

YEAR: 9 FOCUS:

- Focus on knowledge learnt – personalise different learning styles
- Practical through theory
- Focus on Knowing practical sports – joining school clubs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Knowledge	<p>Structure and functions of the Skeletal and muscular systems, Levers: EN</p> <ul style="list-style-type: none"> ● Major Bones ● Types of synovial joint ● Movements at joints ● Major muscles ● Roles of muscles ● Levers <p>Knowledge: Identify 19 bones and 11 muscles within the body. Describe the 5 functions of the skeletal system. Define the term 'synovial joint' and be able to identify and describe two different joints within the body and what movements they produce. Identify the components of a synovial joint and how each component helps the joint work efficiently. Describe how an antagonist pair works and able to</p>	<p>Planes of movement and axes of rotation, the cardiovascular system, The respiratory system: EN</p> <ul style="list-style-type: none"> ● Planes ● Axes ● The structure of the heart ● Pathway of blood ● Double circulatory system ● Blood vessels ● Cardiac values ● Pathway of air ● Respiratory muscles ● Gas exchange ● Respiratory values ● Aerobic and anaerobic exercise <p>Knowledge: Identify the 3 planes and 3 axes within the human body and be able to describe them using sporting examples. Label the heart and identify its key components. Be able to describe the pathway of blood through the heart. Understand and describe the two circulatory systems. Describe the role</p>	<p>Effects of exercise on the body, The components of exercise and the principles of training: EN</p> <ul style="list-style-type: none"> ● Short term effects of exercise on cardiac, respiratory and muscular systems ● Long term effects of exercise on cardiac, respiratory and muscular systems ● Components of fitness ● Fitness testing ● The principles of training ● FITT principle <p>Knowledge: Describe what adaptations occur in the short term on the cardiac, respiratory, vascular and muscular systems. Describe what adaptations occur in the long term on the cardiac, respiratory, vascular and muscular systems. Using graphs explain how these adaptations effect an athlete whilst exercising. Define the ten</p>	<p>Types of training, warming up and cooling down, preventing injuries, potential hazards in sporting settings: EN</p> <ul style="list-style-type: none"> ● Interval training ● HIIT ● Fartlek ● Continuous ● Weight ● Plyometrics ● Structure of a warm up ● Reasons why we warm up ● Structure of a cool down ● Reasons why we cool down ● Minimising the risk of injury ● Potential hazards in sport <p>Knowledge: Be able to define and give examples of the seven different types of training. Describe the advantages and disadvantage of each training style. Describe the five parts of a warm up giving examples. Know</p>	<p>PAPER 2: Ethics and violence in sport, Drugs in sport. Commercialisation/medi a</p> <ul style="list-style-type: none"> ● Sportsmanship vs gamesmanship ● Player violence, reasons behind it ● Performance enhancing drugs ● Impact on sport ● Different types of media ● the golden triangle <p>Knowledge: Define sportsmanship, gamesmanship and deviance providing sporting examples for all. Know and understand the reasons behind player violence. Describe the reasons why some athletes might use performance enhancing drugs. Define and describe three types of drugs and their positive/negative effects on an athlete. Give practical examples of the use of these drugs in</p>	<p>PRACTICAL: How will you be assessed? Choosing the right sports. Assessment of performance: EN</p> <ul style="list-style-type: none"> ● Simple skills vs advanced skills ● The marking criteria ● The performance log ● Team and individual sports ● Assessment of summer sports <p>Knowledge: Selection of 3 sports, Criteria highlighted exposing what the performer CANNOT do yet (to be focused on). Each sport is marked out of 20, the more advanced skills the performer can demonstrate the higher the mark. One team, one individual sport the third can be their choice.</p> <p>Required Practical (Theory through practical)</p> <ul style="list-style-type: none"> ● Simple vs

	<p>identify two examples in the body. Define what a lever is. Be able to draw and explain the three different levers found in body. sporting example for each lever.</p> <p>Required Practical (Theory through practical)</p> <ul style="list-style-type: none"> • Bones • Muscles • Levers 	<p>of red blood cells. Identify the three blood vessels in the body, describe their characteristics and explain their roles. Define stroke volume, heart rate and cardiac output. State the cardiac equation. Correctly label a diagram of the respiratory system. Explain the role of the respiratory muscles during inhalation and exhalation. Understand and describe the process of gas exchange. Define tidal volume, breathing rate and minute ventilation. Know the respiratory equation. Explain the difference between aerobic and anaerobic exercise using sporting examples.</p> <p>Required Practical (Theory through practical)</p> <ul style="list-style-type: none"> • Planes and axes • Cardiovascular system • Respiratory system 	<p>components of fitness, how is each fitness components assessed and a sporting example of what athlete would predominantly use each component. Know and define the four principles of training. Describe how an athlete would use each principle to create a training programme to increase their performance. Define each component of the FITT principle and be able to give a sporting example for each.</p> <p>Required Practical (Theory through practical)</p> <ul style="list-style-type: none"> • Complete all ten fitness tests and log results 	<p>the physical benefits of a warm up. Describe the two parts of a cool down. Know what the physical benefits of a cool down are. Describe and give practical examples of five different strategies of minimising the risk of injuries whilst playing sport. Identify the hazards that are present in five different sporting locations and give sporting examples of when accidents/injuries might occur.</p> <p>Required Practical (Theory through practical)</p> <ul style="list-style-type: none"> • Be able to successfully carry out/lead a warm up and cool down 	<p>sport. Know and understand the impact of drug use in sport, on the performer and the sport itself. Understand the influence of the media on the commercialisation of physical activity and sport. Be able to define the golden triangle and the interdependence between sport, the media and sponsorship. Describe the positive and negative effects of sponsorship and commercialisation.</p>	<ul style="list-style-type: none"> • complex skills • Open vs closed skills <p>Practical:</p> <p>Assessment of sports focusing on summer sports: Athletics Cricket and including: Netball Football Rugby Basketball Table tennis</p>
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<p>Skills</p>	<ul style="list-style-type: none"> • Drawing – Synovial joints and levers • Recalling important information • Connecting theory learnt to sporting examples • Understanding command words in exam questions • Computer engagement. 	<ul style="list-style-type: none"> • Interpret graphs showing heart rate and breathing rate • Connecting theory learnt to sporting examples • Understanding command words in exam questions • Computer engagement. 	<ul style="list-style-type: none"> • Interpret graphs showing the short and long term effects of exercise. • Comparing own performance during fitness tests to national normative data. • Increased physical fitness. • Connecting theory learnt to sporting examples • Understanding command words in exam questions • Computer engagement. 	<ul style="list-style-type: none"> • Leadership • Communication/organisation with other peers • Analysis of schools sporting areas and spotting potential hazards. • Connecting theory learnt to sporting examples • Understanding command words in exam questions • Computer engagement. 	<ul style="list-style-type: none"> • Research skills • Connecting theory learnt to sporting examples • Understanding command words in exam questions • Computer engagement. 	<ul style="list-style-type: none"> • Improved sporting performance • Connecting theory learnt to sporting examples • Understanding command words in exam questions • Computer engagement.
<p>Key Questions</p>	<p>How does the skeletal system work with the muscular system to enable us to move?</p> <p>When I contact a muscle what type of movement occurs?</p> <p>What is mechanical advantage?</p>	<p>How do planes and axes work together to create movements?</p> <p>How does the heart pump blood around the body and what does blood carry?</p> <p>How does oxygen get into the blood?</p>	<p>How does training/fitness improve performance?</p> <p>What components of fitness need to be focused on depending on the sport?</p> <p>How do you ensure an athlete is motivated during his training?</p>	<p>How does training differ from a marathon runner compared to a sprinter?</p> <p>Why do we have to warm up and cool down before/after exercise?</p> <p>How can we help REDUCE the risk of injury?</p>	<p>What impact does the media have on physical activity and sport?</p> <p>What is sponsorship and who benefits from this?</p> <p>Is bending the rules in sport OK?</p> <p>What effect do drugs in sport have on athletes, the sport and fans?</p>	<p>How is each sport assessed?</p> <p>What if I do not have three sports chosen?</p> <p>How much is the practical element worth?</p>

<p>Assessment</p>	<p>Low Stakes (Retrieval): Spelling test (bones/muscles) Definition test (joints/antagonistic pairs)</p> <p>Low stakes (teaching/reteaching): ReACT task The Everlearner</p> <p>Multiple choice: The Everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p>Infrequent longer exams: End of half term test</p>	<p>Low Stakes (Retrieval): Labelling test (heart, respiratory system) Definition test (cardiac/respirator values)</p> <p>Low stakes (teaching/reteaching): ReACT task The Everlearner</p> <p>Multiple choice: The Everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p>Infrequent longer exams: End of term test</p>	<p>Low Stakes (Retrieval): Definition test (components of fitness)</p> <p>Low stakes (teaching/reteaching): The everlearner ReACT task</p> <p>Multiple choice: The Everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p>Infrequent longer exams: End of half term test</p>	<p>Low Stakes (Retrieval): Definition test (Types of training)</p> <p>Low stakes (teaching/reteaching): Practical assessment of carrying out a warm up and cool down</p> <p>The everlearner ReACT task</p> <p>Multiple choice: The everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p>Infrequent longer exams: PAPER 1 TEST</p>	<p>Low Stakes (Retrieval): Definitions test (drugs in sport)</p> <p>Low stakes (teaching/reteaching): ReACT tasks The everlearner</p> <p>Multiple choice: Recall questions during lessons (ABCD) The everlearner White board multiple choice.</p> <p>Infrequent longer exams: End of half term test</p>	<p>Low Stakes (Retrieval): Practical assessment for at least 4 sports</p> <p>Low stakes (teaching/reteaching): The everlearner ReACT tasks</p> <p>Multiple choice: The everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p>Infrequent longer exams: End of year test</p>
<p>Literacy/numeracy/ SMSC/Character</p>	<p>Key words: Cranium, scapular, humerus, radius, ulna, tibia, fibular, tarsals, metatarsals, phalanges, patella, femur, pelvis, vertebrae, ribs, sternum, carpals, metacarpals,, clavicle, trapezius, deltoid, triceps, latissimus dorsi, abdominals, gluteals, hamstrings, gastrocnemius, quadriceps, pectorals,</p>	<p>Key words: frontal, sagittal, transverse, longitudinal, atria, ventricles, septum, vena cava, valves, arteries, veins, capillaries, lumen, aorta, deoxygenated/oxygenated blood, systemic, pulmonary, heart rate, stroke volume, cardiac output, Trachea, bronchi, bronchioles, alveoli, diaphragm, tidal volume, breathing rate, minute ventilation, gas exchange,</p>	<p>Key words: Tidal volume, lactic acid, vascular shunt, vasoconstriction, vasodilation, Hypertrophy, Balance, Muscular endurance, muscular strength, power, agility, reaction time, flexibility, speed, co-ordination, cardiovascular endurance, Specificity, overload, progression, reversibility, frequency, intensity, type, time</p> <p>Numeracy: Interpreting</p>	<p>Key words: Continuous, interval, fartlek, HIIT, plyometric, weight training, circuit training, mobility, dynamic, stretching, warm up, cool down, hazard, injury.</p> <p>Numeracy: Interpreting data and graphs, drawing graphs</p> <p>SMSC:</p> <ul style="list-style-type: none"> Working collaboratively in groups 	<p>Key words: Ethics, Sportsmanship, gamesmanship, deviance, violence, performance enhancing drugs, anabolic steroids, beta blockers, stimulants, The golden triangle, sponsorship, media, commercialisation.</p> <p>SMSC:</p> <ul style="list-style-type: none"> Working collaboratively in groups Communication Morals 	<p>Key words: Range of skills, Quality of skills, Decision making, physical attributes, Perseverance.</p> <p>SMSC:</p> <ul style="list-style-type: none"> Working collaboratively in groups Communication Physical activity to reduce stress Social teamwork-being supportive,

	<p>biceps, Synovial joint, flexion, extension, adduction, abduction, circumduction, rotation, Ligament, cartilage, tendon, agonist, antagonist, fixator, fulcrum, effort load, mechanical advantage.</p> <p>SMSC:</p> <ul style="list-style-type: none"> • Working collaboratively in groups • Communication 	<p>diffusion, partial pressure, aerobic, anaerobic, intensity, duration, lactic acid.</p> <p>SMSC:</p> <ul style="list-style-type: none"> • Working collaboratively in groups • Communication 	<p>data and graphs, calculating percentage, drawing graphs</p> <p>SMSC:</p> <ul style="list-style-type: none"> • Working collaboratively in groups • Communication 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • gamesmanship, • Sportsmanship • Drugs 	<ul style="list-style-type: none"> • culture- National sports week
<p>Enrichment opportunities and futures</p>	<p>1/5 lesson is theory through practical – gives pupils an opportunity to embed knowledge learnt in the classroom through a different personalised learning style. (Topics with practical elements are coded throughout the knowledge section – EN)</p> <p>Trips to body world, Sporting opportunities eg. Wheelchair basketball.</p> <p>Employability skills-</p> <ul style="list-style-type: none"> • Good communication. • Motivation and initiative. • Leadership. • Reliability/dependability. • Following instructions. • Team work. • Patience. • Adaptability. <p>Employment/careers:</p> <ul style="list-style-type: none"> • Athlete • Sports coach/sports instructor • Sports development officer • PE teacher • Sports lawyer • Sports physiotherapist • Sports therapy/psychologist • Leisure centre/gym manager. • Sports marketing • Photography • Journalist 					

