



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

PE

INTENT

"You miss 100 percent of the shots you don't take." - **Wayne Gretzky**

The curriculum area of Physical Education aims to give all students the desire and ability to be lifelong participants in physical activity. Health is put at the heart of our school, and this will hopefully help students lead a lifelong love of physical activity. Innovative and exciting lessons will create informed and enthused students who will possess the motor skills, physical fitness and understanding of concepts that foster healthy lifestyles. Whether your passion is in invasion games, net & wall games, strike & field games, track & field, gymnastics, new fitness plans, or swimming, you will have the opportunity to develop these skills to the next level and competition will be provided regionally and nationally where appropriate. This development will improve student's leadership and autonomy, as well as their physical, mental and social health; whilst exposing them to a future hobby or career.

The curriculum is designed to promote clear differences in Physical Education, School Sport and Physical Activity.



YEAR GROUP

YEAR 8

RATIONAL / NARRATIVE

Students will select, develop and refine skills in isolation, conditioned practices and competitive situations in a range of physical activities. Students should now aim to build on the foundations of the subject knowledge gained from year 7 to further develop their competence in sport, accessing more advanced play and phases of the sport. Students should now have the confidence to consolidate knowledge and want to participate in enrichment activities or develop the ability to play 'different sports' for fun, understanding the relevant rules and regulations. All activities are delivered by developing skills in isolation, developed under pressure and then applied to a game real/performance. Each scheme is fluid based on student ability, they may follow Year 7 or 9. In the case of poor weather alternative activities may have to be delivered from the curriculum.

TERM KNOWLEDGE

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Student will cover at least three activities.

Netball

- Recap of year 7 basics
- **Defending** as an individual and as a team
- Three stages of defence – marking the ball, intercepting and marking the player
- Zonal Marking
- Shooting – technique and how to defend
- **Rules:** Obstruction, contact, replay

Football

- Recap of year 7 basics
- Defending as an individual
 - Body shape
 - Closing down
 - Patience via jockeying and timing of tackle
 - Block tackle
- As a team:
 - Communication/taking charge of the situation
 - Closing down (go to the ball)
 - Covering and providing depth
 - Defensive position to show attackers down the preferred side (channel away from goal/to touch line)
 - Experiment with team strategy e.g. Person to Person, zonal and combinations
 - Defending a set piece/restart e.g. goal side
- Counter-attacking
 - Quick forwards play

Hockey

- Recap of basics to include passing/running with the ball
- Tackling (block, lunge, jab)
- Evasion (stick side, non-stick side)
- Defending (channelling, shadowing person to person, zonal)
- Interception (pass, shot)
- Restarts (attack, defence, corners, free hits)
- Application of these skills in small sided games

Handball

Improve consistency, quality and use of skills in the games played.

Defending as an individual basics and development/experiment as a team via person to person, zonal, half court

- Dodging
- Shooting
- Develop a fuller size version of game and associated rules/regulations e.g. contact

Trampolining

Advanced twists:

- Back landing, half twist to front landing
- Back landing, full twist to feet
- Full twist to back landing
- Back landing, half twist to back landing (cradle) – early
- Half and full turntable

Athletics –

Long Jump: Four Phases – Run Up, Take off, Flight, Landing.

400m/800m Middle Distance: Pacing, Endurance, Tactics.

Power/ Economic Running action.

60m Sprint: Starting technique, SAQ work, Knee Lift, Body Position, Arm Action.

Javelin/shot/discus Throw: Development of preparation phase in to a glide or run, Side on, transfer of body weight, throwing action, Arm Speed, Trajectory of flight.

Delivered through howler throw, javelin, shot and discus

Generic Elements – Power Position, Jumping and Throwing

Striking and fielding -

- **Batting** – placement of the ball/shot selection
- **Bowling** – addition of run up/variation
- **Fielding** – increase the speed and accuracy of throwing and catching.
- To develop mental capacity when scoring and calculating run rates and remaining runs.
- Encouraged to evaluate matches and how they outwit opponents and reasons for this.
- To extend knowledge of laws and umpire signals.



- Movement into forward positions

Basketball

- As a team and individual:
- Develop an understanding of zone and person to person defending
- Understanding a partial and full court press
- Passing and fast breaks
- Combined with cross over dribbling, pivoting and give and go within their selection and application of skills.
- Apply the basic skills at speed and under pressure, lay-up, driving past players, screens
- Strategic and tactical decisions based on movement of the ball into space.
- Opportunities to referee/coach pupils or small groups will develop communication and decision-making skills. Use information gained from analysis of performance to influence and improve them.
- Peer coaching, 'what makes good' questioning/demos & targeted questioning).

Hockey

- Recap of basics to include passing/running with the ball
- Tackling (block, lunge, jab)
- Evasion (stick side, non-stick side)
- Defending (channelling, shadowing, person to person, zonal)
- Interception (pass, shot)
- Restarts (attack, defence, corners, free hits)
- Application of these skills in small, sided games

Handball

Improve consistency, quality and use of skills in the games played.

Defending as an individual basics and development/experiment as a team via person to person, zonal, half court

- Dodging
- Shooting
- Develop a fuller size version of game and associated rules/regulations e.g., contact

- Back landing, full twist to back landing (cat twist)
- Seat landing, full twist, seat landing (roller)
- One and a half twist jump.

Combinations (basic):

- Seat landing to front Landing
- Front landing to seat Landing
- Seat landing, half twist to seat landing– swivel hips

Development of 8 bounce routine

Gymnastics

- Counterbalance/partner balances
- Transitions between movements
- Development of core skills from year 7
- **Basic vaults**
Squat vault: long and/or cross box.
Straddle vault: long and/or cross box.
- **Advanced vaults**
Headspring; handspring
Handspring half turn/half on half off.
Round off over the vault.
- Sequence development

Basketball

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ASSESSMENT HOME LEARNING READING, WRITING, TALK, NUMERACY	<p><u>Badminton</u></p> <ul style="list-style-type: none"> • Develop further concepts of a winning strategy: via variation of shot/pace/height/direction/disguise • Development of playing to opponent's weaknesses and staying away from their strengths • Shot placement e.g., back hand side/angles of play/corners • Play singles/doubles and apply revised rules • Communication with partner • Positional partnerships e.g., serve dependant-short serve and follow/front/back <p><u>Table Tennis-</u></p> <ul style="list-style-type: none"> • Push shot, forehand and backhand • Forehand topspin drives. • Serving variation (chop, backhand spin, top spin) • Introduction to doubles. <p><u>Health Related Fitness</u></p> <ul style="list-style-type: none"> • Perform a range of different fitness activities, creating parts on your own. • Focus on pacing and rhythm. • Be able to adapt the activity to your needs based on you working heart rate. • Demonstrate an understanding of the training zone (magic numbers). 	<p><u>Outdoor Education</u></p> <ul style="list-style-type: none"> • To show knowledge of how to safely carry out an orienteering course. • To be able to correctly orientate a map and use the thumbing technique. To identify key features on the map, e.g., tree, buildings. • Use features on the map to identify key points • Demonstrate the use of pacing. • Identify the quickest route possible to get to a control point. Work competitively to complete as many control points as possible against other teams. <p><u>Health Related Fitness</u></p> <ul style="list-style-type: none"> • Perform a range of different fitness activities, creating parts on your own. • Focus on pacing and rhythm. • Be able to adapt the activity to your needs based on you working heart rate . • Demonstrate an understanding of the training zone (magic numbers). 	
	<p>Students will be assessed in at least 3 activities across the term. For each activity their skills will be assessed in isolation, under pressure and then a game real situation/performance. Feedback workshops will follow.</p>	<p>Students will be assessed in at least 3 activities across the term. For each activity their skills will be assessed in isolation, under pressure and then a game real situation/performance. Feedback workshops will follow.</p>	<p>Students will be assessed in at least 3 activities across the term. For each activity their skills will be assessed in isolation, under pressure and then a game real situation/performance. Feedback workshops will follow.</p>
	<p>Autumn Home learning quiz set once every half term on TEAMS based around the PE key words for the half term and a sporting role model</p> <p>Spring Home learning quiz set once every half term on TEAMS based around the PE key words for the half term and a sporting role model</p> <p>Summer Home learning quiz set once every half term on TEAMS based around the PE key words for the half term and a sporting role model</p>		
<p>READING SUGGESTIONS FROM THE LIBRARY</p> <ol style="list-style-type: none"> 1. Geva Mentor - Leap 2. I Know This to Be True: Simone Biles: On Family, Confidence, and Persistence 3. How to Build a Car: The Autobiography of the World's Greatest Formula 1 Designer 4. You Can Do It: How to Find Your Team and Make a Difference 5. Nile Wilson - My Story <p>TALK Communication skills, peer assessment, leading warmups, commentary and umpiring/ refereeing through sports</p>			



**TIER 2
VOCABULARY**
**TIER 3
VOCABULARY**
**PSPSMC, BRITISH
VALUES AND
DIVERSITY**

Compare Analyse Define	Explain Specific Role	Support Review Suggest
Sportsmanship Gamesmanship Deviance	Quadriceps Hamstrings Abdominals	Biceps Triceps Deltoids
<p>Democracy</p> <ul style="list-style-type: none"> • Encouragement of students self-managing and team leaders in selecting teams, strategies and tactics. • Encouraging students to take on roles as leaders and officials. • Students supporting each other in participation for all ethos. <p>The Rule of Law</p> <ul style="list-style-type: none"> • Encouraging students to always follow rules and laws of games. • Use of external facilities and respect towards the public, community coaches and professionals. • Students taking responsibility for enforcing rules of the games as leaders. • Abiding by fair play conduct and sanctions given in games e.g. red cards. • Enforcing fair and equal rules. <p>Mutual Respect</p> <ul style="list-style-type: none"> • Ensuring fair teams to meet a balance of competition, respect and self-esteem. • Lead learners take on responsibilities to support less able students in leadership roles. • Challenging racism, disability and lessons being inclusive. • Sexism challenged in broad curriculum and access to sports for both girls and boys. <p>Individual Liberty</p> <ul style="list-style-type: none"> • Students work towards set objectives to improve self-knowledge. • Effects of exercise are taught through curriculum and benefits to health and self-esteem. • Students develop self-confidence through individual objectives that allow success for all. • Kit policy clearly enforced across department and pursued by all students. Linked with potential safety implications. • Students' safety key in PE and expectations shared with students to help them understand potential safety precautions in lessons e.g. trampolining spotting support for others. <p>Tolerance</p> <ul style="list-style-type: none"> • Sharing awareness of students when they may be fasting through religious periods. • Catering for student's alternative kits and encouraging other students' tolerance of other religions e.g. head scarves, clothing that covers the body. • Challenging racism, disability and lessons being inclusive. <p>Diversity:</p> <ul style="list-style-type: none"> • Students will explore a range of sporting role models from a variety of different backgrounds through home learning and class discussions. 		