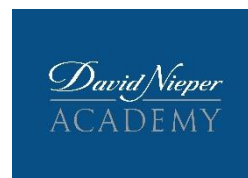


Physical Education Year 8 Curriculum



ASPIRE – ENDEAVOUR - SUCCEED

Rationale

Our vision is to enable children from all backgrounds to have the opportunity to learn practical skills whether that to be through PE, Drama, Dance and Music and to have the opportunity to progress to the next level of excellence.

Within the faculty it is our intention to engage and inspire pupils to develop their talent, and so increase their self-confidence, creativity and sense of achievement.

The faculty feels that it is important for students to experience a variety of opportunities, both in and outside the classroom.

Threshold concepts

- *(the understanding that underpins the learning of new content within this subject and year)*

PE teaches students how to excel in a wide range of physical activities and develops their knowledge of how to live a healthy, active lifestyle. Students also learn the importance of communication, analytical and problem solving skills. At David Nieper Academy our PE department believes in providing students with a broad curriculum, both practically and theoretically. This enables them to make informed lifestyle choices throughout their school life and beyond.

Within the PE curriculum it is our intention to promote:

1. Health and Wellbeing: Thriving due to good physical health, emotional and social wellbeing and confidence, self-belief and motivation to be healthy for life.
2. Physical Competence: Develop and apply skills, abilities and techniques to their performance in order to tackle increasingly demanding physical activities and achieve their personal best.
3. Character and Employability: The positive traits, attitudes, behaviours and skills of considerate, responsible and imaginative citizens, ready to access the world of work as resourceful, responsible, reliable and collaborative employees and entrepreneurs.

Curriculum Map

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Football	Rugby	Hockey	Netball	Athletics	Tennis
Handball	Basketball	Gymnastics	HRF	Athletics	Cricket/Rounders

Subject knowledge

- *(the specific knowledge that you expect students to learn throughout the year)*

Practical

Invasion games

- **FOOTBALL**
- Students will be able to perform the different dribbling techniques.
- Students will be able to understand and know where the types of dribbling are used in Football
- Students will be able to perform turns and skills that enable them to beat a defender
- Students are to perform turns and skills that enable them to beat a defender
- Students are to use commands of time and man on when in competitive situations, and know the importance of using these in all situations

- Students are to understand and know how to use the different types of body to control the ball
- Students are to understand and know why you shoot across the goal when playing football
- Students are to know and understand the importance of shooting with power
- Students are to be able to distinguish the different types of shooting techniques that occur in a game situation
- Students are to be able to perform the Poke tackle and know when a Poke tackle is used in a game of Football e.g. When a player is chasing an opponent
- To know and understand the different types of heading methods used within football e.g. Defensive, Attacking, Diving

- **NETBALL**

- Students are to demonstrate control and accuracy of passing and catching.
- Students are to implement footwork, contact and obstruction rules during a game.
- Students are to be able to catch the ball from a variety of situations with improved technique and greater consistency.
- Students are to be able to outwit opponents using a variety of passes with accuracy and timing.
- Students are to be able to move accurately into a space to receive a well-timed pass.
- Students are to develop their understanding of strategic and tactical play and refine ideas based on successful outcomes.
- Students are to demonstrate good positioning whilst dodging to allow effective attacking strategies.
- Students are to perform skills in a small sided game making decisions about how best to advance on opposition.
- Students are to explore ideas, concepts of attacking play when in space and with ball possession.
- Students are to identify individual and team strengths and areas for improvement.
- Students are to be able to select advanced tactics to outwit a defender when shooting at the goalpost.
- Students are to accurately replicate the technique for a correct shooting action under pressure.
- Students are to be able to evaluate pupils shooting technique and suggest ways to improve.
- Students are to accurately replicate defending skills to be able to mark an opponent and intercept any passes sent towards them.
- Students are to apply defending principles when devising game plans.
- Students are to be able to outwit opponents using learnt defending skills and techniques.
- Students are to describe the rules and begin to referee a game of netball.

- **HOCKEY**

- Students are to know and understand how to perform the Indian Dribble
- Students are to be able to move with the ball under control with indirect time pressure.
- Students are to be able to receive the ball under control, using both the flat and the reverse sides of the stick.
- Students are to have an understanding of when to use the push pass and the hit in a game.
- Students are to be able to perform the hit
- Students are to have a knowledge and understanding of when it should be used in a game.
- Students are to be able to perform the block tackle,
- Students are to have an understanding of when to use this tackle in a game.
- Student are to have an understanding of the factors that affect the retention of possession.
- Students are to be able to perform activities which are focused on the use of support play and width in order to create space.
- Students are to know and understand the strategies when shooting at goal
- Students are to know and understand how to shoot using both the hit and push techniques
- Students are to further understand and develop their knowledge of the different types of tactics used
- Students are to incorporate the skills of previous lessons into a full sided game.

- Students are to use their knowledge / understanding of the skills and game to play to the laws and to the best of their ability.
- **HANDBALL**
- Students are to become familiar with game rules
- Students are to develop throwing and catching skills while standing and moving.
- Students are to develop passing techniques
- Students are to develop shooting techniques and understand the best area to aim for when shooting to increase the likelihood of success
- Students are to understand the rules with regards to the jump shot
- Students are to develop attacking team strategies to include the fast break and screening in order to create space for team mates
- Students are to apply the correct attacking option based upon the game situation (dribble, pass or shoot)
- Students are to develop defending skills by performing man to man marking, intercepting the pass and blocking the shot and the rules which apply in this situation.
- **BASKETBALL**
- Students will understand and know where different types of dribbling are used in various games.
- Students will use a range of techniques to able to keep control of the ball by both dribbling and shielding.
- Students are to know the importance of keeping their head up whilst performing drills.
- Students are to increase their accuracy and precision when passing the ball in various invasion games.
- Students are to perform different shooting techniques accurately and correctly.
- Students are to distinguish the different types of shooting techniques that occur in a game situation and apply these in both practice and game situations.
- Students will understand and know when a tackle is used in a game e.g. When a player is chasing an opponent
- Students will develop the ability to outwit opponents and teams using strategies and tactics.
- Students will learn to use basic principles of play when selecting and applying tactics for defending and attacking.
- Students will use variety of invasion games to develop observation skills on peer performances, skills and techniques.
- Students will make effective evaluations of strengths and weaknesses of performance.
- Students will develop an understanding of some of the rules during game situations.
- Students will learn the components of fitness required to play invasion type games.

Over the net games

- **BADMINTON –**
- Students are to know that the serve must pass close to the tape of the net and why.
- Students are to be able to land a low serve close to the short service line.
- Students are to be able to use the low serve in conjunction with serves learned earlier, so as to reduce the predictability of your play.
- Students are to be able to serve the shuttle legally high and long alongside short and low
- Students are to be able to return the serve using the overhead and underarm clear.
- Students are to know the rules concerning service areas.
- Students are to be able to perform, using the correct technique, a lob from the net to the rear of the opponent's court, to recover from an opponent's drop shot.
- Students are to be able to move to the net and lift the shuttle to the rear of the opponent's court, before regaining position midcourt.

- Students are to be able to umpire a ½ court singles game using the rules covered so far.
 - Students are to know that the Smash is an attacking shot and why.
 - Students are to know which shots can be returned with a smash and where the smash should be ideally placed.
 - Students are to be able to perform a technically correct smash.
 - Students are to use the attacking shot of the smash to win points and clearly know and understand the importance of the smash within game situations
 - Students are to be able to prepare for a player returning with a smash.
 - Students are to be able to use the block to return a smash.
 - Students are to be able to use softer shots close in at the net to return the shuttle to the opponent's court.
 - Students are to know that the shuttle must always pass over the net as low as possible to prevent it being smashed back down by the opponent.
 - Students are to be able to force the opponent left or right using soft net shots.
 - Students are to be able to play and perform the forehand drive using the correct technique.
 - Students are to understand and know that it is more effective to play the shuttle into space away from your opponent.
 - Students are to understand the scoring system in doubles play.
 - Students are to be able to disguise the serve so as the opponent has very little idea what serve they are about to receive and so little time to prepare.
- **TENNIS –**
 - Students are to be able to demonstrate and use forehand and backhand shots in a rally.
 - Students are to develop the ability to outwit opponents with a combination of shots.
 - Students are to understand the basic scoring and rules of a double game play.
 - Students are to develop strategic and tactical play during a rally.
 - Students will develop the ability to outwit their opponent using strategies and tactics by understanding the importance of movement of the opponent and ball placement in order to win points.
 - Students will implement decisions based on movement of the ball into space and choice of skill execution.
 - Students are to accurately replicate the technique for a backhand slice.
 - Students are to understand the effect slice has on the balls flight and bounce.
 - Students are to refine and adjust shot selection based on opponents positioning.
 - Students are to accurately replicate volley technique with accuracy and control.
 - Students are to understand when to use a volley and the advantages it provides.
 - Students are to understand how games, sets are scored and officiate each other's games.
 - Students are to demonstrate an understanding of the different roles played within a doubles game.
 - Students are to perform and replicate a legal over arm tennis serve with control and timing.
 - Students are to understand service laws in tennis.
 - Students are to demonstrate effective positioning for and execution of return of serve.
 - Students are to be able to implement a variety of shots in a game implementing basic strategies and tactics.
 - Students will use observation skills on peer performances, skills and techniques.
 - Students will make effective evaluations of strengths and weaknesses of performance.
 - Students will develop an understanding of some of the rules during game situations.
 - Students will learn the components of fitness required to play over the net type games.

Striking and fielding games

- **ROUNDERS –**
- Students are to accurately replicate long barrier and use effectively in a game.
- Students are to develop creative thinking and outwitting opponents with the placement of the ball.
- Students are to be able to play conditioned game in which they understand and apply basic tactics.
- Students are to accurately replicate a legal bowling technique.
- Students are to incorporate spin and disguise into bowling to outwit batter.
- Students are to understand what makes a legal ball and penalty for 2 no balls.
- Students are to accurately replicate the batting technique.
- Students are to develop the ability to hit the ball into space in relation to fielders.
- Students are to refine tactical ideas depending on opposition.
- Students are to analyse individual strengths and make tactics changes to the batting order/field positions as a result
- Students are to explore rounders positions and the relevant roles at each point.
- Students are to develop knowledge of backstop to 1st base tactics.
- Students are to understand the need to change field positioning depending on batters set up. i.e. left hander.
- Students are to perform and replicate a combination of skills to outwit opponents in a game situation.
- Students are to understand the importance of judgment as a batter in response to fielders actions.
- Students are to make effective evaluations of strength and weaknesses, of self and others' performance.

- **CRICKET -**
- Students are to develop the basic stance and correctly perform the drive shot technique.
- Students to develop ability to block on a forward defence and begin to select balls to drive or to block and the importance of the correct decision based upon the length of the delivery.
- Students are to develop knowledge of movement, timing and preparation for an effective batting shot execution. To develop the ability to adjust shot direction based on field positioning.
- Students to understand the technique of one handed ball retrieval and replicate with good accuracy and fluency.
- Students are to understand the need for “backing up” in the field during game situation.
- Students to understand the techniques of wicket keeping and understand the distance from the wicket depending on the type of ball.
- Students are to understand the Laws regarding Wicket-keeping e.g. Stumpings, Run – outs
- Students are to understand basic umpire signals and meaning.
- Students are to be able to accurately replicate full over arm bowling technique.
- Students are to incorporate a small run up and understand the impact it has on bowling speed/power. Students are to understand the rules and infringement related to bowling deliveries.
- Students are to incorporate full bowling into small sided games of Cricket.
- Students are to understand the need for basic communication skills and appropriate batting calls.
- Students to perform successful runs between the wickets demonstrating knowledge of communication, understanding of the strikers and non-strikers end and the importance of good vision.
- Students are to have some knowledge of fielding positions and correct terminology.
- Students will learn to use basic principles of play when selecting and applying tactics to produce a successful outcome.
- Students will learn to apply consistency and quality in the use of techniques for batting, bowling and fielding.
- Students will implement strategic and tactical decisions based on the hitting/movement of the ball into

space and choice of skill execution.

- Students will extend their knowledge of striking and fielding rules and umpire calls.
- Students will learn the components of fitness required to play striking and fielding type games.

Health related fitness

- Students will be able to recognise that different types of activities require different type of fitness.
- Students will recognise how physical warm ups aid the development of their physical capacity.
- Students will understand the implications of heart rate and recall large muscle group names.
- Students will perform a range of activities which demonstrate the characteristics of CV exercise.
- Students are to monitor the intensity of a range of CV exercises (for example taking a pulse or rate of perceived exertion and work at different intensities³).

Leadership

- Students will be able to understand what makes a good sports leader.
- Students will be able to contribute to organising and delivering a sports activity session.
- Students will be able to establish and maintain a safe sporting activity.
- Students will be able to understand how to lead a fitness session.
- Students will be able to understand the principles of running sports events and competitions.
- Students will be able to select, plan and lead an appropriate sporting activity.

Athletics

- Students will continue to develop accurate replication of athletic events.
- **SPRINTING** - Understand the term “acceleration”, and know that short strides out of the crouch start gradually increasing to longer strides allows for more effective acceleration and ultimately a faster finish time. Students will be able to use the full crouch start to begin a sprint race.
- **MIDDLE DISTANCE** - Students will know and understand what is meant by the term ‘pacing’. To be able to run at an even pace over middle and longer distances.
- **HURDLING** - Students are to know that hurdler’s running should not be interrupted by stuttering when approaching a hurdle and be able to clear a series of repeating hurdles using a modified stride. Students are to know competition rules regarding false starts and hurdling.
- **RELAY** - Students are to be able to pass the baton to the person in front and receive it from the person behind using the correct technique. Students are to understand the laws that govern the relay changeovers. Students are to know and understand the importance of performing the changeovers at speed and the responsibilities of both people at the changeover.
- **HIGH JUMP** - Students are to be able to perform the scissors technique from an extended curved run up and understand why the curved run up is used and know why it is more effective.
- **LONG JUMP** – Students are to understand the importance of speed during the approach run and know that at the point of take off the momentum gained during the run up must be converted to distance in flight. Students are to know how jumps are measured and be able to measure the distance jumped by others accurately. Students are to know and understand the correct techniques in approach, take off, flight and landing.
- **TRIPLE JUMP** – Students are to know and understand the correct techniques in approach, take off, hop, flight, skip, jump, and landing and to be able to perform the correct techniques in approach, take off, flight and landing.
- **SHOT PUTT** – Students are to understand that distance can be added to the throw by adding a low to high whole body movement, as well as a full follow through. Students are to be able to perform a technically correct putt using an appropriately weighted shot, starting from a semi-crouched position facing away from the direction of the throw and including a ½ rotation of the upper body (Chin-knee-toe). Students need to understand the need for safety procedures that are in place during the lesson.

- **DISCUS** – Students are to understand that distance can be added to the throw by adding a low to high whole body movement, as well as a full follow through. Students are to be able to perform a technically correct discus throw using appropriately weighted equipment, starting from a semi-crouched position facing away from the direction of the throw and including a ½ rotation of the upper body.
- **JAVELIN** – Students are to know that the javelin using a pulling action and be able to describe this action in their own words. Students will be able to hold the javelin using the correct grip and be able to add a single cross over step before throwing the javelin.
- Students are to evaluate the use of body parts to gain an improvement in replicated techniques.
- Students are to use images and task cards to develop their skills and techniques.
- Students are to recognise success criteria conveyed through modelling and video recordings.
- Students are to recognise that different types of activities require different type of fitness.
- Students are to gain a baseline experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance.
- Students will develop an understanding of the rules of various athletic events.

Gymnastics

- Students are to apply movements, agilities and balances individually and as part of a fluent sequence.
- Students will develop and refine skills and compositional ideas based on decisions about sequences.
- Students will develop the skills necessary to develop fluent routines. Body tension, control, counter balance and aesthetics will be developed through compositional ideas.
- Students will discuss how sequences can be aesthetically improved.
- Students are to evaluate the use of body parts to gain an improvement in replicated techniques.
- Students are to use images and task cards to develop their skills and techniques.
- Students are to recognise success criteria conveyed through modelling and video recordings.
- Students are to recognise that different types of activities require different type of fitness.

Theory

- Students will investigate the body systems and how their structures provide functionality for sport and activity.
Cardiorespiratory system (cardiovascular and respiratory):
Musculoskeletal system (muscular and skeletal):
- Students will explore how the body systems work together and the benefits of regular participation in sport and activity on each system.
Effect of regular participation on a participant's components of fitness:
Long-term effects of exercise on the cardiorespiratory system:
Long-term effects of exercise on the musculoskeletal system:

Sequence of learning

- *(prior knowledge that students are expected to possess from previous years and/or topics)*

Invasion games it is helpful if the pupils have:

- Developed the basic skills of passing, receiving, and dribbling
- Learnt the basic principles of attack and defence.
- Worked in small teams to plan how to play
- Taken different roles in some games, including attacker and defender
- Used and kept rules and conventions for games
- Played a variety of conditioned games
- Used and applied rules
- Some knowledge of tactics and team organisation

Over the net games it is helpful if the pupils have:

- Developed an understanding of where to hit the ball
- Developed an understanding of how to move their opponent out of position.
- Experienced a number of net/wall games using a variety of equipment

Striking and fielding games it is helpful if the pupils have:

- Developed an understanding of field placement.
- Where to hit the ball to increase chances of scoring
- Experienced a range of batting, bowling and fielding techniques.
- Developed an understanding of basic batting, bowling and fielding tactics.
- Developed a range of batting, bowling and fielding tactics.
- Understood and identified specialist positions for rounders

Health related fitness it is helpful if the pupils have:

- Experienced some fitness activities
- Demonstrated a basic technique
- Understood components of physical fitness
- Taken part in a range of fitness tests

Outdoor and adventurous activities it is helpful if students have:

- Taken part in simple orienteering activities and events successfully, using maps, diagrams or photographs
- Taken part in problem-solving activities that have a clear focus on plan–do–review

Athletics it is helpful if the pupils have:

- Experienced running, jumping and throwing in an athletic form.
- Acquired sound technique in all events.
- Gained knowledge of running, jumping & throwing capacity
- Awareness of strengths and limitations

Gymnastics it is helpful if the pupils have:

- Performed a sequence using contrasting and matching shapes with a partner
- Learnt ways of linking actions
- Set out mats safely and efficiently
- Confidence in weight bearing hands
- Experienced working in pairs and small groups where they trust each other.
- Adapted their own and others work

Cross-curricular knowledge

- *(the knowledge drawn from other subjects to support understanding of concepts)*
- *PSHE (Alcohol, body awareness, Me in PE), Food Technology (What is in food groups?), Science (Body Systems)*

Curriculum links to careers

- *(specific examples of lessons and/or units in which work related learning will be explicitly taught)*

Year 8 Curriculum links to careers – Unit of Work Leadership

The aim of this unit (Leadership – Amber Valley School Sport Partnership/Volunteer coaching) is to give learners an opportunity to inspire, motivate and improve the performance of a primary school group of students through the delivery of a sport activity or event.

Lesson 1

- Video of Rob Shaw (AV School Sports Partnership Development Manager), introduction of unit.
- Students learn about what makes a good sports leader
- Students participate in a lead practical activity session so to be able to understand how skills and qualities of a sports leader and carried out. (Vocational).

Lesson 2

- Lead and perform a warm up understanding the skills and qualities required (Vocational)
- Evaluate the leading of a warm up (Vocational).

Lesson 3

- Understand the roles and responsibilities of officials.
- As a sports leader/coach carry out the role and responsibility of officiating a game of benchball to your peers.
- Make decisions based on knowledge and understanding of the rules and regulations of a specific sport/activity and communicate these decisions to the participants/other officials.
- Evaluation of session, looking at strengths and areas of improvement within certain differing roles.

Lesson 4

- To take on the role of a manager/coach understanding the importance of technique and tactics in sport
- As a sports leader/coach carry out the role and responsibility of delivering tactics to participants
- Make decisions based on knowledge and understanding of the tactics required in benchball and communicate these decisions to the participants/other officials.
- Evaluation of session, looking at strengths and areas of improvement within the tactics employed during games played.

Lesson 5

- To develop your skills and qualities as a sports leader
- To be responsible for the organisation and set up of your activity.
- To understand the importance of health and safety when delivering sessions.

Lesson 6

- Apply sports leadership/coaching skills to deliver a mini festival from adapted physical activities.
- Evaluation of session, looking at strengths and areas of improvement.

Procedural knowledge

- *(the subject specific skills that students will need to learn in order to demonstrate their understanding of the subject knowledge)*

Invasion games

- **Football** – Inside of the foot pass – Receiving – Dribbling – Shooting – Shooting across the goal - Tackling – Turns and skills that enable them to beat a defender – Heading, Defensive, Attacking, Diving – To incorporate the skills into a small/full sided game.
- **Basketball** – Ball familiarisation – Passing and Receiving – Dribbling – Shielding – Shooting - Set shot – Tackling – To incorporate the skills into a small/full sided game.
- **Hockey** – Moving with the ball – Indian dribble – Control using flat and reverse sides of stick – Hit – Push pass – The block tackle – Shooting – Maintain possession/Creation of space – To incorporate the skills into a small/full sided game.
- **Rugby** – Hold, catch and pass a rugby ball – Tackling technique – To incorporate the skills into a small/full sided game.
- **Netball** – Passing – Footwork – Dodging – Shooting – Identify the roles of each playing position and the areas permitted – To incorporate the skills into a small/full sided game.
- **Handball** – Gripping - Pick up and pass - Shooting - Jump shot - Fast break - Support play – Teamwork - Screening - Dribbling – Marking – Intercepting - Blocking

Over the net games

- Badminton – Serve (low/high) – Overhead clear – Underarm clear – Drop shot – Lob shot – Smash – Scoring system – To incorporate the skills into a small/full sided game.
- Tennis – Racket and ball familiarisation – Forehand groundstroke – Backhand groundstroke – Basic serves – Backhand slice – Volley technique – Positioning for and execution of return of serve – To incorporate the skills into a small/full sided game.

Striking and fielding games

- Rounders – Underarm and overarm throwing – Catching techniques – Bowling – Batting – Scoring systems
- Cricket – Drive shot – Forward defence shot – Batting calls – Backing up – bowling technique (over arm) – One handed ball retrieval - Fielding positions – Wicket keeper positions and catching skills

Gymnastics

- Body tension, control, counter balance – Rolls – Weight on hands – Jumps – Timing – Body shape – Traveling – Direction Levels – Spatial and dynamic factors.

Health related fitness

- Measure resting and working heart rates – Perform circuit training activities – Fitness tests (Multi Stage Fitness Test, 12 minute Cooper test, 30m Sprint, Ruler drop test, Vertical jump test, Standing board jump, Illinois agility test, Hand wall ball toss test, Stalk stand) – Cross country

Leadership

- How to teach a simple warm up – Organisation and planning skills – Planning a running a simple sporting session – Three types of communication and guidance – Voice projection and the use of a whistle – Communication and organisational skills with an element of leadership skills

Athletics

- Running to include sprinting – Sprint start (perform semi and crouched start) – Middle distances – Relay exchange – Effective hurdling technique.
- Throwing to include – Shot putt – Javelin – Discus
- Jumping to include – Long jump – Triple jump – High jump