



QPHS Year 9 (KS3) Physical Education Curriculum Map

Title	Unit summary	Assessment
Football	s - passing, receiving, shooting, dribbling, ball control, defending in a competitive environment with the use of strategies and tactical play . k - complex principles of attack/defence, decision making , working effectively as a team to exploit/deny space and application of rules/ use of sport specific terminology .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Netball	s - passing/receiving, ball handling, footwork, shooting, marking/covering, intercepting and dodging in a competitive environment with the use of strategies and tactical play . k - complex principles of attack/defence, decision making , working effectively as a team to exploit/deny space and application of rules/ use of sport specific terminology .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Rugby/Tag Rugby	s - passing/receiving, ball handling, tackling, rucking, scrum, kicking and line out in a competitive environment with the use of strategies and tactical play . k – complex principles of attack/defence using a range of strategies , finding/using space for attack, decision making and understanding terminology/rules of the game .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Basketball	s - ball control, dribbling, passing/receiving, lay-up + variations, set shot + variations, drives/fakes and defending positions/set up in a competitive environment with the use of strategies and tactical play . k - complex principles of attack/defence using a range of strategies , finding/using space for attack, decision making and understanding terminology/rules of the game .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Badminton	s - service action – variety, clear – forehand/backhand, drop shot with deception, flick shot and smash. k – shot selection, using space, strategies and tactical play to outwit opponent, application of game rules.	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Table tennis	s- grip and stance, push – backhand/forehand, drive – forehand, serve, top spin. k - using space, complex strategies to outwit opposition application of modified game rules	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Health related fitness	s – circuits, tests for components of fitness, boxercise, continuous. k – understanding/planning of a warm up/cool down, application of health/fitness components.	Demonstrate skills and technique, and apply the knowledge of a healthy active lifestyle.
Dodgeball	s – dodge, throwing and catching, jumping, diving in a competitive environment with the use of strategies and tactical play . k – using a range of strategies , decision making and understanding terminology/rules of the game .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Problem Solving	s – team building, communication, resilience, decision making and brainstorming. k – application of team's strengths and weaknesses and take responsibility in a number of different roles.	Demonstrate team working skills and apply problem solving strategies.
Volleyball	s – dig, set, volley, serve, block in a competitive environment with the use of strategies and tactical play . k – shot selection and using a range of strategies , decision making and understanding terminology/rules of the game .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Hockey	s – passing, receiving, dribbling, ball control, shooting, defending in a competitive environment with the use of strategies and tactical play . k – using attack/defence using a range of strategies , decision making and understanding terminology/rules of the game .	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Athletics	s – sprinting /speed/power, pacing/cardiovascular endurance, starts/drive phase, stride length, take off, flight, landing, throwing actions, relay. k – application of rules when competing, understanding an accurate technique, knowledge of personal running, jumping and throwing capacity.	Demonstrate skills and technique, and apply them to a performance routine.
Cricket	s – batting drive and pull shot, bowling, fielding, positioning in a competitive environment with the use of strategies and tactical play . k – application of technique in a competitive context, sport specific terminology and strategic play.	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Tennis	s – grip, stance, top spin footwork, lob/smash, forehand, backhand, volley, serve. k – shot selection in a competitive game, use of deception/strategies to outwit opponents, use of specific terminology.	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Rounders	s – batting, bowling, fielding, backstop, positioning. k – application of technique in a competitive context, sport specific terminology and strategic play.	Demonstrate skills and technique (competitive game play), and apply tactics and strategies.
Theory HT1 & 2 (IA1)	cumulative knowledge -muscles, warm up, sporting behaviour, bones, health fitness and wellbeing, careers, movements, lifestyle, classification of bones and joints, lifestyle, guidance, type of muscles new knowledge - injuries and treatment	Assessment of sporting theoretical knowledge and understanding
Theory HT3, 4, 5 (IA2)	cumulative knowledge -muscles, warm up, sporting behaviour, bones, health fitness and wellbeing, careers, movements, lifestyle, classification of bones and joints, lifestyle, guidance, type of muscles, injuries and treatment new knowledge - diet and nutrition	Assessment of sporting theoretical knowledge and understanding



KS3 curriculum overview

Throughout the year, students will participate in the broad range of activities detailed above. The timing of activities may depend factors such as availability of facilities, weather and upcoming competitions. Detailed timings for individual groups can be found on the following page.

Progression in KS3 – students will revisit sports and activities throughout their KS3 learning journey. This allows students to build on prior skills and knowledge. Typically, in year 7 the focus is on **isolated drills and technique**, in year 8 **conditioned practices**, year 9 **competitive games for understanding coupled with a focus on strategy and tactics**.

Queen's Park High School physical education department shares the purpose of the **National curriculum** in England which aims to ensure that all pupils:

- ✓ Inspired to succeed.
- ✓ build character and help to embed values such as fairness and respect.
- ✓ develop competence to excel in a broad range of physical activities.
- ✓ are physically active for sustained periods of time.
- ✓ engage in competitive sports and activities.
- ✓ become physically confident in a way which supports their health, fitness and active lives.

In Key stages 3, we deliberately place an emphasis on the importance of practical aspects of physical education, so that students can develop the skills and attributes underlined above by the national curriculum. That said, we also recognise the need to prepare students for the knowledge they will require at key stage 4. Therefore, the assessment objectives (AO) for KS3 make a direct link to the demands of the GCSE.

In KS3 PE, the majority of our assessments link to the practical criteria, as we feel this is the best way to meet the demands of the national curriculum and inspire students.

It is important to note that many of the assessment criteria have theoretical connotations (The knowledge and skills for these will be addressed as part of the practical classes and knowledge will be further developed through set homework. Some of the assessment will also take place during practical lessons via verbal conversations and practical demonstrations of understanding. In addition, these may be assessed by written activities. Whilst we hold the importance of developing these theoretical skills in high regard, the assessment for these learning objectives will be less frequent. This will take the form of a theoretical assessment prior to IA1 and IA2. This will allow us to track student progress.

This is a conscious decision to maximise the time given for students to engage in practical development of their sporting knowledge, whilst recognising the need to prepare students for the demands of KS



		Autumn half term 1	Autumn half term 1	Autumn half term 2	Autumn half term 2	Spring term 1	Spring term 1	Spring term 2	Spring term 2	Summer term 1	Summer term 1	Summer term 2	Summer term 2
Teaching start date		2 nd Sept	30 th Sept	4 th Nov	2 nd Dec	6 th Jan	27 th Jan	24 th Feb	17 th Mar	21 st Apr	5 th May	2 nd June	30 th June
Year 9 (three classes)	Group1 (Girls)	Netball	Problem solving & orienteering	Dodgeball	Health Related Fitness, gymnastics & dance	Table tennis (school hall)	Badminton	Dodgeball/ Bench ball	Volleyball	Athletics	Football	Rounders	Tennis
	Group2 (Boys)	Football	Rugby	Badminton	Basketball	Health Related Fitness, gymnastics & dance	Table tennis (school hall)	Volleyball	Problem solving, orienteering & dodgeball	Athletics	Tennis	Cricket	Rounders
	Group 3	Tag Rugby	Basketball	Problem solving, orienteering & dodgeball (school hall)	Table tennis (school hall)	Badminton	Health Related Fitness, gymnastics & dance	Football (outside)	Hockey (outside)	Volleyball	Athletics	Tennis	Rounders

		Autumn half term 1	Autumn half term 1	Autumn half term 2	Autumn half term 2	Spring term 1	Spring term 1	Spring term 2	Spring term 2	Summer term 1	Summer term 1	Summer term 2	Summer term 2
Teaching start date		2 nd Sept	30 th Sept	4 th Nov	2 nd Dec	6 th Jan	27 th Jan	24 th Feb	17 th Mar	21 st Apr	5 th May	2 nd June	30 th June
Year 9 (two classes)	Group1 (Girls)	Netball	Volleyball	Problem solving, orienteering	Health Related Fitness, gymnastics & dance	Volleyball	Badminton	Dodgeball/ Bench ball	Hockey	Football	Athletics	Rounders	Tennis
	Group2 (Boys)	Football	Rugby	Badminton	Basketball	Health Related Fitness, gymnastics & dance	Table tennis	Volleyball	Problem solving, orienteering & dodgeball	Athletics	Tennis	Cricket	Rounders