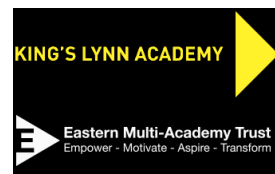


Implementation: Curriculum Narrative

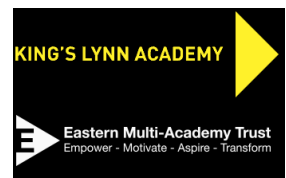


Subject: Physical Education	Year: 9	Author: S. Mason
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Key Knowledge <i>Pupils will know</i>	Key Skills <i>Pupils will be able to</i>
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<p style="text-align: center;">Key Threshold Concepts:</p> <p>This model has been carefully chosen for its focus on developing the whole child through a balanced emphasis on cognitive, emotional, and physical learning in PE.</p> <p>This approach provides a clear, structured framework for building essential competencies in three interconnected areas:</p> <p>Head – Knowledge, Understanding, Feedback, Responsibility, Analysis, Rules</p> <p>Heart – Effort, Communication, Respect, Leadership, Resilience, Confidence</p> <p>Hand – Fitness Levels, Physical ability, Technique, Tactics, Competitive, Problem Solving</p> <p>Along side this there will be a theory aspect that will be delivered</p> <ul style="list-style-type: none"> - Training Methods - Analysis of Performance - Leadership Qualities 	<p>In Year 9, pupils will further develop and refine the physical, cognitive, and personal skills gained in previous years, becoming highly confident, adaptable, and independent in a wide range of sports and physical activities. They will be able to apply advanced techniques and tactics under pressure, make strategic decisions in dynamic situations, and evaluate performance critically to drive improvement in themselves and others.</p> <p>The curriculum continues to be structured around the Head, Heart, Hand framework, ensuring holistic development.</p> <p>The Year 9 curriculum aims to ensure pupils:</p> <ul style="list-style-type: none"> • Perform with high competence and consistency across a broad and challenging range of physical activities • Sustain and improve fitness, understanding its impact on performance and health • Participate confidently in competitive, cooperative, and leadership roles in sports • Develop the independence, motivation, and knowledge to lead a healthy, active lifestyle both now and beyond school
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<p style="text-align: center;">Subject Specific Knowledge and Sequencing:</p> <p>Subject specific knowledge and sequencing</p> <p>Term 1: Head – Knowledge and Understanding Heart – Effort and communication Hands – Fitness Levels and Physical Ability Activities: Hockey, Basketball, Football</p> <p>Term 2: Head – Knowledge and Understanding Heart – Effort and communication Hands – Fitness Levels and Physical Ability Activities: Tag Rugby, Rugby, Hockey, Basketball</p> <p>Term 3: Head – Feedback and Responsibility Heart – Respect and Leadership Hands – Technique and Tactics Activities: Trampolining, Badminton, Netball, Dodgeball</p> <p>Term 4: Head – Feedback and Responsibility Heart – Respect and Leadership Hands – Technique and Tactics</p>	<p style="text-align: center;">Prerequisites and Spiral Teaching:</p> <p>Head (Thinking & Knowledge)</p> <ul style="list-style-type: none"> • Analyse and evaluate performance in detail, identifying strengths and areas for improvement • Apply advanced tactics, strategies, and problem-solving skills in a variety of contexts <p>Heart (Attitude & Character)</p> <ul style="list-style-type: none"> • Demonstrate resilience, determination, and leadership in both individual and team activities • Support, motivate, and inspire peers, showing respect and fairness consistently <p>Hand (Physical Skills & Application)</p> <ul style="list-style-type: none"> • Execute advanced technical skills with precision and consistency
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Activities: Dodgeball, Netball, Trampolining, Badminton

Term 5: Head –Analysis and Rules **Heart** – Resilience and Confidence

Hands – Competitive and Problem Solving

Activities: Athletics, Cricket, Softball, Rounders

Term 6: Head –Analysis and Rules **Heart** – Resilience and Confidence

Hands – Competitive and Problem Solving

Activities: Athletics, Cricket, Softball, Rounders, Badminton

- Apply skills and strategies effectively under pressure and in competitive settings

Cross-Curricular Knowledge Links:

- **Citizenship** – Communication skills/ Teamwork/ promoting positive relationships
- **Science**– Effects of exercise on the body systems/ Muscles.
- **English** – Speaking and listening skills.
- **Maths** – Numeracy relating to numbers, heart rates, training zones, plotting graphs and assessing and analysing data.

Reading Lists / Sources / Reading around the subject recommendations:

- www.bbc sport.co.uk
- www.ocr.co.uk
- Reading rule books and sports reports in newspapers and magazines.
- Sports journals
- Sports Books in school library