

Physical Education – Year 8 Curriculum

During the year, pupils are taught activities on a rotation. The terms in the content column below are an indication of when an activity might be covered.

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Term 1/2 Real PE. Taught to all Year 8 classes during terms 1/2.</p> <ul style="list-style-type: none"> • A 9-week Unit of Work based upon Real PE. • Develops basic skills and builds on the Real PE Unit of Work from Y7. <p>Each lesson covers warm up activities, skill-based challenges and a competitive element in which pupils put their newly learnt and improved skills in to practice.</p>	<p>Consolidate learning and skills acquired in Y7.</p>	<p>Skills:</p> <ul style="list-style-type: none"> • Knowledge and understanding of physical literacy, fitness and sport skills. • Evaluation of peers' performances and be able to identify strengths and weaknesses. 	<ul style="list-style-type: none"> • To be able to perform a range of core skills which can be applied to sport and physical activity. • To understand how to identify a successful performance. • To be able to give appropriate feedback to others to aid improvement.
<p>Terms 2-6 Games activities. Three 9-week Units of Work covering the following games activities are taught across the year.</p> <ul style="list-style-type: none"> • Netball • Football • Badminton • Basketball • Tennis <p>Each lesson covers a warm up, skills practices and competitive situations, building up to a full game at the end of each activity.</p>	<p>Builds on prior learning from Y7, whilst introducing pupils to additional games activities of Football and Badminton in which they can transfer their skills and knowledge. Each activity builds on the knowledge and skills developed in the previous one.</p>	<p>Skills:</p> <ul style="list-style-type: none"> • Knowledge of techniques involved in games activities including passing and receiving, dodging, marking and scoring. • Principles of attacking and defending and set plays. • Position-specific responsibilities for invasion games. • Knowledge of rules and tactics, and application of these to each sport. • Evaluation of their own and other performances. <p>Assessment:</p>	<ul style="list-style-type: none"> • To be able to perform a range of skills in each sport which enable effective participation in a competitive situation. • To be able to explain and demonstrate these skills whilst playing different positions within their team. • To be able to transfer knowledge of techniques and skills between games activities. • To be able to give appropriate feedback to others to aid improvement.

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		<ul style="list-style-type: none"> Each activity is assessed against assessment bands at the end of each 9-week block. 	
<p>Terms 2-6 Fitness One 9-week Unit of Work covering the following fitness activities:</p> <ul style="list-style-type: none"> Skipping Circuit training Continuous training – couch to 5K Fitness classes – yoga Joe Wicks Just Dance 	<p>Consolidate learning from Y7 through the introduction of additional fitness activities. This gives pupils a greater range of activities from which they may wish focus on to improve their fitness outside of lesson time.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Knowledge of different aspects of fitness and identification of which of these they may need to improve. Knowledge of how to improve their own fitness, taking into account their current activity levels, and which activities are suitable. Evaluation of their own and other performances. <p>Assessment: Each activity is assessed against assessment bands at the end of each 9-week block.</p>	<ul style="list-style-type: none"> To be able to plan and complete a warm up for themselves and a small group of their peers. To have a greater understanding of the different aspects of fitness and methods of improving these. To understand how different aspects of fitness impact on performance in sport. To be able to select different fitness activities that they can do to improve their own fitness. To be able to give appropriate feedback to others to aid improvement.
<p>Terms 2-5 Gymnastics and Dance One 9-week Unit of Work covering the following areas of gymnastics and dance:</p> <ul style="list-style-type: none"> Safe use of apparatus including small apparatus, large apparatus and trampettes. 	<p>Pupils develop skills, agilities and concepts learnt in Year 7 in both gymnastics and dance. Whereas the focus in Year 7 was on individual and partner work, in Year 8 they work in small groups and include increasingly difficult skills.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Gym: Knowledge of different types of flight, balance, travel and rotation and how these can be developed both on the floor and apparatus.. Gym: Knowledge of routine construction involving pairs and trios. 	<ul style="list-style-type: none"> Gym: To be able to perform skills and agilities from the four gymnastic themes of flight, travel, balance and rotation on the floor and apparatus. Gym: To be able to apply these skills and agilities to a pair or trio routine.

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<ul style="list-style-type: none"> • Dance corner work – travel, balance, rotation and jumps, gestures and motifs. • Dance choreography and performance – Swansong. <p>Throughout the 9 weeks pupils design and develop increasingly complex and challenging routines in both gym and dance.</p>		<ul style="list-style-type: none"> • Gym: Knowledge of how to get out, use and put away a range of apparatus safely. • Dance: Knowledge of more complex choreographical devices. • Dance: Knowledge of a professional dance work. • Evaluation of their own and other performances. <p>Assessment: Each activity is assessed against assessment bands at the end of each 9-week block.</p>	<ul style="list-style-type: none"> • Gym: To be able to use apparatus safely, imaginatively and to enhance their routines. • Dance: To be able to choreograph small group routines based upon a professional dance work. • To be able to observe and feedback to others about their routines to aid improvement.
<p>Terms 1-6 Swimming Pupils are taught a 9-week Unit of Work on swimming technique, covering:</p> <ul style="list-style-type: none"> • Front crawl • Backstroke • Breast stroke • Butterfly • Diving • Tumble turns <p>Each lesson focuses on developing technique in each stroke, alongside starts and turns, water safety and</p>	<p>Build on the skills and knowledge developed in Y7. Strokes taught more in depth and competitive elements introduced.</p>	<p>Skills:</p> <ul style="list-style-type: none"> • Knowledge of techniques including leg action, arm action, body position, breathing and timing for each stroke. • Knowledge of rules for each stroke in competition. • Starts and turns for each stroke. • Development of knowledge of competition rules including those concerning relays. • Knowledge of water safety and personal survival and the development of some basic personal survival techniques. 	<ul style="list-style-type: none"> • To be able to perform an increased range of strokes demonstrating effective body position and technique in the water. • To be able to understand how to perform correct starts and turns for each stroke, both for individual races and also relay events. • To be able to explain how to keep themselves and other safe around water and perform basic personal survival techniques.

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personal survival skills. Competition is included through races and relays.		<ul style="list-style-type: none"> Evaluation of their own and other performances. Assessment: Each activity is assessed against assessment bands at the end of each 9-week block.	<ul style="list-style-type: none"> To be able to give appropriate feedback to others to aid improvement as well as begin to identify areas of their own technique that need improving.
Term 5/6 Athletics Pupils are taught a 9-week Unit of Work on athletics, covering a range of the following events: <ul style="list-style-type: none"> Sprints – 100m, 200m Distance – 800m, 1500m Throws – Rounders ball throw, Shot, Discus Jumps – Long jump, high jump Hurdles – 75m Relay Each lesson will cover 1 or more events, beginning with developing technique and rules knowledge, culminating in measuring performances and identifying areas for improvement.	Development of technique from Y7 with an increased focus on areas such as technique for sprinting and pacing for distance events. Discus is added as an additional throwing event and hurdles are taught over 75m.	Skills: <ul style="list-style-type: none"> Knowledge of the correct technique for each athletics event. Knowledge of rules and tactics for each event and application of these in their own performances. Knowledge of how to use athletics equipment safely. Knowledge of how to time and measure performances accurately. Evaluation of their own and other performances. Assessment: Each activity is assessed against assessment bands at the end of each block.	<ul style="list-style-type: none"> To be able to perform each event with a more developed technique. To understand key terminology for each event and be able to effectively use tactics such as pacing. To understand the different fitness requirements of each event. To be able to measure and time their peers' performances correctly. To be able to use equipment safely and understand the rules for each event. To be able to give appropriate feedback to others to aid improvement.

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Resources and/or activities to support learning

Extracurricular clubs are provided in all of the above activities across the year and the timetable is displayed on noticeboards as the school website.

Sports Captains and Prefects support with coaching at extracurricular clubs.

Competitions – Interhouse events (netball, swimming, tennis, rounders, sports day) and external matches and fixtures in a range of sports.

Links with local sports clubs – posters are displayed on noticeboards.