

Year 8	AUTUMN			
Activity Curriculum	Football	Rugby	Netball	Table Tennis
Declarative <i>What should they know?</i> <i>What key facts/concepts/knowledge do we want all students to know?</i>	<ul style="list-style-type: none"> • Physical Skills: They should understand the technical teaching points of certain skills in rugby, football, netball and table tennis techniques and be able to refine them. • Rules: They should understand the rules and method of re-starts and scoring in rugby, football, netball and table tennis and implement into their performance. • Safety: They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using rugby, football, netball and table tennis equipment • Fitness needs: They should be aware of the fitness needs and requirements for rugby, football, netball and table tennis • Thinking Skills: They should be able apply basic thinking skills in rugby, football, netball and table tennis such as spatial awareness and own strengths 			
Procedural <i>What should they be able to do?</i> <i>What things should all students be able to do?</i>	<ul style="list-style-type: none"> • Range of passes with control & accuracy • Dribble at speed • Control a ball into space • Shoot with accuracy & power • Turn with the ball • Adhere to & enforce the rules • Awareness space • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 	<ul style="list-style-type: none"> • Range of passing (different distances) • Evading opponents • Tackling from the front • Intro to Rucking • Adhere to and enforce the rules • Awareness space • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 	<ul style="list-style-type: none"> • Range of passing (range of distances) • Footwork with balance & control • Pivot into space • Shoot with accuracy • Evade marker to receive/ marking • Adhere to and enforce the rules • Awareness space • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 	<ul style="list-style-type: none"> • Set up/ take down nets safely • Score a game/ umpire • Grip & ready position • Serve (short and long) • Forehand & backhand push • Forehand chop • Attempt a smash shot • Adhere to & enforce the rules • Aware of space/opponents • Outwit an opponent
Disciplinary Literacy (Tier 3 Vocab)	<ul style="list-style-type: none"> • Off-side • Disguise • Goal side 	<ul style="list-style-type: none"> • Feint • Agility • Ruck 	<ul style="list-style-type: none"> • Footwork • Contact • Penalty pass 	<ul style="list-style-type: none"> • Outwitting • Forehand • Backhand
Assessment	<ul style="list-style-type: none"> • Assessed in the five techniques and their ability to apply these techniques into a competitive game/situation. • Knowledge of rules 			
Diversity	<ul style="list-style-type: none"> • Students explore the adversity that the Jamaican bobsleigh team overcame in order to succeed (This was documented in the movie Cool Runnings) 			
Year 8	SPRING			
Activity	Basketball	Trampoline	Badminton	Fitness



Curriculum Knowledge Map



<p>Declarative <i>What should they know?</i></p> <p><i>What key facts/concepts/knowledge do we want all students to know?</i></p>	<ul style="list-style-type: none"> • Physical Skills: They should understand the technical teaching points and how to refine each in rugby, football, basketball, trampoline, badminton and fitness training. • Rules: They should understand the rules and method of re-starts and scoring in rugby, basketball, trampoline, badminton and table fitness training. • Safety: They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using basketball, trampoline, badminton and table fitness training equipment. • Fitness needs: They should be aware of the fitness needs and requirements for basketball, trampoline, badminton and table fitness training. • Thinking Skills: They should be able apply basic thinking skills in basketball, trampoline, badminton and table fitness training, such as spatial awareness, and own strengths and training intensity. 			
<p>Procedural <i>What should they be able to do?</i></p> <p><i>What things should all students be able to do?</i></p>	<ul style="list-style-type: none"> • Pass with control • Dribble with control • Manipulate a ball • Shoot with accuracy • Perform stages of the lay-up • Adhere to & enforce the rules • Have awareness of space • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 	<ul style="list-style-type: none"> • Safe entry & exit/ warm-up • Adhere to safely rules • Stop & re-set to centre cross • Controlled jumps/ minimal travel • Half twist/ full twist • Shapes (pike/ straddle/ tuck) • Seat drop/SD ½ twist/ swivel hips • Front drop/ Seat> Front with mat • Back drop/back ½ twist to back with mat • Progression to front somersault 	<ul style="list-style-type: none"> • Score/ umpire a doubles game • Double serving order • Serve (Flick) • Overhead drop shot & OH clear • Net clear • Net kill shot (& drop shot recap) • Smash • Adhere to and enforce the rules • Awareness space • Outwit an opponent 	<ul style="list-style-type: none"> • Safely carry out: • Continuous training • Fartlek training • Circuit training • Interval Training • Set up and put away equipment • Plan a circuit training session
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<ul style="list-style-type: none"> • Interval Training • Double Dribble • Half-court violation 	<ul style="list-style-type: none"> • Spotting • Pike • Straddle • Aesthetic appreciation 	<ul style="list-style-type: none"> • Clear • Dropshot • Serve • Stance/ ready position 	<ul style="list-style-type: none"> • Agility • Reaction time • Power
<p>Assessment</p>	<ul style="list-style-type: none"> • Assessed in the five techniques and their ability to apply these techniques into a competitive game/situation. • Knowledge of rules 			<ul style="list-style-type: none"> • No formal assessment
<p>Diversity</p>	<ul style="list-style-type: none"> • Students are introduced to the Paralympic values (Courage, Determination, Inspiration, Equality) 			
<p>Year 8</p>	<p>SUMMER</p>			



Curriculum Knowledge Map



Activity	Cricket	Rounders	Athletics (Track events- Sprints, Hurdles, Relay, 800m)	Athletics (Field events- HJ, Long Jump, Shot, Javelin)
<p>Declarative <i>What should they know?</i></p> <p><i>What key facts/concepts/knowledge do we want all students to know?</i></p>	<ul style="list-style-type: none"> • Physical Skills: They should understand the technical teaching points and how to refine each in cricket, rounders, athletics track & field. • Rules: They should understand the rules and method of re-starts and scoring in cricket, rounders, athletics track & field. • Safety: They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using cricket, rounders, athletics track & field equipment. • Fitness needs: They should be aware of the fitness needs and requirements for cricket, rounders, athletics track & field. • Thinking Skills: They should be able apply basic thinking skills cricket, rounders, athletics track & field, such as spatial awareness, and own 			
<p>Procedural <i>What should they be able to do?</i></p> <p><i>What things should all students be able to do?</i></p>	<ul style="list-style-type: none"> • Throwing (overarm to wicket) • Catching (one handed) • Bowling (with run-up) • Batting (front foot) • Retrieval fielding technique • Adhere to & enforce the rules • How to field effectively • How to run with the bat • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 	<ul style="list-style-type: none"> • Throwing (overarm & underarm) • Catching (high & low) • Bowling (one step overarm/ grip) • Batting (straight swing & grip) • Long barrier fielding technique • Adhere to and enforce the rules • How to field • How to base run and scoring • Outwit an opponent individually/ within a team • Communicate & collaborate within a team 	<ul style="list-style-type: none"> • Sprint (start phase/ dip finish) • Relay (facing forward/ communicate) • Hurdling (trail leg/ stride pattern) • 200m (bend running) • 800m (race pacing) • Adhere to and enforce the rules 	<ul style="list-style-type: none"> • High jump (Fosbury flop only) • Long Jump (approach/ take-off/ landing/ run-up marking) • Shot Putt (grip/ stance/ throw) • Javelin (grip/ stance/ approach/ throw)
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<ul style="list-style-type: none"> • Retrieval • Overarm • Leg side • Off side 	<ul style="list-style-type: none"> • Long-barrier • Retrieval • Outfield 	<ul style="list-style-type: none"> • Stride pattern • Pacing • Dip at the line 	<ul style="list-style-type: none"> • Take-off • Flight phase
<p>Assessment</p>	<ul style="list-style-type: none"> • Assessed in the five techniques and their ability to apply these techniques into a competitive game/situation. Knowledge of rules 		<ul style="list-style-type: none"> • Assessed in the technique in four/five events and their ability to apply these techniques into a competitive game/situation. Knowledge of rules 	
<p>Diversity</p>	<ul style="list-style-type: none"> • Students are introduced to the Commonwealth Games core values (Humanity, Equality, Destiny) 			

