



## SAMPLE TEACHING AND LEARNING OUTLINE

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**PHYSICAL EDUCATION**  
**YEAR 9**

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The implementation of the *Western Australian Curriculum: Health and Physical Education*, provides an opportunity for schools to review their approach to the delivery of Physical Education. Schools may choose to implement the syllabus through a number of methods which include: traditional 'sport' style programs; skills based programs which focus on families of sports; specialist programs; or, outdoor education.

The sample teaching and learning outline reflects a skills based approach in which students' skills are developed through the study of sport families such as invasion, net and striking/fielding sports.

The content within the *Moving our body* sub-strand will be the emphasis of every lesson throughout the year and will provide opportunities for students to learn about and apply knowledge and skills as outlined in the *Understanding movement* and *Learning through movement* sub-strands

Week	WA Curriculum content	Key teaching concepts	Lesson content
1-3	<p>Movement skills and sequences within different physical activity contexts reflecting:</p> <ul style="list-style-type: none"> <li>increased speed and accuracy</li> <li>increased complexity</li> </ul> <p><i>Note: The above content is ongoing and will be addressed throughout the skill development teaching and learning activities</i></p>	<p>Introduction</p> <p>Characteristics of sports categories / families:</p> <ul style="list-style-type: none"> <li>invasion</li> <li>net</li> <li>striking / fielding</li> </ul> <p><b>Invasion sports</b></p> <ul style="list-style-type: none"> <li>fundamental skill development to enable passing, receiving, moving when in possession e.g. dribbling</li> </ul>	
4		<p><b>Invasion sports</b></p> <ul style="list-style-type: none"> <li>fundamental skill development to enable passing, receiving, moving when in possession e.g. dribbling</li> </ul>	<p><b>Strategies to create and use space</b></p> <ul style="list-style-type: none"> <li>creating space <ul style="list-style-type: none"> <li>goalside positioning</li> <li>between passer and receiver</li> <li>width of a pass</li> <li>evasion of opponents</li> </ul> </li> </ul>
5-6	<p>Tactical skills used to create, use and defend space, such as selection of positions</p> <p>Selection and adaption of responses to the outcome previous performances</p> <p>Transfer of skills and tactics between physical activities</p>	<p><b>Strategies to defend space</b></p> <p><b>Strategies to regain possession</b></p>	<p><b>Strategies to defend space</b></p> <ul style="list-style-type: none"> <li>positioning between an opponent and the goal</li> <li>using the body to block a pass or a scoring attempt</li> <li>defending the goal</li> </ul> <p><b>Strategies to regain possession</b></p> <ul style="list-style-type: none"> <li>tackle / steal the ball</li> <li>intercept the ball</li> <li>force the ball or the opponent out of bounds</li> </ul>
7-9	<p>Skills and strategies for effective leadership, including teamwork and motivation</p> <p>Characteristics of fair play and application of fair and ethical behaviour in physical activity</p> <p>Measurement of the body's response to physical activity:</p> <ul style="list-style-type: none"> <li>flexibility</li> <li>strength</li> <li>balance</li> <li>endurance</li> </ul>	<p><b>Game play</b></p>	<p><b>Modifying space, target, player numbers</b></p> <ul style="list-style-type: none"> <li>tournament play i.e. round robin, elimination, double elimination, league</li> </ul>

Week	WA Curriculum content	Key teaching concepts	Lesson content
10–12		<b>Striking / fielding sports</b> <ul style="list-style-type: none"> <li>characteristics of striking / fielding sports</li> <li>fundamental skill development to enable striking e.g. batting in baseball and fielding (retrieving and throwing)</li> </ul>	<b>Striking / fielding sports</b> <ul style="list-style-type: none"> <li>striking object from a delivery vs a batting tee</li> <li>fielding ball from ground vs in the air</li> </ul>
13–17	Tactical skills used to create, use and defend space, such as selection of positions Skills and strategies for effective leadership, including teamwork and motivation Characteristics of fair play and application of fair and ethical behaviour in physical activity	<b>Using space</b> <b>Game play</b>	<b>Using space</b> <ul style="list-style-type: none"> <li>hitting the ball to space away from fielders</li> <li>hitting the ball out of the playing area</li> <li>advancing a runner</li> </ul> <b>Defending space</b> <ul style="list-style-type: none"> <li>fielding positions</li> <li>variety in delivery of the ball</li> <li>where to throw ball after being hit</li> </ul>
18–19	Selection and adaption of responses to the outcome previous performances Transfer of skills and tactics between physical activities	<b>Game play</b>	<b>Alternative game play e.g.</b> <ul style="list-style-type: none"> <li>tee-ball</li> <li>softball</li> <li>cricket</li> <li>kick ball</li> </ul>
20–23	Description of movement using basic kinematic and kinetic terms, such as: <ul style="list-style-type: none"> <li>projectile motion</li> <li>summation of forces</li> </ul>	<b>Net sports</b> <ul style="list-style-type: none"> <li>characteristics of net sports</li> <li>fundamental skill development to enable a variety of passing methods to team mate or sending object to opponent</li> </ul>	<b>Net sports</b> <ul style="list-style-type: none"> <li>attacking vs defending</li> <li>with a racquet vs without a racquet</li> </ul>
24	Tactical skills used to create, use and defend space, such as selection of positions	<b>Using space</b>	<b>Using space</b> <ul style="list-style-type: none"> <li>controlling court space</li> <li>moving opponent around court</li> <li>shot placement</li> </ul>
25	Selection and adaption of responses to the outcome previous performances	<b>Defending space</b>	<b>Defending space</b> <ul style="list-style-type: none"> <li>positioning and team alignments on court</li> <li>defensive shot selection</li> </ul>
26–27	Transfer of skills and tactics between physical activities	<b>Modified game play</b>	<b>Modified game play</b> <ul style="list-style-type: none"> <li>modifying player numbers e.g. singles vs doubles, beach vs indoor volleyball</li> </ul>

Week	WA Curriculum content	Key teaching concepts	Lesson content
28–30	<p>Skills and strategies for effective leadership, including teamwork and motivation</p> <p>Characteristics of fair play and application of fair and ethical behaviour in physical activity</p>	<p><b>Game play</b></p>	<p><b>Game play</b></p> <ul style="list-style-type: none"> <li>• scoring systems</li> <li>• singles, doubles</li> <li>• tournament play i.e. round robin, elimination, double elimination, league</li> </ul>