

<b>Topic: <u>Physical Education – Netball – Year 9</u></b>		<b>Duration: 6/7 Weeks Permitted in Term</b>	<b>Composite: Uptake of knowledge via observation of skills.</b>
<b>Key vocabulary:</b>	<b>Core knowledge Components</b>	<b>Powerful knowledge components crucial to commit to long term memory</b>	<b>Links to previous and future topics</b>
<p><b><u>Pass</u></b>            Selection            Power            Timing            In front            Accurate            Power            Bounce            Chest            Shoulder</p> <p><b><u>Receive</u></b>            Drive            Signal            Aware            Alert            Focussed            Vision            Signal            Shout</p> <p><b><u>Footwork</u></b>            Fluid            Quick            Balance            Stability            Rule            'Free pass'</p>	<p><b><u>Passing</u></b>            - Selecting the appropriate pass based on situation            - Adding deception to your passes by feign passes and eye contact.            - Stepping into the pass, with elbows down to ensure power and accuracy.            - Drawing in knowledge from last year regarding types of pass, now more focus on what makes a pass successful.            - Timing of pass is crucial if mistimed may be intercepted.            - Power of pass is vital to ensure the ball gets to its destination.            - Emphasis on passing in front where the payer is moving towards.            - Difference now between shoulder pass and overhead pass. Shoulder can be fast and flat, yet overhead would be over an opponent.            - Here introduce the rule about passing over a third being a rule break.</p> <p><b><u>Receiving on the move, then passing again.</u></b>            - Ball will now be received on the move, and not in a static position – then            - Link dodging moves into 'move signal shout' idea to ensure you get the ball into space.            - Introduce the term 'drive into space'            - Ball must be received in permitted area ensuring the player in onside.            - Show basic examples of this driving into space with signal and shout.            - Show 'Dodge, Move, Signal, Shout, Space'</p> <p><b><u>Running Footwork &amp; Footwork in the Circle</u></b>            - Know and understand the benefit of running footwork and use this most of the time.            - Use knowledge of the rule in the D by standing on one leg, stepping forward to take the shot, so closer to the post.            - Players select when either 1-2. Or 2 footwork is most appropriate.            - Speed must be encouraged to receive the ball, then play the pass quickly before the 'running foot' touches the ground players can stop when this is done incorrectly and footwork rule            - Split line practice drill should be taught and understood.</p>	<p><b>-Timing and power of the pass will ensure the pass is successful to avoid interception.</b>  <b>- Now focus on passing in the direction the person is moving in.</b>  <b>-Difference between overhead and shoulder pass</b>  <b>- Over a third rule introduced.</b></p> <p><b>-You must be on the move when you receive the ball, showing a signal and shouting to indicate you are free.</b>  <b>-Never receive the ball in a static position.</b>  <b>- Drive into space understood.</b>  <b>-Dodge to get free and into space.</b></p> <p><b>-Selection of appropriate footwork depending on the situation.</b>  <b>-Running footwork to show a quick fluid movement should be attempted.</b>  <b>- Prevents likelihood of interception due to speed of pass.</b>  <b>-Do not move with the ball.</b>  <b>-The landing foot must not be placed again other than when it first touches the ground.</b></p>	<p>Links to Receive and Shooting based on techniques.</p> <p>Link to throwing sports such as rounders, cricket due to aim and accuracy idea.</p> <p>Links to other catching sports such as rounders, basketball.</p> <p>Some link to badminton referring to 'ready position'.</p> <p>Link to dance choreography being in control of placing one foot at a time.            Timing is also associated with dance.</p> <p>Again, link to artistic sports by almost practicing a routine, jump, land 1-2, then pivot. This will be taught in isolation before moving on.</p>

<p><b>Pivot</b>          Inside Foot          Outside Foot          Shield          Angle          Timing          Height          Turn          Spin</p>	<p><b><u>Pivot/Turning in the Air/Turning on Inside/Outside Foot.</u></b>          - You may spin/turn on your landing foot to face a different direction eg. Another player, the post or the middle of the court.          - Understanding that you must aim to turn to ‘open up the court’ and give yourself passing options.          - You must use your body to shield the ball from the defender by turning away from them to prevent interception.          - Turning on the inside and outside foot – Right if receiving from the left and left if receiving from the right. This will save time to prevent a delay in passing sequence and probability of interception.</p>	<p>-Players should have an attempt to move on to the inside foot and outside foot.          - You can turn in the air if you jump to receive this saves time pivoting.          - Pivot so you face the person or direction you will be passing or shooting in next.          - This foot must not be lifted and placed again, this is footwork.</p>	<p>Link to other invasion games where 1v1 marking is shown.</p>
<p><b>Marking</b>          Meter          Obstruction          Rule          Umpire          Penalty</p>	<p><b><u>Stages of Defence:</u></b>          -Stage One – Marking the ball – Meter away from the player, on toes, reach up and aim to block the pass or shot.          -Stage Two – Marking the player – T shape position of the shoulder of the player, tracking the movements of the player, use back of front arm to block and pass, Use arm behind.          -Stage Three – Marking the space – blocking players from getting into space such as the ‘d’ or the centre third. Using a face on action, using body as a shield without contacting or ‘causing contact.</p>	<p>-Stage One – Marking the ball – Meter away from the player, on toes, reach up and aim to block the pass or shot.          -Stage Two – Marking the player – T shape position of the shoulder of the player, tracking the movements of the player, use back of front arm to block and pass, Use arm behind.          -Stage Three – Marking the space – blocking players from getting into space such as the ‘d’ or the centre third. Using a face on action, using body as a shield without contacting or ‘causing contact.</p>	<p>As above.</p>
<p><b>Dodge:</b>          Ready          Alert          Space          Deception</p>	<p><b><u>Methods of Dodging:</u></b>          - Roll off now attempted and understood.          - Dodging to create space for another player to move in to, particularly in the D.          -Remain on your toes at all times, alert and ready to move.          - Try to trick the person trying to follow you and do what you can to get into space.          - You must not physically contact them.          - You main aim is to get into space to receive the ball.          - Slowly introduce dodge, double dodge, and front cut (if ready).          - Change of direction and change of speed          - Add feign and deception.          -When in the space use your signal, and shout!</p>	<p>-The aim of dodging is to get in to space to receive the ball.          - This can be done in a variety of ways, but you must not contact the player when doing so.          - Front cut, double and single dodge should now be in your repertoire.          - Move, signal, shout!</p>	<p>Sequencing also linked to mathematics and numeracy with patterns.</p>
<p><b>Set Play</b>          Backline</p>	<p><b><u>Set Plays:</u></b>          -Understanding and attempting a variety of backline sequences and options.</p>	<p>-</p>	<p>Sports that require aim and accuracy, knowledge of this technique as covered in Year 7 and 8</p>

<p>Sideline Centre Pass Trick Feign Demonstrate</p>	<ul style="list-style-type: none"> <li>- Attempt a variety of difference centre passes when opposition are strong in certain areas.</li> <li>- Attempt and see the advantage of a defensive centre pass</li> <li>- Play as a centre and complete a technically correct centre pass – understanding ‘delaying play and ‘footwork in the circle rule’</li> <li>- Understanding of who should take these passes, and who could receive them.</li> <li>- Underline line rule ‘contact with court’, step up to and not on the line.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>WA &amp; C are the main players that usually feed the ball in to the circle.</b></li> <li>- <b>Reset option can be used by WD/GD on the centre third line to give options an timing.</b></li> <li>-<b>You cant catch a rebound if it doesn’t touch the post first.</b></li> <li>-<b>BEND, ELBOW, EXTEND, FOLLOW THROUGH.</b></li> </ul>	<p>Any links of rules with other sports that are similar?</p>
<p><b>Shoot</b> Attacking Feeding In Accurate Aim Power Technique</p>	<p><b>Shooting and Attacking Play:</b></p> <ul style="list-style-type: none"> <li>- Split tactic may now be used to get closer the to the post.</li> <li>-WA and C can pass the ball in, and out of the D quickly to allow the shooters to get into space and get closer to the post. – ‘Feeding In’</li> <li>- How to work out shooting percentages.</li> <li>-You may only shoot from within the ‘d’ or semi-circle.</li> <li>-The only players that can shoot are the GA &amp; GS</li> <li>-You must not catch the ball if it doesn’t ‘rebound’ off the post’</li> <li>-Use the BEEF technique.</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Number of ways to create space in the girl including drawing out, and moving in.</b></li> <li>- <b>Technique successful from a variety of positions with and without defence.</b></li> <li>- <b>Knowledge of splitting and stepping to get closer to the post.</b></li> </ul>	<p>Knowledge of these rules as with Year 7.</p>
<p><b>Gameplay:</b> Position Rule Obstruction Footwork Contact Relaying Offside</p>	<p><b>Gameplay</b></p> <ul style="list-style-type: none"> <li>-Basic Rules and Knowledge of the Game.</li> <li>- Ability to umpire within a small sided game.</li> <li>- Knowledge of the free/penalty pass infringements associated with playing the game.</li> <li>- List of the positions involved GS, GA, WA,C,WD,GD,GK and now what their main aim is within the games.</li> <li>- Basic understanding of areas permitted and the ability to play within these positions.</li> <li>- Contact, Obstruction, Footwork, Relaying, Offside, Contact with the court, delaying play and footwork in the circle Rule Knowledge.</li> <li>-An attempt to play 7v7 game whilst showing the ability to play in a variety of positions.</li> </ul>	<ul style="list-style-type: none"> <li>-<b>7V7 game played with 2 teams.</b></li> <li>-<b>list of positions.</b></li> <li>- <b>Use of set plays for sideliners, backlines and centre passes.</b></li> <li>- <b>Awareness of rules Contact, Obstruction, Footwork, Relaying , Offside, Contact with the court, delaying play and footwork in the circle Rule Knowledge including penalty/free pass infringement.</b></li> <li>-<b>An attempt to play 7v7 game whilst sticking</b></li> <li>-<b>Must stick to set areas.</b></li> <li>-<b>If not this is offside.</b></li> <li>-<b>Game starts with a centre pass, then alternate centre passes thereafter.</b></li> </ul>	

# Topic: KS3 – Fitness Year 9

**Duration:**  
6/7 Lessons

**Composite:**

Key vocabulary:

Core knowledge Components – Teaching Points

Powerful knowledge components crucial to commit to long term memory

Links to previous and future topics

**Importance Health & Fitness**  
Health  
Fitness  
Progression  
Physical  
Mental  
Social

Understanding the importance of Health and Fitness relating to exercise

- Understand health: “A complete state of **physical, mental and social** wellbeing and not merely the absence of disease or infirmity (illness)”
- Understand Fitness: Ability to cope with and meet the specific demands of everyday life without undue fatigue.
- Understanding the health benefits of regular exercise: **within a 4-6 week training programme.**

Physical	Social	Mental
Improves body shape: <b>lose weight / increase muscle mass</b>	Develops vital life skills: <b>teamwork and cooperation</b>	Reduces and <b>relieves stress</b> (tension) – sleep better!
<b>Increase physical fitness</b> – delays fatigue	<b>Socialise</b> with people / make new friends	Increase self-esteem and <b>confidence</b>
Improve efficiency of <b>vital organs</b> (heart / lungs) – less stress e.g. cardiac hypertrophy, bradycardia		Help <b>prevent depression</b> – release of <b>serotonins</b>
Improves <b>posture</b>		Better at dealing & <b>controlling emotions</b>
Decreases risk of some <b>illnesses; obesity, hypertension, type 2 diabetes</b>		

**Methods of Training**  
Circuit  
Continuous  
Weight  
Flexibility  
Fartlek

• Understanding the basic Methods of and principles of Training

- Identify and demonstrate what Circuit training is, by explaining the positive and negatives of this type of training.
- Identify and demonstrate what Continuous training is, by explaining the positive and negatives of this type of training.
- Identify and demonstrate what Interval training is, by explaining the positive and negatives of this type of training.
- Identify and demonstrate what weight training is, by explaining the positive and negatives of this type of training.
- Identify and demonstrate what flexibility training, by explaining the positive and negatives of this type of training.
- Identify and demonstrate what fartlek training, by explaining the positive and negatives of this type of training.

**Importance of Health & Fitness**

- Understand effects of physical, mental and social wellbeing as a result of good fitness.
- Recognising strengths and weaknesses
- Planning and responsibility for personal fitness

**Methods of Training**  
Demonstrate all the different types of training by explaining the positive and negatives of each type of training. This can be explained verbally and physically depending on ability.

Healthy, active lifestyle. Wellbeing. Physical progression. Linked to previous Fitness unit SOW.

Link to previous PE lessons to improve fitness. Including variety of training.

<p><b>Measuring HR</b> Resting Maximum Heart Rate</p>	<ul style="list-style-type: none"> <li>• Understand the importance of frequency, intensity, time and type within a training session.</li> </ul>	<p><b>Heart Rate</b> Relate heart rate to training thresholds.</p>	
<p><b>Fitness Testing</b> Illinois Agility Dynamometer Vertical Abdominal Cardiovascular Endurance</p>	<ul style="list-style-type: none"> <li>• <b>Measuring heart rate</b> <ul style="list-style-type: none"> <li>○ Identify how heart rate is taken.</li> <li>○ Understand why heart rate is taken.</li> <li>○ Able to justify the changes in heart rate after recording over a period of time in relation to change in physical state, depending on exercise.</li> <li>○ Use of training thresholds to link FITT and SPORT to training programme.</li> </ul> </li> <li>• <b>Identifying Fitness testing</b> <ul style="list-style-type: none"> <li>○ Identify and carry out the following fitness tests: <ul style="list-style-type: none"> <li>- Multi stage fitness test</li> <li>- Sit and reach test</li> <li>- 30m Sprint test</li> <li>- Illinois Agility test</li> <li>- Vertical Jump test</li> <li>- Sit up and press up tests (Abdominal curl conditioning test)</li> <li>- Standing stork test</li> <li>- Ruler Drop test</li> <li>- Handgrip dynamometer test</li> <li>- Wall toss test</li> </ul> </li> <li>○ Begin to link fitness testing to specific components of fitness by explaining how the testing links with each component. <ul style="list-style-type: none"> <li>- Sit and reach test = Flexibility</li> <li>- 30m Sprint test = Speed</li> <li>- Illinois Agility test = Agility</li> <li>- Vertical Jump test = Power</li> <li>- Sit up and press up tests (Abdominal curl conditioning test) = Muscular endurance</li> <li>- Standing stork test = Balance</li> <li>- Ruler Drop test = Reaction time</li> <li>- Handgrip dynamometer test = Muscular strength</li> <li>- Wall toss test = Coordination</li> <li>- Multi stage fitness test = Cardiovascular Endurance.</li> </ul> </li> </ul> </li> </ul>	<p><b>Fitness Testing</b> Identify and demonstrate fitness testing. Begin to link fitness tests to components of fitness, understanding why the requirement of fitness testing is needed.</p>	<p>Link to Numeracy and Science.</p> <p>Identifying strengths and weakness in physical abilities and link to specific methods of training. Clear focus on progress with knowledge and fitness.</p>
<p><b>Effect of Exercise</b> Immediate Effect</p>	<ul style="list-style-type: none"> <li>• <b>Effects of Exercise</b> <ul style="list-style-type: none"> <li>○ Identify the immediate effects of exercise</li> <li>○ Demonstrate the immediate effects of exercise throughout fitness lessons</li> <li>○ Begin to understand why these effects of exercise are happening</li> <li>○ Attempt to explain the long term effects of exercise.</li> </ul> </li> </ul>	<p><b>Effects of Exercise</b> Identify the link between anatomy and physiology during the immediate effects of exercise.</p>	<p>Link to Biology, Anatomy and physiology.</p>
<p><b>Muscles Groups</b> Quadriцеп Abdominals Triceps</p>	<ul style="list-style-type: none"> <li>• <b>Identifying muscle groups</b> <ul style="list-style-type: none"> <li>○ Understand the importance of warming up and cool down.</li> <li>○ Identify muscles groups and explain how to stretch them individually, within a warmup.</li> </ul> </li> </ul>	<p><b>Muscle Groups</b> Identify specific muscles groups and</p>	

<p>Biceps Hamstrings (Gastrocnemius) Deltoids Gluteus Maximus</p>	<ul style="list-style-type: none"> <li>○ Able to demonstrate specific fitness exercises with muscle groups</li> </ul> <p><b>ALL OF THE ABOVE WITHIN A 4 – 6 WEEK TRAINING PROGRAMME</b></p>	<p>the movements required to isolate, stretch and work these muscle groups.</p>	<p>Link to Biology, Anatomy and physiology.</p> <p>ALL OF THE ABOVE EMBEDDED WITHIN A 4-6 WEEK TRAINING PROGRAMME.</p>
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