PE curriculum Intent	Year 9 boys
To provide a wide range of both sport and physical activity which builds upon the physical literacy and the personal development of each student to help build a rounded learner. PE at New Line Learning is used as a vehicle to enhance all aspects of our pupils, through practical performance, leadership and sportsmanship whilst promoting the importance and value that physical activity brings to our lives. PE at New Line Learning promotes the importance of life long participation by developing the student's character and values whilst increasing their understanding on the importance of health and fitness.	

Term 1 Topic/Theme/Enquiry	**Basketball (Invasion Games)**

Big Picture
What are the main ideas and big questions in this topic?

Pupils will further develop their knowledge and understanding of invasion games through participation in basketball, applying advanced tactical awareness, decision-making, and a deeper understanding of rules and strategies within competitive game play. Pupils will refine their physical competency through the development of speed, agility, coordination, balance, ball handling, passing, shooting accuracy, defensive techniques, and positional play. They will also take greater responsibility in officiating, coaching, analysing performance, and leading activities, promoting leadership, resilience, communication, teamwork, and personal development skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Pupils will further develop and refine a range of basketball-specific skills, enabling them to perform key techniques such as dribbling, passing, shooting, defending, rebounding, and positional play with increased accuracy, control, and effectiveness in competitive game situations. Pupils will apply these skills strategically to influence performance and support tactical decision-making during match play.

Pupils will develop a deeper understanding of the rules, scoring systems, and advanced tactics used in basketball, alongside the character traits and values that underpin successful participation, including leadership, resilience, respect, communication, teamwork, honesty, and sportsmanship.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will demonstrate a more secure and developed understanding of invasion games, applying transferable skills such as movement, coordination, balance, communication, and teamwork effectively in competitive situations. Pupils will refine and consistently apply key techniques such as passing, receiving, spatial awareness, ball control, movement off the ball, and decision-	Students will apply their learning within invasion games, including basketball, through increasingly competitive and dynamic game scenarios, demonstrating improved tactical awareness, adaptability, and decision-making under pressure. Pupils will be

making, using these skills tactically within basketball and other invasion games. Understanding will extend to reading the game, anticipating play, and making effective decisions under pressure.	expected to link skills and tactics more effectively, showing a deeper understanding of how to influence game outcomes. Students will receive targeted support where appropriate, but will be encouraged to work with greater independence, take responsibility for their own performance, and support others through leadership roles. This will further develop confidence, resilience, and advanced skill application in competitive situations.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Retrieval skills – pupils will independently and effectively apply prior learning in areas such as ball control, movement, passing, shooting, defending, rules, and tactics to enhance performance and tactical decision-making in basketball and other invasion games. Pupils will confidently transfer knowledge between contexts and use it to influence outcomes in competitive situations. Pupils will consistently evaluate the How, Why, and When within lessons, demonstrating a deeper and more analytical understanding of skill execution, tactical awareness, spatial control, and game strategy, enabling advanced performance and adaptation under pressure.	Pupils will independently draw upon a wide range of prior sporting experiences to support understanding and performance across invasion, net, and striking and fielding games. They will confidently make links between sports, recognising how tactical principles, movement concepts, and decision-making strategies transfer across different physical activities. Pupils will apply knowledge of rules, scoring systems, and advanced tactical understanding more fluently and consistently in competitive contexts. Teamwork, leadership, communication, movement efficiency, and sportsmanship will be embedded within performance, supporting more effective and adaptable application across a range of sporting environments.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
Links between maths and PE are embedded and applied independently within basketball. Students will confidently use numeracy skills to analyse performance data, including shooting percentages, assist-to-turnover ratios, scoring trends, and game statistics. They will apply more advanced understanding of angles, trajectories, timing, and spatial analysis to evaluate performance and improve decision-making in competitive situations. Strong links with science are consistently applied, particularly when analysing physiological responses such as heart rate, energy systems, fatigue, biomechanics, movement efficiency, force production, and injury prevention. Pupils will begin to explain how these factors directly impact performance and how training principles can be used to improve outcomes, supporting progression into Key Stage 4 qualifications such as NCFE courses. Students will explore a broader and more detailed understanding of careers in sport, physical education, and leisure, including pathways such as performance analysis, physiotherapy, sports coaching, officiating, strength and conditioning, and sports science. They will understand the qualifications, skills, and personal attributes required for these roles through applied learning, leadership experiences, and exposure to external speakers and real-world sporting contexts.	

Teamwork
Students develop effective communication, cooperation and trust while working towards shared goals. They learn to understand different roles within a team and support others during competitive and recreational activities.

Leadership
Students take responsibility by leading warm-ups, officiating games, organising practices and encouraging teammates. They develop confidence in making decisions and supporting others.

Problem Solving
Students analyse game situations, adapt tactics and make decisions under pressure to outwit opponents and improve team performance.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Content will be carefully adapted to ensure appropriate challenge and progression, with pupils expected to engage more independently with learning tasks and use feedback to improve performance. Adaptive teaching strategies will be used to support higher-level application of skills, decision-making, and tactical understanding in more competitive contexts. Resource materials and guides will be used to support self-regulated learning, with pupils taking greater responsibility for identifying areas for improvement. Reciprocal teaching will be embedded to promote peer coaching, critical feedback, and leadership, supporting pupils in refining performance and preparing for Key Stage 4 expectations.	**Practical Assessment:** Throughout the term, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 2 Topic/Theme/Enquiry	**Fitness**

Big Picture
What are the main ideas and big questions in this topic?

Pupils will consolidate and extend their knowledge and understanding through participation in fitness and gym-based activities, applying health-related exercise principles with increasing independence and sophistication. Pupils will develop a secure understanding of the components of fitness and how these link to performance, health, and training outcomes.

They will improve their overall physical competency through the development and application of strength, endurance, power, flexibility, agility, coordination, and movement efficiency, demonstrating greater consistency and control under pressure. Pupils will also take on leadership responsibilities within lessons, including leading warm-ups, designing sections of circuits, supporting peers, and managing aspects of organisation such as timing and feedback, promoting leadership, communication, and personal development skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 9 pupils will refine, apply, and evaluate a range of fitness-specific skills, demonstrating accurate and controlled performance of bodyweight exercises, circuit training movements, resistance-based exercises, and correct exercise posture across a variety of training methods and intensities.
Pupils will develop a deeper understanding of training principles, including overload, progression, specificity, and recovery, and apply this knowledge to improve performance. They will demonstrate secure understanding of gym etiquette, safety procedures, and exercise technique, increasingly identifying and correcting errors independently.
The character and values of participation will be consistently embedded, including resilience, discipline, responsibility, motivation, perseverance, leadership, and self-management.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will build upon secure prior knowledge of movement patterns and transferable skills such as balance, coordination, control, strength, and teamwork, applying these effectively within more demanding fitness contexts.
Pupils will be expected to confidently recall and apply knowledge of core exercises (e.g. squats, lunges, press-ups, core stability movements) and demonstrate increasingly accurate technique, with an emphasis on efficiency, control, and performance improvement across varied fitness challenges.

Pitch Up
How will we challenge ourselves?

Students will be exposed to increasingly independent and competitive fitness-based activities, including structured circuits, personal training programmes, and performance challenges requiring analysis, adaptation, and self-improvement.
Students will be expected to take responsibility for their own progress, evaluate performance, and implement improvements with minimal support. They will be challenged through increased intensity, complexity, and decision-making within tasks, developing resilience, consistency, and high levels of engagement.

Wider Framework
How does this learning connect to future topics and bigger goals?

Retrieval skills – pupils will independently and effectively apply prior learning in areas such as warm-ups, training methods, components of fitness, exercise technique, and safety to enhance performance and long-term development.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Pupils will draw confidently on prior knowledge of health, fitness, body systems, and training principles, applying this to explain and justify performance outcomes and improvements.

Pupils will consistently evaluate the How, Why, and When within lessons, demonstrating a deeper understanding of training adaptation, exercise selection, performance impact, and lifestyle choices, supporting readiness for Key Stage 4 pathways and beyond	They will develop a more advanced understanding of how lifestyle, recovery, nutrition, and training choices impact physical and mental wellbeing, enabling informed decision-making both in and beyond sport.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are embedded and applied independently through data analysis, including training logs, percentages of improvement, heart rate zones, work-to-rest ratios, and performance comparisons over time.
Clear and consistent links with science are strengthened through detailed understanding of energy systems, muscular adaptation, biomechanics, fatigue, recovery, and physiological responses to exercise, supporting progression towards Key Stage 4 qualifications such as NCFE.
Pupils will explore and evaluate careers in greater depth, including sports science, physiotherapy, strength and conditioning, personal training, coaching, rehabilitation, and health and fitness industries. They will understand qualification pathways, applied skills, and professional expectations, linking learning directly to real-world contexts. Pupils will also demonstrate strong connections to wider life skills such as discipline, autonomy, resilience, goal setting, leadership, and long-term health management.

Problem Solving
Students make tactical decisions by selecting appropriate technique, identifying opponents' weaknesses and adapting strategies throughout rallies.

Adapting
Students modify technique selection, positioning and positioning depending on the exercise, weight or component.

Speaking

Students provide peer coaching, evaluate performance and use sport-specific vocabulary to explain technical decisions.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Pupils will be expected to engage more independently with learning resources, using structured guidance, data tracking sheets, demonstration models, video analysis tools, and fitness testing protocols. Adaptive teaching will still be used where required, but with increasing emphasis on self-regulation, peer coaching, and independent **improvement strategies.**	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

	Summative Assessment: Students complete a written summative assessment at the end of Terms 2. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term.

Term 3 Topic/Theme/Enquiry		**Badminton**

Big Picture
What are the main ideas and big questions in this topic?

Year 9 pupils will consolidate and extend their knowledge and understanding through participation in badminton, applying advanced tactical awareness, refined technique, and secure rules knowledge in increasingly competitive and pressured game situations. Pupils will demonstrate greater independence in decision-making, shot selection, and tactical adaptation during play.
Pupils will enhance their overall physical competency through the advanced development of agility, coordination, balance, speed of movement, and highly controlled racket skills. They will also take on leadership roles within lessons, including officiating, scoring, coaching peers, and leading aspects of warm-ups or practices, promoting leadership, communication, responsibility, and personal development skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 9 pupils will refine, adapt, and consistently apply a wide range of badminton-specific skills, demonstrating high levels of control and accuracy in techniques such as serving, overhead clears, drop shots, smashes, net shots, and advanced positional play. Pupils will use these skills strategically to influence rallies and match outcomes.
Pupils will develop a deeper understanding of advanced tactics, including creating space, forcing errors, controlling tempo, and exploiting opponents' weaknesses. They will apply rules and scoring systems confidently and independently, with a strong emphasis on tactical awareness and game intelligence.
Character development will be embedded throughout, with pupils demonstrating resilience, leadership, discipline, honesty, respect, teamwork, sportsmanship, and increasing accountability for performance.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will build upon secure prior knowledge of net and racket sports, including badminton, tennis, table tennis, and similar activities, applying transferable skills such as movement, coordination, balance, and teamwork with consistency and purpose.

Pitch Up
How will we challenge ourselves?

Students will be exposed to highly competitive and dynamic badminton scenarios, including conditioned games and full competitive matches requiring advanced decision-making, tactical awareness, and adaptability under pressure.

Pupils will be expected to confidently apply and refine fundamental techniques such as sending and receiving, spatial awareness, and controlled movement, using these skills effectively within competitive and high-pressure badminton situations.	Students will be expected to work with increasing independence, self-analyse performance, and make effective adjustments during play. They will also take on leadership responsibilities within lessons, supporting peers and contributing to group development while continuing to develop resilience and high performance standards.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Retrieval skills – pupils will independently and effectively apply prior learning in areas such as racket control, movement, rules, tactics, and game strategy to consistently enhance performance and decision-making in badminton. Pupils will consistently evaluate the How, Why, and When within lessons, demonstrating a deep understanding of skill execution, tactical adaptation, spatial control, and game intelligence to maximise performance in competitive situations and prepare for Key Stage 4 pathways.	Pupils will draw confidently on prior knowledge of net and racket sports, recognising and applying advanced similarities in tactics, movement patterns, and skill execution across badminton, tennis, table tennis, and other related sports. This will support high-level transfer of skills and strategic understanding. An advanced understanding of teamwork, communication, leadership, movement efficiency, and sportsmanship will be embedded and consistently applied, supporting pupils in performing effectively across a range of competitive sporting environments.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are embedded and applied independently within badminton. Students will analyse performance using scoring patterns, point differentials, shot effectiveness, angles, trajectories, and spatial data to improve tactical decision-making and performance outcomes.
Clear and consistent links with science are further developed through detailed understanding of biomechanics, reaction time, muscle function, energy systems, fatigue, and physiological responses to exercise, supporting progression into Key Stage 4 qualifications such as NCFE.
Students will explore and evaluate a wider range of sport-related careers in depth, including coaching, officiating, sports analysis, sports science, physiotherapy, strength and conditioning, and performance pathways. They will understand the qualifications, skills, and professional behaviours required, linking learning directly to real-world sporting contexts through leadership roles, extracurricular opportunities, and competitive experiences.

Problem Solving
Students make tactical decisions by selecting appropriate shots, identifying opponents' weaknesses and adapting strategies throughout rallies.

Adapting
Students modify shot selection, positioning and tactics depending on the opponent, score and playing conditions.

Speaking
Students provide peer coaching, evaluate performance and use sport-specific vocabulary to explain tactical decisions.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Pupils will engage more independently with learning resources, using structured guidance alongside increasingly complex performance analysis tools, video feedback, tactical breakdowns, and peer coaching strategies. Resources will be used to support self-improvement, reflection, and advanced skill development.	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 4 Topic/Theme/Enquiry	**Gymnastics**

Big Picture
What are the main ideas and big questions in this topic?

Pupils will consolidate and extend their knowledge and understanding through participation in gymnastics, demonstrating advanced control, fluency, and creativity within increasingly complex sequences and performance tasks. Pupils will apply prior learning with greater independence, focusing on the refinement of movement quality, compositional structure, and performance consistency under pressure.
Pupils will enhance their overall physical competency through the advanced development of agility, coordination, balance, flexibility, strength, power, and body control, demonstrating precision and control across both individual and paired/group performances. They will also take on leadership roles within lessons, including leading warm-ups, supporting peer coaching, evaluating performance, and demonstrating sequences, promoting leadership, communication, responsibility, and personal development skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

pupils will refine, adapt, and consistently apply advanced gymnastics-specific skills, demonstrating high levels of accuracy and control in rolls, jumps, balances, counter balances, travels, body shapes, and complex linking movements. Pupils will combine these skills effectively to create fluent, creative, and well-structured sequences.
Pupils will develop a deeper understanding of advanced principles of composition, including fluency, transitions, levels, dynamics, spatial awareness, timing, and relationships (in paired/group work), applying these to enhance performance quality and creativity. They will also demonstrate a secure understanding of performance criteria, safe practice, and evaluation techniques, using feedback to make independent improvements.

Character development will be embedded throughout, with pupils demonstrating resilience, discipline, accountability, leadership, respect, and sportsmanship, consistently striving for high-quality performance.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will build on secure prior knowledge of gymnastics fundamentals, including rolls, jumps, balances, shapes, movement control, and sequencing, applying these with increased accuracy and consistency.
Pupils will be expected to confidently link skills together into sequences, using prior experience of body control, coordination, and performance principles to enhance fluency and execution.

Pitch Up
How will we challenge ourselves?

Students will apply their learning within increasingly complex and performance-driven gymnastics tasks, including advanced sequences, paired/group routines, and creative composition challenges requiring independence, precision, and adaptability.
Students will be expected to take ownership of their progress, self-analyse performance, and implement improvements with minimal support. They will also take on leadership roles such as coaching peers and evaluating performances, demonstrating resilience, creativity, and high standards of execution.

Wider Framework
How does this learning connect to future topics and bigger goals?

Retrieval skills – pupils will independently apply prior learning in areas such as rolls, jumps, balances, shapes, sequencing, and composition to create and refine high-quality gymnastics performances.
Pupils will consistently evaluate the How, Why, and When within lessons, demonstrating a deeper understanding of movement efficiency, performance composition, technique refinement, and creative expression to support progression into Key Stage 4 pathways.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Pupils will draw confidently on prior knowledge of movement principles, including balance, tension, extension, control, and dynamics, applying these to improve performance quality and creativity.
An advanced understanding of discipline, focus, communication, teamwork, and body awareness will support pupils in producing higher-quality, more complex gymnastics sequences across individual and group performances.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are embedded within gymnastics. Students will apply numeracy skills through timing sequences, analysing angles and shapes, measuring height and distance in jumps, and using spatial reasoning to improve composition and performance quality.
Clear and consistent links with science are developed through biomechanics, force production, balance, flexibility, muscle engagement, and movement analysis, supporting progression into Key Stage 4 PE pathways such as NCFE.
Students will explore a wide range of careers in greater depth, including coaching, teaching, choreography, physiotherapy, sports science, event management, and performance analysis. They will understand the qualifications, technical skills, and personal attributes required for these pathways, linking learning directly to real-

world performance and creative industries. Pupils will also develop key life skills such as resilience, discipline, creativity, leadership, problem-solving, and communication.

Creativity
Students design and perform sequences demonstrating originality while applying compositional principles.

Planning
Students organise routines, considering transitions, apparatus use, timing and sequencing.

Leadership
Students support peers through observation, feedback and safe practice.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Pupils will engage with increasingly independent and advanced learning resources, including video analysis, performance breakdowns, apparatus-based progression stations, choreography tools, peer coaching frameworks, and structured evaluation sheets. These will support refinement, creativity, and high-level performance development.	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations. **Summative Assessment:** Students complete a written summative assessment at the end of Term 4 . These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term.

Term 5 Topic/Theme/Enquiry		**Athletics**

Big Picture
What are the main ideas and big questions in this topic?

Year 9 pupils will consolidate and extend their knowledge and understanding through participation in athletics, demonstrating advanced technical performance, tactical awareness, and strong competition understanding across a range of track and field events. Pupils will apply prior learning with increasing independence to refine technique, improve consistency, and maximise performance outcomes in both training and competitive environments.
Pupils will develop their overall physical competency through the advanced application of speed, strength, power, agility, coordination, balance, endurance, and movement efficiency, performing with greater control under pressure. They will also take on leadership roles such as officiating, timing, measuring, organising events, and supporting peers, promoting leadership, communication, responsibility, and personal development skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Year 9 pupils will refine, apply, and evaluate a wide range of athletics-specific skills, demonstrating high levels of technical accuracy in sprinting, distance running, relay changeovers, jumping events, and throwing events. Pupils will consistently apply efficient movement patterns and adapt technique based on feedback and performance analysis.
Pupils will develop a deeper understanding of advanced training principles such as overload, specificity, progression, reversibility, and recovery, applying these to improve performance across different athletic disciplines. They will demonstrate secure knowledge of rules, regulations, measurement standards, and competition formats.
Character development will be embedded throughout, with pupils demonstrating resilience, determination, discipline, leadership, accountability, respect, and sportsmanship in both individual and competitive settings.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will build on secure prior knowledge of fundamental movement skills and physical competencies developed across KS3, including running, jumping, throwing, coordination, balance, pacing, and spatial awareness.
Pupils will be expected to confidently apply and refine athletics techniques such as sprint mechanics, jumping technique, throwing actions, and endurance pacing, using these skills effectively in competitive and performance-based situations.

Pitch Up
How will we challenge ourselves?

Students will be exposed to increasingly competitive athletics environments, including personal best challenges, structured competition, and performance analysis tasks requiring independent decision-making and self-evaluation.
Pupils will be challenged to refine technique, interpret performance data, and make effective adjustments to improve outcomes.
Students will be expected to take full responsibility for their own performance development, lead aspects of organisation, support peers through feedback, and demonstrate resilience when faced with competitive pressure.

Wider Framework
How does this learning connect to future topics and bigger goals?

Retrieval skills – pupils will independently and effectively apply prior learning in areas such as sprinting technique, pacing strategies, jumping mechanics,

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Pupils will draw confidently on prior knowledge of fitness, biomechanics, and movement principles to explain how force, speed, technique, and training impact athletic performance.

throwing technique, rules, and competition formats to maximise performance across athletics disciplines. Pupils will consistently evaluate the How, Why, and When within lessons, demonstrating a deeper understanding of biomechanics, training adaptation, performance analysis, and competition strategy to support progression into Key Stage 4 pathways.	An advanced understanding of discipline, goal setting, preparation, and resilience will support pupils in achieving consistent performance improvements and personal bests across a variety of athletic events.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are embedded and applied independently within athletics. Students will analyse performance data including timings, distances, averages, improvement trends, speed calculations, and comparative results to evaluate and enhance performance.
Clear and consistent links with science are developed through biomechanics, force, acceleration, energy systems, muscular function, fatigue, and physiological responses to training and competition, supporting progression into Key Stage 4 qualifications such as NCFE.
Students will explore and evaluate a wide range of sport and performance-related careers in depth, including coaching, sports science, physiotherapy, strength and conditioning, performance analysis, officiating, and athletic development. They will understand the qualifications, professional behaviours, and applied skills required for these pathways, linking learning directly to real-world sporting contexts. Pupils will also develop key life skills such as resilience, discipline, leadership, independence, and goal setting.

Planning
Students set personal performance goals, monitor progress and evaluate improvements using timings and performance data.

Adapting
Students adjust training methods, pacing strategies and techniques based on performance feedback.

Problem Solving
Students identify technical weaknesses and select strategies to improve performance in track and field events.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Pupils will engage with increasingly independent and data-driven resources, including timing systems, measurement tools, performance analysis sheets, video breakdowns, training programmes, and structured feedback models.	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based

These will support advanced skill development, self-evaluation, and performance improvement.	on performance, participation, decision-making, and the ability to apply knowledge in practical situations.

Term 6 Topic/Theme/Enquiry		**Cricket**

Big Picture
What are the main ideas and big questions in this topic?

Year 9 pupils will consolidate and extend their knowledge and understanding through participation in cricket, demonstrating advanced tactical awareness, refined technical skill, and confident application of rules within competitive and pressurised game situations. Pupils will apply prior learning with greater independence to influence outcomes, make effective decisions, and adapt performance based on game context.
Pupils will develop their overall physical competency through the advanced application of coordination, agility, balance, movement efficiency, throwing accuracy, catching consistency, batting control, and bowling variation. Performance will show improved consistency, decision-making, and resilience under pressure. Pupils will also take on leadership roles such as officiating, scoring, captaining small-sided games, organising practices, and supporting peers, promoting leadership, communication, responsibility, and personal development skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

pupils will refine, apply, and evaluate a wide range of cricket-specific skills, demonstrating high levels of consistency and control in batting, bowling, catching, throwing, fielding, and wicket keeping. Pupils will begin to use skills strategically, adapting technique and shot selection based on match situations and opposition tactics.
Pupils will develop a deeper understanding of advanced tactics, including field placement strategies, strike rotation, bowling variation, game management, and decision-making under pressure. They will apply rules and scoring systems confidently and independently, showing strong game awareness and tactical intelligence.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will build on secure prior knowledge of striking and fielding games, including cricket, rounders, softball, and baseball, applying transferable skills such as throwing, catching, movement, communication, and teamwork with greater consistency and purpose.
Pupils will be expected to confidently apply and refine fundamental cricket techniques such as batting, bowling, fielding, and catching, using these skills effectively in competitive and high-pressure match situations.

Pitch Up
How will we challenge ourselves?

Students will apply their learning within increasingly competitive and tactical cricket environments, including full matches, conditioned games, and performance analysis tasks requiring independent decision-making and adaptability. Pupils will be challenged to refine technique, interpret game situations, and make effective tactical choices to influence outcomes.

	Students will take greater ownership of their performance, leading aspects of game organisation, supporting peers through feedback, and demonstrating resilience and composure in competitive situations.

Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Retrieval skills – pupils will independently and effectively apply prior learning in areas such as batting, bowling, fielding, catching, rules, tactics, and game awareness to maximise performance in cricket. Pupils will consistently evaluate the How, Why, and When within lessons, demonstrating a deeper understanding of tactical decision-making, performance analysis, and game management to support progression into Key Stage 4 pathways.	Pupils will draw confidently on prior knowledge of striking and fielding sports, recognising and applying advanced similarities in tactics, positioning, and decision-making across cricket, rounders, softball, and baseball. An advanced understanding of teamwork, communication, leadership, movement efficiency, and sportsmanship will support pupils in performing effectively across competitive cricket environments.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Links between maths and PE are embedded and applied independently within cricket. Students will analyse scoring data, run rates, averages, strike rates, distances, and performance statistics to evaluate and improve performance.
Clear and consistent links with science are developed through biomechanics, reaction time, force, energy transfer, hand-eye coordination, breathing, and physiological responses to competition, supporting progression into Key Stage 4 PE pathways such as NCFE.
Students will explore and evaluate a wide range of sport-related careers in depth, including coaching, officiating, sports analysis, performance analysis, physiotherapy, strength and conditioning, and sports development. They will understand the qualifications, professional behaviours, and applied skills required for these pathways, linking learning directly to real-world sporting contexts. Pupils will also develop key life skills such as resilience, discipline, leadership, communication, and decision-making.

Teamwork
Students work collaboratively when fielding, batting and organising tactics to achieve team success.

Planning
Students develop strategies for batting orders, field placements and game management based on the strengths of their team.

Leadership
Students captain teams, organise fielding positions and support decision-making during games.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
Pupils will engage with increasingly independent and performance-focused resources, including video analysis, statistical tracking sheets, match data, tactical diagrams, skill progression models, and peer coaching frameworks. These will support advanced skill development, self-evaluation, and strategic improvement.	**Practical Assessment:** Throughout the year, students are assessed on their demonstration of key physical skills, application of tactics and strategies, and their understanding of the activities and concepts taught. Assessment is based on performance, participation, decision-making, and the ability to apply knowledge in practical situations. **Summative Assessment:** Students complete a written summative assessment at the end of Term 6. These assessments evaluate their knowledge and understanding of the concepts, rules, tactics, health, and fitness principles covered during the term.