

## WHAT ARE THE BIG AIMS OF YEAR 9?

1. Pupils develop competence to excel, expertise and confidence in their performance of skills/ techniques
2. Pupils understand and employ basic tactics/strategies, successfully overcoming opponents when performing in competitive situations
3. Pupils understand what makes a performance effective (skills/techniques) and can use this knowledge to analyse theirs and other's performances
4. Pupils understand key theory principles relating to...
  - a. Muscular System
  - b. Immediate & Long-Term Effects of Exercise,
  - c. Rules and Regulations & Scoring Systems to adopt the role of an official
  - d. Components of Fitness
5. Pupils can confidently adopt leadership roles and lead small groups of peers during warm up activities and skill development-based activities

## WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?

A pupil demonstrating excellence in Year 9 will display increasing expertise and confidence in their performance of skills/ techniques. They will consistently apply skills/techniques across a range of different sports and physical activities achieving high levels of success. They will use a range of tactics and strategies to successfully overcome opponents in competitive situations. They will have an excellent understanding of what makes a performance effective (skills/techniques/tactics & strategies) and be able to use this knowledge to analyse both theirs and other's performances. They will have a deep understanding of theory principles covered in KS3 (Muscular System, Immediate & Long-Term Effects of Exercise, and Components of Fitness). They will also confidently adopt leadership roles and lead small groups of peers in both warm-up and skill development-based activities.

## WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Understand the technical requirements that make a performance effective. E.g. how do you perform a chest pass?
- Different tactics/strategies that can be utilised in different sports/physical activities.
- Muscles of the Body (Biceps, Triceps, Pectorals, Abdominals, Quadriceps, Hamstrings, Deltoid, Gastrocnemius, Gluteals)
- Immediate Effects of Exercise (Hot, Sweaty, Red Skin, Increased Depth of Breathing, Increased Heart Rate)
- Long-Term Effects of Exercise (Body shape may change, Improvements in specific components of fitness (Speed, Cardiovascular Endurance, Strength, Muscular Endurance),

## WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Embed the performance of fundamental movement skills within a range of physical activities (running, jumping, changing direction/position whilst maintaining balance, footwork).
- The performance/consistency/expertise of passing and receiving skills within a range of activities including throwing and catching skill development.
- The performance of sport specific skills linked to the following physical activities
  - Badminton
  - Trampolining
  - Striking and Fielding Activities
  - Athletic Activities
- The use of a range of tactics/strategies to successfully overcome opponents in increasingly competitive situations.

Lower Resting Heart Rate, Increased Size of Heart (Hypertrophy)

- Components of Fitness (Agility, Balance, Cardiovascular Endurance, Coordination, Flexibility, Muscular Endurance, Power, Reaction Time, Strength, Speed)

- The ability to analyse theirs and others performances compared to previous ones, and use this analysis to develop their own and others performances/technique.
- Leadership skills centred on communication & organisation skills when tasked with leading a small group of peers.
- Ability to officiate small sided games with confidence and control.

#### **WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?**

- How to perform skills/techniques effectively
- Recognising correct/ incorrect technique.
- How to application skills/techniques/tactics and strategies in game related situations.
- Relating to their understanding of rules/regulations and scoring systems of different sports/physical activities.
- Related to the physiology of the body/body's response to exercise e.g. where specific muscle groups are located, how to effectively warm up, phases of warm up.

#### **WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?**

Hinge Point Assessment Activities – Drills/conditioned practices designed to assess performance of skills/techniques/tactics & strategies

AfL Opportunities - Q&A, Observation of Pupil Performance, Observation of Pupil Leadership,

Knowledge Checkers and Hinge Questions – Multiple Choice Snapshots, Written and Orally conducted to gauge understanding of knowledge

Summative Assessment Lessons – To be utilised at the end of each unit of work.