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| **Year 8 Curriculum Overview [2023-2024]** **PE** |
|  **Autumn Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
| **Half term 1 and 2**Pupils will take part in 2 composites per term | **Health Related Fitness****Invasion Games**(Football, Basketball, Netball, Handball and Rugby) | Pupils will develop the skills necessary to compete in a number of fitness-based events. To develop an experience of a range of activities that involves sustained physical work. Using fitness activities to encourage reflective leaning. Leading warmups will aim to develop communication skills. The pupils will learn the different methods of training that are relevant to the knowledge and understanding needed at GCSE Level.Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Develop knowledge of the major rules and laws involved. Use an understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending. | Participation in extra-curricular clubs and representing school teamsApplication of tactics and strategies into competitive situations.‘Do Now’ activities based on prior learningEffectiveness in role related tasks | Use of KO and vocab lists in ‘Do Now’ tasks.Use of whiteboards and mini whiteboards for identifying keywords/analysing performances/recording resultsUse of task and technique cards, using keywords and vocabulary. | * Service
* Ambition
* Determination
* Respect
* Self-improvement
* Leading an active lifestyle
* Resilience
* Self-reflection determination
* Teamwork
* Leadership
* Respect
* Adhering to rules
* Coaching
* Analysis
* Giving feedback
* Presenting/performing
* Safety consciousness
* Health consciousness
* Decision making and applying
 | MCQ’s Formative assessment through small sided gamesSummative assessment through full sided games where possibleFormative and summative assessment through scenario-based activities and group/individual performances |
| **Year 8 Curriculum Overview**  **PE**  |
| **Spring****Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
| **Half term 3 and 4**Pupils will take part in 2 composites per term | **Net and Wall Games**(Badminton/TableTennis) |  Show a developing ability to read the flight of the shuttle/ball and move into the necessary space to replicate chosen shot. Use different speeds and can manoeuvre/manipulate the shuttle/ball into a number of different positions. Accurately replicates other core skills when needed, these would include jumping, sprinting, balance, reaction time. Can maintain a rally. Begin to understand importance of strategy and tactics when attacking.  | Participation in extra-curricular clubs and representing school teamsApplication of tactics and strategies into competitive situations.‘Do Now’ activities based on prior learningEffectiveness in role related tasks | Use of KO and vocab lists in ‘Do Now’ tasks.Use of whiteboards and mini whiteboards for identifying keywords/analysing performances/recording resultsUse of task and technique cards, using keywords and vocabulary. | * Service
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Decision making and applying | MCQ’s Formative assessment through conditioned gamesSummative assessment through games where possibleFormative and summative assessment through scenario-based activities and group/individual performances |
| **Year 8 Curriculum Overview**  **Subject**  |
| **Summer** **Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
| **Half term 5 and 6** | Athletic activities (Running, Jumping and throwing)Striking and fielding (rounders, softball, cricket)Net games (tennis) | To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Adapt & refine these strategies to the need of an event.Pupils will develop the fundamental principles of play when replicating core skills and movement needed including; batting, bowling and fielding. To develop a more detailed understanding of terminology, rules and umpire signals during a competitive game situation. . Pupils will develop an understanding of how to outwit opponents using strategies and tactics during game play.Pupils will replicate shots with control and fluency. Serves, forehand, backhand (topspin and slice),Pupils will identify different areas of the court and be able to place the ball to opposition’s weaknesses. Tactics and rules taught more explicitly. To develop communication and decision making skills as a doubles pairing. | Participation in extra-curricular clubs and representing school teamsApplication of tactics and strategies into competitive situations.‘Do Now’ activities based on prior learningEffectiveness in role related tasks | Use of KO and vocab lists in ‘Do Now’ tasks.Use of whiteboards and mini whiteboards for identifying keywords/analysing performances/recording resultsUse of task and technique cards, using keywords and vocabulary. | * Service
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Decision making and applying | MCQ’s Formative assessment through small sided gamesSummative assessment through full sided games where possibleFormative and summative assessment through scenario-based activities and group/individual performances |