

Greenfields Academy (Secondary) - Long Term Planning – PHYSICAL & OUTDOOR EDUCATION

Academic Year Overview 2020/21 – YEAR 9

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
TRANSITION FROM YEAR 8 	Health & Fitness	Invasion	Trampolining / Gymnastics	Net & Wall	Athletics	Striking & Fielding
	Sailing	Geocache & Campcraft	Climbing (NICAS)	Ice Skating & Target Sport	Navigation & Cycling	Sailing
Weekly Sequence	KEY: N – New Learning & Knowledge, KQ – Key Question, WSF – Whole School Focus (eg. Computing Week, Language Day)					
1	N – To carry out and replicate a series of health & fitness tests. Be able to measure accurately and understand outcomes. To develop the capacity to making comparisons and develop understanding with national data.	N – Develop skills required for passing, control and attacking KQ – What skills are required to play and attack effectively, both as a team and as an individual player? Can you describe methods/skills related to attacking? What types of control are there? What may affect your quality of control?	N – Develop the understanding and importance of preparing and recovering from exercise. Understand how safety and performance are improved when preparation is carried out properly. KQ – What is meant by preparing for exercise and	N – Understand instructions and perform simple movements on a court safely. Demonstrate the ability to respond effectively to a shuttle-cock with ability to rally consistently with some addition of competitiveness. KQ – Can you demonstrate and use correct badminton	N – To replicate, repeat and explore skills and actions with basic control and coordination. Introduce/expand on running technique, specific fitness components, posture, arm/leg actions and consistency.	N – Ball familiarisation. Develop and use a variety of catching techniques, accompanied with replication and consistency of throwing. Begin to play a basic form of cricket and understand basic principles and rules of the game.

	<p>KQ – What is the purpose of health & fitness testing? What can be done with data collected from specific fitness tests? Can you analyse and evaluate some of your own data?</p> <p>N - Introduce, develop and familiarise with safety principle and requirements involved in sailing and its environment. KQ – Why is safety important/paramount? Can you identify a number of safety rules/principles? Who is responsible? What safety equipment is required, when and why?</p>	<p>Can you identify different types of pass and when to use different passing styles?</p> <p>N - Discovery, explore and seek adventure throughout environments that are not familiar? -Use modern technology, IT and app devices to navigate to a geocache.</p> <p>KQ – What is Geocaching? What equipment do you require to participate? Where can Geocaching be done? What do you need to consider when visiting a place/environment that you not familiar with? What benefits are there from Geocaching?</p>	<p>recovery? Can you identify activities or methods for preparing or recovering? What effect can preparing effectively have on performance?</p> <p>N – To develop climbing movement skills and improve levels of technical ability.</p> <p>KQ – What skills are required for climbing? Are there a varying and vast range of skills for different difficulties of climb? What components of fitness would be advantageous for climbing? How can you measure technical ability when climbing?</p>	<p>grips and ready position? Can you identify and explain the court markings and boundaries? Are you able to utilise the court to your advantage?</p> <p>N – Develop confidence with an adventurous activity (Ice Skating) Explore the importance of safety and gain appreciation and respect for the activity. KQ – Can you ice skate? What skills are required? What components of fitness are required? What are the basic safety measure to adhere to for the activity? Why should the sport, the principles and the safety requirements be respected when participating?</p>	<p>KQ – Can you identify and explain specific athletic events with depth, detail and relevant terminology? What specifics might be required in order to be effective during sprinting events?</p> <p>N – Establish key features of the country side code. Understand the importance and potential demand when walking/navigating. Understand how weather effects outdoor activities such as walking. Develop knowledge of a route card and how to make use of one.</p> <p>KQ – What is the country side code? Why is there a and country side code? What is the importance of this? Regards health and fitness what is required for the activity of walking, orienteering or mountaineering? How will weathers affect an individual’s plans or route? What is a route card? What is its purpose? Can use you a route card effectively and confidently?</p>	<p>KQ – Why are there different catching methods and when might they be required? Can you demonstrate throwing and explain the importance of accuracy? Can you engage in a simple striking and fielding game whilst learning some basic rules/ laws?</p>
2	<p>N – Demonstrate basic understanding and technique in relation to generic circuit training. Sustain performance</p>	<p>N – Develop skills requires for effective defending with and without possession of the ball</p>	<p>N – To select, combine and perform skills, actions and balances.</p>	<p>N – Be able to select and play a combination of strokes which move their opponent.</p>	<p>N – Demonstrate application and replication for endurance and paced events. Develop the physical and mental</p>	<p>N – To improve quality and consistency of throwing techniques and know when</p>

	<p>but also understand how to simplify or develop the difficulty of circuit training. KQ – What is circuit training? What does a circuit consist of? How does specificity link to circuit training? How might one alter the complexity of circuit training?</p> <p>N - Rig and launch a 2-person boat from with guidance and assistance. Identify wind direction and describe its strength. KQ – Were you able to follow simple instructions? Did you achieve in rigging and launching a boat? Tell me which direction the wind is blowing and its strength? How did you know this?</p>	<p>KQ – What is the purpose of defending? What skills are required to play and defend effectively, both as a team and as an individual player? Define the term possession. How can defending be utilised with and without possession of the ball?</p> <p>N – Develop a greater understanding as to why Geocaching can support a healthy active lifestyle and be used as a method of fitness. -Experience new places and gain a greater understanding of local surroundings, basic navigation and communicational skills KQ – what is the country side code and why might it be some useful knowledge when participating in Geocaching? How can Geocaching affect a lifestyle? How is Geocaching a form of activity and how can it aid or improve an individual’s health and fitness?</p>	<p>To develop knowledge and understanding of muscle group and use of them. KQ – Can you identify some muscle groups? And describe how you have potentially used them. Identify and explain 2 examples of specific skills/actions that you have demonstrated.</p> <p>N - To work as a team, communicate with, and trust a climbing partner or other boulderers; To provide a structure for development, motivation and improved performance. KQ- Why is team work important and required despite it being one individual who climbs? What is required for team work to be used and effective? How might a climber or yourself for future weeks motivate yourself? How will you improve? Have you analysed and evaluated you own performance? Do you recognise your own strengths and/or weaknesses?</p>	<p>KQ – What types of strokes can you identify? How many different strokes can you demonstrate? How many different strokes are you able to consistently perform?</p> <p>N – Develop some basic skills to aid safety, performance and engagement. Develop team work skill, build trust develop relationships. KQ – Can you identify some of the basic skills needed for ice skating? Can you perform some basic skills? How can you help others and how can others help you develop such skills? (Level 1: Sit down and Stand Up, March forwards across the Ice, Forward two-foot glide Skate and Dip (Little Man) Turn around on the spot</p>	<p>capacity to participate and/or compete. Understand fitness components required and apply strategy or adapt skills to meet the event or environment. KQ – What skills and attributes are required to participate/perform/compete in endurance events? Can strategy be utilised and applied in such events? What demands are required from a mental and a physical perspective to perform effectively across 400, 800 and 1500m events?</p> <p>N – Demonstrate the ability to orientate a map correctly without use of a compass. Be able to check location on a map by identifying 2-3 key surrounding features. Begin to develop knowledge of key/basic map symbols. KQ – What does it mean “to orientate a map”? Can you succeed in this task and consistently? How many basic map symbols can you recognise and/or explain?</p>	<p>to use them during competitive situations. Introduce and develop long barrier technique.</p> <p>KQ – Why is throwing important for striking and fielding activities/sports? When and why would throwing technique vary? What is the long barrier technique? Can you perform the long barrier technique and transcend into an effective throw?</p>
<p>3</p>	<p>N – To accurately replicate a sustained running technique and develop an understanding for pace and endurance through participation of varying</p>	<p>N- Learn the basic individual and team principles of attack and defence KQ – Are there specific ways to play when attacking and/or defending? What skills can be</p>	<p>N – To improve the consistency, quality and application of their personal skills. KQ – Can you identify the terms consistency, fluency,</p>	<p>N – Begin to understand and apply strategic play and technical principles. KQ – Define the term strategy? What is meant be technical principles? How can</p>	<p>N – Develop knowledge and accurately replicate technique for Long-Jump and potentially Triple-jump. Develop understanding of rules and regulations linked</p>	<p>N – Be able to accurately replicate a bowling technique and gain consistency when bowling. Develop knowledge of the laws of bowling and bowling deliveries.</p>

	<p>Cardiovascular fitness tests and activities (Cooper run, MSFT and an introduction to Continuous, Fartlek and interval training methods) KQ – Can you identify some specific health/fitness components E.g. Cardiovascular endurance, speed? What is meant by the term Pace? Where and how can pace be utilised? What are the benefits of training and developing CV fitness?</p> <p>N - With some guidance/support rig and launch a 2-man boat? Develop knowledge of components, equipment and parts of a boat. Gain a better understanding of environmental factors and their influence.</p> <p>KQ - Can you rig and launch a boat with little assistance? Can you name 3 key parts of the boat (fixed or moving)? Can you identify environmental conditions and what bearing will then have on your sailing?</p>	<p>utilised when defending/or attacking? WSF – Computing. Pupils will be given opportunities to record whilst commenting on game play and performances. They will then be asked to listen back over their recordings and commentary to analyse and evaluate their descriptions of such events. This will not only encourage but also identify and indicate pupils use of terminology and understanding of the sport.</p> <p>N – Learn more about your local surroundings, demonstrate your ability to be an effective and supportive member of society. Develop care and respect for the community. KQ- What did you observe and find knew or interesting about the “real world” beyond the classroom? How did you have an impact of society? How did and how can you be a positive citizen when Geocashing? Did you feel like a positive part of society? Why?</p>	<p>control and tension? How have you utilised and implemented these? Can you compare your skills/attributes with fellow peers? Are individual/team performances aesthetically pleasing?</p> <p>N – To learn and develop knowledge of climbing rope-work, where applicable, and how to use equipment appropriately.</p> <p>KQ – Can you define what is meant by climbing rope work? Why might climbing rope work be important? Where can rope work be applied? What safety equipment is required? Are you able to harness up independently? What does it take and how do you make sure you have harnessed up appropriately ready and safe to climb?</p>	<p>strategy or tactics be used in order to outwit an opponent? How effective are you at achieving desired outcomes with use of strategy or tactics?</p> <p>N – Continue to develop existing skills. Be introduced and build on new skills. Understand the term dynamic risk assessments and develop decision making and thinking skills. (Level 2 - Backward marching across the ice, forwards Swizzles (Lemons), forward two-foot glide on a curve (Left and right), Two foot turn on the spot (forwards to backwards, backwards to forwards) Snowplough or T- Stop. KQ – Have you mastered level 1 skills? How confident do you feel learning and performing? How have you found any of Level 2 skills? Are you able to carry out a series/sequence of skills consecutively when called? What are your strengths at present? What are your weaknesses at present?</p>	<p>with these specific events, especially regards landing and take-off. Measure and record accurately. KQ – Identify and explain the events of long and triple jump. What components of fitness are required in order to perform effectively? Can you identify a minimum of 3 rules for each event? Can you demonstrate how to measure and record accurately? WSF – Computing. Pupils will be requested to video record their peers’ performances, make basic analysis of the recordings. Pupils will be questioned to highlight specific phases of the event and describe the performers technique, actions and motion throughout. This will encourage accurate and specific terminology to be discovered and utilised.</p> <p>N- To work effectively as a team. Apply skills developed to locate to maintain a fix on position (Thumbing). Understand how to navigate with use of pace. Complete a given route within a set time. KQ – What is required to work effectively as a team? What is leadership? Is this required for a team to work and collaborate effectively? What skills aid effective team</p>	<p>Participate in small sided games designed to use bowling and tactical use of. KQ – What is bowling? Can you describe a bowling technique? Can you make comparisons with yours and fellow peers bowling performances and techniques? Can you identify 2 laws enforced and linked with bowling? WSF – Computing. In pairs or small groups, pupils will be requested to video record their peers bowling technique and then make basic analysis of the recordings. Pupils will be requested to describe the performers technique, actions and motion throughout. If any areas of weakness can be identified effectively then this will be encouraged in order to make changed and developments.</p>
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					work? What is meant by the navigation term “thumbing”? Are you able to succeed in completing a given route in a set time? Does pace affect this task? Why? How can pace be measured but also managed?	
4	<p>N – To know that different tests or activities work different aspects of health-related components. KQ – Can you identify health related components? What is the importance of each component of health? Could you describe the benefits of developing specific health related components?</p> <p>N - Be able to tack and control boat speed, and understand basic principles KQ – What is meant by the sailing term “Tack”? How do you tack? How can you control the speed at which a small boat travel? What effects the speed of travel for a small 2-man boat?</p>	<p>N – Be able to work in small teams to compete and outwit an opponent. KQ – What is meant by tactics and strategy and how can they be implemented during isolated drills and game play?</p> <p>N- Develop confidence, knowledge and respect for the natural environment.</p> <p>KQ- What is meant by the natural environment? Do you feel comfortable, at home, scared, lost, alone, uncertain, worried about the natural environment? What dangers are there or could there be? Can you identify your surroundings and explain their role or importance to the environment?</p>	<p>N – To understand, select and apply a range of compositional principles do create and develop set sequences and/or routine. KQ – Can you identify the meaning of composition in relation to gymnastics? Within in your sequence/routine how have you arranged each movement or skill? What team work skills are required for gymnastics (performance & Safety)?</p> <p>N – To learn and further develop knowledge of climbing rope-work specifically being able to tie in independently, demonstrating accuracy and precision managing figure of 8 and stopper knots along with understanding certain belay devices and following safety measure with effective communication. KQ – Why is knowledge of rope work skills paramount? What can rope work skills consist of? Are you able to carry out a figure or 8</p>	<p>N – Understand and demonstrate specific principles used to prepare, execute and recover during performance. KQ – Can you identify and explain each phase of a movement regards Preparing, executing and recovering? What is the purpose of consistently using these principles?</p> <p>N - Be able to skate/perfor for a period of time with the presence of obstacles. Understand and experience observing, analysing and evaluating a sport and performance that in relatively unfamiliar. KQ – Can you perform/skate confidently, comfortable, with precision, fluency, balance and with control? Did you observe? What was your evaluation? What areas might require improving? Can you think of any methods to help improve?</p>	<p>N – Continuation from week 3, with addition of High-Jump Develop knowledge and accurately replicate technique for High-Jump. Develop understanding of rules and regulations linked with this specific event. Measure and record accurately. KQ – Identify and explain the event High-jump. What components of fitness are required in order to perform effectively? Can you identify a minimum of 3 rules? Can you demonstrate how to measure and record accurately? WSF – Computing. Pupils will be requested to video record their peers’ performances, make basic analysis of the recordings. Pupils will be questioned to highlight specific phases of the event and describe the performers technique, actions and motion throughout. This will encourage accurate and specific terminology to be discovered and utilised.</p>	<p>N – To develop and adapt skills required for batting. Gain an understanding of basic grip and basic shots involving the importance of posture, stance, movement, timing and preparation. Introduce the concept of shot selection and the purpose of shot selection. KQ – Describe batting and its purpose. Could you identify and demonstrate the basic fundamentals of battling? How can shot selection improve the effectiveness of your outcomes and success rate during game play and/or competition?</p>

			<p>and a stopper not precisely and accurately? What is meant by Belay? Are you able to belay for another person? What is required to Belay?</p>		<p><u>Mountain biking or cycling has not been carried out before with these pupils, so there will be a mixture of Bike ability, mountain biking and navigation work and all will be based, planned and dynamically risk assessed accordingly.</u></p> <p>N - develop mastery in cycle handling in an off-road environment and prepare riders for cycling across various terrains, situations and environments. Develop confidence, basic cycling skills with an understanding of safety demands and reequipments KQ- What is required in order to handle and use a bicycle safely? How can you make sure your safe, fellow riders are safe and members of the public are safe? What is an M check? Why is an M check important and when should an M check be carried out? How might cycling skills vary across different terrains and environments? What safety measurement must be adhered to? Why?</p>	
5	<p>N – To know that different tests or activities work different aspects fitness related components. KQ – Can you identify fitness related components? What is the importance of each fitness related component?</p>	<p>N – Take different roles within the chosen sport regards defending and attacking KQ – As an individual, what are your key strengths and how can you contribute positively for your team? Can you identify ways to develop your weaknesses? WSF –</p>	<p>N – Visually assess own and others performances in order to identify strengths and weaknesses in a performance. KQ – Can you identify some strengths and or weaknesses for an individual or team performance?</p>	<p>N – Be able to evaluate strengths and weaknesses of a performance. Recognise varying levels of fitness required in order to participate, perform, develop, rally, compete etc. KQ – What does evaluation mean? How can evaluation be carried out? What is the</p>	<p>N – To develop and accurately replicate effective technique for throwing events with consistency (Discus, Javelin, Shot Putt). Understand specific rules and regulation especially with landing of objects. Develop understand of safety considerations. Be able to</p>	<p>N – Understand and begin to apply strategy and tactics during game/competitive situations for both strikers and fielders. Replicate skills in order to outwit and opponent. To introduce, develop and broaden knowledge of rules for striking and fielding games</p>

	<p>Could you describe the benefits of developing specific health related components?</p> <p>N - Be able to steer and understanding and using basic principles of sailing. Expand on techniques, capsize recovery and sailing theory</p> <p>KQ – What are the basic principles of sailing? How do you steer a small boat? What equipment is required to steer? Do the environmental conditions have an effect on steering and why? What is meant by Capsizing? How do you manage and deal safely with capsizing?</p>	<p>N- Develop knowledge and skills needed for remote camping and include tent pitching, equipment required, building temporary shelters and emergency shelters from natural materials. Also develop knowledge and understanding of camp safety and the ‘Leave no Trace’ principles.</p> <p>KQ- What skills are required for both an individual and as a team when building shelter of various descriptions? What materials could be used for emergency shelters? Why might you require an emergency shelter? What safety measures are there when camping? Would environment affect the safety measure? What is the “Leave no trace Principle”? why might this me be required?</p>	<p>Can you begin to utilise specific key words and terminology? What is the scale of your assessment (some assessment, basic, in-depth)</p> <p>N - To provide and develop a record of personal achievements (NICAS 1 Booklet) and encourage future planning and further thinking (The next climb, next few climbs, next week, next years targets).</p> <p>KQ – What have you achieved so far? Where next? What next? How? Can you recognise areas of strengths and weaknesses along with ways and ideas to help develop?</p>	<p>purpose of evaluating effectively? Can there be a scale created to demonstrate levels of fitness and what required for different activities of intensities of?</p> <p>Target Sports N – Gain a positive and safe experience of Various Target sports. promote the benefits and uptake of target sports. KQ – What is the purpose of a target sport? Can you identify a number of target sports? What benefits are there from target sports? What dangers are there with in certain target sports? What components of health and components of fitness can develop with regular participation in target sports?</p>	<p>identify components of fitness required for such events. KQ – What is required in order to perform jumping events accurately? What components of fitness are required? What rules, regulations and safety requirements are there? Can you describe how to measure and record accurately?</p> <p>N - Be able to prepare for cycling with some/little assistance and guidance. Develop from basic bicycle skills to moderate handling skills. Continue to expand on depth and use of safety knowledge for various environments and terrains. KQ – How confident are you in carrying out your own checks? Did you have the appropriate clothing and safety? What is meant by the term terrain? Can you evaluate your skills and performance when cycling across different terrains? What did you find tough? How did you combat this? Are you able to manage the mechanics of the bike for specific difficulties of terrain and different gradients?</p>	<p>predominantly this term cricket. KQ – Why would you apply strategy or tactics during play? Why would you apply strategy and/or tactics? Can you identify and describe the involvement and purpose of defensive play, attractive play, pace, aggression etc? How and who suggests a style of play, strategy or tactic? WSF –</p>
6	<p>N – Demonstrate basic knowledge and ability to carry out and perform accurately a number of post fitness tests. Be able to measure accurately and make a basic to good</p>	<p>N – Take part in a competitive game, involving/demonstrating strategy and tactics KQ – Can you describe your role within the team? Cn you evaluate your performance <u>effectively</u>?</p>	<p>N – Evaluate own and other performances and provide areas for improvement. KQ – can you Identify and begin to explain an area for development for yourself,</p>	<p>N – Demonstrate the ability to utilise all skills and development to apply consistent pressure and outwit opponents. Demonstrate understanding of the concept of net and wall</p>	<p>N – Using developed knowledge and experience perform across a variety of athletic events with accuracy, precision, replication, application and consistency. Analyse and evaluate</p>	<p>N – Perform in a series of Cricket games demonstrating and developing knowledge, application and replication of skills in varying situations. Experience competitive play, record accurately, apply</p>

	<p>understanding of results this including making comparisons with national aged related data. KQ – How confident and competent were you carrying out specific fitness tests? What were your findings? Were you able to make any comparisons with your data?</p> <p>N – Be able to independently launch & sail a 2-man boat around a triangle in moderate conditions demonstrating various skills and knowledge developed. Adhere to safety requirements and demonstrating some rescue skills if demanded. KQ – Can you sail a “-man boat around a designated course? What skills and knowledge did you rely and depend on? What rules and regulations were implemented? Did you adhere to them all? How would you rate your use of safety during your participation?</p>	<p>N – develop self-reliance, encourage teamwork and team work skills. Gain appreciation for the environment, by introducing lifelong and lifesaving skills and knowledge (Gypsy Well).</p> <p>KQ- What is resilience? Why might this be required in the natural environment? What team work skills might be required when tackling environmental conditions and challenge? Can you appreciate the environment more and why?</p>	<p>another individual and for a team performance? Are you able to utilise appropriate and effective gymnastic terminology? Can you suggest methods/activities to aid improvement?</p> <p>N -To evaluate and develop an understanding of the sport, its history and ethics. Furthermore, to point the way to further disciplines and challenges in climbing beyond this current Schemes/NICAS award. KQ – Can you evaluate your participation, performances and what you have achieved so far? Can you identify any historical and/or ethical points for this activity? Where next and what can you achieve within this activity?</p>	<p>games and begin to transfer skills across a variety of net and wall activities. KQ – Can you analyse and evaluate your own performances over the past term? What strengths and weakness can you identify? Are you able to transfer principles and skills throughout vary net and wall activities?</p> <p>N - Participants learn about and practise sending an object with aim, accuracy, control and precision as they participate in a target game. Develop numeracy and literacy skills through scoring systems. Gain a greater understanding of the importance of safety for some target activities (Archery). KQ – Can you identify as many safety requirements as possible for the sport of archery? How important are these safety rules and why? Can you identify your performance and attributes such as control and accuracy? How can these be measured in such an activity?</p>	<p>personal performance across a number of athletic events to see where you best perform and explain why? Identify and explain strengths and weaknesses across varying athletic events. KQ – What events are your skills best suited for? Can you highlight an event you feel you have made great progress in and why? How confident are you regards competition? Can you identify/list both strengths and weaknesses?</p> <p>N – Navigate a set route including various terrains within a set time period, taking into account safety measure for yourself and as a team. KQ – Can you evaluate the task? What challenges were faced? How did you combat such challenges? What bicycle handling skills were required? Any accidents? How were these dealt with? Did you complete the task in the given time period? Can you evaluate your personal performance? How can you develop? What next?</p>	<p>strategy/tactics in game situation. Participate and adhere to enforced laws of the game. KQ – Describe your experience of competitive play whilst utilising your skills. Can you make an effective evaluation of your performances and highlight any strengths or weaknesses? Were you able to apply any type of strategy and felt an impact, positive or negative</p>
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