

Curriculum Knowledge Map

Year 8	AUTUMN			
Curriculum Activity	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"> <u>Physical Skills</u>: They should understand the technical teaching points of certain skills in rugby, football, netball and table tennis techniques and be able to refine them. <u>Rules</u>: They should understand the rules and method of re-starts and scoring in rugby, football, netball and table tennis and implement into their performance. <u>Safety</u>: They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using rugby, football, netball and table tennis equipment <u>Fitness needs</u>: They should be aware of the fitness needs and requirements for rugby, football, netball and table tennis <u>Thinking Skills</u>: 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 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 and 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 and 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 and 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 and collaborate within a team
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	<ul style="list-style-type: none"> Feint Agility Ruck 	<ul style="list-style-type: none"> Feint Agility Ruck 	<ul style="list-style-type: none"> Feint Agility Ruck 	<ul style="list-style-type: none"> Feint Agility Ruck
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	Reference and highlighting different World Cups (Football/Rugby/Netball)/ World Championships (Table Tennis), with teams and players from around the world. Directed to PE Read/ Watch/ Visit list to see high profile global sporting events. Resources shared have diversity represented.			



Curriculum Knowledge Map

Year 8	SPRING			
Curriculum Activity	Basketball	Trampoline	Badminton	Fitness
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"> <u>Physical Skills:</u> They should understand the technical teaching points and how to refine each in rugby, football, basketball, trampoline, badminton and fitness training. <u>Rules:</u> They should understand the rules and method of re-starts and scoring in rugby, basketball, trampoline, badminton and table fitness training. <u>Safety:</u> 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. <u>Fitness needs:</u> They should be aware of the fitness needs and requirements for basketball, trampoline, badminton and table fitness training. <u>Thinking Skills:</u> 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. 			
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"> Pass with control. Dribble with control Manipulate the ball. Shoot with accuracy. Perform stages of the lay-up Adhere to and enforce the rules. Have awareness of space Outwit an opponent individually/ within a team. Communicate and collaborate within a team 	<ul style="list-style-type: none"> Safe entry and exit/ warm-up Adhere to safely rules. Stop and 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 and OH clear Net clear Net kill shot (and 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
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	<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
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 			<ul style="list-style-type: none"> No formal assessment
Diversity	Reference and highlighting different World Cups/ World Championships (Athletics/ Olympics/ Trampoline/ Badminton), with teams and players from around the world. Directed to PE Read/ Watch/ Visit list to see high profile global sporting events. Resources shared have diversity represented.			



Curriculum Knowledge Map

Year 8	SUMMER			
Curriculum Activity	Cricket	Rounders	Athletics (Track events- Sprints, Hurdles, Relay, 200m, 800m)	Athletics (Field events- High Jump, Long Jump, Shot Putt, Javelin)
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"><u>Physical Skills</u>: They should understand the technical teaching points and how to refine each in cricket, rounders, athletics track and field.<u>Rules</u>: They should understand the rules and method of re-starts and scoring in cricket, rounders, athletics track and field.<u>Safety</u>: They should be aware of how to conduct themselves safely and fairly when preparing, participating, and using cricket, rounders, athletics track and field equipment.<u>Fitness needs</u>: They should be aware of the fitness needs and requirements for cricket, rounders, athletics track and field.<u>Thinking Skills</u>: They should be able apply basic thinking skills cricket, rounders, athletics track and field, such as spatial awareness, and own			
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">Throwing (overarm to wicket)Catching (one handed)Bowling (with run-up)Batting (front foot)Retrieval fielding techniqueAdhere to and enforce the rules.How to field effectivelyHow to run with the bat.Outwit an opponent individually/ within a team.Communicate and collaborate within a team.	<ul style="list-style-type: none">Throwing (overarm and underarm)Catching (high and low)Bowling (one step overarm/ grip)Batting (straight swing and grip)Long barrier fielding techniqueAdhere to and enforce the rules.How to field.How to base run and scoring.Outwit an opponent individually/ within a team.Communicate and 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)
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	<ul style="list-style-type: none">RetrievalOverarmLeg sideOffside	<ul style="list-style-type: none">Long-barrierRetrievalOutfield	<ul style="list-style-type: none">Stride patternPacingDip at the line	<ul style="list-style-type: none">Take-offFlight phase
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		<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	
Diversity	Reference and highlighting different World Cups (Cricket-ODI and T20)/ World Championships (Athletics/ Olympics), with teams and players from around the world. Directed to PE Read/ Watch/ Visit list to see high profile global sporting events. Resources shared have diversity represented.			

