

Meden School Curriculum Planning

Subject	CORE PE	Year Group	9	Sequence No.	N/A	Topic	Invasion games
----------------	---------	-------------------	---	---------------------	-----	--------------	----------------

Retrieval	Core Knowledge	Student Thinking
<p>What do teachers need to retrieve from students before they start teaching new content?</p>	<p>What specific ambitious knowledge do teachers need teach students in this sequence of learning?</p>	<p>What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'</p>
<p>For invasion games, students will have their own knowledge of the sports they regularly participate within outside of school or from primary school. In Year 9, students will be expected to retrieve the core knowledge taught in Year 7 and Year 8 (see MTP)</p> <p>Football</p> <ul style="list-style-type: none"> - Handball - Free kicks - Penalties - Pitch boundaries - Throw ins - Corners - Offsides - Positions (GK, midfield, defence, attack) - Attacking techniques- shooting, free kicks and passing - Defensive techniques- heading, stand up tackle, marking - Knowledge of their local team and national teams 	<p>Within Year 9, students are introduced to the tactics that can be incorporated within all invasion games. There will also be an emphasis on leadership opportunities for students to apply their knowledge from KS3 (Year 7 and 8 lessons).</p> <p><u>Football</u> Key Tactics</p> <p><u>Man marking</u> Why is man marking an effective method to apply when defending in football? And How can you effectively man mark a player? The aim will be for students to utilise speed and agility to stay close to opponents during game. The defender is trying to stay as close to the opposition players as possible, without committing a foul.</p> <p><u>Zonal marking</u> Why might zonal marking be used over man marking in football? How can you effectively cover a zone as a player? The aim will be for students to understand that marking a space rather than a specific player allows teams to decide which players may be suited to certain positions within a zone (for example the 18 yard box). They would recognize that monitoring a space limits confusion. The defender is trying to ensure that they use quick reactions to get rid of the ball IF it comes into their zone.</p>	<p>Each week, a key theme will run through all PE lessons linked to real life examples. These will be linked to the particular sport the students are on at the time and will be consistent across the department. The aim will be for students to develop their thinking within the sport, recognise the inequalities within the sport (linked to the topic) and do something about them. A large number of the key themes will come from the CNAT Sport and GCSE PE specification to prepare KS3 students for the option they can take within PE at KS4.</p> <ol style="list-style-type: none"> 1. Physical Activity Government Guidelines and Recommendations - students should have 60 minutes of moderate to high intensity exercise every day. Do they get this? How? 2. Barriers to Participation for Children and Teenagers 3. Solutions to the Barriers 4. Current Issues in Sport/Sport in the News - Linked to the impact of PE on Mental, Physical or Social Health 5. Physical Benefits of Sport and PE on the Body 6. Social Benefits of Sport and PE on the Body 7. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 8. Popularity of Sport in the UK – what are the current trends for the most popular sport in the UK. Why are they the most popular sports?

<p>Rugby</p> <ul style="list-style-type: none"> - Passing - Tackling - Kick offs - Offsides - Conversion kicks - Lineout throws - Scrums - Attacking techniques- passing, dummying, turnovers - Defensive techniques – tackling, scrums, defensive lines - Positions (Hooker, prop, flanker, no.8, scrum half) 	<p><u>Long Ball</u> How can a long ball change to speed of an attack? The aim will be for students to understand where the space is on a pitch (over the top of the defence) and send the ball into this space quickly, in order to send an attacking player running onto a through ball and have a chance to score. The long ball can catch defenders off guard if they weren't expecting it.</p> <p><u>Press</u> How can a 'press' apply pressure to an opposition team? The aim is for students to put pressure on a opposition player and force them into a mistake which could see your team with the ball back. Students will rush towards players with and without the ball to put them under pressure and limit their time on the ball.</p> <p><u>Rugby</u> Key Tactics</p> <p><u>Kick and Chase</u> How can a kick force an opposition team to retreat? The aim is for students to learn that if they kick- they need to aim for space on the field and also to chase their kick. The kicks need to remain in the field of play and be chased quickly and involve the whole team chasing together to limit gaps within their defence IF they don't chase the ball successfully themselves.</p> <p><u>Drift Defence</u> How can a team use a drift defence to limit attacking options for the opposition team? The aim is for students to use strong communication skills (verbal and physical) to ensure that defensive lines are flat and move along the pitch sideways- together. Students will 'drift' in direction of the ball. Defenders will move closer together to close any gaps between the tacklers if an attacker try's to go between 2 players.</p>	<ol style="list-style-type: none"> 9. Emerging/Growing Sports in the UK – which sports are new to the UK? How can we make them more popular? 10. National Governing Bodies – What is their role within a sport? What are the key NGB's for each sport? 11. Major Sporting Events – What are they? When and where do they occur? 12. Olympic Creed and Olympic Values 13. Current Issues in Sport/Sport in the News – Linked to new sports, growing sports or a major sporting event occurring 14. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 15. Sporting Values – Excellence – Linked to Role Models and demonstrating excellence within a sport 16. Sporting Values - Tolerance and Respect 17. Sporting Values – Fair play 18. Sporting Values – Teamwork and Inclusion 19. Sporting Values - Citizenship 20. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 21. Performance Enhancing Drugs – What are they and why are they taken? 22. Gamesmanship and Deviance 23. Sportsmanship and Success of Teams 24. Current Issues in Sport/ Sport in the News – linked to examples of athletes demonstrating sportsmanship, gamesmanship or taking performance enhancing drugs 25. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 26. Money in Sport – Wage disparity between certain sports and genders. Amateur vs professional sport
---	---	--

<p>Netball</p> <ul style="list-style-type: none"> - Footwork - Obstruction - 3 seconds - Contact - Replaying - Centre - Over a third - Positions (Shooting, centre court, defence) - Attacking techniques- variety of passes, driving onto the ball and shooting - Defensive techniques- marking a player with the ball, marking a player without the ball and intercepting 	<p><u>Use of width within a game</u> How can a winger adapt their play to run the ball into space on the field. The aim will be for students to apply width in their positioning to drag opposition tacklers out of position. Students need to understand how to use the sidelines effectively to create space within the field for them or other players to run into. The students will need to understand that width can tire out opposition.</p> <p><u>Use of positions to attack opposition</u> Why might you sometimes alternate between using wide play and keeping the ball in the centre of the field? The aim will be for students to recognize the characteristics/roles of some different positions within a team such as a Prop, no.8 and winger. Students will experiment with seeing which type of players have most success when attacking and can understand why.</p> <p><u>Netball</u> Key Tactics</p> <p><u>Man Marking</u> Why is man marking an effective method to apply when defending in netball? And How can you effectively man mark a player? The aim will be for students to utilise speed and agility to stay close to opponents during game, ensuring they remain 1m away from the opposition player and do not make contact with the opposing player. The defender is trying to stay as close to the opposition players as possible, without committing a foul. Students will need to understand how mark marking could be effected by the court rules.</p> <p><u>Centre Pass</u> How can a centre pass apply pressure to an opposition team? The aim is for students to put pressure on a opposition players/team straight from a centre pass. This could be in an attacking sense through varying whether centre passes go forward, backwards or sideways- as this will</p>	<p>27. Technology in Sport – How has it advanced? Advantages and Disadvantages</p> <p>28. Gender in Sport – challenging stereotypes in sports as the player, official or manager</p> <p>29. Paralympics and Disabled Sport – examples of sports and accessibility</p> <p>30. Race and Equality in Sport – examples of campaigns within sports – Kick it out campaign and RESPECT</p> <p>31. LGBTQ - Pride Sport – their role in challenging LGBTQ phobia in sport</p> <p>32. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</p> <p>33. Diet and Nutrition</p> <p>34. Skeletal and Muscular System</p> <p>35. Cardiovascular System</p> <p>36. Respiratory System</p> <p>37. Assessing Risk in Sport</p> <p>38. Sporting Injuries</p> <p>39. Current Issues in Sport/ Sporting News – linked to injuries, new science, diet, nutrition etc</p> <p>40. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</p>
--	--	---

<ul style="list-style-type: none"> - Applying the rules to game situations <p>Hockey</p> <ul style="list-style-type: none"> - Scoring - Contact - Obstruction - 3rd party obstruction - Advancing - Back stick - Over a third - Hockey stick interference - Undercutting - Sticks 	<p>keep the opposition team always guessing. Student could also understand how applying a quick press on an opponents centre pass could lead to mistakes and lead to your team winning back possession quickly.</p> <p><u>Height Advantage</u> How can a player use height or speed as an advantage within a teams performance? The aim will be for students to use physical attributes to gain an advantage over opposition players. Student should try and match opposing players physically (e.g. similar height goal defence if they goal attack is tall) or change players positions themselves to gain an advantage for their own team. (e.g if a oppositions centre player is slow, can you put a fast player against them who can intercept the ball before them?</p> <p><u>Leaning In</u> How can a defender adapt their stance to add pressure onto an oppositions attacker? The aim is for students to decide when they could stand on their top toes, 1m apart and lean in to limit the space available to make an attacking shot. Student would need to understand the implications of losing their balance or conceding a foul if the technique isn't performed correctly.</p> <p><u>Hockey</u> Key Tactics</p> <p><u>Reverse Stick</u> How can a player adapt their grip technique to use the reverse stick to shoot or pass? The aim will be for students to apply flexibility within their own grip on the hockey stick to generate different angles and power within the passing and shooting technique. The player is trying to get the ball towards a team mate or goal in the most effective and efficient time possible.</p>	
---	---	--

<ul style="list-style-type: none"> - Positions (GK, attack, centre/wing play, defence) - Attacking techniques- penalty corners, shooting and dribbling - Defensive techniques- intercepting, tackling and marking a player without the ball - Applying the rules to game situations 	<p><u>Dummying a shot/pass</u> Why might a player dummy a shot or pass during a game? The aim is for students to understand that a dummy may deceive opposition players and create space for themselves to either run into or shoot themselves. This should be done without losing possession of the ball yourself whilst executing the dummy. Students need to experience ‘throwing’ a dummy and see the successes and drawbacks of it.</p> <p><u>Lifting the ball when passing</u> When might a lifted pass benefit a performance? The aim is for students to understand that a lifted pass can quickly get the ball either into space or away from danger and off the floor/pitch- which is where the most passes will be made. This will therefore make it harder for the opposition to intercept the ball.</p> <p><u>Shot placement</u> How can shot placement increase the chances of scoring within a game? The aim is for students to recognize that the space within a goal is in the corners of the net- which are the furthest points away from the goalkeepers. Student will need to appreciate the need for accuracy and placement. They will also need to experiment with varying power on shots to make it more difficult for goalkeepers to save.</p>	
<p>Handball</p> <ul style="list-style-type: none"> - Free throws - Penalties - Corners - Attacking - Defending - Positions (GK, wingers, backs, pivot, centre back) - Attacking techniques- dribbling, shooting and jump shot 	<p><u>Handball</u> Key Tactics</p> <p><u>Fast Break</u> When might a fast break be best used in Handball? The aim will be for students to recognize when space is available suddenly on the court and the opposition team are not in their usual defensive positions. The player/s will apply a fast break when they unexpectedly receive possession on the edge of the ‘D’ for an oppositions mistake.</p>	

<ul style="list-style-type: none"> - Defensive techniques- catching, throwing technique and blocking. - Applying the rules to game situations 	<p><u>Jump or dive shot</u> How can an attacker with the ball get by a strong defence? The aim is for students to use different techniques to penetrate a well organized and effective defense. The students will need to jump, when they are about to shoot to gain a height advantage over an opponent. Students could also dive and release the ball if they started to fall too.</p> <p><u>Tackling</u> Why is tackling such an important aspect of defending in Handball? The aim is for students to recognize the importance of each player within a defensive plan. Students should experience the benefits of being good at tackling and this will lead to more blocks being made in a game- which either wins back possession for the team or stops the opponents from scoring themselves.</p> <p><u>Zone marking</u> How does zonal marking develop teamwork and communication? The aim will be for students to understand their own role within a teams plan/tactic. They would recognize that monitoring a space limits confusion. The defender is trying to ensure that they only engage and attacker when they come into their own 'space' around the 'D'.</p>	
<p>Basketball</p> <ul style="list-style-type: none"> - Basketball isn't currently on the Y7 curriculum- so knowledge of any rules will come from what was taught during KS2 - We would expect students to know some basic information though. Such as; - Shooting - Passing - Defending - Attacking techniques- dribbling, shooting and passing 	<p><u>Basketball</u> Key Tactics</p> <p><u>Full court press</u> How can a team apply a full court press to win possession back from an opposition team? The aim will be for students to work effectively as a team of 5 (or less if conditioned games) to regain possession as quickly as possible. This should be done without giving away fouls and ensuring that all team members of going man-to-man against an opposition team in their half of the court (often from an endline pass) to ensure that there are no easy passes for opponents to make.</p>	

<ul style="list-style-type: none"> - Defensive techniques- catching, marking a player without the ball and intercepting - Applying the rules to game situations 	<p><u>Half court press</u> Why might a half court press be used over a full court press? The aim will be for students to understand that retreating after a basket is scored and returning to your own half to mark the space around your own basket may be better than applying a full court press (see information on full court press above). Students need to understand that a half court press requires planning and communication- so each player knows which area on the court they are covering but that it allows some time for recovery and energy saving between their own attacks.</p> <p><u>Decision making linked to scoring</u> Why might a 3 point shot be better than a 2 point shot? Or vice versa? The aim is for students to understand the scoring system for basketball and apply the scoring system in a live game situation, aiming to outscore an opposition team. Students will need to understand the positives and negatives of 2/3 point shots and apply each shot depending on the live condition of the game (e.g. would a 3 point shot win the game if applied successfully with 10 seconds to go in a game?)</p> <p><u>Screen/screening</u> How would a player set a screen to support a team mates attack? The aim is for students to understand that a screen may create space for a team mate to attack into and this would give the team a greater chance of scoring. Student would need to understand how to screen (within the rules) and experiment on when its appropriate to set a screen and when is not.</p>	
---	---	--