

Year 8 Curriculum Implementation: PE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge and Skills</b>	<b>Boys</b> <ul style="list-style-type: none"> <li>Handball</li> <li>Dance</li> </ul> <b>Girls</b> <ul style="list-style-type: none"> <li>Netball</li> <li>Badminton</li> </ul>	<b>Boys</b> <ul style="list-style-type: none"> <li>Badminton/OAA</li> <li>Football</li> </ul> <b>Girls</b> <ul style="list-style-type: none"> <li>Dance</li> <li>Fitness</li> </ul>	<b>Boys</b> <ul style="list-style-type: none"> <li>Table Tennis</li> <li>Fitness</li> </ul> <b>Girls</b> <ul style="list-style-type: none"> <li>Teambuilding</li> <li>Basketball</li> </ul>	<b>Boys</b> <ul style="list-style-type: none"> <li>Rugby</li> <li>Basketball</li> </ul> <b>Girls</b> <ul style="list-style-type: none"> <li>Table Tennis</li> <li>Football</li> </ul>	<b>Boys</b> <ul style="list-style-type: none"> <li>Athletics</li> </ul> <b>Girls</b> <ul style="list-style-type: none"> <li>Athletics</li> </ul>	<b>Boys</b> <ul style="list-style-type: none"> <li>Cricket, Tennis, Volleyball</li> </ul> <b>Girls</b> <ul style="list-style-type: none"> <li>Rounders, Cricket, Tennis</li> </ul>
<b>Links to prior learning</b>	<b>Key Stage 3 National Curriculum Subject Content (DfE KS3 framework 2014)</b> A development of the curriculum covered in yr 7: Pupils should be taught to: <ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] § perform dances using advanced dance techniques within a range of dance styles and forms</li> <li>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</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>take part in competitive sports and activities outside school through community links or sports clubs</li> </ul>					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Cross Country course (timed)</li> <li>Conditioned games – Bronze, Silver or Gold Award</li> <li>Dance routine -Boys - Thriller - whole class set piece progressing to pupil led group choreography, gold, silver, bronze</li> </ul>	<ul style="list-style-type: none"> <li>Conditioned games – Bronze/Silver/Gold</li> <li>Recap of Singles games + intro of Doubles games – Bronze, Silver, Gold</li> <li>Dance routine – Girls – Vogue - whole class set piece progressing to pupil led group choreography, gold, silver, bronze award</li> </ul>	<ul style="list-style-type: none"> <li>Conditioned games – Bronze, Silver or Gold Award</li> <li>Ongoing teacher assessment for Team Building and Fitness plus Bronze, Silver or Gold award</li> </ul>	<ul style="list-style-type: none"> <li>Conditioned games – Bronze, Silver or Gold Award</li> </ul>	<ul style="list-style-type: none"> <li>Compete in 100m, 200m, 300m, 400m, 800m, 1500m and long jump, triple jump (boys only), shot put, discus and javelin – Bronze, Silver or Gold award</li> </ul>	<ul style="list-style-type: none"> <li>Conditioned games – Bronze, Silver or Gold Award</li> </ul>
<b>Home learning (All recapping or advancing from yr 7 work)</b>	Revision: Muscles	Revision: Bones	Revision: Diet	Revision: Cardio-vascular System	Revision: Components of Fitness	Revision: Warming up
<b>Cultural Capital and extra-curricular opportunities</b>	<ul style="list-style-type: none"> <li>Netball</li> <li>Gymnastics</li> <li>Dance</li> <li>Football</li> <li>Rugby</li> <li>Fitness Club</li> </ul>	<ul style="list-style-type: none"> <li>Netball</li> <li>Gymnastics</li> <li>Dance</li> <li>Football</li> <li>Rugby</li> <li>Indoor Athletics</li> </ul>	<ul style="list-style-type: none"> <li>Netball</li> <li>Dance</li> <li>Football</li> <li>Rugby</li> <li>Table Tennis</li> <li>Basketball</li> </ul>	<ul style="list-style-type: none"> <li>Netball</li> <li>Dance</li> <li>Football</li> <li>Rugby</li> <li>Table Tennis</li> <li>Basketball</li> </ul>	<ul style="list-style-type: none"> <li>Rounders</li> <li>Athletics</li> <li>Dance</li> <li>Tennis</li> <li>Cricket</li> </ul>	<ul style="list-style-type: none"> <li>Rounders</li> <li>Athletics</li> <li>Dance</li> <li>Tennis</li> <li>Cricket</li> </ul>
<b>Literacy (Recapping and advancing from yr 7 learning)</b>	My Health Vocabulary - Muscles	My Health Vocabulary - Bones	My Health Vocabulary - Diet	My Health Vocabulary – Cardio-vascular System	My Health – Vocabulary – Components of Fitness	My Health –Vocabulary – Warm up & Cool Down
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>Handball/Badminton &amp; Netball scoring systems</li> <li>Dance Rhythms &amp; counting in a beat</li> </ul>	<ul style="list-style-type: none"> <li>Football/Badminton scoring systems</li> <li>Dance Rhythms &amp; counting in a beat.</li> <li>Fitness training zones &amp; heart rates</li> </ul>	<ul style="list-style-type: none"> <li>Table Tennis &amp; Basketball scoring systems</li> <li>Fitness training zones &amp; heart rates</li> </ul>	<ul style="list-style-type: none"> <li>Rugby, Basketball, Table Tennis &amp; Football scoring systems</li> </ul>	<ul style="list-style-type: none"> <li>Time keeping, pacing and measuring distances</li> </ul>	<ul style="list-style-type: none"> <li>Cricket, Tennis, Volleyball and Rounders score keeping</li> </ul>
<b>Careers Information, Education, Advice and Guidance (CEIAG)</b>	<a href="https://www.careerpilot.org.uk/job-sectors/subject/pe">https://www.careerpilot.org.uk/job-sectors/subject/pe</a>  <a href="https://blog.peoffice.co.uk/what-can-gcse-pe-lead-to-later-in-life/">https://blog.peoffice.co.uk/what-can-gcse-pe-lead-to-later-in-life/</a>					
<b>Spirituality</b>	Willingness	Faith	Friendship	Resilience	Self-discipline	Courage
<b>How can parents support the curriculum?</b>	<ul style="list-style-type: none"> <li>Encourage student to participate in extra-curricular activities after school (15:10-16:10)</li> <li>Encourage student to complete a well-being walk for at least 30 minutes each evening</li> <li>Join sports clubs outside of school</li> <li>Complete junior park run (2k) or park run (5k) at Worden Park on a Saturday (5k) or Sunday (2k) morning at 9am</li> <li>Question students on the ‘My Health’ vocabulary each week</li> </ul>					