



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.

Year Group	8					
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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE & SKILLS (Students will perform two sports per term and sports leadership	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>Table Tennis-</u> <ul style="list-style-type: none"> • push shot, forehand and backhand • forehand topspin drives. • serving variation (chop, backhand spin, top spin) • Introduction to doubles 			



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<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>Rugby</u> Improve consistency, quality and use of skills in the games played.</p> <p>Passing Width in attack (use of multiple players in back line and using them)</p> <p>Keeping possession, intro to backs play, support the ball carrier</p> <p>Tackling + rucking To develop an understanding and knowledge of how to perform a ruck and the roles of support players.</p> <p>Defending as an individual and as a team</p> <ul style="list-style-type: none"> • Tackling-head on, side on, • front row 3-man Scrum • rucking development <p><u>Netball</u></p> <p>Defending as an individual and as a team</p> <ul style="list-style-type: none"> • Three stages of defense – marking the ball, intercepting and marking the player • Zonal Marking • Shooting – technique and how to defend • Rules: Obstruction, contact, replay <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 	<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 - 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>Rugby</u></p> <p>Improve consistency, quality and use of skills in the games played.</p> <p>Passing Width in attack (use of multiple players in back line and using them)</p>	<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>
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	<ul style="list-style-type: none"> • Combined with cross over dribbling, pivoting and give and go within their selection and application of skills. <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>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 - 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 	<p>Keeping possession, intro to backs play, support the ball carrier</p> <p><u>Tackling + rucking</u></p> <p>To develop an understanding and knowledge of how to perform a ruck and the roles of support players.</p> <p><u>Defending</u> as an individual and as a team</p> <ul style="list-style-type: none"> • Tackling-head on, side on, • front row 3-man Scrum • rucking development <p><u>Badminton –</u></p> <p>Develop further concepts of a winning strategy: via variation of shot/pace/height/direction/disguise</p> <p>Development of playing to opponent's weaknesses and staying away from their strengths</p> <p>Shot placement e.g. back hand side/angles of play/corners</p> <p>Play singles/doubles and apply revised rules</p> <p>Communication with partner</p> <p>Positional partnerships e.g. serve dependant-short serve and follow/front/back</p> <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>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><u>Striking and fielding -</u></p> <ul style="list-style-type: none"> • Batting – placement of the ball/shot selection • 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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	<p>- Movement into forward positions</p> <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. 	<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>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) <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 doge and change direction with speed in a range of different conditions. • Apply these skills in pressured situations through small sided games and conditional situations. <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 	
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		<ul style="list-style-type: none"> Have the ability to identify weaknesses in skill acquisition and implement steps to improve 	
<p>ASSESSMENTS</p>	<p style="text-align: center;">Marking Point</p> <p>3 Practical Assessment Activity (depending on rotation order)</p> <p><u>Activity 1: Football-</u> STEP 1: Skills in isolation</p> <ol style="list-style-type: none"> Static tackle (1 v 1) Defending on the move (tracking) 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><u>Activity 2: Rugby</u> STEP 1: Skills in isolation Protecting the man 1v1 ruck Demonstration of 3v3 scrum</p> <p>STEP 2: Skills under pressure 6 v 4 SSG (20 x 30m) 3-man scrum Introduction to specific roles e.g. scrum half/play maker, front row forward Effective use of Ruck Full contact</p> <p>STEP 3: Skills in a Game real situation</p>	<p style="text-align: center;">Marking Point</p> <p>3 Practical Assessment Activity (depending on rotation order)</p> <p>Activity 1: 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 STEP 3: Skills in a Game real situation</p> <p>Activity 2: Badminton- STEP 1: Skills in isolation Undertake drop shot rally of at least 5</p> <p>STEP 2: Skills under pressure Demonstration of diagonal serve and knowledge of serving rules in double play</p> <p>STEP 3: Skills in a Game real situation Umpire and compete in a 5 point doubles match</p> <p>Activity 3: Football- STEP 1: Skills in isolation</p> <ol style="list-style-type: none"> Static tackle (1 v 1) Defending on the move (tracking) Defending as a team (communication) <p>STEP 2: Skills under pressure Conditioned Game: 30m x 20m 6 v 4</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</p> <p style="text-align: center;">- Initial stance</p>



	<p>5v5 game</p> <p>Activity 3: Basketball- STEP 1: Skills in isolation Driving past a obstacle and converting a basket on their dominant and non-dominant sides 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. 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>Activity 4: Netball- Netball – STEP 1: Skills in isolation 1 V 1 defence drill to show 3 stages of defence</p> <p>STEP 2: Skills under pressure Three attackers – start with a back line pass – each attacker must touch the ball in each third before the group can progress to the next third. Start with one defender in each third and two in the last third</p> <p>STEP 3: Skills in a Game real situation Half-court Game</p> <p>Activity 5: Sports Leadership and multi skills- Leading an advanced warm up independently, set up activities independently, being able to adapt and progress a practice, understanding and enforcing the rules of the game whilst officiating.</p>	<p>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>Activity 4: Basketball- STEP 1: Skills in isolation Driving past an obstacle and converting a basket on their dominant and non-dominant sides 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. 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>Activity 5: Fitness- STEP 1: Follow a training session provided on Interval, Fartlek, continuous and /or circuit adapting to your needs STEP 2: Track your working heart rate and be able to explain if you are working hard enough STEP 3: Set up a circuit provided to you and carry out the 6 stations completing two rounds</p> <p>Activity 5: Sports Leadership and multi skills- Leading an advanced warm up independently, set up activities independently, being able to adapt</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>STEP 2: Skills under pressure Adapt chosen technique to maximise performance based on feedback</p> <p>STEP 3: Skills in a competitive situation Students will be assessed using a Bronze, Silver Gold rating dependent on the time/distance that they achieve.</p> <p>Activity 3: Sports Leadership - 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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