



## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – Year 8

<b>SUBJECT</b>	PE
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<b>Year Group</b>	<b>YEAR 8</b>					
<b>Rationale/ Narrative</b>	<p>Students will select, develop and refine skills in isolation, conditioned practices and competitive situations in a range of physical activities. As leaders and independent learner they will demonstrate fair play/ team work, leadership skills by re-shape tasks to suit their ability level. They will also develop and apply the basic rules and methods of scoring in a variety of physical activities. It is aimed to consolidate skills, knowledge and understanding of a range of sports and continue to participate within enrichment activities and the local community.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KNOWLEDGE</b>	<p><b>Invasion Games and Gymnastic Activities</b> A range of techniques and understanding in a range of different physical activities</p> <p><b>Football</b> Warm-up and stretching. Passing and possession.</p>		<p><b>Table Tennis-</b> Correct stance when playing (FH) and Backhand (BH) shots. Short and long FH and BH serve FH and BH Topspin and chop serve FH and BH drive, FH and BH chop</p>		<p><b>Athletics</b> Running technique, alternate leg and arms, lift knees. Pacing for numerous laps over a long distance High and Long jumping technique phases. Run up marking, run up approach, take-off and landing.</p>	



# CHORLTON HIGH SCHOOL: CURRICULUM

Ball control into space/ away from opponent.  
 Dribbling 1v1/ running with the ball.  
 Shooting (towards, away, across body, bouncing, volley).  
 Heading (attacking, passing and defending).

### **Netball**

Warm-up and stretching.  
 Grip and Passing in open environment (variety).  
 Footwork (speed and fluency).  
 Spatial Awareness (including feints etc.).  
 Shooting  
 Marking (front, side or behind).

### **Rugby**

Warm-up and stretching.  
 Grip and Passing.  
 Evasion/ running with the ball.  
 Tackling  
 Presentation of the ball after tackle.  
 Rucking  
 Line-outs (no lifting).

### **Trampoline**

Safety, warm-up and stretching.  
 Bouncing with control and stopping.  
 Basic shapes (tuck, pike, straddle, star).  
 Seat drop invading and twist progressions.  
 Half and full twist turns.  
 Front drop landing and twist progressions.  
 Progressions leading up to front somersault.

FH Smash

### **Handball-**

Passing.  
 Dribbling (to cover distance quickly or 1v1)  
 Shooting and creating shooting opportunities will be developed through small sided games and conditional situations.  
 Develop basic tactics for defending as a unit and attacking using width.  
 Outwitting and opponent through small sided games and conditional situations.

### **Basketball**

Passing and creating space/ angle to receive the ball.  
 Dribbling using both hands effectively (to cover distance quickly or 1v1).  
 Shooting (inc. jump shots).  
 Lay-ups  
 Rebounding Defensive stance and zonal or man-marking.  
 Understand basic rules of travelling, double dribble, fouling and court markings.

### **Fitness**

Basic fitness activities and develop skills.  
 Sustained running, jumping and other fitness skills.  
 Understanding that different activities demand different components of fitness.  
 Should be able to describe the elements of an effective technique in a circuit.  
 Adding resistance/ reps/ time to increase intensity.

Shot Putt throwing technique including the glide, entry and exit post-throw.

### **Striking and fielding - Cricket and Rounders**

Introduction to the safety and equipment.  
 They will investigate:  
 Rules and tactics.  
 Effective batting (front foot, cover drive, leg pull).  
 Bowling short, length, full.  
 Fielding (Long barrier, retrieval).  
 Wicket Keeping/ backing up the wicket.  
 Base/ wicket throwing and catching.  
 Base/ wicket running.



# CHORLTON HIGH SCHOOL: CURRICULUM

<b>SKILLS</b>	<p>Performer will demonstrate skills with control in isolation, conditioned and competitive practice situations. They will select techniques in different competitive situations. Officiating skills will have the knowledge of the basic rules and methods of scoring. Leadership skills on fair play/ team work and warm-up activities. Social skills Communication skills</p>	<p>Performer - Students link skills, techniques and apply them accurately and appropriately. When performing they show precision, control and fluency. They understand tactics and compare and comment on skills used in their own and others' work to improve performance. They will select and apply skills into conditioned competitive situations using 5v1, 4v1 and 3v1. Official – identify specific rules to the activity. Leader - take a 3 part warm up. Social skills Communication skills</p>	<p>Performer- acquire and develop basic skills in specific athletic events. Official – starting a race, measure a distance, record race times. Leader- provide positive feedback to improve their partner's technique. Social skills Communication skills</p>	<p>Performer will demonstrate skills with control in isolation, conditioned and competitive practice situations. Officiating skills will have the knowledge of the basic rules and methods of scoring. Leadership skills on fair play/ team work and warm-up activities. Social skills Communication skills They will select appropriate techniques in a 5-10 bounce routine.</p>	<p>Performer - Students link skills, techniques and apply them accurately and appropriately. When performing they show precision, control and fluency. They understand tactics and compare and comment on skills used in their own and others' work to improve performance. They describe how exercise affects their bodies. They will select and apply skills into conditioned competitive situations using 5v1, 4v1 and 3v1. Official – identify specific rules to the activity. Leader - take a s a 3 part warm up. Social skills Communication skills</p>	<p>Performer- acquire and develop basic skills in specific athletic events. Official – starting a race, measure a distance, record race times. Leader- provide positive feedback to improve their partner's technique. Social skills Communication skills Apply tactics, select batting and bowling techniques in an attempt to outwit their opponents.</p>
<b>ASSESSMENTS</b>	Practical Assessment Activity 1 or 2	Practical Assessment Activity 3 or 4	Practical Assessment Activity 5 or 6	Practical Assessment Activity 7 <b>Boys:</b>	Practical Assessment Activity 8 or 9	Practical Assessment Activity 10



# CHORLTON HIGH SCHOOL: CURRICULUM

	<p>(depending on rotation order). <b>Boys:</b> <b>Activity 1: Football-</b> developing jockeying as a defender, heading, passing/ possession, shooting first time, ball control into space. <b>Activity 2: Rugby-</b> developing grip, evading to outwit an opponent, passing in front of teammate and tackling and rucking.</p> <p><b>Girls:</b> <b>Activity 1: Netball-</b> movement into space, passing on the move, shooting under pressure, defending and marking. <b>Activity 2: Badminton-</b> developing high and low flick serve, overhead clear and drop shot, net drop shot and net kill, smash.</p>	<p>(depending on rotation order). <b>Boys:</b> <b>Activity 3: Basketball-</b> developing dribbling with both hands, passing on the move, shooting under pressure, lay-ups under pressure. <b>Activity 4: Handball-</b> developing fluent travel, passing at speed, shooting under pressure, defensive blocking.</p> <p><b>Girls:</b> <b>Activity 3: Rugby- Rugby-</b> developing grip, evading to outwit an opponent, passing in front of teammate and tackling and rucking. <b>Activity 4: Fitness-</b> developing knowledge and understanding of continuous, circuit, interval and fartlek training methods.</p>	<p>(depending on rotation order). <b>Boys:</b> <b>Activity 5: Table Tennis-</b> developing serve with spin, forehand top spin, forehand chop, backhand topspin, backhand chop <b>Activity 6: Fitness-</b> developing knowledge and understanding of continuous, circuit, interval and fartlek training methods</p> <p><b>Girls:</b> <b>Activity 5: Football-</b> developing jockeying as a defender, heading, passing/ possession, shooting first time, ball control into space. <b>Activity 6: Basketball-</b> developing dribbling with both hands, passing on the move, shooting under pressure, lay-ups under pressure.</p>	<p><b>Activity 7: Badminton-</b> developing high and low flick serve, overhead clear and drop shot, net drop shot and net kill, smash</p> <p><b>Girls:</b> <b>Activity 7: Aerobics-</b> developing knowledge, technique, timing, developing routines</p> <p>Written Progress Test on influences which affect participation in physical activity and different body types.</p> <p><b>Additional Assessment</b> Autumn 1 Online Home Learning Task 3 Topic Test on influences which affect participation in physical activity.</p>	<p>(depending on rotation order). <b>Boys:</b> <b>Activity 5: Cricket-</b> developing knowledge of rules, throwing and catching techniques, bowling length, batting, long barrier, retrieving a ball. <b>Activity 6: Athletics (Track Events)-</b> 800m pacing, relay change over, hurdling, sprint start and running technique.</p> <p><b>Girls:</b> <b>Activity 5: Athletics (Field Events)-</b> developing Fosbury flop high jump, long jump run-up, take off and landing, Shot Putt throw.</p>	<p><b>Boys:</b> <b>Activity 10: Athletics (Field Events)-</b> developing Fosbury flop high jump, long jump run-up, take off and landing, Shot Putt throw.</p> <p><b>Girls</b> <b>Activity 10: Athletics (Track Events)-</b> 800m pacing, relay change over, hurdling, sprint start and running technique.</p> <p>Summer Progress Test Assessment on <b>GCSE Theory</b> developing knowledge and understanding of components of health and skill-related fitness, training methods, healthy active lifestyles and influences on participation.</p>
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	<p><b><u>Additional Assessment</u></b> Autumn 1 Online Home Learning Task 3 on doddle Quiz Topic Test on influences which affect participation in physical activity.</p>	<p>Autumn Progress Test on benefits of participating in physical activity and what is a healthy balanced diet and what does it consist of.</p> <p><b><u>Additional Assessment</u></b> Autumn 1 Online Home Learning Task 3 on doddle Quiz Topic Test on influences which affect participation in physical activity.</p>	<p>Practical Assessment in Activity 5 or 6.</p> <p><b><u>Additional Assessment</u></b> Autumn 1 Online Home Learning Task 3 on doddle Quiz Topic Test on influences which affect participation in physical activity.</p>		<p><b><u>Additional Assessment</u></b> Autumn 1 Online Home Learning Task 3 on doddle Quiz Topic Test on influences which affect participation in physical activity.</p>	
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