

## Scheme of Work

### Subject: PE

**Year Group: Year 9**  
**Specification: FOOTBALL**  
**Express/Mainstream**

Less on No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Lit Num SMSC Codes
1	<b>Passing / Long Passes</b>	a) Be able to understand and perform passes using the outside of the foot on at least one foot. b) To understand when to complete different passes and at what distances to complete lofted, low drilled and cross field passes.	When should we use a lofted pass in an attacking phase of play?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>	Write down the teaching points for a lofted pass and a low drive pass?	Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
2	<b>Tackling</b>	a) To be able to perform defensive skills. i.e. jockeying, closing down and channelling players, and getting goal-side. b) To understand the benefits of strategic and tactical approach to defending. c) To appreciate the need to make adjustments and adaptations when performing in order to stop opponents outwitting them.	What positives can a team get when we channel the play down the side lines?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
3	<b>Shooting</b>	a) To understand and perform attacking principles and strategies found in Football e.g. shooting low and with accuracy. b) To be able to perform angled shots to outwit opponents and disguise attacking strategies. c) To understand how to finesse and chip shots outwitting the goalkeeper. d) To execute a finesse shot with the inside of the foot curling the ball goal bound.	Why would we want to use different types of shots to outwit the goalkeeper?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>	Use Youtube to watch finessing and chipping goals. Watch the technique and how they vary form time to time.	Through the activities in this unit pupils will be given the opportunities to develop: <ul style="list-style-type: none"> <li>- Counting skills for organising themselves into groups</li> </ul> Understanding the basic scoring in Rugby.

				- Peer analysis, evaluation and feedback		
4	Set Pieces defending/ attacking	<p>a) To create and perform their own planned set piece (free kick).</p> <p><b>b)</b> To be able to evaluate how well it has been achieved and find ways to improve strategies.</p> <p>c) To be able to defend an opponent's set piece through evaluating where the opposition have set themselves up.</p>	How would you ask the players of your team to execute an indirect free kick?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> </ul>		Through activities in this unit pupils will be able to understand, use and spell correctly words relating to Football: <b>warm-up, cool-down, passing, tackling, teamwork, fair play</b>
5	Throws	<p>a) To be able to perform long throws.</p> <p>b) To be able to capitalise on a long throw from inside the opponents half.</p> <p>c) To understand how a throw in can gain you ground on the pitch.</p>	Understanding the offside rule in regards to the throw ins.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>	Watch a football match this season and count how many foul throws you see. What made them foul throws?	Speaking and listening – follow instructions <ul style="list-style-type: none"> <li>- Ask questions to gain clarification and further information</li> <li>- To collaborate with others to share information/ideas, solve problems</li> </ul>
6	<b>Full match</b> Assessment	<p>a) To understand the importance of effective communication with others.</p> <p>b) To be able to adapt when working individually, in groups and teams.</p> <p>c) To be able to perform/ apply skills and tactics learnt in game situations.</p> <p>d) To be able to show an understanding of how to referee using knowledge of rules.</p>	<p>Can you take on the role of a referee?</p> <p>What is your final grade? How can you improve?</p>	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> </ul>	Write a newspaper article on a recent match you have seen. Or read the reviews in the next day's	Through the activities in this unit pupils will be given the opportunities to: <ul style="list-style-type: none"> <li>- Take part in pair and group work (teamwork)</li> </ul> Leading a warm up (leadership)

		e) To review the assessment criteria used to evaluate own progress and grade.		<ul style="list-style-type: none"> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>	papers. This will help when you come to analyse performance for GCSE/Btec	
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## Scheme of Work

### Subject: PE

**Year Group: Year 9**

**Specification: Rounders**

**Express/Mainstream**

Lesson No	Topic and Objectives	Key Activities and Specialist Terminology	Big Think Qs and Stretch	Assessment <i>(Include relevant GCSE Q stem)</i>	Homework	Lit/Num SMSC Codes
1	<b>Re-cap Rounders – catching and throwing skills</b>	<ul style="list-style-type: none"> <li>• students watch 5mins of a professional Rounders match - visual stimulus</li> <li>• <b>underarm throwing</b> - throw the ball quickly and accurately over a short distance</li> <li>• <b>over-arm throwing</b> - throw the ball quickly and accurately over a medium distance</li> <li>• <b>catching</b> – practicing below/above waist technique based on the height of the ball</li> <li>• develop an understanding of when/where an which type of throw should be used and to which players</li> </ul>	<p><i>Why do we warm up?</i></p> <p><i>When should you use an underarm throw?</i></p>	<ul style="list-style-type: none"> <li>• on-going teacher assessment with feedback</li> <li>• pupil self-check, including the use of reciprocal sheets</li> <li>• teacher-pupil question and answer</li> </ul>		<p>Students will be given the opportunity to develop their <b>social skills</b> in activities involving:</p> <ul style="list-style-type: none"> <li>• co-operation</li> <li>• collaboration</li> <li>• responsibility</li> <li>• teamwork</li> </ul>

2	Fielding positions	<ul style="list-style-type: none"> <li>understand and state the importance of warming up</li> <li><b>fielding positions</b> – name of positions and where the players should stand when the ball is bowled</li> <li>knowledge and understanding of fielding team knowing where to throw the ball in relation to batters hit</li> <li>adjusting the field positions for a left-handed batter</li> </ul>	<p><b>Methods of training:</b></p> <ul style="list-style-type: none"> <li><i>interval training</i></li> <li><i>how this can be linked to the fielding team</i></li> </ul>	<ul style="list-style-type: none"> <li>on-going assessment with teacher feedback</li> <li>pupil self-check, including the use of reciprocal sheets</li> <li>teacher-pupil question and answer</li> </ul>	Create a poster indicating the dimensions of a rounder pitch	<p>Students will be given the opportunity to develop their <b>social skills</b> in activities involving:</p> <ul style="list-style-type: none"> <li>co-operation collaboration</li> <li>responsibility</li> <li>teamwork</li> </ul>
3	Bowling and backstop technique	<ul style="list-style-type: none"> <li>demonstrate the ‘perfect mode’ of the <b>bowling technique</b></li> <li>explain the correct ‘spin-ball’ bowling technique: <ul style="list-style-type: none"> <li>→ <i>between shoulders and knee</i></li> <li>→ <i>stepping into bowl</i></li> <li>→ <i>twisting the hand on release of the ball</i></li> <li>→ <i>flight of the ball should be fast and flat</i></li> </ul> </li> <li>demonstrate and explain correct body position for <b>backstop</b>: <ul style="list-style-type: none"> <li>→ <i>signalling where the bowler should attempt to place the ball</i></li> <li>→ <i>good-ball throw to first post</i></li> </ul> </li> </ul>	<p><b>Components of fitness:</b></p> <ul style="list-style-type: none"> <li><i>importance of muscular endurance</i></li> <li><i>how this can be linked to bowling and the backstop crouched position</i></li> </ul>	<ul style="list-style-type: none"> <li>on-going assessment with teacher feedback</li> <li>pupil self-check, including the use of reciprocal sheets</li> <li>teacher-pupil question and answer</li> </ul>		<p>Students will be given the opportunity to develop a sense of <b>fair play</b> based on the rules of the game:</p> <ul style="list-style-type: none"> <li>positive sporting behaviour</li> <li>how to conduct themselves in competitions</li> <li>accept authority</li> </ul>
4	Batting technique	<ul style="list-style-type: none"> <li>demonstrate the correct hand and body position when batting</li> <li>demonstrate and explain the <b>backhand batting technique</b>: <ul style="list-style-type: none"> <li>→ <i>strike the ball firmly across the front of the body</i></li> <li>→ <i>transferring weight onto the back foot</i></li> <li>→ <i>leaning away from the ball and opening the body on contact</i></li> <li>→ <i>stance at the top corner of the box</i></li> </ul> </li> </ul>	<p><b>Components of fitness:</b></p> <ul style="list-style-type: none"> <li><i>importance of muscular strength</i></li> <li><i>how this can be linked to batting and the distance the ball can be hit</i></li> </ul>	<ul style="list-style-type: none"> <li>on-going assessment with teacher feedback</li> <li>pupil self-check, including the use of reciprocal sheets</li> <li>teacher-pupil question and answer</li> </ul>	On the poster they created write down the fielding positions	<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> <li><b>counting skills</b> for organising themselves into groups</li> <li>understanding the basic <b>scoring</b> in Rounders</li> </ul>

		<ul style="list-style-type: none"> <li>in groups of 3 practice and develop batting: → 1 bowler – 1 batter – 1 fielder</li> </ul>				
5	Running and fielding	<ul style="list-style-type: none"> <li>develop the concepts of pitch dimensions, positional play and post fielding</li> <li><b>long barrier technique:</b> → hands should be in position where the heel and the knee join → little fingers together with other fingers with palm facing upwards → fingers touching the ground</li> <li><b>short barrier technique:</b> → you drop down so your heel of your foot is touching your butt → your knee is on the grass → little fingers together with other fingers with palm facing upwards → fingers touching the ground</li> <li>develop an understanding of when which type of barrier should be used</li> </ul>	<p><b>Components of fitness:</b></p> <ul style="list-style-type: none"> <li>importance of cardiovascular fitness</li> <li>how this can be linked to fielding and running around the posts</li> </ul>	<ul style="list-style-type: none"> <li>on-going teacher assessment with feedback</li> <li>pupil self-check, including the use of reciprocal sheets</li> <li>teacher-pupil question and answer</li> <li>peer analysis, evaluation and feedback</li> </ul>	<p>What is your current grade?</p> <p>What is your target grade?</p> <p>What can you do to improve?</p>	<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> <li><b>counting skills</b> for organising themselves into groups</li> <li>understanding the basic <b>scoring</b> in Rounders</li> </ul>
6	Developing of tactics and skills	<ul style="list-style-type: none"> <li>development of reaction times</li> <li><b>catching and throwing</b> activities – leading to reaction time drills</li> <li>understand the concepts of fielding games and make sound evaluations of strengths and areas for development, using peer assessment</li> <li>relate as much as possible to Rounders situations</li> </ul>	<p><i>What are the PoF?</i></p>	<ul style="list-style-type: none"> <li>on-going teacher assessment with feedback</li> <li>pupil self-check, including the use of reciprocal sheets</li> <li>teacher-pupil question and answer</li> <li>peer analysis, evaluation and feedback</li> </ul>		<p>Through activities in this unit pupils will be able to understand, use and <b>spell correctly words</b> relating to Rounders:</p> <ul style="list-style-type: none"> <li>warm-up and cool-down</li> <li>catching and throwing</li> <li>batting and running</li> <li>fielding and fielding positions</li> <li>teamwork and fair play</li> </ul>

7	<p><b>Match-play and leadership:</b></p> <ul style="list-style-type: none"> <li>• <i>divided into small groups pupil-led warm up and peer feedback</i></li> <li>• <i>students working together as part of a team (teamwork/cooperation)</i></li> <li>• <i>match play – students begin to apply skills in a game situation focusing on positioning and rounders rules</i></li> </ul>	<ul style="list-style-type: none"> <li>• develop the attributes which make a good leader</li> <li>• apply rounder's skills to a game situation</li> </ul>	<p><i>Explain the qualities needed to become a good sports leader</i></p>		<p>What is your current grade?</p> <p>What is your target grade?</p> <p>What can you do to improve?</p>	
8	<p><b>Tournament/Assessment:</b></p> <ul style="list-style-type: none"> <li>• <i>teacher assessment</i></li> <li>• <i>peer evaluation</i></li> <li>• <i>Q&amp;A</i></li> <li>• <i>rounders self evaluation for homework</i></li> </ul>	<ul style="list-style-type: none"> <li>• students to apply skills in a game situation</li> <li>• analysis their Rounder's game</li> </ul>	<p><i>Demonstrate the qualities that make a good sports leader</i></p>		<p>What is your current grade?</p> <p>What is your target grade?</p> <p>What can you do to improve?</p>	