

Academic Overview 2018-19

Physical Education						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.1
Year 7	Induction to Physical Education	Rugby Netball Hockey Fitness	Dance Badminton Fitness Orienteering	Badminton Dance Football Orienteering	Athletics	Tennis Rounders Cricket
Year 8	Badminton Rugby Netball Dance Hockey	Hockey Table Tennis Orienteering Basketball Gymnastics	Orienteering Basketball Gymnastics Fitness Badminton	Gymnastics Fitness Badminton Hockey Orienteering	Athletics	Tennis Rounders Cricket
Year 9	Badminton Netball Football Rugby Hockey	Hockey Football Fitness Volleyball Badminton	Basketball Hockey Table Tennis Badminton Dodgeball Fitness	Fitness Table Tennis Basketball Fitness Dodgeball Football Badminton	Athletics	Cricket Softball Tennis Rounders
Year 10	Rugby Badminton Hockey Netball	Football Table Tennis Badminton Fitness Football Hockey	Badminton Fitness Dodgeball Hockey	Fitness Dodgeball Football Badminton	Athletics	Cricket Rounders Softball Tennis
Year 11	Football Volleyball Table Tennis Dodgeball	Badminton Fitness Football Table Tennis	Fitness Handball Hockey	Softball Fitness Badminton	Rounders Tennis Cricket	

Sports & activities are not repeated by students within the same year. Availability of facilities dictate students cover the same activities in a different order across the year, hence the repetition of activities each half-term.

Year 8 Curriculum Content Overview 2018-19

Physical Education – Year 8				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance in other competitive sports (for example, athletics and gymnastics) Perform dances using advanced dance techniques in a range of dance styles and forms. Take part in outdoor and adventurous activities (Orienteering) which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Create and complete a warm up for themselves and other performers, understanding why it is important to raise heart rate and muscle temperature. State strengths and areas for development for themselves and others, giving feedback and guidance to peers on how to improve in a plethora of sporting activities. Design skill practices that improve the performance of themselves and others, understanding how to progress these practices of further learning. Design basic fitness routines that develop their own fitness levels, linking in with Components of Fitness and Methods of Training. 	<p>Reading</p> <ul style="list-style-type: none"> Key words presented within lessons GCSE assessment criteria on task sheets Fitness programmes cards and information. <p>Numeracy</p> <ul style="list-style-type: none"> Measurement (Athletics) Timing (Athletics) Angles (when passing) Mass & distance (when using fitness machines) <p>Oracy and Literacy (including key words for practical subjects)</p> <ul style="list-style-type: none"> Key words Student discussion Student presentation of thoughts and ideas Group and team 	<p>Questioning in lessons</p> <p>Live student performance in lessons followed by questions</p> <p>Observation of student performance</p> <p>Whole class feedback during lessons</p> <p>Low-stakes quizzing</p> <p>Exit Strategies</p>	<p>3 assessments throughout the academic year.</p> <p>Assessment of students will be based upon performance in two different practical tasks/activities completed within an 'assessment week'.</p> <p>Assessment outcomes will also take into performance in all sports and activities completed up to the assessment week.</p>	<p>Skills element of the GCSE PE practical performance criteria.</p> <p>Applying skills to competitive situations.</p> <p>Defining key components of fitness and can related to a variety of sporting examples.</p> <p>Basic injuries obtained through sport.</p> <p>The importance of the cardiovascular system whilst exercising.</p> <p>Name key muscle groups and how they work together to allow movement to occur.</p> <p>Name key bones used and methods of protecting these in certain sports.</p>

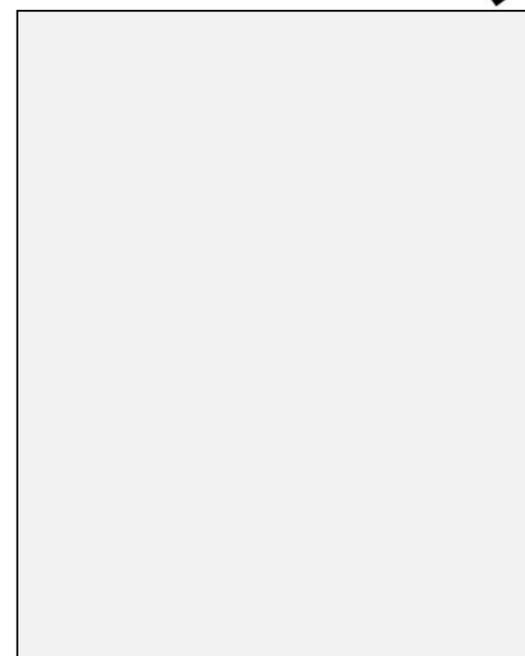
Assessment Skills, Knowledge and Concepts Map

Physical Education – Year 8	
Key Learning Questions	Overcoming Opponents in Games
<ul style="list-style-type: none"> How will possession allow you to be successful? How can you use space to outwit an opponent? How can you apply tactics when in a variety of positions? Why is it important to follow a set formation? 	<ul style="list-style-type: none"> Perform all core skills, accurately replicating the correct technique. Apply core skills, techniques and decisions in a competitive situation, understanding how to use skills to outwit opponents. Use my understanding of the sport to apply tactics to a game. Work as part of a team to decide own tactics and strategies. Know when tactics should be applied at varying points within a game like situation. Lead individual warm up routines with accuracy as instructed
Key Learning Questions	Develop Technique and Performance in Non-games activities
<ul style="list-style-type: none"> Can you identify and describe key techniques? Which Component of health related fitness is most beneficial in your sport? Can you describe the difference between health and skill related components of fitness? How do we test for components of fitness? Can you be fit and unhealthy? 	<ul style="list-style-type: none"> Perform all core skills, accurately replicating the correct technique. Apply core skills, techniques and decisions in a competitive situation, such as a routine. Analyse own performance in different roles using different forms of analysis. Give relevant feedback to others using different forms of analysis. Explain why exercise technique is important and describe how these correlate to injury. Describe how and why the body changes during exercise, relating to the cardiovascular and muscular system.
Key Learning Questions	Perform Dances Using Advanced Techniques
<ul style="list-style-type: none"> Why are levels important when choreographing a dance? How can varying levels make a difference to your dance? How useful are dynamics when trying to improve a routine. Why is timing important to consider? 	<ul style="list-style-type: none"> Accurately replicate a dance routine. Create own dance routine as part of a small group. Perform routines applying synchronisation, mirroring, cannon, levels, dynamics and relationships. Understand how a set theme can be mirrored into own dance routine.

Reading
<ul style="list-style-type: none"> Lesson objectives Key words presented within lessons GCSE assessment criteria on task sheets Fitness programmes cards and information. Reading key task cards Reading key warm up cards
Oracy and Literacy
<p>Literacy: Language for Learning – movement, accuracy, fluency, control, precision, evaluation, aesthetic appreciation</p> <p>Oracy: Student discussion & feedback. Student responses to questioning. Student to student discussion on evaluation of performance.</p>
Numeracy
<ul style="list-style-type: none"> Measuring distances when jumping and throwing Timing during athletics Calculating heart rate



Key Learning Questions	Take Part in Outdoor & Adventurous Activities
<ul style="list-style-type: none"> • How do you orientate a map? • Describe navigational techniques used when Orienteering? • What key features should you locate on a map when orienteering? • Explain the benefits of effective route planning? • How is fitness linked with orienteering? 	<ul style="list-style-type: none"> • Read maps effectively to orientate around a set course. • Able to use techniques such as hand railing to navigate around a course. • Complete courses as individuals and as groups, applying tactics when planning route. • Exercise at a low intensity for more than 15 minutes before becoming tired.
Key Learning Questions	Analyse Performance
<ul style="list-style-type: none"> • How can effective evaluation help improve performance? • How do I identify a person's strengths and areas for development? • Why is it important to act on peer evaluation? • How can I improve my own or another's performance? • 	<ul style="list-style-type: none"> • Identify strengths and weaknesses in their own performance, using criteria to draw upon when explaining analysis. • Describe ways to improve your own performance using correct terminology. • Explain the strengths of their own performance and identify this. • Describe some of the strengths of another person's performance, and how this made their performance stronger. • Describe strengths & weaknesses of another performer during a live match. • Suggest possible improvements that could be made in performance.



Physical Education – Year 8		
Hockey	Badminton	Football
<ol style="list-style-type: none"> 1. Receive the ball using a post up and Control the ball using a roll out when under pressure. 2. Dribble using open and reverse stick in a game situation. 3. Pass and receive the ball whilst moving using a variety of passes. 4. Perform a “V drag”. 5. Apply rules of ‘back-stick’, ‘foot contact’ and “self pass” within a game. 6. Use space and positioning effectively within games, looking particularly at transfer of the ball. 	<ol style="list-style-type: none"> 1. Perform a backhand flick and underarm serve applying tactics to move opponent around the court. 2. Play a smash shot. 3. Consider shot selection when in a rally to outwit opponent. 4. Demonstrate knowledge of rules and court markings of doubles and singles. 5. Apply serving rules of doubles and singles to outwit an opponent. 6. Understand and explain how to score in a competitive situation. 	<ol style="list-style-type: none"> 1. Strike the ball over a long distance on the floor and lofted. 2. Passing the ball with the first touch. 3. Changing direction with the ball whilst moving. 4. Jockey whilst defending a dribbling player. 5. Apply rules of handball and foul play into matches. 6. Apply formations into gameplay.

Rugby	Orienteering	Basketball
<ol style="list-style-type: none"> 1. Pass and receive a Pop and Spin pass. 2. Tackle a player running away from you. 3. Be able to ruck effectively. 4. Restart play with a scrum. 5. Apply rules associated with rucks in open play. 6. Apply tactics to effectively outwit your opponents. 	<ol style="list-style-type: none"> 1. Complete a "star" course, considering how to plan an effective route to outwit opponents. 2. Demonstrate tactics when completing a "conventional" orienteering course to consider cardiovascular fitness levels. 3. Understand and apply the terms "handrailing" and "ticking off" of features on course, and explain why these are beneficial. 4. Plot and create own course for others to complete. 5. Consider tactics when completing a 50 point course to outwit opponents. 	<ol style="list-style-type: none"> 1. Perform a variety of passes including chest, shoulder and bounce. 2. Demonstrate effective defensive body positioning and jockeying. 3. Demonstrate the jump shot technique. 4. Use of zonal marking in a game situation. 5. Apply basic positions in a game. 6. Apply rules regarding contact fouls in defence and attack.
Netball	Fitness	Athletics
<ol style="list-style-type: none"> 1. Pass and receive the ball at varying levels and speeds whilst moving. 2. Application of correct footwork technique in a game situation. 3. Apply correct technique when shooting and use footwork to get closer to the post. 4. Be able to mark a player sideways-on, allowing to watch the player and ball. 5. Demonstrate knowledge of positions and play a variety of roles. 6. Perform varied centre passes to outwit opponents. 	<ol style="list-style-type: none"> 1. Explain what "pyramid training" is and apply this. 2. Understand how to effectively overload on a machine. 3. Apply "Muscular Endurance" to a method of training. 4. Perform a q workout to find your one repetition max. 5. Understand how to work within 60-80% of your Maximum Heart Rate. 6. Create own training plan relevant to your individual needs, considering the FITT and SMART principle. 	<ol style="list-style-type: none"> 1. Explain tactics and techniques for long distance events (800m/1500m) 2. Perform range of throwing actions including discus, shot putt and javelin, developing further technique to include movement in throw. 3. Apply power and flexibility to a range of jumping events, such as high jump, long jump and triple jump, considering body shape when jumping. 4. Understand the importance of power and speed in sprinting events (100m/200m/400m), and tactics when in a race. 5. Be able to work tactically as a team to perform a relay race, considering placement of athletes in race. 6. Appreciate the importance of measuring correct distances in all athletic events. 7.
Dance	Gymnastics	Table Tennis
<ol style="list-style-type: none"> 1. In a duet show some level of technical skill when performing a routine. 2. Use musicality to project a dance routine. 3. Use dynamics to enhance the dance routine. 4. Use levels when performing a routine. 5. Create different pathways. 6. Use different shapes, sizes and space to create the dance. 	<ol style="list-style-type: none"> 1. Perform balances and moves in a sequence with a partner. 2. Perform paired balances with a partner with good body tension. 3. Display good body tension when performing flight. 4. Be able to assess the aesthetic qualities of another's work. 5. Take off and land effectively on apparatus. 6. Attempt more difficult moves on apparatus. 7. 	<ol style="list-style-type: none"> 1. Explain the importance of disguise to shots. 2. Development of the forehand push shot. 3. Development of the backhand push shot. 4. Development of the forehand (sliced) serve 5. Practice & application development of doubles play & tactics. 6. Application of a variety of rules & scoring systems in a variety of situations

Cricket	Rounders	Tennis
<ol style="list-style-type: none"> 1. Be able to throw accurately towards a player without the ball bouncing. 2. Collect ball whilst moving at speed using a crow hop before throwing overarm. 3. Perform the correct bowling action, applying spin to the ball. 4. Demonstrate a pull and sweep shot. 5. Demonstrate the ability to run between the wickets effectively in games. 6. Apply the rules of wides and no-balls in games. 	<ol style="list-style-type: none"> 1. Apply fielding techniques into a game situation, selecting appropriate throws. 2. Demonstrate how to hit the ball into space. 3. Know how to perform a backhand hit. 4. Consider how to set a field to differing batting techniques. 5. Apply knowledge of "double play" and "last batter" in a game. 6. Understand scoring system in a range of examples. 	<ol style="list-style-type: none"> 1. Explain how & when topspin forehands are performed & how they can adapt them. Be able to attempt to perform backhand topspin shots in matches & drills. 2. Explain how & when topspin backhands are performed & how they can adapt them. Be able to attempt to perform backhand topspin shots in matches & drills. 3. Explain how the serving action is performed & where they are conducted from. Be able to attempt to perform the serving action in matches & drills. 4. Explain how & when volley shots are performed & how they can adapt them. Be able to attempt to perform volley shots in matches & drills. 5. Explain when a player should attempt to move into play volley shots & attempt to do this at the correct times 6. Apply the rules & scoring system in a range of settings