

## Intent

- To deliver lessons that cover a variety for sports to cater for all student interests.
- Lessons delivered at different times of the year based on seasonal factors/ weather/space/staffing.
- The priority is to keep students active and engaged.
- Opportunities for leadership during warm-up and game related activities (strategies/tactics)
- To extend and develop many of the same skills learned in Y7 & 8
- To recap the names of major muscles and bones. To apply the different phases of warm-ups to lessons and be aware of why we warm-up. Recap movements available at joints (covered in Y7 & 8)
- To be aware of the language we are using and start referring to different health and skill related components of fitness, applying this terminology to situations within skills and game play

## Sept-Oct Overview

- Students will cover the curriculum map below to cover the following 4 sporting activities in the first half term:

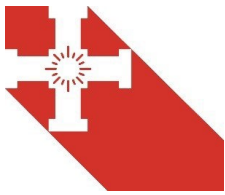
Girls – Football & Netball

Boys – Rugby & basketball

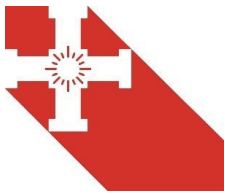
- Students are split into set 1 & 2 based on overall ability (we believe this gives further opportunities for all students to experience success, gain confidence and be stretched and challenged)
- **Not all groups will cover all topic areas below, these are for general guidance. Progression from one lesson to another will depend on each individual group and how well they can complete the skills being taught. A lesson may need to be repeated or they may need more time on a specific skill before they can progress to the next skill.**
- **NB – Rugby**

**Depending on ability group, some will participate in contact and others will participate in an adapted non-contact version of Rugby.**

- To learn the following fitness components – cardiovascular fitness, strength, muscular endurance, flexibility

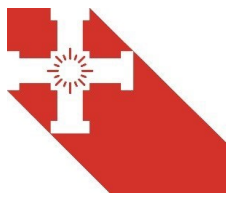


Girls' activities – Sept to Oct Football			
Lesson	Key Knowledge- what will students know by the end of this topic?	Key skills- what skills will students have developed by the end of this topic?	Assessment opportunities- How is progress measure?
1	Tactics and game play - keeping possession	<ol style="list-style-type: none"> <li>1. Movement and use of space</li> <li>2. Choice/weight of pass</li> <li>3. First touch</li> <li>4. Possession drills (3v1, 4v2, 4v4+4)</li> </ol>	Application of key skills Decision making Movement and choice/weight/accuracy of passing
2	Tactics and game play - offensive strategies	<ol style="list-style-type: none"> <li>1. Movement and use of space</li> <li>2. Choice/weight of pass</li> <li>3. Choice of run</li> <li>4. Dribble or pass?</li> <li>5. 2 v 1 to goal (with GK)</li> <li>6. Attack v defence</li> </ol>	Application of key skills Decision making Movement and choice/weight/accuracy of passing
3	Tactics and game play - defensive strategies	Role of first defender – close down space, go to ball Role of second defender – provide cover and depth 1v1, 2v2, 3v2	Application of key skills Decision making Defensive positioning in relation to opposition/ball
4	Tactics and game play - switching play, using space	Importance of maintaining space, getting the ball wide when in possession When to switch play? 4v2 (+2 waiting for switch pass) Possession games (with wide players in zones)	Application of key skills Decision making Quality of short/long passing
5, 6, 7	Game play, matches, competition	Demonstrate previous skills learned	Outcome/performance/ communication



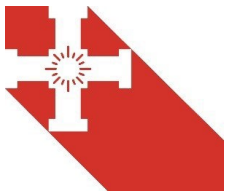
**Curriculum Map: Year: 9**

<b>Girls' activities – Sept to Oct</b>			
<b>Netball</b>			
<b>Lesson</b>	<b>Key Knowledge- what will students know by the end of this topic?</b>	<b>Key skills- what skills will students have developed by the end of this topic?</b>	<b>Assessment opportunities- How is progress measure?</b>
<b>1</b>	Passing, catching and footwork	Explain how the placement of ball to attacker is important. Put the ball to the side of where the defender isn't. Application of correct footwork to gain advantage and pace of attack	Footwork shown with distance passes and speed of play with control. Movement patterns on court to gain advantage.
<b>2</b>	Set plays - centre passes, back line passes, side line passes	Plan and demonstrate basic centre pass, back line pass and side line pass. Use of WA and C around the semi-circle edge for shooters to gain best position to shoot	Movement patterns during game play
<b>3</b>	Order of the court - court positioning, effective use of the court and players	Explain the most effective way getting the ball down the court how each player is needed/has a job role	Confidence and communication shown in game play as to who knows when it is their turn to take control of the game and complete their job.
<b>4</b>	3 stages of defence - man to man, marking the ball, zonal	Demonstrate the three different stages of defence and how/when to use them in a game. 3 feet away, on toes, arms outstretched, shadowing the ball and applying pressure to the attackers	Show stage 1,2 and 3 defence in game play.
<b>5</b>	Shooting technique combined with footwork to gain an advantage	Demonstrate shooters movement patterns in the semi-circle. Application of stepping in or to the side of the defender to gain advantage	Circle movement with use of all attacking players, footwork skills during game play
<b>6,7</b>	Game play, matches, competition	Demonstrate previous skills learned	Outcome/performance/ communication



**Curriculum Map: Year: 9**

<b>Boys' activities – Sept to Oct</b>			
<b>Rugby</b>			
<b>Lesson</b>	<b>Key Knowledge-</b> what will students know by the end of this topic?	<b>Key skills-</b> what skills will students have developed by the end of this topic?	<b>Assessment opportunities-</b> How is progress measure?
<b>1</b>	Passing and Use of Space/Evasive running	No forwards passing. Avoid contact where possible and use space wisely. Develop outwitting opponents' skills, with shutter step and fake passing. Develop timing of running onto a pass from a deeper position to carry momentum.	Application of formation. Combined with smaller sided games and additional skills of touch tackling. Communication and self-awareness to ensure in correct position, then time their run to receive the pass on the move whilst staying onside.
<b>2</b>	Tackling and Rucking Revisit	When tackled using Tower of Power, Cheek to Cheek and Ring of Steel, develop presenting the ball in pencil shape. Understand laws of contesting the ball. Protect the ball by anchoring on the gate. In touch, develop presenting the ball, anchoring and defenders moving into onside position 5m back.	Application of skills. Students can identify which of the 4 teaching points they can/can't do as well. Students can identify how they can improve presenting skills and key teaching points in order to protect the ball. Students have self-awareness to stay onside and follow laws of the game in touch and contact.
<b>3</b>	Restarting Play Line Outs	Laws of a lineout. Formation of a lineout, positions depending on height and how the throwing technique in the lineout changes.	Application of skills. Communication and awareness to get into correct formation at a line out. Asses following of the laws of the lineout.
<b>4</b>	Introduction to 3-man scrum	Laws of a scrum. Formation of a 3-man scrum. Position depending on height. Students will understand when/why a scrum takes place. Understand and respond to the 'crouch' 'bind' 'set'.	Application of skills. Communication and awareness to get into correct formation at a scrum. Asses following of the laws of the scrum and identifying when the scrum would take place.
<b>5,6,7</b>	Matchplay, Competition and Rules	Combine application of previous skills learnt and produce in competitive environment. Demonstrate knowledge of rules to ensure the game is played safely.	Assess by outcome, performance, communication and adherence to rules.



**Curriculum Map: Year: 9**

<b>Boys' activities – Sept to Oct</b>			
<b>Basketball</b>			
<b>Lesson</b>	<b>Key Knowledge-</b> what will students know by the end of this topic?	<b>Key skills-</b> what skills will students have developed by the end of this topic?	<b>Assessment opportunities-</b> How is progress measure?
<b>1</b>	To be able to pass and move under pressure using appropriate passes.	<ol style="list-style-type: none"> <li>1. 3-man weave at speed. Focus on travelling.</li> <li>2. 3v2, 3v3 into 1 ring no dribbling, close defending.</li> <li>3. 4v4, 5v5 ½ court no dribbling.</li> <li>4. Full game play.</li> </ol>	Passing the ball with the correct technique under pressure
<b>2</b>	Shooting. To be able to Lay-Up accurately at a controlled speed.	<ol style="list-style-type: none"> <li>1. Practice at comfortable speed and get faster.</li> <li>2. Practice with passive then active defender in pairs. Explain foul rule.</li> <li>3. Put into small-sided games across court- more points for doing a lay-up. Emphasise fouls and travelling rules.</li> </ol>	Number of shots scored in isolation and during game play
<b>3</b>	<b>FAST BREAK:</b> To be able to fast break effectively and use it in a game situation.	<ol style="list-style-type: none"> <li>1. Practice across court without defence.</li> <li>2. Speed up, introduce passive defending then active defending.</li> <li>3. Put into full game situation</li> </ol>	Ability to use correct break and at the correct time in game
<b>4</b>	<b>ZONE DEFENCE:</b> To be able to defend using a basic zone defence.	<ol style="list-style-type: none"> <li>1. ½ court practice of 1:2:2 zone defence.</li> <li>2. Full court practice, no dribbling in own half to slow the play down and allow defenders to get back into position</li> </ol>	Set up and run effective zone defence
<b>5,6,7</b>	<b>GAME PLAY:</b> To be able to play full court basketball with all rules. To be able to defend well as a team either man to man or zone.	<ol style="list-style-type: none"> <li>1. Recap rules and appoint referees.</li> <li>2. Game play.</li> </ol>	Apply all elements to game