



CHS South Curriculum Intent

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

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

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

CHS Curriculum Area Framework for Learning PE – Year 8

SUBJECT	Physical Education
INTENT	The curriculum area of Physical Education aims to give all students the desire and ability to be lifelong participants in 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. Leadership and autonomy will be promoted, as will competition with due consideration for fair play and sportsmanship. The curriculum is designed with to promote clear differences in Physical Education, School Sport and Physical Activity.

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Year Group	8 RST					
Rationale/ Narrative	Students will develop and refine skills, techniques and advanced rules and strategies to outwit opponents in a range of activities. Key concepts and rationales behind each sport can be found in our individualised schemes of learning/ medium term plans.					
KNOWLEDGE & SKILLS (Students will perform two sports per term and sports leadership	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All skills will be taught in isolation and then developed so students can apply them in a range of different situations. Skills will continue to be developed from Year 7.		<u>Football</u> Defending as an individual <ul style="list-style-type: none"> - Body shape - Closing down 			



<p>will underpin all aspects of the curriculum)</p>	<p>Some activities may vary due according to gender ALL ABILITY BANDS (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</p> <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 stations with correct technique in circuit training • 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) • Introduction to aerobics to include basic steps and how they can be advanced • Develop a routine for the length of a song based around different skipping techniques • Indoor fitness tests based around a variety of different components of fitness and the muscles used for each • Students learn the techniques and muscle groups used during a range of different fitness activities (Interval, Fartlek, continuous and /or circuit/aerobics/skipping) <p><u>Football –</u></p> <p>Defending as an individual</p> <ul style="list-style-type: none"> - Body shape - Closing down - Patience via jockeying and timing of tackle 	<ul style="list-style-type: none"> - Patience via jockeying and timing of tackle - Block tackle <p>As a team: -</p> <ul style="list-style-type: none"> - 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. Man to man, zonal and combinations - Defending a set piece/restart e.g. goal side <p>Heading</p> <ul style="list-style-type: none"> - Defensive header for distance - Defensive header for placement <p>Counter-attacking</p> <ul style="list-style-type: none"> - Quick forwards play - Movement into forward positions <p><u>Basketball –</u></p> <p>As a team and individual:</p> <ul style="list-style-type: none"> -develop an understanding of zone and man to man 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. 	<p><u>Athletics –</u></p> <p>Long Jump: Four Phases – Run Up, Take off, Flight, Landing.</p> <p>400m/800m Middle Distance: Pacing, Endurance, Tactics.</p> <p>Power/ Economic Running action.</p> <p>60m Sprint: Starting technique, SAQ work, Knee Lift, Body Position, Arm Action.</p> <p>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.</p> <p>Delivered through howler throw, javelin, shot and discus</p> <p>Generic Elements – Power Position, Jumping and Throwing</p> <p>Striking and fielding -</p> <ul style="list-style-type: none"> • Batting – placement of the ball/shot selection
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	<ul style="list-style-type: none"> - Block tackle <p>As a team:</p> <ul style="list-style-type: none"> - 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. Man to man, zonal and combinations - Defending a set piece/restart e.g. goal side <p>Heading</p> <ul style="list-style-type: none"> - Defensive header for distance - Defensive header for placement <p>Counter-attacking</p> <ul style="list-style-type: none"> - Quick forwards play - Movement into forward positions <p><u>Badminton –</u> 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> <p><u>Introduction to athletics</u></p> <ul style="list-style-type: none"> • Basic sprinting technique • Sprint starts • Relay change over 	<p>Apply the basic skills at speed and under pressure, lay-up, driving past players, screens etc.</p> <ul style="list-style-type: none"> • Strategic and tactical decisions based on movement of the ball into space. <p>-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.</p> <ul style="list-style-type: none"> • Peer coaching, ‘what makes good’ questioning/demos & targeted questioning). <p><u>Badminton –</u> 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> <p><u>Indoor Tennis</u></p> <ul style="list-style-type: none"> • Introduce rules and regulation • Grip and Serving • Forehand stroke play • Backhand stroke play • Outwitting opponents through shot variation <p><u>Cheerleading</u></p> <p>- To demonstrate a range of skills to include</p> <ul style="list-style-type: none"> - Motions - Jumps - Stunts 	<ul style="list-style-type: none"> • Bowling – addition of run up/variation • Fielding – increase the speed and accuracy of throwing and catching. <ul style="list-style-type: none"> • To extend knowledge of laws and umpire signals. • Encouraged to evaluate matches and how they outwit opponents and reasons for this. • To develop mental capacity when scoring and calculating run rates and remaining runs. <p><u>Sports Leadership</u></p> <ul style="list-style-type: none"> • Perform more advanced sports specific warm ups & cool down routines • Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. • Develop an understanding of how to progress a skill practice • Have the ability to identify weaknesses in skill acquisition and implement steps to improve
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	<ul style="list-style-type: none"> • Throwing techniques with howlers <p><u>Sports Leadership</u></p> <ul style="list-style-type: none"> • Perform more advanced sports specific warm ups & cool down routines • Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. • Develop an understanding of how to progress a skill practice • Have the ability to identify weaknesses in skill acquisition and implement steps to improve <p><u>Multi skills framework</u></p> <ul style="list-style-type: none"> • To learn how to work together as a team in a range of different sporting situations (basketball, football, netball, tag rugby) • To perform fundamental passing and control skills in isolation. • To be able to dodge and change direction with speed in a range of different conditions. • Apply these skills in pressured situations through small sided games and conditional situations. 	<ul style="list-style-type: none"> - Chants - To use each of the key parts to create a short routine - Choreograph to the music and use facial expressions - Provide feedback to help develop performance <p><u>Sports Leadership</u></p> <ul style="list-style-type: none"> • Perform more advanced sports specific warm ups & cool down routines • Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. • Develop an understanding of how to progress a skill practice • Have the ability to identify weaknesses in skill acquisition and implement steps to improve <p><u>Health Related Fitness –</u></p> <ul style="list-style-type: none"> • Perform a range of stations with correct technique in circuit training • 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) • Introduction to aerobics to include basic steps and how they can be advanced • Develop a routine for the length of a song based around different skipping techniques • Indoor fitness tests based around a variety of different components of fitness and the muscles used for each • Students learn the techniques and muscle groups used during a range of different fitness 	
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CHS SOUTH: CURRICULUM

		<p>activities (Interval, Fartlek, continuous and /or circuit/aerobics/skipping)</p>	
<p>ASSESSMENTS</p>	<p style="text-align: center;">Marking Point</p> <p>3 Practical Assessment Activity (depending on rotation order)</p> <p>Table Tennis STEP 1: Skills in isolation Self-set top spin forehand shot Self-set top spin backhand shot Dart feed and return with chop</p> <p>STEP 2: Skills under pressure Execute core skills when having to return from the opposition STEP 3: Skills in a Game real situation</p> <p>Health Related Fitness- STEP 1: Students replicate the technique used in different fitness activities (Interval, Fartlek, continuous and /or circuit/aerobics/skipping)</p> <p>STEP 2: Students plan and set up a short fitness session suited to a 'sport' of choice and practice/compete with a peer</p> <p>STEP 3: Students perform their fitness session to the best of their ability recording their progress and development across 2 weeks.</p> <p>Football-</p>	<p style="text-align: center;">Marking Point</p> <p>3 Practical Assessment Activity (depending on rotation order)</p> <p>Football- STEP 1: Skills in isolation</p> <ol style="list-style-type: none"> 1. Static tackle (1 v 1) 2. Defending on the move (tracking) 3. Defending as a team (communication) <p>STEP 2: Skills under pressure Conditioned Game: 30m x 20m 6 v 4 Rules: attackers limited to 3 players in each grid. Success via ball slowed down for 5 secs, ball cleared or possession regained</p> <p>STEP 3: Skills in a Game real situation 6v6 game</p> <p>Basketball- STEP 1: Skills in isolation Driving past an obstacle and converting a basket on their dominant and non-dominant sides</p> <p>STEP 2: Skills under pressure Conditioned game, half court, 5v3 Rules: attackers start on the half way line and defenders create a zone around the key. Students have to work as a team to beat the defence and convert a basket.</p> <p>STEP 3: Skills in a Game real situation 5v5 game applying tactics such as a full and half court press, zonal and man to man defending. All rules should be applied via coaches and officials.</p> <p>Badminton-</p>	<p style="text-align: center;">Marking Point</p> <p>3 Practical Assessment Activity (depending on rotation order)</p> <p>Activity 1: Striking and fielding - STEP 1: Skills in isolation Batting – placement of the ball using traffic light system Target bowl to demonstrate accuracy Throwing and catching high and low Use of more sport specific equipment – hard rounder’s ball/wind ball</p> <p>STEP 2: Skills under pressure Development of skills in isolation at speed and in a scoring context when under pressure from the opposing side E.g. Deep fielder to throw into a base/wicket while batter is running to score. Can you throw accurately/catch/make the decision to run as a batter</p> <p>STEP 3: Skills in a Game real situation Looking for application of the above skills Quick cricket Rounder’s match</p> <p>Athletics 2 - STEP 1: Skills in isolation Assessment based on ability to replicate 5 key teaching points for each event Throw - Initial stance</p>



	<p><u>STEP 1: Skills in isolation</u></p> <ol style="list-style-type: none"> 1. Static tackle (1 v 1) 2. Defending on the move (tracking) 3. Defending as a team (communication) <p><u>STEP 2: Skills under pressure</u> Conditioned Game: 30m x 20m 6 v 4 Rules: attackers limited to 3 players in each grid. Success via ball slowed down for 5 secs, ball cleared or possession regained</p> <p><u>STEP 3: Skills in a Game real situation</u> 6v6 game</p> <p><u>Badminton-</u> <u>STEP 1: Skills in isolation</u> Undertake drop shot rally of at least 5</p> <p><u>STEP 2: Skills under pressure</u> Demonstration of diagonal serve and knowledge of serving rules in double play</p> <p><u>STEP 3: Skills in a Game real situation</u> Umpire and compete in a 5 point doubles match</p> <p><u>Introduction to Athletics -</u> <u>STEP 1: Skills in isolation</u> Assessment based on ability to replicate 5 key teaching points for each event Throw</p> <ul style="list-style-type: none"> - Initial stance - Grip - Preparation - Movement - Release and recovery 	<p><u>STEP 1: Skills in isolation</u> Undertake drop shot rally of at least 5</p> <p><u>STEP 2: Skills under pressure</u> Demonstration of diagonal serve and knowledge of serving rules in double play</p> <p><u>STEP 3: Skills in a Game real situation</u> Umpire and compete in a 5 point doubles match</p> <p><u>Indoor Tennis</u> <u>STEP 1: Skills in isolation</u> 1v1 serving and returning 1v1 dart feed and return with forehand and back hand</p> <p><u>STEP 2: Skills under pressure</u> 1v1 forehand drills 1v1 back hand drills</p> <p><u>STEP 3: Skills in a Game real situation</u> 1v1 game playing 3 sets</p> <p><u>Cheerleading</u> <u>Skills in isolation</u> Demonstrate teacher led motions, Chants, Jumps and low level stunts</p> <p><u>Skills under pressure</u> Perform a short choreographed routine to include the basic skills</p> <p><u>Game real situation</u> Perform a routine with high energy, facial expressions and complex motions/jumps/stunts with an original chant</p> <p><u>Sports Leadership</u></p>	<ul style="list-style-type: none"> - Grip - Preparation - Movement - Release and recovery <p>Jump</p> <ul style="list-style-type: none"> - Run up - Take off - Flight - Landing - Legal jump <p>Track</p> <ul style="list-style-type: none"> - Starts - Posture - Pacing - Leg and arm action - Stride pattern <p><u>STEP 2: Skills under pressure</u> Adapt chosen technique to maximise performance based on feedback</p> <p><u>STEP 3: Skills in a competitive situation</u> Students will be assessed using a Bronze, Silver Gold rating dependent on the time/distance that they achieve.</p> <p><u>Activity 3: Sports Leadership -</u> Leading a simple warm up in a group, set up activities in groups, being able to adapt and progress a practice, understanding and enforcing the rules of the game</p>
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	<p>Jump</p> <ul style="list-style-type: none"> - Run up - Take off - Flight - Landing - Legal jump <p>Track</p> <ul style="list-style-type: none"> - Starts - Posture - Pacing - Leg and arm action - Stride pattern <p><u>STEP 2: Skills under pressure</u> Adapt chosen technique to maximise performance based on feedback</p> <p><u>STEP 3: Skills in a competitive situation</u> Students will be assessed using a Bronze, Silver Gold rating dependent on the time/distance that they achieve.</p> <p><u>Sports Leadership</u> <u>Skills in isolation</u> Leading a three part independent warm-up</p> <p><u>Skills under pressure</u> Leading a small group of students in a task/small activity in a range of activities</p> <p><u>Game real situation</u> Organising a tournament/refereeing/umpiring a game within a range of sport</p>	<p><u>Skills in isolation</u> Leading a three part independent warm-up</p> <p><u>Skills under pressure</u> Leading a small group of students in a task/small activity in a range of activities</p> <p><u>Game real situation</u> Organising a tournament/refereeing/umpiring a game within a range of sport</p> <p><u>Health Related Fitness-</u> <u>STEP 1:</u> Students replicate the technique used in different fitness activities (Interval, Fartlek, continuous and /or circuit/aerobics/skipping)</p> <p><u>STEP 2:</u> Students plan and set up a short fitness session suited to a 'sport' of choice and practice/compete with a peer</p> <p><u>STEP 3:</u> Students perform their fitness session to the best of their ability recording their progress and development across 2 weeks.</p>	
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HOME LEARNING	Autumn 1 Online Quiz on TEAMS	Spring 1 Online Quiz on TEAMS	Spring 1 Online Quiz on TEAMS
READING, WRITING, TALK	<p align="center">READ</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport)</p> <p>Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>Sporting Heroes literature read on journey to and from Armitage</p> <p align="center">TALK</p> <p>Communication skills, peer assessment, leading warm ups, commentary and umpiring/ refereeing through sports</p>	<p align="center">READ</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport)</p> <p>Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>Sporting Heroes literature read on journey to and from Armitage</p> <p align="center">TALK</p> <p>Communication skills, peer assessment, leading warm ups, commentary and umpiring/ refereeing through sports</p>	<p align="center">READ</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport)</p> <p>Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>Sporting Heroes literature read on journey to and from Armitage</p> <p align="center">TALK</p> <p>Communication skills, peer assessment, leading warm ups, commentary and umpiring/ refereeing through sports</p>
TIER 3 VOCAB	<p>Principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following the action through</p> <p>Football- principles of attack and defence</p> <p>Leadership- reasons to warm up, team work skills, leading practice/refereeing</p> <p>Table Tennis – Chop, Spin, Drive, Variation</p> <p>Health Related Fitness</p> <p>Athletics - Legal, stance, Endurance</p> <p>Health Related Fitness – Coordination, Agility, Balance Training Zones</p>	<p>Principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following the action through</p> <p>Netball- Dodge, footwork, positional play, offload, centre pass</p> <p>Football- principles of attack and defence</p> <p>Basketball- layup, set shot, man to man defence, zone defence, principles of attack and defence</p> <p>Leadership- reasons to warm up, team work skills, leading practice/refereeing</p> <p>Indoor tennis- forehand, backhand, serving variation, top spin,</p> <p>Health Related Fitness – Coordination, Agility, Balance, Training Zone</p> <p>Badminton- forehand, backhand, serving, smash, drop</p> <p>Cheerleading- Motions, chants, stunts</p> <p>choreography</p> <p>Indoor Tennis – Variation, serve</p>	<p>Skill related components of fitness and health related components of fitness</p> <p>Athletics- pacing, speed, changeover, sprint start, frosby flop, power</p> <p>Striking and fielding- long barrier, bowling variations, batting variations</p>
PSPSMC, BRITISH VALUES	<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

The Rule of Law

- 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

Mutual Respect

- Ensuring fair teams to meet a balance of competition, respect and self esteem. Students understand
- 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

Individual Liberty

- 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

Tolerance

- Sharing awareness of students when they may be fasting through religious periods.
- Catering for student's alternative kits and encouraging other students' tolerance of others religions e.g. head scarves, clothing that covers the body.
- Challenging racism, disability and lessons being inclusive.