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| Year 9 Home - Education South West | | | |
|  | Cycle 1 | Cycle 2 | Cycle 3 |
| Key concepts (Head/Heart/Hands | **Head/Heart/ Hands** | **Head/Heart/Hands** | **Head/ Heart/Hands** |
| Practical (Procedural Knowledge) | **Evaluate and refine**  **Heart**: Respect, Teamwork, Resilience, Leadership, Confidence.  **Head:** Feedback, Analysis of performance, Knowledge of tactics and strategies  **Hands**: Fitness, Physical ability, Fitness levels, Problem solving, Skill acquisition, Competition. | **Evaluate and refine**  **Heart**: Respect, Teamwork, Resilience, Leadership, Confidence.  **Head:** Feedback, Analysis of performance, Knowledge of tactics and strategies  **Hands**: Fitness, Physical ability, Fitness levels, Problem solving, Skill acquisition, Competition. | **Evaluate and refine**  **Heart**: Respect, Teamwork, Resilience, Leadership, Confidence.  **Head:** Feedback, Analysis of performance, Knowledge of tactics and strategies  **Hands**: Fitness, Physical ability, Fitness levels, Problem solving, Skill acquisition, Competition. |
| Theory (Substantive/ Declarative Knowledge) | **Injury prevention**  Treatment-RICE  Types of risk  Acute and chronic treatment of injuries  Symptoms of common conditions  **Knowledge of rules** | **Training methods:**  Circuit  Fartlek  Continuous  Interval  Weight  Plyometrics  **Principles (FITT)**  **Training intensity**  **Knowledge of rules** | **Barriers to participation:**  Solutions to overcome barriers  Values of sport  Unwritten rules and examples  **Knowledge of rules** |
| Hinterland Knowledge  (Cultural capital) | See sport specific plan  Knowledge that is in the background that supports our heart/Head/Hands | See sport specific plan  Knowledge that is in the background that supports our heart/Head/Hands | See sport specific plan  Knowledge that is in the background that supports our heart/Head/Hands |
| Disciplinary knowledge | Knowledge of how the knowledge was established. Not covered in KS3.This knowledge is more advanced and used in exam PE courses. | Knowledge of how the knowledge was established. Not covered in KS3.This knowledge is more advanced and used in exam PE courses. | Knowledge of how the knowledge was established. Not covered in KS3.This knowledge is more advanced and used in exam PE courses. |
| Assessment approach | **Mid cycle** assessment- Practical assessment/DIN knowledge test  **End of cycle assessment**- Practical/Theory assessment. | **Mid cycle** assessment- Practical assessment/DIN knowledge test  **End of cycle assessment**- Practical/Theory assessment. | **Mid cycle** assessment- Practical assessment/DIN knowledge test  **End of cycle assessment**- Practical/Theory assessment. |
| Homework | Informed by knowledge organiser (KO)- revision of key terms. Focus on content of week in cycle which links to KO weeks. | Informed by knowledge organiser (KO)- revision of key terms. Focus on content of week in cycle which links to KO weeks. | Informed by knowledge organiser (KO)- revision of key terms. Focus on content of week in cycle which links to KO weeks. |
| Justification | Use HHH model to develop student’s physical literacy (Hands) core values inherent in a broad range of activities (HEART) and to gain the knowledge to lead a healthy active lifestyle (Head). We have sequenced the concepts to progress from understanding in year 7 to focus on the application these concepts to sporting activities in year 8 and then evaluating and refining in year 9, which shows the progression model through our sequencing of the curriculum. | | |