



CHORLTON HIGH SCHOOL: CURRICULUM

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

SUBJECT	PE
INTENT	<p>Physical education supports the curriculum's vision for our young people by enabling students to become confident, connected, actively involved, lifelong learners. Physical education helps students to develop the skills, knowledge, and competencies to live healthy and physically active lives at school and for the rest of their life. Chorlton High School aims to begin, support and continue a pathway into sport and exercise through an enthusing, inspiring curriculum, extra-curricular programme and school-community club links.</p> <p>At CHS whether your passion is in: invasion games; net & wall games; strike & field games; track & field athletics; gymnastics based or swimming, you can learn transferable physical cognitive and social skills. You will be able to apply these skills into a plethora of conditioned and competitive situations. This development can help lead to improved physical, mental and social health whilst exposing you to a future hobby or career.</p> <p>We encourage our students to approach all physical activity with a positive attitude and an open mind. Students will be guided to independently develop their skillset and explore different ways to pally these skills. They will develop skills such as teamwork, cooperation, communication, creativity and leadership; all of which will be essential life skills. Additionally, students will learn to cope with physical and mental challenge through physical education.</p> <p><i>"Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic creative intellectual activity."</i></p> <p><i>J F Kennedy</i></p>

Year Group	YEAR 8					
Rationale/ Narrative	<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. Students will explore basic strategies and tactics to help outwit their opponents.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Invasion Games and Gymnastic Activities A range of techniques and understanding in a range of different physical activities</p> <p><u>AUTUMN 1</u> <u>Fitness Plan</u> Warm-up/ cool down Setting personal fitness targets Fitness testing and analysis Continuous training Circuit training Fartlek Training</p>		<p><u>Rugby</u> Warm-up and stretching Grip and Passing Evasion/ running with the ball Tackling Presentation of the ball after tackle Rucking Line-outs (no lifting)</p> <p><u>Badminton</u> Low & High serve Forehand drive</p>		<p><u>Athletics</u> 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 Shot Putt throwing technique including the glide, entry and exit post-throw Hurdling technique with stride rhythm</p> <p><u>Striking and fielding - Cricket and Rounders</u> Introduction to the safety and equipment. They will investigate: Rules and tactics</p>	



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	<p>Training diary Fitness plan evaluation</p> <p><u>AUTUMN 2 (Dependent on COVID guidelines)</u></p> <p><u>Table Tennis- (In-line with social distancing guidelines)</u> 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 FH Smash</p> <p><u>Trampoline- (In-line with social distancing guidelines)</u> Safety, warm-up and stretching. Seat drop landings and twist progressions. Front drop landings and front to seat drop combinations Half & Full twist with link to seat/front drop landings Back drop landings Progressions leading up to front somersault.</p> <p><u>Football (In-line with social distancing guidelines)</u> Warm-up and stretching Passing and possessio 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)</p> <p><u>Netball (COVID compliant permitting)</u> 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)</p>	<p>FH & BH Net clear Net drop shot Overhead clear/ Overhead drop shot Smash</p> <p><u>Basketball</u> 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</p> <p><u>Effects of exercise on the body systems</u> The respiratory system The short term effects of exercise on the respiratory system The long term effects of regular exercise on the respiratory system The cardiovascular system The short term effects of exercise on the cardiovascular system The long term effects of regular exercise on the cardiovascular system</p> <p><u>Aerobics</u> Technique Timing Sequences Routine choreography</p>	<p>Effective batting (front foot, covr 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</p>			
<p>SKILLS</p>	<p>Participants will: Create personal fitness targets Analysing fitness test data Evaluate the effectiveness of a fitness plan Monitor/ track progress in fitness levels Record a training diary</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</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.</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.</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</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.</p>



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	<p>Perform a range of exercise techniques Carry out fitness tests</p>	<p>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>Social skills Communication skills</p>	<p>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>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>Social skills Communication skills Apply tactics, select batting and bowling techniques in an attempt to outwit their opponents.</p>
ASSESSMENTS	<p>Practical Assessment Activity 1 or 2 (depending on rotation order). Boys: Activity 1: Fitness- developing knowledge and understanding of continuous, circuit, interval and fartlek training methods. Developing knowledge of fitness plans, fitness SMART targets and fitness testing. Students will learn to adapt a fitness plan to their personal needs. Girls: Activity 1: Fitness- developing knowledge and understanding of continuous, circuit, interval and fartlek training methods. Developing knowledge of fitness plans, fitness SMART targets and fitness testing. Students will learn to adapt a fitness plan to their personal needs. Additional Assessment Autumn 1 Online Home Learning Task 3 on MS TEAMS Quiz Topic Test on influences which affect participation in physical activity.</p>	<p>Practical Assessment Activity 3 or 4 (depending on rotation order). Boys: Activity 2: Table Tennis- developing serve with spin, forehand top spin, forehand chop, backhand topspin, backhand chop Activity 3: Football- developing jockeying as a defender, heading, passing/possession, shooting first time, ball control into space. Girls: Activity 2: Netball- movement into space, passing on the move, shooting under pressure, defending and marking. Activity 3: Trampoline- safety recap, seat drop, front drop, back drop, half/full twist, somersault progressions. 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>Practical Assessment Activity 5 or 6 (depending on rotation order). Boys: Activity 4: Rugby (Handball if not COVID compliant)- evading to outwit an opponent, passing in front of teammate and tackling and rucking, line-outs. Activity 5: Basketball- developing dribbling with both hands, passing on the move, shooting under pressure, lay-ups under pressure. Girls: Activity 4: Badminton- developing high and low flick serve, overhead clear and drop shot, net drop shot and net kill, smash. Activity 5: Football- developing jockeying as a defender, heading, passing/possession, shooting first time, ball control into space. Practical Assessment in Activity 5 or 6. Additional Assessment</p>	<p>Practical Assessment Activity 7 Boys: Activity 6: Effects of exercise on the body systems- develop understanding of how exercise affects the cardiovascular and respiratory system Activity 7: Badminton- developing high and low flick serve, overhead clear and drop shot, net drop shot and net kill, smash Girls: Activity 6: Effects of exercise on the body systems- develop understanding of how exercise affects the cardiovascular and respiratory system Activity 7: Aerobics- developing knowledge, technique, timing, developing routines Written Progress Test on influences which affect participation in physical activity and different body types.</p>	<p>Practical Assessment Activity 8 or 9 (depending on rotation order). Boys: Activity 8: Cricket- developing knowledge of rules, throwing and catching techniques, bowling length, batting, long barrier, retrieving a ball. Activity 9: Athletics (Track Events)- 800m pacing, relay change over, hurdling, sprint start and running technique. Girls: Activity 8: Athletics (Field Events)- developing Fosbury flop high jump, long jump run-up, take off and landing, Shot Putt throw. Activity 9: Rounders- developing, bowling with spin, batting, long barrier, retrieving a ball Additional Assessment Autumn 1 Online Home Learning Task 3 on MS TEAMS Quiz Topic Test on influences which affect participation in physical activity.</p>	<p>Practical Assessment Activity 10 Boys: Activity 10: Athletics (Field Events)- developing Fosbury flop high jump, long jump run-up, take off and landing, Shot Putt throw. Girls Activity 10: Athletics (Track Events)- 800m pacing, relay change over, hurdling, sprint start and running technique. Summer Progress Test Assessment on GCSE Theory 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><u>Additional Assessment</u> Autumn 1 Online Home Learning Task 3 on MS TEAMS Quiz Topic Test on influences which affect participation in physical activity.</p>	<p>Autumn 1 Online Home Learning Task 3 on MS TEAMS Quiz Topic Test on influences which affect participation in physical activity.</p>	<p><u>Additional Assessment</u> Autumn 1 Online Home Learning Task 3 Topic Test on influences which affect participation in physical activity.</p>		
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