

Year 8

Physical Education Curriculum Intent

In Year 8 pupils should build on and embed the physical development and skills learned in year 7, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Some sports and activities may vary from year group to year group, this is to allow the pupils to experience a broader range of physical activity.

The rationale for the subject is extended beyond the curriculum, where students are encouraged to pursue excellence in performance, engage in competition and experience new activities.

Physical Education National Curriculum aims:

- lead healthy lives
- be physically active for sustained periods
- develop competence to excel in a broad range of physical activities
- engage in competitive sports and activities.

Aims associated with the needs of our pupils:

- be able to work cooperatively and as a leader.
- grow in self confidence to lead and share their ideas
- Be inclusive of others and respect all our differences.
- to be self-reflective and think critically.
- to have a positive attitude towards learning and enjoy PE.

In year 8 we aim to build on the core values demonstrated in year 7 and have more focus on developing independence and leadership skills throughout the year.

Subject:Year 8 Physical Education

- Each PE class will spend 4 weeks and therefore 6 lessons on each activity.
- At least 4 of the 6 lessons are spent on developing a technical or tactical area within that sport/activity.
- The last lesson will be an assessment lesson with pupils applying the skills they have learnt into a competitive situation.
- In the last lesson of each activity students will identify 1 key area within their performance which they would like to improve on. They must then look to focus on this area throughout the assessment lesson.

- Within each of the activities students are being rewarded for demonstrating “The PE Department Standards/Values”: **Challenge, Persist, Pride, Lead, Respect**. These values run through the heart of all lessons.
- Pupils will take part in three ‘Standards and Expectations’ lesson at the start of the school year. Pupils will be introduced to the PE Standards/Values (Challenge, Persist, Pride, Lead, Respect), be shown the changing and teaching areas as well as a reminder of the schools Pe kit policy. This unit is also to embed and reward students early on into the expectations we are looking for as a department.

The order in which pupils take part in the sporting activities will vary depending on the timetabling of classes.

	Unit 1: Standards and Expectations.	Unit 2: Rugby (Boys)	Unit 3: Football	Unit 4: Netball (Girls)	Unit 5: Badminton	Unit 6: OAA
Acquire	Lesson 1: Introduction talk Lesson 2: Cross-Country Lesson 3 Tag Rugby activity.	-Handling Skills (recap) -Passing and movement -Tackling (re-cap) -Running with the ball and supporting team mates -Rucking -Match Play (Analysis & Assessment)	-Ball Skills (control and possession) -Passing/Receiving (recap) -passing /Receiving over varying distances -Dribbling with the ball at speed -Shooting -Match Play (Analysis & Assessment)	-Recap basic ball handling skills -Passing/receiving -1 /2 handed/on the move -Pivoting /turning in the air -Shooting- accuracy /under pressure -Defending- marking/different types of dodge -Match Play (Analysis & Assessment)	-Serving (flick and lob) -Net-shot -Overhead Clears -Drop Shot -Smash -Match Play (Analysis & Assessment)	- Team building activities (Communication) - Team building continued (Communication) - Map orientation - Football orienteering (Map work/ Team work) - Orienteering around the school premises (Working the map/ communication) - Competitive orienteering (Analysis and assessment)
Apply	Demonstrating a good attitude towards PE	-Students build on skills learned in the previous year each lesson.	How to create space in attack and keep possession as a team.	How to create space in attack and keep possession as a team.	How to outwit opponent by moving them around the	Demonstrate the core values of PE. Demonstrate team building skills and

	Demonstrating good hand eye coordination. Demonstration of good cardiovascular fitness and resilience.	-Greater emphasis on tackling and keeping possession of the ball by rucking. -Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. CC- South Africa (first sporting event after apartheid)	How to defend effectively as a team to stop the opposition. Work as a team to create a scoring opportunity. CC- Viv Anderson (first black England player)	How to defend effectively as a team to stop the opposition. Work as a team to create a scoring opportunity.	court using different shots. Decision making and shot selection. Demonstrating an understanding of the rules of Badminton. CC- China's dominance of the sport	good communication with others. - Planning ideas to overcome changes. Working together to solve problems. Improving general fitness thorough competition.
Vocabulary	PE Values Respect Challenge Pride Persist Leadership Resilience Cardio vascular fitness Co ordination Tier 2: reflect, demonstrate, cooperate, persist, respect, evaluate Tier 3: resilience, coordination,	Rucking Evading Attack Defence Draw Scrum Line out Scrumhalf Backs forwards Tier 2: anticipate, support, organise, adapt, communicate, evaluate	Passing Possession Control Accuracy Power Tackling Jockeying Formation Dribbling Tier 2: anticipate, exploit, adapt, communicate, evaluate, justify Tier 3: possession, jockeying, formation	Chest pass Bounce pass Shoulder pass Pivot Footwork Goal shooter Goalkeeper Wing attack Wing defence Goal Attack Goal Defence Centre Tier 2: anticipate, coordinate, communicate, exploit, adapt,	Serve Forehand Backhand Court Baseline Service line Overhead Clear Net Shot Drop Shot Tier 2: anticipate, select, disguise, respond, evaluate, refine Tier 3: overhead clear, net shot, drop shot	Communication Non-verbal 'thumbing' the map. control points landmarks map Tier 2: communicate, collaborate, plan, adapt, evaluate, justify Tier 3: control points, landmarks, map orientation

	cardiovascular fitness	Tier 3: ruck, scrum, line-out		evaluate Tier 3: pivot, footwork, goal shooter		
Assessment	-The main focus is to get students actively engaged and assess their baseline ability. -The PE Standards are introduced and rewarded when seen during these activities.)	--Students build on skills learned in the previous year each lesson. - Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. CC- South Africa (first sporting event after apartheid) Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.	-Students build on skills learned in the previous year each lesson. -Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. CC- Viv Anderson (first black England player) Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.	--Students build on skills learned in the previous year each lesson. - Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.	-Students build on skills learned in the previous year each lesson. -Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. CC- China's dominance of the sport Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.	Formative assessment through questioning and observation in final lesson competition of orienteering. Pupils will apply their acquired OAA skills and knowledge to outwit and overcome the other pupils.
	Unit 7: Table Tennis	Unit 8: Fitness	Unit 9: Athletics	Unit 10: Cricket (Boys)	Unit 11: Rounders (Girls)	Unit 12: Basketball

Acquire	-Serving (recap) -Forehand (push and smash) -Backhand (push) -Slices -Spins -Match Play (Analysis & Assessment)	- Introduction to equipment (try all equipment) - Increasing heart rate - Circuit training (measuring heart rate) - Continuous training (Aerobic activities) - Sprint. plyometric training (Anaerobic activities) - Strength activities (Circuit training) - Assessment (design a personal training programme)	- Shot put - Javelin - Long Jump - 800m/ Pacing - 100m/ Sprint starts - Relay / Baton changeover. Additional: - 200m - Triple jump - Discus - Indoor athletics	- Throwing/Catching (recap) -Fielding (long and short barrier) -Bowling (slow to medium pace) -Front (defensive shot/block) -Batting/Bowling/fielding positions -Match Play (Analysis & Assessment)	-Throwing/Catching- 1/2 handed, underarm/overarm -Fielding- long barrier -Bowling –introduce top spin, donkey drop -Batting – placement of hit - rules of the game/how to score a game/tactics/strategies -Match Play (Analysis & Assessment)	- Ball familiarisation (dribbling) - Passing (chest/bounce) - Set shot - Layup shot - Attack and defence - Match play (analysis & Assessment)
Apply	Demonstration of a number of shots to outwit an opponent based on their strengths and weaknesses. Use the correct technique with accuracy and control.	Completion of a range of training methods. Applying the principles of training. Understanding components of fitness. Students learn the health and safety of the cardio equipment. -Students begin to learn about body	How to safely and effectively complete a number of field events. Using the correct throwing technique. Demonstrate good long jumping technique. Demonstrating good sprinting technique. Demonstrating pacing in 800m. -Students are recapping the	How to bowl legally in cricket. Demonstrate good stance and grip when batting. Catching and throwing the ball when fielding. Applying knowledge and skills to a conditioned game. CC- England cricket (players born in different countries).	Demonstrate how to bowl effectively and legally. Demonstrate a good batting stance and technique. Show good coordination and effectiveness when fielding.	How to create space in attack and keep possession as a team. How to defend effectively as a team to stop the opposition. Work as a team to create a scoring opportunity. How to work as a team to create a scoring opportunity.

		systems and their role in exercise CC- Racheal McKinnon (transgender woman cyclist).	fundamentals and health and safety of each Athletics discipline. -Each lesson allows the students to demonstrate the ability to perform each activity in a competitive situation. CC – London 2012 Paralympic games.			
Vocabulary	Push shot Drive shot Serve Backhand Forehand Let Spin Slice Tier 2: anticipate, select, respond, adapt, evaluate, refine Tier 3: push shot, drive shot, spin	Coardiovascular fitness Muscular strength Muscular endurance Resting Heart rate (RHR) Max Heart rate (MHR) Tier 2: analyse, compare, monitor, adapt, evaluate, justify Tier 3: cardiovascular fitness, muscular endurance, maximum heart rate	Take off Acceleration Power Flight ‘on your marks, set, go’ Strength Changeover Baton Tier 2: accelerate, pace, refine, compare, evaluate, perform Tier 3: take-off, changeover, baton	Leg side Off side Forward defensive Backward defensive Stright drive Cover drive Line and length. Wicket keeper Stumps Tier 2: anticipate, select, position, adapt, evaluate, communicate Tier 3: line and length, wicket keeper, forward defensive	Base Pitch Donkey drop Rounder Half rounder Loaded Backstop Tier 2: anticipate, select, communicate, adapt, evaluate, organise Tier 3: donkey drop, backstop, half rounder	Chest pass Bounce pass Shoulder pass Pivot Footwork Travel Double dribble Set Shot Tip off Lay- up blocking contact Shot clocl Tier 2: anticipate, exploit, coordinate, adapt, communicate, evaluate Tier 3: lay-up, double dribble, pivot

Assessment	-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.	-Students look to incorporate the knowledge learnt about fitness from their previous lesson(s) into their current lesson to complete a type of training or training programme. Formative assessment through questioning and observation in performance of training methods.. Summative assessment.	Formative assessment through questioning and observation in completion of events and skills. Summative assessment during class competition at the end of each event.	-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.	-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.	Students develop new skill area each lesson. - Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. CC- Harlem globetrotter (NBAs First African American Players).
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