



# Year 9 Curriculum Summary



When?	Understanding	Knowledge	Assessment
<p><b>Autumn Half Term 1 &amp; 2</b></p>	<p>These lessons will be divided into two and will consist of table tennis for one period and fitness for another period. This will be done over both Autumn 1 and 2.</p>		
	<p><b><u>Football</u></b></p> <p>During the football lessons the students will be consolidating their learnings from year 7 and 8 of passing, dribbling, shooting, defending and how these can be used to overcome opposition. In the final lesson the students will be assessed in gameplay.</p>	<p>Students will be consolidating their knowledge of the regulations and how the game is played, as well as the different components of the game. These will include passing, dribbling, shooting, defending, manipulating opponents and game play. Students will have an understanding of the components of fitness and how these benefit football players.</p>	<p><b><u>Summative assessment</u></b> will be included during weekly lessons, their performance, and verbal contributions, to demonstrate knowledge and understanding.</p> <p><b><u>Formative assessments</u></b> will be visual, and question based throughout the duration of the block of football lessons. Injured players/non-doers will be given resources to fill out to gauge their learning during the lessons.</p>
	<p><b><u>Fitness</u></b></p> <p>Fitness will be taught via various fitness activities, such as circuit training, fartlek training, continuous training, and agility/speed training. Students will be beginning to use GCSE terminology, for example components of fitness and training zones.</p>	<p>The students will gain knowledge of the following:</p> <ul style="list-style-type: none"> <li>• What is the type of training?</li> <li>• What is the format of this training?</li> <li>• What benefits does it provide?</li> <li>• What type of athletes would use it?</li> <li>• How does it affect the heart and lungs?</li> <li>• What does it improve?</li> <li>• Aerobic and anaerobic training zones</li> </ul>	<p><b><u>Summative assessment</u></b> will be included during weekly lessons, their performance, and verbal contributions, to demonstrate knowledge and understanding.</p> <p><b><u>Formative Assessment via Fitness Testing:</u></b> Bleep test, 12-minute cooper run, Illinois Agility test, 1-minute press-up test and 1 minute sit-up test. Also knowledge on how training methods relate to components of fitness and different training zones</p>

Spring  
term  
1 & 2

During Spring 1 and 2, the lessons will once again be split in to two sessions, giving the students 6 lessons on each sport. They will be working through a Basketball and a Table tennis scheme of work.

**Basketball**

During the basketball block, students will strengthen their skills of each component of basketball. This will include passing dribbling, shooting, lay ups, defending and gameplay. Focus more on game play and formations, and how to adapt to different conditioned games

Students will understand the rules and regulations, including how to manipulate opponents. They will also know how to perform passing, dribbling, shooting, lay ups and defending in basketball with more complex techniques.

**Summative assessment** will include: Think pair share discussions, class discussions, individual questioning, individual/group demonstrations and practical execution in a game setting.

**Formative assessment:** Students will be graded at the end of the six-week block during the gameplay lesson on each of the skills they have learned during the scheme of work. This will be done through the teaching of conditioned games.

**Table tennis**

During the table tennis lessons the students will learn about the different shots within table tennis  
They will learn about the rules of singles and doubles table tennis, how to utilise different shots and how to combine shots.

Students will learn the rules, regulations and how the game is played, as well as learning the different components of the game. These will include serve, forehand, back hand, smash and lob.

**Summative assessment** will be included during weekly lessons, their performance, and verbal contributions, to demonstrate knowledge and understanding.

**Formative assessments** will be visual, and question based throughout the duration of the block of table tennis lessons.  
Injured players/non-doers will be given resources to fill out to gauge their learning during the lessons.



**Life Saving / Heart Start**

During this unit students will be taught the introductory level of the British Heart Foundation Heart Start course. Students will learn about how to respond in the immediate stages of emergency. They will learn how to perform the recovery position, CPR and how to aid a person who is choking.

Students will gain a knowledge of DRSABC, the key steps in performing the recovery position, when to carry out CPR, the ration of chest compressions to rescue breaths as well as the timing and pressure required.

**Summative assessment** will include Think pair share discussions, class discussions, individual questioning, individual/group demonstrations, practical execution in a game setting.

**Formative assessment:** Students will be graded at the end of the six-week block during the gameplay lesson on each of the skills they have learned during the scheme of work. This will be done through the teaching of conditioned games.



During Summer Term 1& 2 the students will learn about Cricket and Badminton.

### **Cricket**

In this unit pupils focus on accurate replication & further developing, implementing, and refining techniques for batting, bowling, and fielding. Pupils will develop the ability to place the ball in a target area and refining game strategies. Pupils will develop confidence in movement and test mental capacity through scoring and officiating games.

Students will learn and be able to replicate the different techniques in each aspect of cricket. This will include batting, fielding, bowling, and gameplay. This will be done through a game-based approach allowing the students to learn through conditioned games.

The students will gain knowledge of the following:

- Do I know the key teaching points for different batting shots?
- Can I incorporate a run up and still bowl accurately?
- How will this benefit me?
- Can I identify and play the most appropriate shots based on the position of fielders?

**Summative assessment** will include: Think pair share discussions, class discussions, individual questioning, individual/group demonstrations, practical execution in a game setting.

**Formative assessment:** Students will be graded at the end of the six-week block during the gameplay lesson on each of the skills they have learned during the scheme of work. This will be done through the teaching of conditioned games.

**Summer  
term  
1 & 2**



**Tennis**

In this unit the students will focus on consolidating their knowledge and understanding of tennis, increasing their confidence in tennis matches. They will cover all aspects of tennis including: the serve, the forehand, the backhand, the drop shot, the smash and gameplay.

Students will have knowledge of the rules and regulations of all forms of tennis. The students will be able to apply different shots and tactics to game scenarios, as well as play both singles and doubles tennis. The shots the students will learn will be the serve, the forehand, the backhand, the drop shot, the smash and complete gameplay.

**Summative assessment** for tennis: think pair share discussions, class discussions, individual questioning, individual/group demonstrations and practical execution in a game setting.

**Formative assessment:** Students will be graded at the end of the six-week block during the gameplay lesson on each of the skills they have learned during the scheme of work. This will be done through the teaching of conditioned games.