

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
Rugby	Rugby is taught to develop pupils' physical skills, teamwork, and tactical understanding within a safe and inclusive game. Simplified rugby with tackling, ball presentation, and the introduction of the ruck allows students to apply core techniques in a controlled environment. Teaching the ruck enhances pupils' understanding of contesting possession, body positioning, and collective effort, while reinforcing communication, resilience, and decision-making skills that extend beyond sport.	Recap tackling: To know how to tackle safely using the correct technique to reduce the chance of injury. To know that tackling takes practice to get the right timing and technique. To know how to increase confidence by tackling at higher speeds once the basics feel secure.	Ready position, crouch, target thigh, shoulder contact, wrap arms, cheek to cheek, drive legs	A unit of work on rugby skills, culminating in a simplified game with safe tackling, ball presentation, and the introduction of the ruck, provides pupils with the opportunity to develop a broad range of physical, technical, and social skills. Pupils acquire core movement and ball-handling skills, including passing, catching, evasion, tackling, presenting the ball, and engaging in a ruck, alongside tactical understanding such as positioning, decision-making, and creating space. Learning how to contest possession through the ruck deepens pupils' appreciation of teamwork, body control, and strategic play. The inclusion of simplified rugby as the culminating activity allows pupils to apply these skills within a safe, controlled, and inclusive game-based context. In addition to physical competence, pupils also enrich their personal development by enhancing teamwork, communication, resilience, and problem-solving — qualities that are transferable beyond
		Ball presentation: To know that once tackled, you must release the ball so play can continue. To know that keeping the ball available helps your team keep possession. To know that protecting the ball prevents the opposition from winning it. To know how to fall safely and turn your body to face your own team. To know how to stretch your arms and place the ball back towards your teammates. To know how to keep the ball close to the body before presenting it.	Long arms, stretch, protect head, ball control, turn body	
		Introduce ruck: To know that a ruck happens when the ball is on the ground and players from both teams are competing for it. To know that the purpose of a ruck is to retain or win possession of the ball. To know how to approach a ruck safely and legally. To know how to bind correctly to teammates during a ruck. To know how to stay low and strong to maintain balance and protect the ball. To know how to drive forward using legs and body position.	Ball in two hands, present ball, secure, eyes up, flat back, stay on feet, shield	
		Ruck development: To know that only players on their feet can take part in a ruck. To know that hands cannot be used to pick up the ball during a ruck. To know that joining a ruck from the side is not allowed—it must be from behind the hindmost foot. To know how to recognize when to join a ruck and when to stay out. To know how to retreat and realign after a ruck is completed.	Ball in two hands, present ball, secure, eyes up, flat back, stay on feet, shield, clear out, contested, pick and go, pass, second phase	
		Competitive games: To know that keeping formation helps the team stay organised in attack and defence. To know that spreading out creates more space and passing options. To know that bunching together makes it easier for defenders to stop the attack. To know that a flat line in defence makes it harder for attackers to break through. To know how to move up and back together as a team when	Rules, attacking and defensive lines, tackle, ruck, support	

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
		defending. To know how to support the ball carrier by running in parallel lines. To know how to communicate with teammates to keep the shape of the team.		sport and contribute to their wider education and personal growth.
		Competitive games: To know that keeping formation helps the team stay organised in attack and defence. To know that spreading out creates more space and passing options. To know that bunching together makes it easier for defenders to stop the attack. To know that a flat line in defence makes it harder for attackers to break through. To know how to move up and back together as a team when defending. To know how to support the ball carrier by running in parallel lines. To know how to communicate with teammates to keep the shape of the team.	Rules, attacking and defensive lines, tackle, ruck, support	
Badminton	This unit develops students' technical and tactical skills in badminton through a progressive sequence. Recapping the serve, overhead clear, and smash reinforces core techniques before introducing net play to build control and strategic variation. The unit	Recap low serve, high serve and ready position: To know that the shuttle must be hit below the waist and with the racket pointing downwards when serving. To know that a good low serve makes it harder for the opponent to attack. To know how to hold the racket correctly for a low serve. To know how to stand in the correct position when serving. To know how to swing the racket gently so that the shuttle just clears the net. To know that the high serve is used mainly in singles to push the opponent to the back of the court. To know that the shuttle must be hit underarm, below the waist, and travel high and deep into the opponent's service box. To know that the high serve gives the server more time to prepare for the next shot	Serve, low serve, shuttlecock (shuttle), service box, racket face, grip, contact point, trajectory, fault, receiver, consistency, high serve, underarm action, service box, trajectory, depth	Through this badminton unit, students will consolidate key technical skills including the serve, overhead clear, and 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
		Recap the overhead clear and smash: To know that the overhead clear is a defensive shot played from the back of the court to send the shuttle high and deep. To know that this shot is used to move the opponent away from the net and create space. To know that the overhead clear has a similar action to a throwing motion. To know how to prepare with the racket up and behind the head before striking. To know how to contact the shuttle at the highest point for maximum control and distance. To know how to follow through with	High serve, underarm action, service box, trajectory, depth, fault, overhead clear, back boundary line, contact point, follow through, preparation, recovery, highest point, hit, hard, back of court, stance	

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
	culminates in game play, allowing students to apply skills in context and enhance tactical awareness, decision-making, and cooperative learning.	the racket to complete the shot smoothly. To know that the smash is an attacking shot used to win points by hitting the shuttle downwards with speed and power. To know that the smash is most effective when the shuttle is high in the air and in front of the body. To know that a smash is harder for the opponent to return compared to a clear or drop shot. To know how to prepare with the racket high and behind the head before striking. To know how to contact the shuttle at the highest point to generate a steep downward angle. To know how to use body rotation and follow-through to add power to the shot.	Smash, overhead action, angle, power, rotation, throw racket head, downwards, attacking shot	development, students will gain enrichment through improved coordination, resilience, and collaborative learning, fostering both personal growth and a deeper appreciation for the sport.
		Net Play: To know that net play involves shots played close to the net, such as net drops, net lifts, and net kills, which are used to control the pace and positioning of the rally. To know that effective net play requires quick reflexes, soft touch, and strategic anticipation of the opponent's response. To know that positioning and footwork near the net are critical for maintaining balance and readiness for follow-up shots. To know that net play is often used to force errors, create attacking opportunities, or transition into offensive play. To know how to perform a basic net drop with controlled racket movement and minimal follow-through to keep the shuttle low and tight to the net. To know how to execute a net lift when under pressure, using correct technique to send the shuttle high and deep into the opponent's court. To know how to apply appropriate footwork patterns to approach the net quickly and recover efficiently after playing a net shot. To know how to read the opponent's body language and racket position to anticipate net shots and respond with appropriate counterplay.	Soft touch, step into net, short, lunge, net shot, net drop, net kill, net lift, tumbling net shot, control, anticipation, deception	
		Outwitting opponents game play singles: 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.	Low serve, high serve, overhead clear, smash, net play, service box, net, fault, scoring, weakness, tactics, rules, attacking,	

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
			defending, agile, ready position, singles, disguise, centre court	
		Outwitting opponents game play singles: 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.	Low serve, high serve, overhead clear, smash, net play, service box, net, fault, scoring, weakness, tactics, rules, attacking, defending, agile, ready position, singles, disguise, centre court	
		Outwitting opponents game play doubles: 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.	Low serve, high serve, overhead clear, smash, net play, service box, net, fault, scoring, weakness, tactics, rules, attacking, defending, agile, ready position, singles, disguise, centre court, doubles, front and back, side by side	
Hockey	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	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.	Combination play, decision-making, pressure, control, execution	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 seen through problem-solving, leadership, and reflection as students evaluate their performances and adapt their play. Building on the technical and tactical
		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.	Feint, elimination, 1v1, change of pace, breakthrough	
		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.	Sweep hit, slap hit, power vs accuracy, long pass, distribution	

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
	full-sided games with greater tactical awareness and decision-making. This unit consolidates technical and tactical knowledge from previous years, encouraging independence, leadership, and reflective practice to prepare students for higher-level performance.	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.	Overload, 2v1, 3v2, quick passing, support play, build-up play	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.
		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.	Marking, pressing, zonal defence, team shape, intercept	
		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.	Tactical awareness, reflection, evaluation, strategy, game plan	
Gymnastics – flight	This unit develops strength, power, and control through the theme of “flight,” moving from basic rotations and jumps to springboard take-offs and vaults such as straight, through, and	Rotation and jumps from floor/bench: To know that safe take-off and landing techniques are essential for controlled jumps and rotations. To know that height, body tension, and arm drive affect the quality of jumps. To know how to perform straight, tuck, and star jumps with correct take-off and landing. To know how to combine jumps with rotations from the floor and bench safely.	Rotation, take-off, landing, extension, arm drive	By completing this unit, students will develop advanced gymnastic skills including rotations, springboard jumps, and vaults such as straight, through, and straddle, improving their strength, coordination, and body control. They will refine take-off, flight, and landing techniques, as well as link movements into fluent sequences that demonstrate accuracy and performance
		Flight from springboard: To know that the springboard is used to generate power and height in flight. To know that correct foot placement and approach technique influence the effectiveness of take-off. To know how to use a springboard to perform controlled jumps with safe landings. To know how to coordinate arm swing and body extension to maximise lift.	Springboard, rebound, foot placement, momentum, coordination	

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
	straddle. Students refine technique, body tension, and safe landings before combining skills into sequences that highlight accuracy, fluency, and performance. Alongside physical progress, the unit fosters resilience, teamwork, and confidence, enriching students' learning through both skill development and creative performance.	Vaults on/off box: To know that vaulting requires speed, power, and accuracy in approach, take-off, and landing. To know that hand placement on the box is key to maintaining control and body alignment. To know how to perform straight, star and tuck jumps off a box. To know how to demonstrate correct hand support when vaulting over a box.	Vault, approach, hand placement, body tension, control, cushion landing, head up	quality. Beyond physical skills, the unit enriches learning by fostering resilience when tackling challenging vaults, teamwork and trust when working in groups, and confidence and creativity in performance. These outcomes build on prior gymnastics foundations and prepare students for more complex movement and performance demands at KS4.
		Through vaults: To know that through vaults involve travelling across the box with continuous forward momentum. To know that body extension and flight shape affect the height and smoothness of vaults. To know how to approach the box with speed and accuracy to perform a through vault. To know how to maintain body tension to ensure safe and controlled landings.	Through vault, forward momentum, trajectory, continuous motion, cushion landing, head up	
		Straddle vaults: To know that the straddle vault requires flexibility and strong-arm support on the box. To know that timing of leg lift and push-off determines the success of the vault. To know how to execute a straddle vault with correct leg and hand placement. To know how to refine technique to achieve height, control, and fluency in performance.	Straddle vault, flexibility, push-off, timing, fluency, hand placement, take-off, cushion landing, head up	
		Refine vaults and flight on and off the box: To know that refinement of technique improves consistency, height, and aesthetic quality in vaults. To know that performance skills such as focus, confidence, and precision enhance final routines. To know how to combine vaults and jumps into a smooth performance sequence. To know how to apply control, timing, and presentation when demonstrating vaults in front of others.	Refinement, precision, sequence, presentation	
Football	This unit builds on previous work developing students tactical awareness,	Shooting basics: To know that hitting the target is important when shooting. To know that shooting technique affects power & accuracy. To know that quick decision-making is key when shooting. To know how to strike with laces/inside foot. To know how to prepare body for balance in shot. To know how to create space before shooting.	Shot, shooting, accuracy, power, target, laces, instep, balance, space, decision	This unit builds on the technical and tactical foundations of the earlier stages by focusing on attacking combinations, crossing, and finishing. Students

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
	attacking combinations and finishing. Skills such as shooting, crossing, are game-relevant, while conditioned matches promote creativity, quick decision-making, and teamwork in realistic attacking situations.	Passing into shooting: To know that good passing creates goal chances. To know that timing of pass affects finishing. To know that supporting runs enable quick attacks. To know how to perform a one-two pass. To know how to shoot after receiving pass. To know how to combine passing & shooting effectively.	Passing, one-two, wall pass, target, head over ball, laces, instep	have opportunities to apply their skills in challenging, goal-focused scenarios. The activities provide opportunities to combine passing, movement, and decision-making under realistic match conditions, challenging students to work creatively and effectively as a team. This emphasis on attacking play not only motivates learners through the excitement of scoring but also enriches their wider development. Students must communicate clearly, show resilience in high-pressure situations, and adapt quickly to defensive challenges, developing both confidence and composure. By engaging in fast-paced attacking drills and conditioned games, students also enhance their problem-solving skills, learning to recognise and exploit opportunities collectively. This progression ensures that students develop footballing ability and also transferable skills in leadership, teamwork, and determination.
		Crossing and finishing: To know that wide play stretches defences. To know that timing of runs affects crosses. To know that different crosses suit different finishes. To know how to deliver crosses into dangerous areas. To know how to attack cross with header/foot. To know how to time runs into box.	Cross, crossing, wide play, timing, runs, clip, chip, drive, laces, instep, target	
		Attacking tactics: To know that overlaps and off the ball runs disrupt defences. To know that quick passing creates space. To know that teamwork produces goal chances. To know how to perform overlap runs. To know how to create space with movement before receiving.	Attacking, overlap, off the ball, space, teamwork	
		Attacking under pressure: To know that defenders limit time and space. To know that composure is vital near goal. To know that quick finishing prevents defensive recovery. To know how to shoot under defensive pressure. To know how to protect ball in attack. To know how to attack quickly on a break away.	Close down, jockey, man-to-man, show outside, show inside, side on, composure, shield, break away	
		Small-sided games: To know that changing tactics during a game, increases scoring chances. To know that attacking is more effective with teamwork. To know that decision-making is crucial in the final third. To know how to finish from different scenarios. To know how to link passing, crossing, and shooting. To know how to apply attacking skills in games.	Tactics, teamwork, final third, finish, passing, crossing shooting	
Volleyball	This unit develops Year 9 students'	Introduce volleyball through throw catch game: To know that volleyball is a net game where teams aim to return the ball before it	Rally, court, rotation, communication, teamwork	By completing this unit, students will develop the

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
	coordination, control, and teamwork by progressing from simple throw–catch games to core volleyball skills such as the set shot and underarm serve. Lessons build towards applying these techniques in rallies and small-sided games, culminating in competitive match play. The focus on skill development, communication, and tactical awareness ensures students gain both practical ability and wider qualities such as resilience and cooperation.	hits the floor. To know that catching and throwing builds the coordination needed for volleying. To know how to work with teammates to keep a rally going. To know how to move into space to receive the ball.		fundamental technical skills of volleyball, including serving, setting, and sustaining rallies, alongside tactical awareness through small-sided and full game play. They will learn how to apply these skills in competitive situations, improving accuracy, control, and decision-making under pressure. Beyond technical development, the unit enriches students’ learning by fostering teamwork, communication, and resilience, as success in volleyball relies heavily on cooperation and support between teammates. Students will also build confidence, problem-solving skills, and adaptability as they progress from basic throw–catch activities to applying recognised volleyball techniques in match contexts, providing both personal growth and preparation for future team sport participation.
		Throw catch game with 2 catches max: To know that limiting catches increases realism and prepares players for volleys. To know that anticipation and movement are key to keeping the rally alive. To know how to adjust body position quickly to receive the ball. To know how to communicate effectively with teammates during play.	Anticipation, movement, decision making, support play, consistency	
		Introduce set technique: To know that the set shot is used to control and prepare the ball for an attack. To know that correct hand and body positioning improve accuracy and control. To know how to perform a basic set shot using fingertips and bent elbows. To know how to cushion the ball to control height and direction.	Set, set shot, high, fingers, bend, power, accuracy, pass, volley, cushion, preparation	
		Set shot development: To know that the set shot is most effective when directed to a teammate in space. To know that timing and coordination are essential for successful rallies. To know how to link set shots in a rally with teammates. To know how to vary the direction of the set shot to create attacking options.	Timing, coordination, placement, control, rally building	
		Underarm serve: To know that the serve is the skill used to start a rally. To know that consistency and accuracy are more important than power when serving. To know how to perform an underarm serve with correct technique. To know how to aim the serve into a target area of the opponent’s court.	Serve, underarm serve, target area, consistency, fault, fist	
		Game play: To know that effective teamwork, communication, and rotation are essential in volleyball. To know that applying basic skills under pressure is key to success in a game. To know how to combine serving, set shots, and rallies in a competitive game. To know how to demonstrate teamwork, resilience, and sportsmanship in match play.	Rotation system, court awareness, rules, scoring, tactics, serve, set, dig, high, movement, formation, positions, resilience, sportsmanship	

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
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-	Recap 5 components of fitness: To know that the 5 components work together to support sports performance. To know that training methods can be matched to specific components. To know how to complete a multi-station circuit targeting different components. To know how to track heart rate and intensity during circuit work.	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 understanding from Year 8, this unit ensures students are confident in applying theory to practice, providing a strong platform for success at KS4.
		Linking components of fitness to sports performance: To know that different sports emphasise different components of fitness. To know that analysing performers helps identify required fitness demands. To know how to link each component to a relevant sport (e.g., strength → rugby). To know how to explain why components are important in specific sports.	Performance demands, energy systems, sport-specific fitness, application, analysis	
		Principles of training (FITT + Overload): To know that the FITT principle (Frequency, Intensity, Time, Type) guides effective training. To know that progressive overload is needed to improve fitness. To know how to apply FITT to a chosen training method. To know how to adjust weights, reps, or intensity to achieve overload.	Frequency, intensity, time, type, progressive overload	
		Designing a personal training plan: To know that training programmes should target specific goals and components. To know that balance across components prevents overtraining and injury. To know how to design a simple 4-week plan targeting one component. To know how to select appropriate exercises and methods for a chosen goal.	Programme demand, training load, periodisation, adaptation, individual needs	
		Testing and evaluation: To know that repeated testing tracks progress and identifies improvements. To know that reliability and validity make testing meaningful. To know how to perform a range of fitness tests safely and accurately. To know how to evaluate results against baseline or previous years.	Baseline testing, retesting, reliability, improvement, data analysis	
	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	Presentation, confidence, motivation, reflection, goal setting		

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
	specific knowledge of Year 8 to prepare them for GCSE PE.	practical circuit or routine. To know how to review their plan's effectiveness and suggest improvements.		
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 leadership, self-management, and reflection, consolidating all previous learning. This ensures students leave KS3 with the confidence,	Map walk: To know that accurate pacing, map orientation, and symbol recognition are essential for efficient navigation. To know that terrain and distance awareness support route planning. To know how to independently navigate a mapped route in a wider area. To know how to maintain direction and adjust pace to match the terrain.	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 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.
		Star exercise North or South: To know that route choice and time management directly affect performance. To know that quick decision-making supports competitive success. To know how to apply efficient route strategies to locate control points. To know how to complete navigation tasks under timed conditions.	Efficiency, route selection, navigation speed, focus, time pressure	
		Star exercise North or South: To know that accuracy under pressure improves scoring outcomes. To know that maintaining calmness and focus supports better navigation. To know how to review and adapt route planning based on previous attempts. To know how to record evidence of control visits accurately for scoring.	Adaptability, accuracy, review, route reflection, problem-solving	
		Team anagram: To know that effective teamwork can improve efficiency and problem-solving in group navigation. To know that leadership and communication are key to team success. To know how to collaborate effectively to complete a navigation challenge. To know how to use combined knowledge to solve team-based puzzles quickly.	Anagram, leadership, communication, collaboration, strategy, efficiency	
		Cross country competitions: To know that endurance and pacing are essential for longer-distance navigation and running. To know that strategic pacing supports consistent performance across a course. To know how to maintain running rhythm and map awareness during competition. To know how to apply self-management and perseverance in a competitive setting.	Endurance, pacing strategy, stamina, determination, competitive focus	

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
	independence, and resilience needed for further outdoor education and physical challenges.	Finding factors: To know that orienteering can include mental as well as physical challenges. To know that applying problem-solving skills improves focus and engagement. To know how to combine navigation with numerical or clue-solving tasks. To know how to balance speed, accuracy, and teamwork to complete a multi-step challenge.	Mental agility, problem-solving, precision, task management, resilience	
Cricket	In Year 9, the focus is on consolidating batting, bowling, and fielding while applying tactics and teamwork in fun but competitive games. Lessons highlight partnerships, bowling consistency, fielding challenges, and tournament play with roles in umpiring and scoring. This ensures students apply skills with confidence, develop	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, 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.
		Batting partnerships: To know that batting in pairs builds teamwork and communication. To know that shot placement helps partners score more runs. To know how to work with a partner to rotate the strike. To know how to place shots safely into gaps.	Partnership, rotation of strike, placement, boundary, communication	
		Bowling consistency: To know that consistent deliveries make it harder for batters to score. To know that fair deliveries are required for play to continue. To know how to bowl accurately towards the stumps. To know how to repeat deliveries with a consistent action.	Line, length, action, delivery stride, accuracy	
		Fielding: To know that quick, accurate fielding prevents runs being scored. To know that teamwork improves fielding effectiveness. To know how to work with teammates in relay and reaction drills. To know how to communicate clearly when fielding.	Reaction, relay, anticipation, teamwork, coordination	
		Conditioned games: To know that small changes to rules highlight specific skills. To know that conditioned games help practise tactics in a fun way. To know how to play modified versions of cricket with simplified scoring. To know how to adapt to different game conditions.	Conditioned game, rule adaptation, scenario, strategy, decision-making	
		Mini tournament: To know that cricket is a team game requiring cooperation and strategy. To know that fair play and respect are	Tournament, fixture, scoring, umpiring, reflection	

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
	leadership and responsibility, and leave with both technical ability and wider qualities transferable to sport and life.	essential in competition. To know how to take part in a mini-tournament as a player and official. To know how to reflect on performance to identify strengths and areas to improve.		
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	Sprinting (100m-200m): 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.	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 participate in athletics while developing qualities transferable to wider learning and life.
		Middle distance (800m-1500m): 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.	Drafting, aerobic endurance, kick finish, lap slip, tactics	
		Relays (4x100m, 4x200m): 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.	Changeover strategy, incoming/outgoing runner, exchange zone, team order, efficiency	
		Long jump: 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.	Rhythm, run-up accuracy, take-off angle, landing extension, consistency	
		High jump: To know that the curved run-up is key to the Fosbury flop. To know that safe landing technique reduces injury risk. To know how to approach the bar with correct run-up rhythm. To know how to clear the bar using the flop technique.	Fosbury flop, curved approach, bar clearance, back arch, safe landing	

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
	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, independence, and performance understanding in athletics.	Throwing (shot put/javelin/discus): To know that different throwing events use different release techniques. To know that body coordination increases distance and control. To know how to refine technique with shot put, javelin, or discus. To know how to use feedback to improve consistency.	Glide (shot put), angle of release, power position, technical feedback	
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	Groundstrokes refinement: To know that placement is more effective than power in rallies. To know that consistency builds pressure on an opponent. To know how to refine forehand and backhand technique using the capital “C” swing. To know how to hit cross-court and down-the-line targets.	Cross-court, down-the-line, placement, consistency, swing path	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,
		Serving for accuracy: To know that serving is the only shot entirely under a player’s control. To know that accuracy and consistency are more important than power. To know how to perform an overarm serve into the correct service box. To know how to serve as part of a rally or point play.	First serve, second serve, accuracy, service game, rotation	
		Building rallies: To know that movement and anticipation help sustain rallies. To know that longer rallies require consistent shot	Rally length, anticipation, recovery position, consistency, pressure	

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years 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.

Year 9 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
	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.	preparation. To know how to maintain a rally of four or more shots. To know how to recover quickly to prepare for the next shot.		leadership in doubles, and reflective practice to identify areas for improvement. Building 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.
		Net play and court awareness: To know that approaching the net can shorten points and create pressure. To know that volleys and positioning are key at the net. To know how to play approach shots before moving forward. To know how to position effectively when playing doubles.	Approach shot, doubles positioning, court coverage, net dominance	
		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	
		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	Core skill recap: To know that successful softball performance combines batting, fielding, and decision-making. To know that consistency and teamwork improve overall play. To know how to apply key fielding, throwing, and batting techniques. 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, cooperation, and
		Batting for placement: To know that aiming into space increases scoring opportunities. To know that choosing where to hit affects the fielding team's positioning. To know how to direct hits to target areas for tactical advantage. To know how to select appropriate shots for different situations.	Placement, direction, hitting zone, shot selection, awareness	
		Fielding and team strategy: To know that fielding strategies vary depending on the game situation. To know that effective communication supports defensive success. To know how to	Double play, cut-off throw, defensive shift, anticipation, leadership	

