**Subject: Physical Education**

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|  | **Year 9 – Novice** | **Year 9 – Capable** | **Year 9 – Expert** |
| **Performance** | **Netball** | **Students should be able to:** * Pass and receive the ball with a competent level of accuracy and precision.
* Apply footwork with a competent level of control and precision.
* Move into space with a competent level of fluency, awareness of other players and timing.
* Apply shooting technique with a competent level of accuracy and precision.
* Demonstrate defending and marking with a competent level of precision and apply to most competitive situations.
* Contribute to open play, often able to influence the performance of the team
* Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions.
* Identify most of the different rules, positions, where they are allowed on court and who they mark.
 | **Students should be able to:** * Pass and receive the ball with a good level of accuracy and precision.
* Apply footwork with a good level of control and precision.
* Move into space with a good level of fluency, awareness of other players and timing.
* Apply shooting technique with a good level of accuracy and precision.
* Demonstrate defending and marking with a good level of precision and apply to most competitive situations.
* Contribute to open play competently and able to influence the performance of the team.
* Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play.
* Distinguish between and explain different rules, positions, where they are allowed on court, who they mark and recognise when a player is offside.
 | **Students should be able to:** * Pass and receive the ball with a very good level of accuracy and precision.
* Apply footwork with a very good level of control and precision.
* Move into space with a very good level of fluency, awareness of other players and timing.
* Apply shooting technique with a very good level of accuracy and precision.
* Demonstrate defending and marking with a very good level of precision and apply to most competitive situations.
* Contribute to open play very well and able to influence the performance of the team, motivating and leading others.
* Demonstrate effective adaptations to appropriate tactical changes in response to their opponents’ actions, with regular success in changing play.
* Distinguish between and explain different rules, tactics, positions, where they are allowed on court, who they mark, recognise when a player is offside and switch between positions confidently.
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| **Health Related Fitness** | **Students should be able to:** * State what circuit training is.
* Describe thresholds of training.
* Know the FITT principle acronym and recognise the term progressive overload.
* State what specificity is.
* Identify some fitness tests and of components of fitness measured.
* Demonstrate a sufficient level of physical fitness in different fitness tests.
 | **Students should be able to:** * Describe what circuit training is and some of the characteristics of this method.
* Calculate the thresholds of training and apply zones to a circuit.
* Identify and apply the FITT principle and progressive overload to a circuit.
* Describe specificity and apply to a circuit.
* Identify the different fitness tests and describe some of the components of fitness measured.
* Demonstrate a competent level of physical fitness in circuit training and fitness tests.
 | **Students should be able to:** * Explain what circuit training is, the characteristics of this method and know how to adapt exercises to make them harder.
* Identify and recall the different aerobic and anaerobic training zones calculations and apply to a circuit.
* Explain how to apply the FITT principle and progressive overload to a circuit or training programme.
* Explain specificity and know how it can be applied to different sports.
* Explain different fitness tests, describe some of the components of fitness measured and recall the protocol for most tests
* Demonstrate a good level of physical fitness in circuit training and fitness tests.
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| **Football** | **Students should be able to:** * Pass and receive the ball with a competent level of accuracy and precision.
* Move and run with the ball showing a competent level of control and fluency.
* Turn with the ball showing a competent level of precision and fluency.
* Apply shooting and striking technique with a competent level of accuracy and precision.
* Demonstrate defending and tackling with a competent level of precision and fluency.
* Contribute to open play, often able to influence the performance of the team.
* Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions.
* Describe some of the different rules, positions and tactics with application to most competitive situations.

  | **Students should be able to:** * Pass and receive the ball with a good level of accuracy and precision.
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* Turn with the ball showing a good level of precision and fluency.
* Apply shooting and striking technique with a good level of accuracy and precision.
* Demonstrate defending and tackling with a good level of precision and fluency.
* Contribute to open play competently and able to influence the performance of the team.
* Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play.
* Explain most of the different rules, positions and tactics with application to competitive situations when under pressure.
 | **Students should be able to:** * Pass and receive the ball with a very good level of accuracy and precision.
* Move and run with the ball showing a very good level of control and fluency.
* Turn with the ball showing a very good level of precision and fluency.
* Apply shooting and striking technique with a very good level of accuracy and precision.
* Demonstrate defending and tackling with a very good level of precision and fluency.
* Contribute to open play very well and able to influence the performance of the team, motivating and leading others.
* Demonstrate effective adaptations to appropriate tactical changes in response to their opponents’ actions, with regular success in changing play.
* Explain most of the different rules, positions and apply different sequences and tactics to competitive situations under pressure successfully.
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| **Table Tennis** | **Students should be able to:** * Apply the correct grip and ready position with a competent level of accuracy and precision.
* Move at and around the table with a competent level of fluency and control.
* Serve using the forehand and backhand technique with a competent level of accuracy and precision.
* Demonstrate a forehand and backhand push shot with a competent level of precision and fluency.
* Apply a forehand and backhand topspin with a competent level of precision and fluency.
* Demonstrate a slice shot with a competent level of accuracy and precision.
* Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions.
* Describe most of the different rules used in singles and doubles games and score with confidence.
 | **Students should be able to:** * Apply the correct grip and ready position with a good level of accuracy and precision.
* Move at and around the table with a good level of fluency and control.
* Serve using the forehand and backhand technique with a good level of accuracy and precision.
* Demonstrate a forehand and backhand push shot with a good level of precision and fluency.
* Apply a forehand and backhand topspin with a good level of precision and fluency.
* Demonstrate a slice shot with a good level of accuracy and precision.
* Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play.
* Explain most of the different rules used in singles and doubles games, score confidently and apply consequences of rule breaks.
 | **Students should be able to:** * Apply the correct grip and ready position with a very good level of accuracy and precision.
* Move at and around the table with a very good level of fluency and control.
* Serve using the forehand and backhand technique with a very good level of accuracy and precision.
* Demonstrate a forehand and backhand push shot with a very good level of precision and fluency.
* Apply a forehand and backhand topspin with a very good level of precision and fluency.
* Demonstrate a slice shot with a very good level of accuracy and precision.
* Demonstrate effective adaptations to tactical changes in response to their opponents’ actions, with regular success in changing play.
* Explain most of the different rules used in singles and doubles games and apply to own and other game play in longer scoring games.
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|  | **Handball** | **Students should be able to:** * Pass and receive the ball with a competent level of accuracy and precision.
* Apply footwork with a competent level of control and precision.
* Move and dribble with the ball showing a competent level of fluency and accuracy.
* Demonstrate shooting technique with a competent level of accuracy and precision.
* Apply attacking techniques with a competent level of fluency and accuracy.
* Demonstrate defending and blocking with a competent level of precision and accuracy.
* Contribute to open play, often able to influence the performance of the team.
* Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions.
* Describe some of the different rules, positions and tactics with application to most competitive situations.
 | **Students should be able to:** * Pass and receive the ball with a good level of accuracy and precision.
* Apply footwork with a good level of control and precision.
* Move and dribble with the ball showing a good level of fluency and accuracy.
* Demonstrate shooting technique with a good level of accuracy and precision.
* Apply attacking techniques with a good level of fluency and accuracy.
* Demonstrate defending and blocking with a good level of precision and accuracy.
* Contribute to open play competently and able to influence the performance of the team.
* Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play.
* Explain most of the different rules, positions and tactics with application to most competitive situations when under pressure.
 | **Students should be able to:** * Pass and receive the ball with a very good level of accuracy and precision.
* Apply footwork with a very good level of control and precision.
* Move and dribble with the ball showing a very good level of fluency and accuracy.
* Demonstrate shooting technique with a very good level of accuracy and precision.
* Apply attacking techniques with a very good level of fluency and accuracy.
* Demonstrate defending and blocking with a very good level of precision and accuracy.
* Contribute to open play very well and able to influence the performance of the team, motivating and leading others.
* Demonstrate effective adaptations to appropriate tactical changes in response to their opponents’ actions, with regular success in changing play.
* Explain most of the different rules, positions and apply different sequences and tactics to competitive situations under pressure successfully.
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|  | **Badminton** | **Students should be able to:** * Apply the forehand and backhand grip and ready position with a competent level of accuracy and precision.
* Move around court with a competent level of fluency and control.
* Serve using the low and high technique with a competent level of accuracy and precision.
* Demonstrate overhead shots with a competent level of precision.
* Apply a net shot and drop shot with a competent level of accuracy and fluency.
* Demonstrate a smash shot with a competent level of accuracy and precision.
* Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions.
* Describe most of the different rules, court lines used in singles games and score with confidence.
 | **Students should be able to:** * Apply the forehand and backhand grip and ready position with a good level of accuracy and precision.
* Move around court with a good level of fluency and control.
* Serve using the low and high technique with a good level of accuracy and precision.
* Demonstrate overhead shots with a good level of precision.
* Apply a net shot and drop shot with a good level of accuracy and fluency.
* Demonstrate a smash shot with a good level of accuracy and precision.
* Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play.
* Explain most of the different rules used in singles games, score confidently and apply consequences of rule breaks.
 | **Students should be able to:** * Apply the forehand and backhand grip and ready position with a very good level of accuracy and precision.
* Move around court with a very good level of fluency and control.
* Serve using the low and high technique with a very good level of accuracy and precision.
* Demonstrate overhead shots with a very good level of precision.
* Apply a net shot and drop shot with a very good level of accuracy and fluency.
* Demonstrate a smash shot with a very good level of accuracy and precision.
* Demonstrate effective adaptations to tactical changes in response to their opponents’ actions, with regular success in changing play.
* Explain most of the different rules used in singles and doubles games and apply to own and other game play in longer scoring games.
 |
|  | **Basketball** | **Students should be able to:** * Pass and receive the ball with a competent level of accuracy and precision.
* Apply footwork with a competent level of control and precision.
* Move and dribble with the ball showing a competent level of fluency and accuracy.
* Demonstrate shooting technique with a competent level of accuracy and precision.
* Apply attacking techniques with a competent level of fluency and accuracy.
* Demonstrate defending and blocking with a competent level of precision and accuracy.
* Contribute to open play, often able to influence the performance of the team.
* Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions.
* Describe some of the different rules, positions and tactics with application to most competitive situations.
 | **Students should be able to:** * Pass and receive the ball with a good level of accuracy and precision.
* Apply footwork with a good level of control and precision.
* Move and dribble with the ball showing a good level of fluency and accuracy.
* Demonstrate shooting technique with a good level of accuracy and precision.
* Apply attacking techniques with a good level of fluency and accuracy.
* Demonstrate defending and blocking with a good level of precision and accuracy.
* Contribute to open play competently and able to influence the performance of the team.
* Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play.
* Explain most of the different rules, positions and tactics with application to competitive situations when under pressure.
 | **Students should be able to:** * Pass and receive the ball with a very good level of accuracy and precision.
* Apply footwork with a very good level of control and precision.
* Move and dribble with the ball showing a very good level of fluency and accuracy.
* Demonstrate shooting technique with a very good level of accuracy and precision.
* Apply attacking techniques with a very good level of fluency and accuracy.
* Demonstrate defending and blocking with a very good level of precision and accuracy.
* Contribute to open play very well and able to influence the performance of the team, motivating and leading others.
* Demonstrate effective adaptations to appropriate tactical changes in response to their opponents’ actions, with regular success in changing play.
* Explain most of the different rules, positions and apply different sequences and tactics to competitive situations under pressure successfully.
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|  | **Methods of Training** | **Students should be able to:** * State some of the methods of training.
* Identify some of the benefits for each method of training.
* Recall some of the components of fitness.
* Demonstrate a competent level of physical fitness in different methods of training.
 | **Students should be able to:** * Identify many of the methods of training and state some of the characteristics for each.
* Identify the benefits for different training methods.
* Describe the different components of fitness and link to sporting examples.
* Demonstrate a good level of physical fitness in different methods of training.
 | **Students should be able to:** * Describe and identify the characteristics of all the methods of training covered and what these sessions could include.
* Identify the benefits for different training methods and link to specific sporting examples.
* Describe most of the components of fitness and link to more than one sporting example.
* Demonstrate a very good level of physical fitness in different methods of training.
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|  | **Athletics** | **Students should be able to:** * Perform sprint technique with a competent level of posture, stride length and coordination of the legs and arms.
* Demonstrate sprint starts with a competent level of accuracy and reaction time.
* Apply a competent level of pacing during middle to long-distance race.
* Perform jumps with a competent level of speed, coordination and rhythm between the different phases.
* Demonstrate throws with a competent level of precision, timing and movement.
* Identify most of the different rules and techniques for track and field events.
* Officiate some competitive events and time and measure distances with some confidence across track and field events.
 | **Students should be able to:** * Perform sprint technique with a good level of posture, stride length and coordination of the legs and arms.
* Demonstrate sprint starts with a good level of accuracy and reaction time.
* Apply a good level of pacing during middle to long-distance race.
* Perform jumps with a good level of speed, coordination and rhythm between the different phases.
* Demonstrate throws with a good level of precision of grip, timing and movement.
* Explain and apply most of the different rules and techniques for track and field events.
* Officiate varying competitive events and time and measure distances with confidence.
 | **Students should be able to:** * Perform sprint technique with a very good level of posture, stride length and coordination of the legs and arms.
* Demonstrate sprint starts with a very good level of accuracy and reaction time.
* Apply a very good level of pacing during middle to long-distance race.
* Perform jumps with a very good level of speed, coordination and rhythm between the different phases.
* Demonstrate throws with a very good level of precision of grip, timing and movement.
* Explain and apply the different rules and techniques for track and field events.
* Officiate and lead all competitive events and time and measure distances with confidence.
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|  | **Striking and Fielding**  | **Students should be able to:** * Throw and catch with a competent level of accuracy.
* Apply batting technique with a competent level of accuracy and timing.
* Demonstrate bowling/pitching technique with a competent level of precision and fluency.
* Contribute to fielding play with a competent level of movement in outfield and/or when covering posts/bases.
* Run between posts/bases with a competent level of efficiency and awareness of the game and other players.
* Communicate with others and is often able to influence the performance of the team.
* Demonstrate some effective attempts to adapt to tactical changes in response to the opposing team’s actions.
* Describe some of the different rules, positions and tactics with application to most game situations.
 | **Students should be able to:** * Throw and catch with a good level of accuracy.
* Apply batting technique with a good level of accuracy and timing.
* Demonstrate bowling/pitching technique with a good level of precision and fluency.
* Contribute to fielding play with a good level of movement in outfield and/or when covering posts/bases.
* Run between posts/bases with a good level of efficiency and awareness of the game and other players.
* Communicate with others effectively and able to influence the performance of the team.
* Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play.
* Explain most of the different rules, positions and tactics with application to game situations when under pressure.
 | **Students should be able to:** * Throw and catch with a very good level of accuracy.
* Apply batting technique with a very good level of accuracy and timing.
* Demonstrate bowling/pitching technique with a very good level of precision and fluency.
* Contribute to fielding play with a very good level of movement in outfield and/or when covering posts/bases.
* Run between posts/bases with a very good level of efficiency and awareness of the game and other players.
* Communicate with others extremely effectively and always able to influence the performance of the team, motivating and leading others.
* Demonstrate effective adaptations to appropriate tactical changes in response to their opponents’ actions, with regular success in changing play.
* Explain and referee most of the different rules, positions and apply different sequences and tactics to competitive situations under pressure successfully.
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| **Development and Coaching** | **Students should be able to:** * Explain numerous ways to improve own and others’ performance.
* Explain numerous strengths in own and others’ performance.
* Describe basic rules used in various sports and can apply many to competitive games.
* Lead a small group in an activity.
* Communicate ideas easily and consistently within a group to share thoughts and ideas.
* Work collaboratively with team and helps to guide others and make decisions collectively.
 | **Students should be able to:** * Analyse own and others’ performance using sport-specific terminology, implementing improvements where possible.
* Analyse strengths in own and other’s performance using sport-specific terminology.
* Explain and apply rules in various sports and can apply these in competitive games and umpire short games.
* Lead a bigger group in an activity.
* Communicate with ease in a group and can involve and motivate other students.
* Take on different roles in a team scenario to and drive decisions in group.
 | **Students should be able to:** * Evaluate own and others’ performance using sport-specific terminology and share opinion and guide others on how to improve.
* Show awareness of the rules and can apply this effectively to competitive games and umpire longer games.
* Lead a bigger group in an activity, actively seeking opportunities to lead and deliver part of the lesson.
* Communicate and enthuse a group to achieve a common goal, supporting others and challenging others to do this.
* Accept and take on roles most suited to the group and negotiate a change in role when appropriate.
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| **Theoretical Elements** | **Students should be able to:** * Identify some of the principles of training.
* State what a balanced diet is.
* Recognise what the energy balance is.
* Name some macronutrients and micronutrients and give some examples of foods that are in each category.
* State some of the roles of macronutrients and micronutrients.
* State what the term sedentary lifestyle means.
* Identify some of the different types of guidance.
* State some of the different ways of classifying skills.
 | **Students should be able to:** * State and apply the principles of training to sessions.
* Describe what a balanced diet and give specific examples of different food types included.
* Identify what the energy balance is and give an example of the balance between energy in and energy out.
* State the difference between macronutrients and micronutrients and give several examples of foods in each category.
* Identify most of the roles of macronutrients and micronutrients.
* Describe a sedentary lifestyle and identify some of the consequences of leading one.
* Describe the different types of guidance and give some examples.
* Describe most of the different ways of classifying skills and give some sporting examples.
 | **Students should be able to:** * Explain the principles of training regarding improvement and getting better.
* Explain the term balanced diet and identify why this is important in sport.
* Explain energy balance and consider the different outcomes of energy in and out regarding different sports.
* Identify why macronutrients and macronutrients are important in a balanced diet and give many examples of food that are in each category.
* Identify all the roles of macronutrients and micronutrients and linking some to specific athlete’s diets.
* Define the term sedentary lifestyle, identify consequences of leading one and link to the importance of sport and diet.
* Explain the different types of guidance, give examples and obtain awareness of which guidance type should be applied in different situations.
* Distinguish between the different ways of classifying skills and give clear sporting examples.
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