long barrier. Tactics Boundaries Bases
Spiritual, Moral, Social and Cultural concepts covered	<p>Spiritual development in PE involves students developing a variety of skills, eg performing a routine trampolining, a sequence in gymnastics or linking skills in dance which allows the students to express their feelings and emotions through movement, action and transition. This occurs within the Laurence Jackson School PE department through a well balanced PE curriculum where students are able to explore many sporting activities and also take on many different roles within sport such as performer, leader, coach, official and choreographer. The PE department offers an extensive extra curricular programme, utilising local club links within the community to provide students with tailored coaching and expertise.</p> <p>Moral development in PE concerns students having the opportunity to understand how PE can influence their healthy body and healthy mind. Students learn how to win and how to lose graciously playing by the rules, and understand what constitutes fair play. Students learn that all games have rules that they need to abide by and this is linked to the community we live in and the rules which each citizen must live by.</p> <p>Social development involves students having the opportunity to work as a team, as well as reflecting on the feelings of determination and enjoyment. Students are given the opportunity to experience a number of different roles in PE from coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and teamwork. Many students take on the roles of leader and coach during PE lessons and are encouraged to deliver the warm up phase of the lesson. Students are always challenged to give maximum effort in PE lessons and the department has a strong ethos of encouraging others during lessons.</p> <p>Cultural development in PE means students are given the opportunity to learn games and dances from different traditions, including their own. The students at Laurence Jackson School have the opportunity to learn through many sporting activities, which originated from this</p>							

	<p>country and others. Students are often informed of world champions and world records in sports such as Athletics where students compare the world record to their own and the group performance and discover how elite athletes get to this level with training. Students are given the opportunity to compete against each other in local, regional and national competitions in a variety of sports. This often means students immerse themselves into different cultures from around the country and learning aspects of these cultures.</p>
<p>Links to careers and the world of work</p>	<p>Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE? Some careers that you could consider doing with PE include: • Sports science • PE teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer.</p>