

## YEAR 8 CURRICULUM PLAN FOR PHYSICAL EDUCATION - Broadening Sporting Experiences through Physical Education and School Sport

TOPIC	KEY LEARNING	ASSESSMENT
Volleyball	<ul style="list-style-type: none"> <li>Develop warm-ups</li> <li>Recap on basics – volley, dig and underarm serve</li> <li>Develop volleying into different types of setting – front and reverse</li> <li>Introduce overarm serve</li> <li>Attacking shots into corners</li> <li>Introduction of spike</li> <li>Develop rules and tactics in a small-sided game</li> </ul>	<p>Continuous feedback through lessons. Formative feedback given through verbal feedback.</p> <p>Summative assessment through Department's Head, Heart, Hands success criteria.</p>
Trampolining	<ul style="list-style-type: none"> <li>Recap on health and safety</li> <li>Recap basic shapes and seat landing</li> <li>Intro full twist</li> <li>Introduction to Front Landing (Hands and knees, using mat)</li> <li>Recap seat and link with front</li> <li>Develop analytical and coaching skills to help their own and other's performances</li> <li>Assess mini routine</li> </ul>	<p>Continuous feedback through lessons. Formative feedback given through verbal feedback/ self-assessment/ peer assessment.</p> <p>Summative assessment through Department's Head, Heart, Hands success criteria.</p>
Rugby	<ul style="list-style-type: none"> <li>Revise ball handling skills</li> <li>Continue to develop using a variety of passes</li> <li>Develop tackling technique</li> <li>Introduce different types of kicking and when to use them</li> <li>Use a range of tactics and strategies to outwit opponents</li> <li>Play small-sided games for assessment</li> </ul>	<p>Continuous feedback through lessons. Formative feedback given through verbal feedback.</p> <p>Summative assessment through Department's Head, Heart, Hands success criteria.</p>
Badminton	<ul style="list-style-type: none"> <li>Re-cap previous knowledge drop shot, serve, clear (underarm and overhead)</li> <li>Outwitting opponents through further development of underarm and overhead clear</li> <li>Develop smash shot (preparation and execution)</li> <li>Further develop variety of service forehand and backhand</li> <li>Develop flick shot and understand the benefit of disguise when playing shot</li> <li>Outwit opponents in a game situation</li> </ul>	<p>Continuous feedback through lessons. Formative feedback given through verbal feedback/ self-assessment/ peer assessment.</p> <p>Summative assessment through Department's Head, Heart, Hands success criteria.</p>

Football	<ul style="list-style-type: none"> <li>• Passing and receiving under pressure</li> <li>• Develop effective dribbling techniques</li> <li>• Develop tactical understanding of transitional play (attack to defence etc)</li> <li>• Defending principles</li> <li>• Attacking principles</li> <li>• Increase understanding of rules through officiating</li> <li>• Increase awareness of space creation and manipulation</li> </ul>	<p>Continuous feedback through lessons. Formative feedback given through verbal feedback.</p> <p>Summative assessment through Department's Head, Heart, Hands success criteria.</p>
Netball	<ul style="list-style-type: none"> <li>• Develop warm-ups</li> <li>• Recap passing and positional roles</li> <li>• Timing of passes, supporting</li> <li>• Dodging, holding space, attacking principles</li> <li>• Shooting</li> <li>• Marking, defending, full game with rules and tactics</li> </ul>	<p>Continuous feedback through lessons. Formative feedback given through verbal feedback.</p> <p>Summative assessment through Department's Head, Heart, Hands success criteria.</p>
Rounders	<ul style="list-style-type: none"> <li>• Develop throwing technique and covering</li> <li>• Develop bowling techniques – fast, slow, spin, donkey</li> <li>• Fielding principles of backing up in the field and behind the posts</li> <li>• Batting order, fielding formation and roles</li> </ul>	<p>Continuous feedback through lessons. Formative feedback given through verbal feedback.</p> <p>Summative assessment through Department's Head, Heart, Hands success criteria.</p>
OAA	<ul style="list-style-type: none"> <li>• Recap health and safety and what is OAA</li> <li>• Develop the link between Problem Solving and Teamwork – Pacing</li> <li>• Develop the link between Problem Solving and Trust – Memory Task</li> <li>• Develop the link between Problem Solving and Communication</li> <li>• Understand Basic Map Work</li> <li>• Develop Team Building skills</li> <li>• Basic partner orienteering</li> </ul> <p>Take part in outdoor and adventurous activities 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</p>	<p>Continuous feedback through lessons. Formative feedback given through verbal feedback.</p> <p>Summative assessment through Department's Head, Heart, Hands success criteria.</p>
Dance	<ul style="list-style-type: none"> <li>• Recap on year 7 work, use of beats and how to count</li> <li>• Develop warmups</li> <li>• Teach set phrase</li> <li>• Develop dance with use of shape and formations</li> <li>• Performance – evaluate own and other's pieces</li> </ul>	<p>Continuous feedback through lessons. Formative feedback given through verbal feedback. Summative assessment through Department's Head, Heart, Hands success criteria.</p>

During Year 8 pupils are provided with the opportunities to further extend their skills and knowledge within Physical Education at times re addressing any misconceptions that may have built up during prior learning. Pupils continue to explore a range of sports and how they can use their tactical knowledge to achieve success as a team or individual. In Year 8 there is a big focus on Broadening Sporting Experiences through Physical Education and School Sport as this will provide further motivation and learning opportunities for all pupils to become or remain Physically Active. This is achieved through pupils continuing to follow a rich diet of different sporting activities, encouraging further attendance at a wide range of extra- curricular sports clubs and providing access to competition beyond the school day. We also focus on pupils becoming more adept in Moving the Ball to Outwit Opponents. The Year 8 curriculum aims to equip pupils with the confidence and skills needed across a range of sports to retain possession as a team. As well as introducing students to a greater variety of small sided and larger variations of sports, deeper understanding of the rules of competition and experience leadership roles in a basic form.

Pupils' ability to achieve in PE is related to not only their physical ability but mental capacity and emotional understanding.

These are within the 3 pillars of progression stated in the National Curriculum.

These are Motor Competence, which we call 'Hands', Rules, Strategies and Tactics, which we call 'Head' and Healthy Participation which we call 'Heart'.

Competitive fixtures in intra-school and inter-school, school clubs and external clubs promoted for lifelong sports.

Pathways to grass root teams

Activities include:

Netball, Volleyball, Athletics, Trampolining, Football, Rounders, Badminton, Cricket, Tennis, Indoor Cricket, Cross-County, Rugby, Handball, Dance