Curriculum Summary Document

Year 9 – *Physical Education*

Complex skills, competitive situations, roles and responsibilities

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for transition into KS4?	Links to other Subjects
Invasion Games and Team Sports	Cycle 1	Students will develop and perform complex sport-specific skills in competitive situations of netball or rugby. They will apply advanced passing, receiving, movement, attacking and defending techniques under pressure. Make tactical decisions, read opponents' play and adapt strategies during games. They will also take on roles such as captain, coach, official or team organiser, demonstrating leadership, communication and responsibility.	Builds on prior skill and tactical learning by asking students to apply skills consistently at speed and under pressure. Develops game understanding, resilience, teamwork, leadership and the ability to reflect on performance. Encourages students to understand how individual decisions affect team outcomes and to take responsibility for fair and safe participation.	**Science:** Understanding biomechanics, forces, muscles, energy systems, reaction time and the body's response to exercise to improve performance in competitive situations. **Maths:** Applying scoring systems, measuring distances and times, calculating averages and understanding angles, trajectories and positioning. **English:** Developing effective communication, using specialist sporting vocabulary, explaining tactical decisions, listening to instructions, giving constructive feedback and evaluating individual and team performance. **Life:** Promoting teamwork, leadership, resilience, respect, inclusion, fair play and positive
Invasion Games and Team Sports	Cycle 2	Within football they will perform complex skills such as dribbling, passing, receiving, shooting and tackling/interceptions in opposed practices and competitive matches. They will apply team formations, pressing, creating and exploiting space, transitions between attack and defence, and set-piece strategies. Analyse opponents and adapt decisions. Practise leadership, officiating and constructive performance feedback.	Develops the ability to combine technical execution with tactical awareness in dynamic, competitive situations. Strengthens decision-making, adaptability, communication and collective responsibility. Students learn to evaluate what is working, adjust strategies and contribute positively in different team roles.	
Fitness	Cycle 2 or 3	During this fitness block, they will plan and complete purposeful fitness sessions using appropriate equipment and exercise techniques. They will apply principles such as overload, progression, specificity, rest and recovery. Students will demonstrate safe equipment use, correct technique, self-management and responsibility for	Promotes independence and responsibility for health and fitness. Helps students understand how to set realistic goals, track progress and adapt a programme to meet a purpose. Develops safe practice, self-discipline and the ability to evaluate	

		personal and group safety; where appropriate, take roles supporting or monitoring a partner.	performance—skills transferable to sport and everyday wellbeing.	relationships. Students develop confidence and learn to take responsibility for their actions in competitive situations. **Geography:** Developing spatial awareness, understanding positioning and movement, and recognising how to use space effectively in team games and tactical situations **Life Skills and Careers:** Developing leadership, decision-making, problem-solving, organisation and responsibility through roles such as captain, coach, scorer and official. These skills support future employment and participation in community sport.
Striking and Fielding	Cycle 3	Within cricket or rounders, they will perform and combine more complex batting, bowling/feeding, catching, throwing and fielding skills in competitive games. They will use and understand tactics such as placement, positioning, backing up, communication and decision-making about when to run, pass or attempt a dismissal. Additionally, being able to evaluate opponents and adjust team plans. Students will explore responsibilities such as captaincy, scoring, umpiring and supporting teammates.	Develops precision, anticipation and tactical choices in a different game context. Encourages students to understand the relationship between individual technique and team strategy, while building confidence in leadership, officiating, accurate recording and fair play.	
Athletics	Cycle 4	Within athletics, students will refine techniques in running, jumping and throwing events and apply them in measured, timed or competitive performances. They will understand pacing, rhythm, take-off and landing, throwing technique and event-specific strategies and set personal targets, compare results and evaluate technique.	Develops individual performance, self-evaluation and the ability to work towards measurable goals. Students learn to apply technical knowledge consistently, manage pressure and recognise progress. Officiating and recording roles promote accuracy, fairness and responsibility for others' safety.	
Striking and Fielding	Cycle 4	Within cricket or softball students will apply complex batting, throwing, catching and fielding skills in competitive situations, adapting tactics to the game and opposition. They will communicate to coordinate field placements, make decisions under pressure and evaluate team performance. Also, opportunities to take on roles such as captain, scorer or umpire, and demonstrate fair play, leadership and responsibility for safe participation.	Consolidates tactical understanding and advanced skill application across striking-and-fielding activities. Builds transferable decision-making, teamwork and leadership, while giving students opportunities to organise play, officiate fairly and reflect on individual and team performance.	