

Year 8 Physical Education

In year seven students further developed skills with an emphasis on sports specific movement patterns. By doing so students should have become more confident with a broader range of skills and somewhat more advanced movements. Students were encouraged to analyse their own performances and that of others making accurate observations and suggestions for improvements. In year eight students should be further challenged by the introduction of skills of increasing complexity, further strategies and tactics applicable to each sport as well as the presentation of more rules and regulations to understand and contend with. Again, students should be regularly questioned about previous learning at the start, during and end of the lesson to demonstrate good levels of retrieval. In addition to sports specific questioning, the PE department will also continue to link some theory to practice and thereby embed some of the knowledge required for GCSE PE. These topics will be: **Components of fitness and relevance to specific sports, major muscles and major bones**. Throughout the sequence of lessons students should be encouraged to recall prior knowledge through the use of **BRAIN IN GEAR** which should facilitate the transfer of knowledge for short term memory to long term memory. **BRAIN IN GEAR** questions should relate to topics covered throughout the unit and could also link to other areas such as health and fitness, anatomy and kinesiology. Each lesson should incorporate **KEY LEARNING QUESTION(S)**. Alternatively there could be a key learning question that encompasses a series of lessons.

Activity	Year 8	Assessment	Independent work	CEIAG	
Football NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.	Building on the knowledge and understanding gained in year seven with more of an emphasis on further developing core skills to enhance performance under increasing pressure. Passing (Basic) Tackling Shooting Running with the ball (where applicable)	Small sided games to allow greater involvement and development.	Small sided games. Understanding and application of skills, tactics and rules. Application of skills and decision making.	Google work sheets: Rules and regulations. Components of fitness and relevance to specific sports. Major muscles Major Bones Characteristics of an effective attacker / midfielder / defender.	Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory

<p>Hockey NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Teach students basic principles of attack e.g. keeping possession, making space Teach pupils the basics of defence e.g. tackling with correct technique and attempting to deny space Emphasis on roles within the game of attack/midfield and defence</p>	<p>Basic rules and regulations Safety emphasised Skills: Passing - push, slap and drive, Dribbling - push, tap and indian, Tackling, Shooting from left and right</p>	<p>Small sided games. Understanding and application of skills, tactics and rules. Application of skills and decision making.</p>	<p>Google work sheets: Rules and regulations. Components of fitness and relevance to specific sports. Major muscles Major Bones Characteristics of an effective attacker / midfielder / defender.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Netball NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Teach pupils the basic principles of attack e.g. keeping possession, making space. Teach pupils the basics of defence e.g. marking correctly denying space. Throwing skills advanced to include chest, shoulder, bounce and overarm Dodging - feint and sprint under pressure from a defender</p>	<p>Basic rules and regulations e.g. restarts, scoring, foul play. Skills: Passing, Dodging, Marking, Shooting</p>	<p>Small sided games. Understanding and application of skills, tactics and rules. Application of skills and decision making.</p>	<p>Google work sheets: Rules and regulations. Components of fitness and relevance to specific sports. Major muscles Major Bones Characteristics of an effective GD/GK/WD/C/WA/GA/GS.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Rugby NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Building on the knowledge gained in year seven. Developing core skills and being able to apply them in competitive situations. Attacking, straight running, creating overlaps, fixing the defender & holding your depth. Evasive running. Defending with a flat line, compressing space and staying with your man. Develop range of passing. Develop a range of tackling. Develop both rucking and mauling Techniques. Scrummaging technique. Kicking restarts & conversions.</p>	<p>Basic rules and regulations e.g. restarts, scoring, foul play. Skills: Passing, Running, Tackling, Dodging, Kicking, rucking, mauling and 3v3 & 5v5 age related scrummaging.</p>	<p>Small sided games. Building up to 7's and 10's. Understanding and application of skills, tactics and rules. Understanding the role and responsibility of each position, forwards and backs. Application of skills and decision making.</p>	<p>Google work sheets: Rules and regulations. Components of fitness and relevance to specific sports. Major muscles Major Bones Characteristics of an effective back, three quarter back, forward player.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>

<p>Basketball NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Building on the knowledge and understanding gained in year seven with more of an emphasis on further developing core skills to enhance performance under increasing pressure. Passing (chest/bounce/javelin) Shooting (set/jump/lay-up) Dribbling (left/right/cross-over) Getting free (V-cuts/L-cuts) Rebounding</p>	<p>Basic rules and regulations e.g restarts, scoring, foul play, double dribble, travel. Back-court violation 3 second rule Half-court press (man to man) Full-court press (man to man)</p>	<p>Small sided games. Understanding and application of skills, tactics and rules. Application of skills and decision making.</p>	<p>Google work sheets: Rules and regulations. Components of fitness and relevance to specific sports. Major muscles Major Bones Characteristics of an effective guard/centre/forward.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Swimming NC: Develop technique and improve performance in other competitive sports.</p>	<p>Water confidence Stroke technique - front crawl, backstroke, breaststroke, butterfly. Entry (dives) and turns associated with each stroke</p>	<p>Water /survival skills eg : straddle entry, sculling, surface dives, underwater swimming, treading water Pool-side rescue, swimming in pyjamas, making floats.</p>	<p>Continuous assessment of performance of highlighted skills in the water.</p>	<p>Water safety sheets worksheets. Stroke analysis worksheets/videos.. Peer assessment sheets. Components of fitness and relevance to specific sports. Major muscles Major Bones</p>	<p>Confidence Resilience Determination Discipline Safety</p>
<p>Dance NC: Develop technique and improve performance in other competitive sports.</p>	<p>Group work Matching Mirroring Unison and cannon Self evaluation Choreography for group work</p>		<p>Choreograph a group dance and perform to an audience demonstrating successful application of themes taught.</p>	<p>Dance information sheets/videos. Peer assessment sheets. Components of fitness and relevance to specific sports. Major muscles Major Bones</p>	<p>Creativity Cooperation Originality Fluency</p>
<p>Fitness NC: Analyse performances compared to previous ones and demonstrate improvement to achieve personal best.</p>	<p>Fitness Testing Methods of training. Continuous Circuit Interval Fartlek Introduce the concept of heart rates, target heart rates, maximum heart rates and training thresholds. Further testing where appropriate.</p>	<p>Use of universal fitness testing and relative normative data. Knowledge and understanding of various methods of training and the benefits of each (Q&A)</p>	<p>Digital information and worksheets on the various methods of training. Components of fitness and relevance to specific sports. Major muscles Major Bones</p>	<p>Resilience Determination Reflection Self assessment Goal setting (SMART)</p>	

<p>Gymnastics NC: Develop technique and improve performance in other competitive sports.</p>	<p>Boys: Partner work Apparatus Travel Flight Balance Cannon Unison Matching/Mirroring Larger apparatus</p>	<p>Girls Partner work Counter balance Counter tension Weight bearing balance Sequence work Unison Cannon</p>	<p>Plan, perform and evaluate a paired sequence which incorporates core skills and themes taught.</p>	<p>Gymnastic skills video links. Peer assessment sheet. Floor routine links. Components of fitness and relevance to specific sports. Major muscles Major Bones</p>	<p>Creativity Cooperation Originality Fluency</p>
<p>Cricket NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Emphasis on foot placement when batting and batting to attack/defend. Consolidate bowling with attention to line/length/pace and spin if appropriate. Good fielding technique, develop throw and catching and getting in line with the ball. Basics of wicket keeping.</p>		<p>Perform skills & apply rules in conditioned drill and small-sided games e.g. pairs cricket. Y8 Cricket Google Quiz</p>	<p>Google work sheets: Rules and regulations. Components of fitness and relevance to specific sports. Major muscles Major Bones Characteristics of an effective batter/bowler/fielder.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Rounders NC: Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p>	<p>Throwing: Underarm Overarm Bowling technique Over longer distances or at faster pace Catching underarm and overarm throws from greater distances / pace / angle</p>	<p>Focus on fielding techniques of catching, long barriers, scoops and pick up Basic batting technique work Backwards hit rule emphasised</p>	<p>Small sided games/full sided games. Understanding and application of skills, tactics and rules. Application of skills and decision making.</p>	<p>Google work sheets: Rules and regulations. Components of fitness and relevance to specific sports. Major muscles Major Bones Characteristics of an effective batter/bowler/fielder.</p>	<p>Teamwork Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>

<p>Tennis NC: Use a range of tactics and strategies to overcome opponents in direct competition through individual/paired games.</p>	<p>Building on knowledge and understanding gained in year 7. Greater emphasis on positional play and tactics for doubles.</p> <p>Improve and develop the following strokes: Forehand Backhand Serving Volleys/lob</p>		<p>Perform skills, apply rules in conditioned games and drills.</p> <p>Application of skills and decision making.</p>	<p>Google work sheets: Rules and regulations. Components of fitness and relevance to specific sports. Major muscles Major Bones</p>	<p>Communication Fair play Honesty Sportsmanship Gamesmanship Sporting etiquette Dealing with defeat Dealing with victory</p>
<p>Athletics NC: Analyse performances compared to previous ones and demonstrate improvement to achieve personal best.</p>	<p>Basic sprint technique Pacing for distance running Jumping for distance (long & triple) Jumping for height</p>	<p>Basic shot technique (glide) Basic javelin technique (increased run up) Basic relay changeover (up sweep) Basic rules & performance in competitions</p>	<p>Performance & time/distance results in competition</p>	<p>Google work sheets: Rules and regulations. World record research. Components of fitness and relevance to specific sports. Major muscles Major Bones</p>	<p>Confidence Resilience Determination Discipline Safety Goal setting (SMART)</p>

**Impact of learning
Mastery Curriculum – Physical Education**

Progress	Performance	Tactical and Compositional Concepts	Observation and Analysis	Fitness
Bronze	I can perform basic skills with some control and coordination in a small game/performance.	I can remember basic tactical/compositional ideas but do not use them when performing.	I can comment on my own and others' actions.	I can observe and copy basic exercise techniques. I can use basic fitness movements. I get tired very quickly.
	I can perform simple skills with some control and coordination with limited success in a game/ performance.	I can understand basic tactical/compositional ideas but rarely use them when performing.	I can describe and comment on my own and others' actions.	I can observe and copy simple exercise techniques. I can use simple fitness movements. I get tired quickly.
	I can perform simple skills and sequences with control and coordination with some success in performances.	I can use basic tactical/compositional ideas with limited success.	I can give basic evaluations of my own and others' performance with limited use of key terms/words.	I can use simple exercise techniques. I get tired easily. I can remember some fitness components.
Silver	I can perform some intermediate skills and sequences with some control and some success in a game / performance.	I can use basic tactical / compositional ideas with some success.	I can give a basic evaluation of my own and others performance with use of key terms/words.	I can apply core exercise techniques. I sometimes get tired quickly. I can remember some fitness components and tests.
	I can perform intermediate skills and sequences with control and some success in a game/performance.	I can use basic tactical/compositional ideas with consistent success.	I can recognise strengths and weaknesses in my own and other work and identify some ways to improve performance.	I can apply intermediate exercise techniques. I sometimes get tired quickly. I can remember most fitness components and fitness tests.
	I can apply a range of skills and techniques with control with some degree of success in game/performance.	I can use tactical/compositional ideas in response to an opponent/ stimulus with some success.	I can recognise multiple strengths and weaknesses in my own and other work and identify ways to improve performance.	I can apply intermediate exercise techniques. I rarely get tired quickly. I can remember most fitness components and their tests.
	I can apply a range of skills and techniques with control and fluency with some degree of success in a game/performance.	I can use tactical / compositional ideas in response to an opponent/ stimulus with consistent success.	I can evaluate strengths and weaknesses in my own and others work and implement ways to improve performance.	I can apply intermediate exercise techniques I can exercise for a reasonable period without fatigue. I can use most fitness components & fitness tests.
Gold	I can apply some advanced skills and techniques with control and fluency with some degree of success in a game/performance.	I can use multiple tactical / compositional ideas in response to a changing opponent / stimulus.	I can evaluate strengths and weaknesses in my own and others' work and implement ways to significantly improve performance.	I can apply advanced exercise techniques I can exercise for an extended period without fatigue. I can use all fitness components and fitness tests.

	I can apply a range of advanced skills and techniques correctly with control and fluency with some degree of success in a game/performance.	I can use multiple advanced tactical/compositional ideas in response to a changing opponent/stimulus.	I can justify the strengths and weaknesses in my own and others work and implement ways to significantly improve performance.	I can adapt advanced exercise techniques. I can exercise for an extended period without fatigue. I can use all fitness components, tests and data to improve training.
	I can consistently use a range of advanced skills, techniques and actions with precision and fluency in a game/performance.	I can create multiple tactical / compositional ideas in response to a changing opponent/stimulus.	I continuously create my own and others' performance whilst implementing ways to significantly improve performance.	I can adapt multiple advanced exercise techniques. I can exercise for an exceptionally long time without fatigue. I can use all fitness components, tests and data to improve training.
Platinum	I can demonstrate an exceptional range of advanced skills, techniques and actions with precision and fluency and have a significant impact in a game/performance.	I can create and perform an exceptional range of advanced skills to tactically respond to a changing stimulus/opponent.	I can routinely analyse my own and others' performance by continuously providing constructive ways to make significant improvements.	I can demonstrate a wide range of advanced exercise techniques for exceptional long periods of time without fatigue. I can expertly use fitness components, test and data to improve my training and those around me.

Primarily, by ensuring that students reach their full potential in physical education, it is anticipated that each and every child will have developed the necessary knowledge and understanding to allow him or her to make informed healthy lifestyle choices. Furthermore, by equipping students with the necessary skills s/he will be in a better position to continue to enjoy an active and healthy lifestyle during and beyond their secondary school years and ultimately pass on this love of sport and exercise to future generations, subsequently improving the health of the nation and reversing the trend of declining fitness amongst our youngsters.

Secondly, by adopting the above approaches to PE and making experiences as positive and enjoyable as possible, GCSE will continue to be a popular choice for many students who will be in a strong as possible position to cope with the demands of the course both practically and theoretically. Hence, overall outcomes for GCSE PE will continue to be strong.