



	Term 1	Term 2	Term 3
PRIOR LEARNING	In KS2 and Year 7, students will have learnt to use a range of tactics and strategies in a variety of sports to overcome opponents in direct competition, in both team and individual games. Students will have also been taught how to develop their technique and how to improve their performance in a wide range of activities. In year 7, pupils will have been able to analyse their performance in a range of activities to allow them to compare their performance and demonstrate knowledge of how to improve in order to achieve their personal best.		

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Updated: March 2026

KNOWING WHAT ...	<u>Netball, Basketball, Football, Trampolining and Cross Country</u> Students will develop the skills needed for the following sports: Netball and Basketball – Students will learn the techniques and decision-making skills required in controlled game-like situations • Footwork: Focusing on Dodging to outwit an opponent. • A variety of passes under pressure. • The correct shooting technique with a passive defender. • Importance of executing a rebound • Defensive skills – Intercepting passes Trampolining – Students will learn the foundational and intermediate skills and what they need to do in order to perform them with control and coordination: • Front landings to feet • Back landings to feet • Back landing, half twist to feet • Front landing, half twist to feet • Full twist jumps • Seat Rollers	<u>Dance, Rugby, Badminton and Outdoor Adventurous Activity (OAA)</u> Students will develop the skills needed for the following sports: Dance – Students will learn what technique, choreography structure, and movement dynamics are in dance, including the key characteristics of each and how they contribute to effective performance: • Formation changes and direction • Repetition and Retrograde • Motif Development • Clarity of movement, timing and spatial awareness Rugby – Students will know what the basic rules, core skills, and fundamental tactics are in rugby, and understand the key features of each as applied in drills and small-sided games: • Passing and Receiving • Movement and Positioning • Tagging	<u>Athletics, Rounders and Cricket</u> Students will develop the skills needed for the following sports: Athletics (Field) - Students will learn what movement phases are within athletics field events and understand what correct technique involves in each phase to support consistent performance: • Long Jump • Shotput – Glide Technique • Javelin – 3 Step Approach • Discus – Half-turn Technique • Triple Jump Athletics (Track) - Students will learn what pacing strategies and race-awareness elements are in track events, including what effective pacing looks like and what factors influence race decision-making to support improved performance: • 100m • 200m • 300m • 800m • 1500m • Relay
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Football – Students will learn to build control and accuracy under passive pressure by practising the following skills: • Passing and receiving under pressure. • Dribbling with changes of direction and pace. • Shooting from different angles and distances. • Safe block tackles with increasing pressure.	Badminton – Students will learn the key technical features that make each shot effective: • Forehand Overhead Drop • Forehand Drive • Backhand Drive • Backhand Net Shot • Forehand Overhead Smash OAA • Teamwork and communication • Problem-Solving and Decision-making • Leadership and Responsibility • Creativity and Critical Thinking	Rounders – Students will learn what the key batting and fielding techniques are in rounders, and what tactical elements involve in creating consistent and effective play: • Underarm and Overarm throws • Long Barrier under pressure • Bowling • Forehand batting technique aiming for space Cricket – Students will learn what the key batting, bowling, and fielding techniques are in cricket, as well as what the main rules, teamwork principles, and safe-play practices involve in contributing to effective and responsible participation: • Underarm and Overarm throws • Long Barrier under pressure • Bowling • Straight drive / Defensive shot
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Updated: December 2023

Year 8 Curriculum Plan
PE



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KNOWING HOW...	Students know how to identify and apply knowledge of key muscles, how to use the concepts of agonist and antagonist during movement, and how to demonstrate different types of movements at hinge joints and ball-and-socket joints when performing physical activities. Students know how to lead effective warm-ups for small groups by organising participants, selecting appropriate pulse-raising and mobility activities, giving clear instructions, and demonstrating movements safely and confidently.	Students know how to recognise and apply understanding of the short-term effects of exercise by monitoring changes in muscle temperature, heart rate, stroke volume, and cardiac output; identifying how blood flow is redistributed to working muscles; observing increases in oxygen delivery; and recognising how and when lactic acid begins to accumulate during activity. Students know how to take the lead in setting up skill-based drills by following teacher direction, organising equipment appropriately, and clearly relaying instructions and key coaching points to small groups to ensure the activity runs smoothly and safely.	Students know how to identify and apply understanding of the long-term effects of regular exercise by recognising how muscles and the heart undergo hypertrophy, how muscular strength and endurance improve over time, how resistance to fatigue increases, and how resting heart rate and resting stroke volume adapt as fitness develops.
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ASSESSMENT	Assessment in PE is ongoing which allows staff to watch pupils in a variety of sports and activities. Pupils will be assessed against the PE Assessment model 'Head, Hand and Heart': <u>Head</u> Pupils' knowledge and understanding. Problem solving skills, Analysis of performance and feedback. <u>Hand</u> Pupils' physical ability, their technique and tactics. Pupils will also be assessed on their development of fitness. <u>Heart</u> Pupils' leadership skills, communication, respect for others, resilience and confidence.
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