

“Balancing risk and reward. When is the best time to attack and when is the best time to defend?”

PE, Year 9, Table Tennis

What previous learning am I building on?	
It is helpful if the pupils have: ➤ Experienced a range of net games ➤ Experienced a range of roles within games ➤ Experienced some strategic ideas ➤ Played competitively	By the end of this unit, I will: Be able to use different strategies and shots to outwit opponents both in singles and doubles performance. • define fitness components such as <i>coordination, speed, balance and agility</i> • Use a variety of serves, forehand & backhand (topspin and slice), short and deep shots will be developed through game play and conditional situations
Learning Journey – lesson title and main activities	
1. Recap push shot & game play To be able to perform basic push shot using the correct grip and technique. To appreciate how to outwit opponents with movement of the ball & spin. To understand the value of co-operation & reaction time. To understand the scoring and rules of table tennis.	
2. Serve To perform and replicate a legal serve with control, accuracy & variation. To begin to develop the use of spin on service. To be able to accurately replicate shots in a small sided game implementing strategies and tactics to gain an advantage. To confidently score and officiate a game.	
3. Backhand/forehand drive To be able to accurately replicate topspin shot. To describe and confidently understand the effect of topspin on a balls flight & bounce. To begin to develop strategic and tactical play during a rally. To begin to analyse opponents weaknesses & devise strategies to exploit them.	
4. Smash To develop their understanding and knowledge of outwitting strategies during game play. To understand and appreciate the need to make decisions about choice of strategy & shot depending ball flight To develop teamwork and cooperation skills. To be able to assess & evaluate own performance and weaknesses	
5. Lob Shot To be able to accurately replicate a lob shot. To develop an understanding of shot selection based on oppositions shot. To confidently describe the effect of slice on the balls flight & bounce. To be able to analyse opponents performances and suggest ways to improve.	
6. Doubles and singles game play To develop their understanding and knowledge of outwitting strategies during game play. To understand and appreciate the need to make decisions about choice of strategy & shot depending on whether attacking of defending. To develop teamwork and cooperation skills. To be able to assess & evaluate own performance and weaknesses.	
How will I be assessed at the end of this unit?	
Students will be assessed on their performance against the assessment criteria, for the 5 key skills (serve, push, drive, smash & lob) and their effectiveness in a game (single or doubles)	

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
- Learning specific vocabulary and definitions: <i>coordination, speed, balance and agility</i> - Sport specific vocabulary: <i>Let, slice, forehand, backhand,</i>		Join Table Tennis club to improve skills and fitness club to improve components of fitness needed for Table Tennis. Join a table tennis club outside of school. www.aatabletennisacademy.co.uk	Attend Table Tennis club, Ask teachers for support. Coach Rachel

“Risk and reward. When is the best time to commit more players to an attack?”

PE, Year 9, Rugby

What previous learning am I building on?	What am I learning that is new?
In year 8 students will have learnt and be building on: • Key vocabulary to discuss rules and tactics in rugby. • attacking and defending as part of a team, showing knowledge of player roles and positioning during different phases of play. • Attempting to use advanced skills like offloads, hand offs or sidesteps to outwit you opponents and continue attacks.	By the end of this unit, I will: • Be proficient at passing, tackling, rucking and the basic rules of the game. • Be able to contribute to various game situations and responsibilities. Including set plays. • Develop decision making as to when to overload an attack or keep a solid team shape.
Learning Journey – lesson title and main activities	
1 Passing To be able to pass and catch the ball on the move Pass to a teammate in a skill game Demonstrate the correct spin pass technique To be able to pass and catch the ball on the move over a 5m	
2 Tackling Tackle a moving player in a gauntlet from standing Tackle a player on a game situation	
3 Rucking Hold and present the ball after a tackle in a game Create a ruck in a gauntlet or game Join a 2-man ruck in a gauntlet or game	
4 Line out Demonstrate a straight-line out pass Be part of a pre-determined line out routine Be part of a line out in a game situation	
5 Full Context (small sided games) Build on knowledge of the rules and game speed	
6. Full Context Build on knowledge of the rules and game speed	
7 Assessment lesson	
How will I be assessed at the end of this unit?	

You will be assessed on your ability to effectively demonstrate the taught skills in a game situation and your ability to use them correctly with fluidity and speed.

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will learn key words from the following areas of the game as well as key game terminology. 1. Ball handling and passing 2. Tackling 3. Rucking 4. Strategy 5. Attacking 6. Set plays Use this vocabulary to evaluate peer performance	Homework is not usually given in core PE, but you may be given videos to watch to help develop your understanding of the skills and the game.	Watch live rugby on TV or videos on YouTube. Join in with rugby club after school. Join a local team, the local team to WES is Hampstead Rugby Club	Any PE teacher, a student in an older year group. The rugby coach from Hampstead Rugby Club who runs training after school.

“Why are the best team's fluid in their approach?”

PE, Year 9, Handball

What previous learning am I building on?	What am I learning that is new?
At year 8 students will have learnt and be building on: - Key vocabulary such as overarm pass, jump shot, 3-step rule, piston movement, fast break, and tactical concepts like attack and defence formations. - using a variety of passing and shooting techniques in a game situation. - Evaluating different formations and suggest when it is best to use them. - Attempting fast breaks in a game situation.	By the end of this unit, I will: - Use 3 steps consistently. - Be able to use a variety of passes and keep possession as part of a team. - Be able to play in a number of different formations and be able to switch between formations in a game. - Be able to shoot from a number of different positions using different techniques including the dive shot. - Can spot gaps in a defence and attempt to drive into them Students should be at a GCSE standard
Learning Journey – lesson title and main activities	
1 Passing and receiving Demonstrate a side pass to a partner Attempt to catch the ball with 1 hand when needed Use 3 or more types of pass in a game situation	
2 Dribbling and Rules Use 3 steps and bounce on the court Travel at speed using 3 steps in a game	
3 Three steps around the area Use a fake in your 3 steps to create space for a shooting opportunity Use 3 steps to create space for a hip shot in a game situation	
4 Dive Shot Demonstrate a dive shot technique into the goal crease Use a dive shot in a game situation/drill Use a dive shot to open your shooting angle in a game situation	
5 Formations & rules (defence and attack) Explain when the team should use a different formation Be able to adapt formations during a game	
6 20 Seconds attack Demonstrate the ability to retain the ball around the 6m line	

Effectively recycle the ball as a team to create a gap in the defence

Be able to spot a gap in the defence and drive into the space to shoot

7 Assessment lesson

How will I be assessed at the end of this unit?

You will be assessed on your ability to effectively demonstrate the taught skills in a game situation and your ability to use them correctly with fluidity and speed

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will learn key works from the following areas of the game as well as key game terminology. 1. Ball handing and passing 2. Dribbling 3. Defending 4. Strategy 5. Use this vocabulary to evaluate peer performance	Homework is not usually given in core PE, but you may be given videos to watch to help develop your understanding of the skills and the game.	Watch live handball on TV or videos on YouTube. Join in with rugby club after school. Join a local team, the local team to WES is Islington Handball Club	Any PE teacher, a GCSE PE student in an older year group.

" How do technical skill and tactical awareness work together to create success in basketball?"

PE, Year 9, Basketball

What previous learning am I building on?	What am I learning that is new?
In year 8 students will have learnt and will be building on: - Defending using two different team tactics and be able to explain when and why a team would use them. - Performing a range of basketball skills including set shots, jump shots and lay-ups (dominant and non-dominant). - Developing dribbling by using crossovers to create space and develop passing and defensive techniques, and apply them effectively in competitive game situations. - Working towards catching rebounds in a game situation. There are some cross over in core skills from handball.	By the end of this unit, I will: - Students will have developed a broad range of core basketball skills and tactical understanding. - They will have learned to control the ball using effective dribbling techniques, including crossovers to create space and beat defenders. - They will perform set shots, jump shots and lay-ups from both dominant and non-dominant sides, applying these in game situations. - Students will understand when and how to select different types of passes and can evaluate what makes performance effective. - Defensively, they will demonstrate correct stance and apply both man-to-man and zonal marking, evaluating the strengths and weaknesses of each system within competitive play.
Learning Journey – lesson title and main activities	
1 Dribbling Crossovers Demonstrate one or more types of cross over Incorporate at least one crossover into your dribble to help you outwit your opponent whilst dribbling Use a cross over in a game situation to create space	
2 Set and Jump Shot Demonstrate a set shot in both isolation and during a game situation Demonstrate a jump shot over a defender in both isolation and during a game situation. Work towards performing a fade away in a drill or game situation.	
3 Passing & dribbling Demonstrate 2 or more different types of pass Know when and how to select the correct pass during a game situation Accurately state what makes a dribble as effective as possible, providing feedback to peers on how their dribble could be improved Demonstrate the ability to dribble with either one or both hands, preferably without looking at the ball, while moving	
4 Lay up (inc. non dominant hand) Describe how and when to perform a lay-up shot during a game situation Demonstrate a lay-up from your dominant side and attempt to perform a lay-up from the non-dominant side.	

5 Man to man marking

Demonstrate the defensive stance

Evaluate (give positive and negatives) of using man to man marking

6 Zonal Marking

Demonstrate an understanding of zonal positions in basketball

Evaluate (give positive and negatives) of using zonal defence

7 Assessment Lesson

How will I be assessed at the end of this unit?

You will be assessed on your ability to effectively demonstrate the taught skills in a game situation and your ability to use them correctly with fluidity and speed.

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will learn key works from the following areas of the game as well as key game terminology. 1. Shooting 2. Ball handing and passing 3. Dribbling 4. Defending 6. Strategy Use this vocabulary to evaluate peer performance	Homework is not usually given in core PE, but you may be given videos to watch to help develop your understanding of the skills and the game.	Watch live basketball on TV or videos on YouTube to help with your vocabulary. Join in with basketball club after school. Join a local team, the local team to WES is The Camden Knights	Mr Bossinga (basketball coach) Any PE teacher, a student in an older year group.

"What skills do I need to learn to be able to complete the Bronze Duke of Edinburgh Award"

PE, Year 9, Outdoor Education

What previous learning am I building on?	What am I learning that is new?
In year 8 students will have learnt and will be building on: • Recognising features on a map • Planning a route on a map • Walking a planned route on a map • Sticking to time deadlines	By the end of this unit, I will: • Be able to erect and pack away a tent in a group • Recognise key map symbols • Set and follow a bearing using a compass • Boil water with a Trangia • Navigate using a route card • Navigate using an OS Map
Learning Journey – lesson title and main activities	
1 Tent assembling Name all the different parts of a tent and be able to identify a good camping spot Demonstrate how to put up a tent in a group Demonstrate how to pack away a tent ready for hiking	
2 Map reading Demonstrate an understanding of map basics (recognising symbols, understanding scale and grid lines) Use your map skills to plan a route through an orienteering course Control timings and pacing by meeting timed deadline Demonstrate how to orientate the map to match north to north Use visible landmarks to reorient when lost.	
3 Compass reading Demonstrate how to set a bearing using a compass Be able to navigate as part of a group using just a bearing and landmarks	
4 Trangia's – Cooking in the wild Demonstrate how to assemble a Trangia Be able to light the Trangia safely and boil water ready for cooking Demonstrate how to pack a Trangia back together.	
5 Route Cards Use a route card to navigate a course or orienteering route Keep track of your position throughout the walk	
6 OS Maps Outline the differences on an OS Map to other maps you may see (Map of the park) Be able to follow a route on an OS Map	

7 Assessment Lesson

How will I be assessed at the end of this unit?

You will be assessed on your ability to effectively demonstrate the taught skills during navigation and their ability to work as a group to solve problems and navigate and walk a route as speed. You will be given extra credit for showing leadership qualities within your selected groups.

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will learn key works from the following areas as well as key game terminology. Tent building Cooking outside Map reading Directions Use this vocabulary to communicate with peers and staff.	Homework is not usually given in core PE, but you may be given videos to watch to help develop your understanding of the skills needed to complete tasks.	Take on leadership roles and responsibilities in your group. Opt in for the Bronze Duke of Edinburgh Award at year 9 camp.	Mr Hallam (Head of Outdoor Education) Any PE teacher, a student in an older year group.

“How do batting, bowling and fielding work together to win a game of cricket?”

PE, Year 9, Cricket

What previous learning am I building on?			
It is helpful if the pupils have: ➤ Bowl with fluency ➤ Be able to hit balls bowled at different lengths ➤ Field from different positions in the field ➤ Throw a ball at a target ➤ Score runs in pairs cricket		By the end of this unit, I will: ➤ Be able to bowl different lengths to vary my attack ➤ Be able to use good footwork to make room for different shots ➤ Field as part of a team ➤ Communicate effectively, when batting and fielding	
Learning Journey – lesson title and main activities			
1. Bowling To be able to bowl from a short approach showing consistent line and length. To be able to vary length of bowling Evaluate a short and a good bowl			
2. Batting - to different lengths Demonstrate the decision making and reaction time to correctly choose a shot based on the length of the bowl Show good footwork when facing short balls Show good footwork when facing balls of different lines			
3. Batting – In pairs Be able to explain who has the decision to run in pairs cricket Show effective decision making and communication when batting in a pair			
4. Fielding Show effective decision making when fielding with regards to when to run to the ball and when to wait for the ball Always show alertness in the field (consistent walking in) Demonstrate an understanding as to when to cover the active fielder			
5. Match play - pairs cricket Make a positive contribution to one or more areas of the game (batting, bowling or fielding) by selecting the appropriate skills to the situation. Demonstrate quality of technique and accuracy and consistency when performing complex skills			
How will I be assessed at the end of this unit?			
Students will be assessed on their performance against the assessment criteria, for the 3 key areas (Batting, bowling, fielding) and their effectiveness in a game.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Learning specific vocabulary and definitions: <i>coordination, speed, balance and reaction time</i>		Join cricket club to improve skills and fitness club to improve components of fitness needed for cricket.	Attend cricket, Ask teachers for support.

Sport specific vocabulary: <i>Crease, wicket, over, stumps, wide, no ball, bye, leg bye etc.</i>		Join a cricket club outside of school.	
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"How can I generate more speed and power?"

PE, Year 9, athletics

What previous learning am I building on?	What am I learning that is new?
At Year 7 students will have learnt and be building on: Basic technique for: - Running speeds - Relay handover - Jumping events - Throwing events There are some cross over in core skills from team sports.	By the end of this unit, I will: Understand the technique involved in the athletics events: Sprinting, long-distance running, shot put, javelin, discus, long jump and high jump. Be able to define components of fitness associated with different athletics events
Learning Journey – lesson title and main activities	
Running Demonstrate a good sprint start technique. To be able to define fitness components: speed, reaction time, coordination, power. Use a proper sprint start technique in track sprint events. Long distance – 1500m & 3000m (Hampstead Heath Lido loop & Figure 8*) Show resilience when completing a long-distance run To be able to run at a consistent steady pace for a prolonged period of time.	
Relay change over baton technique. Complete a baton change-over at speed. To be able to define fitness components: coordination, speed and explain how they are used in the relay Apply correct technique during relay races.	
Throws Shot Put	

Demonstrate the glide shot put technique.

To be able to define fitness components: strength, power, coordination.

Use the correct technique during the delivery phase of shot put.

Discus

Demonstrate a safe throwing technique

Use a spin to generate more power on your throw

Javelin

Demonstrate the correct throwing technique and release

Use a 3-step run up to generate more speed

Jumps

Long jump

Demonstrate correct take-off, flight and safe landing technique.

To be able to define fitness components: power, coordination, flexibility.

Use a 5-7 step run up to create speed before your take off.

High jump – Fosbury flop technique

Demonstrate the correct take off, flop and safe landing technique

Be able to define the fitness components: Power, co-ordination and flexibility

Use the Fosbury flop technique in a high jump competition

7 Assessment Lesson

How will I be assessed at the end of this unit?

You will be assessed on your technique in each individual discipline of athletics and your ability to demonstrate the taught skills in a competition situation.

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will learn key words from the following areas of athletics as well as key terminology: Grip Take off Throw Start Finish/landing Use this vocabulary to evaluate peer performance	Homework is not usually given in core PE, but you may be given videos to watch to help develop your understanding of the skills and competition.	Watch live athletics on TV or videos on YouTube to help with your vocabulary. Join in with athletics club after school. Join a local team, the local team to WES is Highgate Harriers	Any PE teacher, a student in an older year group.

