

| Calendar | Topic | Assessment | Sequencing and Coherence <i>concepts - themes - skills</i> | Literacy <i>reading - vocabulary - oracy - writing</i> |
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| Theory | <p>Pupils will study a full, classroom theory based unit of work on the following GCSE PE topic – <i>Applied Anatomy and physiology</i></p> <p>Pupils will look at the structure and the function of the muscular, skeletal, respiratory and cardiovascular system. Pupils will explore how each of these bodily functions respond to exercise, including the long term benefits of sport and physical activity</p> | <p>Theory exam paper</p> <p>Pupil sit a full, GCSE PE style end of unit exam which is graded in relation to the GCSE PE theory assessment criteria.</p> | <p><u>Declarative</u></p> <p>Pupils will learn the structure of the skeletal system, then names and location of muscles and how the muscular and skeletal system work to produce movement. Pupils will look at the structure and function of the cardio-respiratory system.</p> <p><u>Procedural</u></p> <p>Pupils look in more depth of how each of these functions respond to exercise, and how each of the systems can contribute to sporting performance.</p> <p>This unit of work is delivered before the year 9 options evening and the options process so that pupils opting to take GCSE PE are making an informed choice and have knowledge and understanding of some of the topics that would be taught at KS3.</p> <p>This also allows pupils to make an informed choice based on their interest for the theory aspect and the level of challenge it requires. The theory SOW has been adapted this year to increase the level of challenge, so pupils have better understanding of the demands of the theory content.</p> | <p>Pupils are challenged to read articles and present findings. Pupils are taught how to write in continuous pros to form developed responses to higher mark questions. Pupils are taught new terminology taken from the GCSE PE specification and are challenged to link their understanding verbally and in writing to sport specific scenarios.</p> |

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| <p>Invasion Games</p> | <p>In year 9, pupils revisit invasion games that were studied in year 7 and 8, including netball, football and an introduction to Rugby and Handball.</p> <p>As opposed to specific sport focused skills, pupils will explore and develop the general concept of invasions games, including attacking and defending skills, and playing competitively to outwit opponents. This will consist of, competitive game play, zone defence, Footwork, movement, passing, receiving, defending, positions, shooting, officiating, scoring and gameplay</p> | <p>Pupils will take part in two assessment lessons at the end of the netball unit of work.</p> <p>Assessment 1 – skills in isolation and increasingly demanding situations</p> <p>Assessment 2 – Game play – Knowledge of rules, positions, tactical awareness and application of skills</p> <p>Pupils are assessed in a mark/25 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 Performance 21 – 25 Elite</p> | <p>Declarative – Pupils will learn the rules of the game, the positions in a team, structure and scoring of a game and the names and techniques of the different skills.</p> <p>Procedural – Pupils will learn how to apply the skills and rules into a full competitive situation, abiding by the laws of the game, rules and regulations.</p> <p>Netball is delivered in year 7, and football in Year 8 so that pupils can make practical progress and advance their skill and tactical awareness.</p> <p>Opportunity will also be given to diverse the skills they have gained throughout year 7 and 8 to transfer to sports such as basketball and rugby.</p> | <p>Reading</p> <p>Pupils to read the home learning reading article – Games Fact file and answer the short Quiz on Teams related to the article.</p> <p>Pupils are given the assessment criteria to read though out the unit of work.</p> <p>Oracy</p> <p>Pupils will discuss their findings from the research and be able to feedback and discuss the teaching points of the different way to pass the ball, the different playing positions and the importance of where each person is allowed to go within the court. Key words for each sport is discussed and assess pupils understanding throughout.</p> <p>Literacy</p> <p>Pupils Research the different ways to pass the ball and the different rules to the game including playing positions and where they are allowed to go. Pupils complete a written reflection on their progress and attainment. Key words written throughout the unit of work and discussed with pupils.</p> |
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| <p>Volleyball</p> | <p>Pupils will revisit the core volleyball skills that they have learnt and developed in year 7 and 8 in order to play a competitive game a volleyball. They will practice, perfect and develop their ability to perform the following skills;</p> <p>Ready position, feeding, movement, digs, volleys, serving, jump serving, setting, hitting, defensive dig, reverse volley and gameplay. They will also learn how to play full court games, score and officiate.</p> | <p>Pupils will take part in two assessment lessons at the end of the netball unit of work.</p> <p>Assessment 1 – basic skills performed in pairs and small group with some level of challenge</p> <p>Assessment 2 – Competition based on small sided and adapted games (full sided games where appropriate).</p> <p>Pupils are assessed in a mark/25 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 Performance 21 – 25 Elite</p> | <p><u>Declarative</u></p> <p>Pupils will learn the names of the different skills, the teaching points of the different skills, the scoring system and the rules of the game</p> <p><u>Procedural</u></p> <p>Pupils will learn how to effectively apply different passes and competitive shots, and use the rules in a game situation and how to effectively apply the skills tactically to outwit opponents and force team errors for the opponent's.</p> <p>Due to the nature of the PE timetable, each class will study different activities at different points throughout the year owing to limitations of facilities available when multiple classes are timetabled into PE. Volleyball would have been delivered to pupils in both year 7 and year 8. In year 9 pupils will learn more strategic and tactical team game play, and will be introduced to more advanced skills for the GCSE PE specification criteria. Fairfield has strong club links with Tameside volleyball club and the majority if the pupils who opt to take GCSE PE will use volleyball as one of their team sport assessments.</p> | <p>Reading</p> <p>Pupils to read the home learning reading article about volleyball and answer the short Quiz on Teams related to the article.</p> <p>Pupils are given the assessment criteria to read though out the unit of work.</p> <p>Oracy</p> <p>Pupils will discuss their findings from the research and be able to feedback and discuss the teaching points of the different way to hit the ball and techniques used to be able to win a game alongside the different rules of the game.</p> <p>Key words for Volleyball discussed and assess pupils understanding throughout.</p> <p>Literacy</p> <p>Pupils Research the different techniques to hit the ball and the different rules to the game.</p> <p>Pupils complete a written reflection on their progress and attainment.</p> <p>Key words written throughout the unit of work and discussed with pupils.</p> |
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| Trampolining | <p>Pupils will focus on refining skills to create an aesthetic performance performed at high with increasingly challenging skills including twists, rotations and combining landings with twists and rotations.</p> | <p>Pupils will take part in two assessment lessons at the end of the netball unit of work.</p> <p>Skills assessment – Pupils are assessed on their ability to perform skills in isolation</p> <p>Routine assessment – Pupils are assessed on the level of challenge they can put into a routine, the quality and aesthetics of performance and the height in which they can perform at.</p> <p>Pupils are assessed in a mark/25 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 Performance 21 – 25 Elite</p> | <p><u>Declarative</u></p> <p>Pupils will be taught the key safety facts of trampolining, the names of all of the different skills and will learn how a performance is built and performed.</p> <p><u>Procedural</u></p> <p>Pupils will learn how to safely set up a trampoline, how to perform safely on the trampoline and how to perform all of the trampolining skills. Pupils will be taught how to link shapes and skills together to create an aesthetically pleasing performance.</p> <p>Trampolining is used as an assessed activity for many of the GCSE PE pupils owing to the quick progression of advanced skills learnt, and easier access to high grades in comparison to other team sports. In year 9, pupils will learn practice performing advance skills at height to lengthen their routine for a competitive situation, and will aim to include twisting rotations and advanced landings.</p> | <p>Reading</p> <p>Pupils to read the home learning reading article – Trampolining fact file and answer the short Quiz on Teams related to the article.</p> <p>Pupils are given the assessment criteria to read throughout the unit of work.</p> <p>Pupils are given a reading on the safety aspects and competition format for trampolining</p> <p>Pupils are given a booklet on the different moves and routines within Trampolining</p> <p>Oracy</p> <p>Pupils will help to support each other with the reading of Trampoline routines and helping reading the progressions of the different moves. Key words for Trampolining are discussed and assesses pupils understanding throughout.</p> <p>Literacy</p> <p>Pupils Research the variety of moves within Trampolining and try to devise their own routine showing different complexity that they are able to achieve. Pupils complete a written reflection on their progress and attainment. Key words written throughout the unit of work and discussed with pupils.</p> |
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