

Year 9 Girls Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from Year 7 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4

Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
Football	To apply technical skills in tactical game contexts, focusing on decision-making, teamwork, and competitive performance. Students develop shooting, tactical awareness, and understanding of formations to prepare for more advanced game play at KS4 and beyond.	<p>1. Recap on dribbling, passing and control</p> <p>To know that using different parts of the foot (inside, outside, sole) changes speed and direction.</p> <p>To know that passing with inside of foot increases accuracy; laces can be used for longer passes.</p> <p>To know how to dribble with close control, using both feet.</p> <p>To know how to pass accurately over short and medium distances</p>	Control, accuracy	<ul style="list-style-type: none"> - Apply tactical understanding in full game contexts - Refine shooting and finishing skills with composure under pressure - Build resilience, adaptability, and independence in competitive play - Develop leadership and communication within formations and roles - Strengthen teamwork by balancing attacking and defensive responsibilities - Recognise and value the contribution of every position and role in a team
		<p>2. Shooting from angles & distances</p> <p>To know that shot choice depends on distance, angle, and goalkeeper.</p> <p>To know that composure is vital under pressure.</p> <p>To know how to adjust shot technique for close/long range.</p> <p>To know how to stay composed when finishing in matches.</p>	Composure, Finishing, Angle, Distance	
		<p>3. Attacking tactics</p> <p>To know that overloads create numerical advantage.</p> <p>To know that counter-attacks rely on speed, width, and timing.</p> <p>To know how to create and use overloads in attack.</p> <p>To know how to transition quickly on the counter.</p>	Overload, Counter-attack, Transition, Numerical advantage	
		<p>4. Defensive tactics</p> <p>To know that pressing high forces opposition errors.</p> <p>To know that covering provides defensive balance.</p> <p>To know how to press in pairs or small units.</p> <p>To know how to provide cover and delay when defending.</p>	Pressing, Cover, Defensive balance, Delay	
		<p>5. Team formations & roles</p> <p>To know that formations balance attack/defence differently.</p> <p>To know that each role (defender, midfielder, forward) has core responsibilities.</p> <p>To know how to play within a chosen team shape.</p> <p>To know how to adapt movement depending on position/role.</p>	Formation, Positioning, Roles, Structure	
		<p>6. Game application</p>	Discipline, Decision-making, Tactics, Game play	

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		<p>To know that successful teams balance attacking creativity with defensive discipline.</p> <p>To know that decision-making influences performance.</p> <p>To know how to apply tactical principles in real game play.</p> <p>To know how to adapt decisions quickly in match situations.</p>		
Gymnastics	To refine gymnastic skills and apply them on apparatus. Students build on floor sequences from Year 8, adding apparatus skills, vaults, and advanced linking. The focus is on safety, precision, and creativity, preparing students for more independent and advanced routines at KS4.	<p>1. Refining floor skills</p> <p>To know that Refinement improves accuracy and fluency.</p> <p>To know that Extension and tension improve performance quality.</p> <p>To know how to Refine balances, rotations, and jumps with precision.</p> <p>To know how to Demonstrate extension and clarity in sequences.</p>	Refinement, Fluency, Extension, Precision	<ul style="list-style-type: none"> - Perform apparatus mounts/dismounts with control - Perform apparatus balances (front support, arabesque, straddle, dish/arch on benches/vaults) - Perform rotations and vaults (squat vault, straddle vault, handspring prep) - Link apparatus and floor skills into fluent sequences - Apply refinement and precision to enhance performance quality - Build confidence, resilience, and leadership when working on apparatus
		<p>2. Introduction to apparatus</p> <p>To know that Apparatus requires strength, safety, and correct technique.</p> <p>To know that Mounts and dismounts must be controlled.</p> <p>To know how to Perform simple mounts/dismounts on benches and vaults.</p> <p>To know how to Perform basic balances or jumps on apparatus.</p>	Apparatus, Mount, Dismount, Control	
		<p>3. Apparatus balances & rotations</p> <p>To know that Apparatus balances require stability and control.</p> <p>To know that Rotations on apparatus must be adapted for safety.</p> <p>To know how to Perform balances (front support, arabesque, straddle) on apparatus.</p> <p>To know how to Perform rotations such as squat-on or straddle-on vault preps.</p>	Apparatus balance, Support, Squat-on, Straddle-on	
		<p>4. Vaults</p> <p>To know that Vaults require speed, power, and correct take-off.</p> <p>To know that Vaults progress in difficulty (squat, straddle, handspring).</p> <p>To know how to Perform a squat vault with safe technique.</p> <p>To know how to Progress to straddle vault or handspring vaults.</p>	Vault, Squat vault, Straddle vault, Handspring	

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		<p>5. Sequencing with apparatus To know that Sequences should combine floor and apparatus skills. To know that Variety and creativity increase performance impact. To know how to Create sequences linking apparatus and floor skills. To know how to Choreograph smooth transitions between apparatus and floor.</p>	Sequence, Transition, Variety, Creativity	
		<p>6. Performance & evaluation To know that Performance requires confidence, projection, and accuracy. To know that Evaluation refines future work. To know how to Perform a routine including apparatus and floor skills. To know how to Apply peer/self-feedback to refine skills.</p>	Performance, Projection, Evaluation, Refinement	
Rugby	To provide an introduction to safe contact (optional for students), while refining handling, decision-making, and tactical play. Students may progress from two-hand touch rugby to controlled contact (tackling) depending on confidence and ability, ensuring safety and inclusivity.	<p>1. Refining handling & passing To know that Accurate backward passing maintains possession. To know that Depth and width create attacking opportunities. To know how to Pass backwards under defensive pressure. To know how to Use depth and width to stretch defence.</p>	Depth, Width, Possession, Pressure	<ul style="list-style-type: none"> - Refine passing and handling under pressure - Develop support play and tactical decision-making - Safely introduce contact (tackling) for confident players - Strengthen teamwork and communication in competitive games - Apply tactical awareness in structured game play - Build confidence,
		<p>2. Support play & decision-making To know that Support ensures continuity of play. To know that Decision-making is key to attack and defence. To know how to Run onto the ball in support. To know how to Decide when to pass, run, or recycle possession.</p>	Continuity, Option, Recycle, Momentum	
		<p>3. Introduction to contact To know that tackling must be safe, below the waist, and controlled. To know that Falling safely reduces risk of injury. To know how to Attempt a side-on tackle safely. To know how to Fall safely when tackled.</p>	Tackle, Contact, Safety, Side-on	
		<p>4. Defence & tackling To know that Defenders work as a line to prevent gaps. To know that Tackling technique ensures safety.</p>	Defensive line, Tackle, Pressure, Safety	

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		<p>To know how to Organise in a defensive line. To know how to Execute safe tackles if confident (or two-hand touch).</p> <p>5. Small-sided contact/tag games To know that Game play develops tactical understanding. To know that Teamwork and communication underpin success. To know how to Apply attack and defence in modified games. To know how to Use contact (if confident) or two-hand touch rules.</p> <p>6. Performance & evaluation To know that Effective teams balance attack and defence. To know that Reflection improves performance. To know how to Play structured tag or contact rugby. To know how to Evaluate performance individually and as a team.</p>	<p>Game play, Communication, Tactics, Defence</p> <p>Balance, Reflection, Evaluation, Attack/Defence</p>	<p>resilience, and leadership</p>
Netball	<p>To refine technical and tactical netball skills, focusing on shooting, defending, and competitive play. Students apply their knowledge of rules, positions, and strategies in structured games, preparing them for higher-level performance at KS4.</p>	<p>1. Refining passing & movement To know that passing accuracy and timing maintain possession. To know that movement off the ball creates attacking chances. To know how to Pass under pressure with correct technique. To know how to Move into space to support teammates</p> <p>2. Transitions: attack to defence and defence to attack To know that games are often decided during moments of transition. To know that quick reactions can create scoring opportunities or prevent goals. To know how to switch from attacking to defensive roles immediately after losing possession. To know how to spread quickly into attacking positions after a turnover.</p> <p>3. Defensive tactics To know that defence can control the game by forcing mistakes To know that pressure does not always mean interceptions To know how to apply pressure to force rushed passes</p> <p>4. Game management and tactics</p>	<p>Timing, Pressure, Possession, Movement</p> <p>Centre pass, Build-up play, Shooting circle, Accuracy</p> <p>Pressure</p> <p>Discipline Decision making</p>	<p>- Refine passing, shooting, and movement - Strengthen defensive marking, interception, and pressure - Apply unit defending strategies (lines, double-marking, restricting space) - Build5 N confidence, resilience, and leadership in competitive play - Develop decision-making and tactical awareness under pressure</p>

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		<p>To know that teams can manage games by controlling pace and possession</p> <p>To know that poor decision-making leads to turnovers</p> <p>To know how to recognise when to speed up play or retain possession</p> <p>To know how to make decisions based on positioning</p>	Turnover Control	- Recognise and value the importance of defensive organisation
		<p>5. Competitive games</p> <p>To know that full game play requires teamwork, rules, and positional discipline.</p> <p>To know that communication enhances defensive organisation</p> <p>To know how to play structured games applying defensive principles.</p> <p>To know how to rotate positions during competitive play.</p>	Competitive play, Communication, Roles, Teamwork	
		<p>6. Performance & evaluation</p> <p>To know that Performance improves through reflection and feedback.</p> <p>To know that Defensive and attacking balance is key to success.</p> <p>To know how to Play in competitive games with full positions.</p> <p>To know how to Reflect on strengths and areas to improve.</p>	Reflection, Evaluation, Feedback, Performance	
Orienteering	The Year 9 unit focuses on applying refined navigation skills in competitive and independent situations. Students take greater responsibility for planning routes, analysing terrain, and making real-time decisions during challenges and cross-country activities. Lessons encourage	<p>1. Map walk:</p> <p>To know that accurate pacing, map orientation, and symbol recognition are essential for efficient navigation.</p> <p>To know that terrain and distance awareness support route planning.</p> <p>To know how to independently navigate a mapped route in a wider area.</p> <p>To know how to maintain direction and adjust pace to match the terrain.</p>	Distance judgement, terrain awareness, pacing count, orientation, directional control	The Year 9 unit focuses on refining advanced orienteering skills and applying them in more competitive and independent contexts. Students take greater responsibility for planning and executing routes, making quick decisions under pressure, and evaluating their performance. They also engage in leadership and organisational roles
		<p>2. Star exercise North or South:</p> <p>To know that route choice and time management directly affect performance.</p> <p>To know that quick decision-making supports competitive success.</p> <p>To know how to apply efficient route strategies to locate control points.</p> <p>To know how to complete navigation tasks under timed conditions.</p>	Efficiency, route selection, navigation speed, focus, time pressure	

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	leadership, self-management, and reflection, consolidating all previous learning. This ensures students leave KS3 with the confidence, independence, and resilience needed for further outdoor education and physical challenges.	<p>3. Star exercise North or South:</p> <p>To know that accuracy under pressure improves scoring outcomes.</p> <p>To know that maintaining calmness and focus supports better navigation.</p> <p>To know how to review and adapt route planning based on previous attempts.</p> <p>To know how to record evidence of control visits accurately for scoring.</p>	Adaptability, accuracy, review, route reflection, problem-solving	through team challenges and competitions. Enrichment comes through building resilience, independence, and reflective thinking, as well as developing leadership and cooperation in real-world problem-solving situations. This prepares students for greater self-management and confidence in outdoor physical activities beyond KS3.
		<p>4. Team anagram:</p> <p>To know that effective teamwork can improve efficiency and problem-solving in group navigation.</p> <p>To know that leadership and communication are key to team success.</p> <p>To know how to collaborate effectively to complete a navigation challenge.</p> <p>To know how to use combined knowledge to solve team-based puzzles quickly.</p>	Anagram, leadership, communication, collaboration, strategy, efficiency	
		<p>5. Cross country competitions:</p> <p>To know that endurance and pacing are essential for longer-distance navigation and running.</p> <p>To know that strategic pacing supports consistent performance across a course.</p> <p>To know how to maintain running rhythm and map awareness during competition.</p> <p>To know how to apply self-management and perseverance in a competitive setting.</p>	Endurance, pacing strategy, stamina, determination, competitive focus	
		<p>6. Finding factors:</p> <p>To know that orienteering can include mental as well as physical challenges.</p> <p>To know that applying problem-solving skills improves focus and engagement.</p>	Mental agility, problem-solving, precision, task management, resilience	

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		<p>To know how to combine navigation with numerical or clue-solving tasks.</p> <p>To know how to balance speed, accuracy, and teamwork to complete a multi-step challenge.</p>		
Health related fitness	The Year 9 unit applies students' understanding of fitness components to practical training design and evaluation. Lessons cover linking components to sport, applying the FITT principle, and refining training plans, supported by testing and review. By combining knowledge with practice, students develop independence, problem-solving, and leadership, building directly on the physiological awareness of Year 7 and the component-specific knowledge of Year 8 to prepare them for GCSE & Btec PE.	<p>1. Recap 5 components of fitness (in a circuit):</p> <p>To know that the 5 components work together to support sports performance.</p> <p>To know that training methods can be matched to specific components.</p> <p>To know how to complete a multi-station circuit targeting different components.</p> <p>To know how to track heart rate and intensity during circuit work.</p>	Integrated fitness, circuit training, aerobic threshold, anaerobic zone, monitoring intensity	The Year 9 unit challenges students to apply their knowledge by linking components of fitness to sporting performance and using the principles of training to design and refine personal programmes. They will develop practical skills in planning, testing, and reviewing training, which mirror the analytical requirements of GCSE PE. Alongside physical skills, this unit enriches wider learning by encouraging problem-solving, independence, and leadership as students take responsibility for their own progress. Building on the physiological knowledge gained in Year 7 and the component-specific
		<p>2. Linking components of fitness to sports performance:</p> <p>To know that different sports emphasise different components of fitness.</p> <p>To know that analysing performers helps identify required fitness demands.</p> <p>To know how to link each component to a relevant sport (e.g., strength → rugby).</p> <p>To know how to explain why components are important in specific sports.</p>	Performance demands, sport-specific fitness, application, analysis	
		<p>3. Principles of training (FITT + Overload):</p> <p>To know that the FITT principle (Frequency, Intensity, Time, Type) guides effective training.</p> <p>To know that progressive overload is needed to improve fitness.</p> <p>To know how to apply FITT to a chosen training method.</p> <p>To know how to adjust weights, reps, or intensity to achieve overload.</p>	Frequency, intensity, time, type, progressive overload	
		<p>4. Testing and evaluation:</p> <p>To know that repeated testing tracks progress and identifies improvements.</p> <p>To know that reliability and validity make testing meaningful.</p>	Baseline testing, retesting, reliability, improvement, data analysis	

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		<p>To know how to perform a range of fitness tests safely and accurately. To know how to evaluate results against baseline or previous years.</p>		<p>understanding from Year 8, this unit ensures students are confident in applying theory to practice, providing a strong platform for success at KS4.</p>
		<p>5. Designing a personal training plan: To know that training programmes should target specific goals and components. To know how to design a simple 4-week circuit training plan targeting one component of fitness. To know how to select appropriate exercises to achieve a chosen goal.</p>	<p>Specificity, training intensity, reps / sets</p>	
		<p>6. Performance and review: To know that performance skills such as focus, confidence, and motivation support training outcomes. To know that reflection helps set new goals and monitor improvement. To know how to present their training outcomes through a short practical circuit or routine. To know how to review their plan's effectiveness and suggest improvements.</p>	<p>Presentation, confidence, motivation, reflection, goal setting</p>	
Hockey	<p>In Year 9, students progress to advanced skills such as sweep hits, elimination dribbling, and overload strategies, alongside defensive concepts like pressing and marking. The focus is on applying skills in full-sided games with greater tactical awareness and decision-</p>	<p>1. Recap core skills (dribbling, passing, tackling) in conditioned drills: To know that effective hockey requires combining dribbling, passing, and tackling. To know that playing under pressure develops decision-making. To know how to apply all core skills in conditioned practices. To know how to maintain control under time or space constraints.</p>	<p>Combination play, decision-making, pressure, control, execution</p>	<p>The Year 9 unit challenges students to apply advanced skills such as sweep hits, elimination dribbling, and tactical overloads in both attack and defence. They will develop a stronger understanding of team strategies, including pressing, marking, and structured game play. Enrichment is</p>
		<p>2. Advanced dribbling (eliminating a defender, feints): To know that feints and changes of direction can eliminate defenders. To know that close ball control is key to beating opponents. To know how to use a feint to beat a defender. To know how to dribble into space after eliminating an opponent.</p>	<p>Feint, elimination, 1v1, change of pace, breakthrough</p>	

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	making. This unit consolidates technical and tactical knowledge from previous years, encouraging independence, leadership, and reflective practice to prepare students for higher-level performance.	<p>3. Advanced hitting (slap hit, sweep hit for accuracy): To know that a sweep hit allows for controlled, powerful passes or shots. To know that accuracy is more important than power when passing long. To know how to perform a sweep hit with correct technique. To know how to apply slap and sweep hits in attacking play.</p>	Sweep hit, slap hit, power vs accuracy, long pass, distribution	seen through problem-solving, leadership, and reflection as students evaluate their performances and adapt their play. Building on the technical and tactical foundations from Years 7 and 8, this unit prepares students for higher-level performance by linking individual skill with tactical awareness and effective team play.
		<p>4. Team attacking strategies – overloads (2v1, 3v2): To know that overloads give attackers numerical advantage. To know that quick passing can exploit defensive weaknesses. To know how to create and use a 2v1 or 3v2 attacking overload. To know how to support teammates effectively in attacking situations.</p>	Overload, 2v1, 3v2, quick passing, support play, build-up play	
		<p>5. Defensive strategies – marking, pressing and team shape: To know that marking limits opponents' attacking options. To know that pressing forces mistakes and regains possession. To know how to mark an opponent effectively. To know how to press as part of a defensive unit.</p>	Marking, pressing, zonal defence, team shape, intercept	
		<p>6. Game play with officiating and tactical reflection: To know that tactical awareness improves overall team performance. To know that reflection on performance identifies strengths and weaknesses. To know how to apply advanced skills and tactics in full games. To know how to review performance and suggest improvements.</p>	Tactical awareness, reflection, evaluation, strategy, game plan	
Badminton	This unit develops students' technical and tactical skills in badminton through a progressive sequence.	<p>1. Recap all serves: To know that by varying your serve it makes you less predictable in your game play. To know when to perform the most appropriate type of serve in a game situation.</p>	Serve, low serve, flick serve, high serve, decision making	Through this badminton unit, students will consolidate key technical skills including the serve, overhead clear, and

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	Recapping the serve, overhead clear, and smash reinforces core techniques before introducing net play to build control and strategic variation. The unit culminates in game play, allowing students to apply skills in context and enhance tactical awareness, decision-making, and cooperative learning.	<p>2. Recap the overhead clear and drop shot:</p> <p>To know that the overhead clear is a defensive shot played from the back of the court to send the shuttle high and deep.</p> <p>To know that this shot is used to move the opponent away from the net and create space.</p> <p>To know that the drop shot is an attacking shot used to bring opponent close to the net.</p> <p>To know when to select the most appropriate overhead shot in game situations.</p>	Overhead clear, drop shot, decision making, throwing action, disguise	smash, which form the foundation of effective court coverage and attacking play. Building on this, learners will be introduced to the concept of net play, developing precision, control, and tactical finesse through shots such as net drops and net kills. The unit culminates in structured game play, enabling students to apply their skills in competitive scenarios that promote tactical awareness, decision-making, and strategic thinking. In addition to physical skill development, students will gain enrichment through improved coordination, resilience, and collaborative learning, fostering both personal growth and a deeper appreciation for the sport.
		<p>3. Smash:</p> <p>To know that the smash is an attacking shot used to win points by hitting the shuttle downwards with speed and power.</p> <p>To know that the smash is most effective when the shuttle is high in the air and in front of the body.</p> <p>To know how to play the smash technique: side on, contact shuttle high, fast arm, snap wrist, hit down and recovery quickly.</p>	Smash, attacking, reach high, fast arm, reaction time, snap wrist	
		<p>4. Refine smash:</p> <p>To know that an effective smash shot is harder for the opponent to return compared to a clear or a drop shot.</p> <p>To know when to play a smash shot within a game situation.</p>	Smash, attacking, reach high, fast arm, reaction time, snap wrist	
		<p>5. Outwitting opponents game play singles:</p> <p>To know that to win, I need to select a variety of shots to move my opponent around the court.</p> <p>To know how to use quick decision making to select the most appropriate shot.</p> <p>To use effective footwork to move around the court quickly to reach the shuttle before it hits the ground.</p>	Serving, overhead clear, smash, net play, scoring, rules, attacking, defending, agile, ready position, singles, disguise, centre court	
		<p>6. Outwitting opponents game play doubles:</p>	Serving, drop shot, overhead clear, smash, net play, net, scoring,	

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		To know that to win, understanding your opponent's weaknesses can be to your advantage. To know how to change your shots to take advantage of your opponent's weaknesses.	weakness, tactics, rules, attacking, defending, agile, ready position, disguise, centre court, front and back, side by side	
Applying athletics skills	The Year 9 unit consolidates and advances students' ability in all athletic disciplines through performance application, tactical awareness, and analysis. Standalone lessons mean the order can be adapted to suit weather and facility availability while maintaining full curriculum coverage. Students focus on refining sprint phases, pacing strategies in middle distance, and advanced field event techniques, supported by peer and self-analysis. This progression from Year 7 and 8 ensures students gain confidence,	<p>1. Sprinting (100m-200m):</p> <p>To know that analysis of technique can help refine performance. To know that reaction time at the start is critical for success. To know how to refine sprint phases using feedback. To know how to apply maximum effort across the whole distance.</p>	Drive phase, acceleration, reaction time, max speed, analysis	The Year 9 unit focuses on applying refined techniques and tactical awareness in a competitive context. Students will work on consistency in sprints, pacing and strategy in middle distance, and refinement in field events such as the flop in high jump and gliding throws. They will also engage in peer and self-analysis to improve performance. Enrichment is provided through leadership in team relays, resilience in pushing personal limits, and reflective practice to evaluate strengths and areas for development. Building on the foundations of Years 7 and 8, this unit ensures students can confidently
		<p>2. Middle distance (800m-1500m):</p> <p>To know that tactics such as drafting and kick finishes are used in middle distance. To know that aerobic endurance supports longer-distance events. To know how to apply pacing strategies to 800m or 1500m races. To know how to sustain effort across multiple laps.</p>	Drafting, aerobic endurance, kick finish, lap slip, tactics	
		<p>3. Relays (4x100m, 4x200m):</p> <p>To know that team strategy influences changeover positioning. To know that changeover efficiency can decide a race outcome. To know how to execute baton passes in competitive settings. To know how to adjust position in the takeover zone for team advantage.</p>	Changeover strategy, incoming/outgoing runner, exchange zone, team order, efficiency	
		<p>4. Long jump:</p> <p>To know that rhythm in the run-up supports consistent take-off. To know that landing technique maximises distance safely. To know how to refine run-up and take-off for accuracy. To know how to use video or peer feedback to improve performance.</p>	Rhythm, run-up accuracy, take-off angle, landing extension, consistency	
		<p>5. High jump:</p> <p>To know that the curved run-up is key to the Fosbury flop. To know that safe landing technique reduces injury risk.</p>	Fosbury flop, curved approach, bar clearance, back arch, safe landing	

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	independence, and performance understanding in athletics.	<p>To know how to approach the bar with correct run-up rhythm.</p> <p>To know how to clear the bar using the flop technique.</p> <p>6. Throwing (shot put/javelin/discus):</p> <p>To know that different throwing events use different release techniques.</p> <p>To know that body coordination increases distance and control.</p> <p>To know how to refine technique with shot put, javelin, or discus.</p> <p>To know how to use feedback to improve consistency.</p>	Glide (shot put), angle of release, power position, technical feedback	participate in athletics while developing qualities transferable to wider learning and life.
Tennis	The Year 9 unit emphasises the application of refined techniques in singles and doubles match play. Students develop tactical awareness, improve serving accuracy, and build sustained rallies with placement and variation. By engaging in structured games with full scoring, they apply their learning in competitive contexts, preparing them for greater independence and confidence in both PE and extracurricular tennis.	<p>1. Groundstrokes refinement:</p> <p>To know that placement is more effective than power in rallies.</p> <p>To know that consistency builds pressure on an opponent.</p> <p>To know how to refine forehand and backhand technique using the capital "C" swing.</p> <p>To know how to hit cross-court and down-the-line targets.</p> <p>2. Serving for accuracy:</p> <p>To know that serving is the only shot entirely under a player's control.</p> <p>To know that accuracy and consistency are more important than power.</p> <p>To know how to perform an overarm serve into the correct service box.</p> <p>To know how to serve as part of a rally or point play.</p> <p>3. Building rallies:</p> <p>To know that movement and anticipation help sustain rallies.</p> <p>To know that longer rallies require consistent shot preparation.</p> <p>To know how to maintain a rally of four or more shots.</p> <p>To know how to recover quickly to prepare for the next shot.</p> <p>4. Net play and court awareness:</p> <p>To know that approaching the net can shorten points and create pressure.</p> <p>To know that volleys and positioning are key at the net.</p> <p>To know how to play approach shots before moving forward.</p>	<p>Cross-court, down-the-line, placement, consistency, swing path</p> <p>First serve, second serve, accuracy, service game, rotation</p> <p>Rally length, anticipation, recovery position, consistency, pressure</p> <p>Approach shot, doubles positioning, court coverage, net dominance</p>	The Year 9 unit focuses on refining groundstrokes, developing serving accuracy, and building rallies with tactical intent. Students apply their skills in singles and doubles contexts, with greater emphasis on using space, court positioning, and teamwork. They also gain experience in full match play with scoring and reflection on performance. Enrichment is provided through resilience in sustaining rallies, leadership in doubles, and reflective practice to identify areas for improvement. Building

Year 9 Girls Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from Year 7 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4

Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
		To know how to position effectively when playing doubles.		on the foundations from Years 7 and 8, this unit ensures students leave with greater confidence in tennis, alongside transferable skills such as communication, problem-solving, and sportsmanship.
		5. Tactics in singles and doubles: To know that using depth and width helps control rallies. To know that teamwork and communication are important in doubles. To know how to play tactically in singles by targeting space. To know how to work with a partner to win points in doubles.	Singles tactics, doubles tactics, communication, strategy, teamwork	
		6. Match play and reflection: To know that tennis matches are structured by games, sets, and points. To know that reflecting on strengths and weaknesses improves learning. To know how to play in a short match with correct scoring. To know how to self-assess performance and set improvement goals.	Set, game, match, umpire, self-reflection	
Striking and fielding - softball	The Year 9 unit focuses on refining technique, developing tactical awareness, and applying skills in competitive gameplay. Students take greater ownership through roles such as captain, umpire, or scorer, promoting leadership and independence. Lessons encourage teamwork, communication, and problem-solving while reinforcing fair play and respect. This unit consolidates prior	1. Core skill recap: To know that successful rounders performance combines batting, bowling, fielding and decision-making. To know that consistency and teamwork improve overall play. To know how to apply key rounders techniques including batting bowling, catching, throwing and base running. To know how to work as a team to execute plays effectively.	Coordination, accuracy, consistency, fielding formation, relay system	The Year 9 unit focuses on applying refined skills and tactical awareness in competitive gameplay. Students take greater responsibility for their roles, showing leadership, teamwork, and communication in both attacking and defensive strategies. They also experience officiating, scoring, and leading peers during small tournaments, promoting confidence and independence. Enrichment comes through resilience,
		2. Batting for placement: To know that aiming into space increases scoring opportunities. To know that different batting shots can be used to avoid fielders and pressure the opposition. To know how to make effective batting decisions, including when to attempt half or full rounders.	Placement, direction, hitting zone, shot selection, awareness	
		3. Fielding and team strategy: To know that effective fielding relies on organisation and communication. To know that different fielding positions have specific responsibilities.	Double play, cut-off throw, defensive shift, anticipation, leadership	

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Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
	learning and prepares students for more advanced team sports and leadership opportunities.	To know how to work together to limit scoring and get batters out. To know how to anticipate batting choices and react quickly and safely.		cooperation, and reflective thinking, as students evaluate their performance and that of their team. Building on prior learning, this unit prepares students for more advanced team dynamics and leadership beyond Key Stage 3.
		4. Bowling, backing up and tactical play: To know that accurate bowling creates pressure and limits batting success. To know that backing up teammates improves defensive effectiveness. To know how to apply tactical decisions when bowling, fielding, and returning the ball.	Tactical awareness, adaptability, decision-making, team strategy, communication	
		5. Consolidating game play: To know that refining skills leads to more confident, consistent play. To know that communication is key to successful teamwork. To know how to demonstrate improved skills and decision-making in games. To know how to make informed decisions when batting, fielding and running between bases.	Application, positioning, pressure play, collaboration, evaluation	
		6. Competitive whole game/tournament: To know that teamwork, leadership, and respect underpin competitive play. To know that performance improves through self-reflection and feedback. To know how to participate confidently in a full competitive rounders game. To know how to demonstrate leadership, cooperation, and sportsmanship.	Tournament, fixture, captain, scorer, sportsmanship	
Cricket	In Year 9, the focus is on consolidating batting, bowling, and fielding while applying tactics and teamwork in fun but competitive games.	1. Recap core skills: To know that batting, bowling, and fielding are the three main skills in cricket. To know that consistency improves overall performance. To know how to practise all three skills at different activity stations. To know how to apply previous learning with accuracy.	Station, consistency, technique, accuracy, execution	The Year 9 unit focuses on consolidating batting, bowling, and fielding into fun, competitive formats that emphasise teamwork, leadership,

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	Lessons highlight partnerships, bowling consistency, fielding challenges, and tournament play with roles in umpiring and scoring. This ensures students apply skills with confidence, develop leadership and responsibility, and leave with both technical ability and wider qualities transferable to sport and life.	<p>2. Batting partnerships:</p> <p>To know that batting in pairs builds teamwork and communication.</p> <p>To know that shot placement helps partners score more runs.</p> <p>To know how to work with a partner to rotate the strike.</p> <p>To know how to place shots safely into gaps.</p>	Partnership, rotation of strike, placement, boundary, communication	and tactical thinking. Students will work in partnerships, apply consistency in bowling, and participate in small tournaments with roles such as umpiring and scoring. These experiences not only strengthen technical ability but also enrich learning through responsibility, problem-solving, and collaboration. Building on the skills and awareness developed in Years 7 and 8, this unit ensures students leave with confidence in cricket, enjoyment of team play, and transferable qualities that support their wider personal development.
		<p>3. Bowling consistency:</p> <p>To know that consistent deliveries make it harder for batters to score.</p> <p>To know that fair deliveries are required for play to continue.</p> <p>To know how to bowl accurately towards the stumps.</p> <p>To know how to repeat deliveries with a consistent action.</p>	Line, length, action, delivery stride, accuracy	
		<p>4. Fielding:</p> <p>To know that quick, accurate fielding prevents runs being scored.</p> <p>To know that teamwork improves fielding effectiveness.</p> <p>To know how to work with teammates in relay and reaction drills.</p> <p>To know how to communicate clearly when fielding.</p>	Reaction, relay, anticipation, teamwork, coordination	
		<p>5. Conditioned games:</p> <p>To know that small changes to rules highlight specific skills.</p> <p>To know that conditioned games help practise tactics in a fun way.</p> <p>To know how to play modified versions of cricket with simplified scoring.</p> <p>To know how to adapt to different game conditions.</p>	Conditioned game, rule adaptation, scenario, strategy, decision-making	
		<p>6. Mini tournament:</p> <p>To know that cricket is a team game requiring cooperation and strategy.</p> <p>To know that fair play and respect are essential in competition.</p> <p>To know how to take part in a mini-tournament as a player and official.</p> <p>To know how to reflect on performance to identify strengths and areas to improve.</p>	Tournament, fixture, scoring, umpiring, reflection	