

Curriculum Planning

Subject: Physical Education **Year** 8 **Ability** Mixed

Term / Date(s)	Activity 1 (4-week block of 8 lessons for 2 of the invasion activities)	Activity 2 (4-week block of 8 lessons for each activity)	Activity 3 (4-week block of 8 lessons for each activity)	Activity 4 (4-week block of 8 lessons for each activity)	Activity 5 (4-week block of 8 lessons for each activity)	Activity 6 (4-week block of 8 lessons for each activity)
Topic	Invasion Games (Rugby, Football, Netball)	Aesthetics (Dance, Trampolining)	Net Games (Table Tennis)	Striking and Fielding (Rounders)	Athletics	OAA/ Problem Solving (Orienteering)
Topic overview	To perfect the necessary skills and teamwork to retain possession. To demonstrate knowledge and understanding of strategies and tactics used to outwit opponents	Dance To demonstrate rotation, jumps and elevation To apply a variety of learned skills into a routine Trampolining To demonstrate different types of flight with control To perform flight in a routine with control	Table tennis To be able to hit into the spaces on the table. To perform a variety of serves	To perform the correct techniques for a variety of different athletics events To demonstrate understanding of the rules and strategies related to different athletics events.	To perform the correct techniques for a variety of different athletics events To demonstrate understanding of the rules and strategies related to different athletics events.	To understand how to orientate a map To be able to read and locate a point on a map
Components	Students will learn: <ul style="list-style-type: none"> - A variety of ways to pass the ball to help their team mates keep possession. - Tactical knowledge to commit and outwit an opponent. - How to intercept the ball safely and effectively to regain possession. - The key basic positions to allow structure to small modified games. <p>This activity provides opportunities for students to apply transferable skills that in turn improves their sporting performance in other activities. This activity also introduces the use of tactics,</p>	Students will learn: <ul style="list-style-type: none"> - rotation, tumbling, stunts and jumps. - The motions and skills will then be performed in a routine focusing on timing, formations and unison. - How to perform movement phrases to music. - Different types of flight including jumps and landings that they will then perform in a routine with control. - How to evaluate their own and other performances using keywords to improve and develop further. <p>This activity provides opportunities for students to</p>	Students will learn: Table Tennis <ul style="list-style-type: none"> - correct technique to play attacking shots into space in order to open the table for a winning shot - How to perform a variety of serves and understand the service rules, in order to add variation in their game - How to identify areas of their opponents' weaknesses and develop basic strategies to exploit the weaknesses and win a point. <p>This activity gives students the opportunity to further develop and apply skills learnt in Year 7, as well as looking more closely</p>	Students will learn: Rounders <ul style="list-style-type: none"> - a variety of dynamic fielding skills to reduce the batter's score. - How to strike a moving ball in a given direction to improve their chances of scoring. - Different bowling technique to help reduce the batters' chances of scoring. <p>This activity gives students the opportunity to further develop and apply skills learnt in Year 7, as well as looking more closely at match formats, rules and organisation within the sport(s).</p>	Students will learn: <ul style="list-style-type: none"> - The basic techniques to be successful in measured jumping events. - The basic techniques to be successful in measured throwing events. - The basic techniques to be successful in timed track events. - How to use key equipment safely. <p>This activity gives students the opportunity to further develop throwing, jumping and track running techniques, while also further developing their understanding of the rules and etiquette requirements within the sport.</p>	Students will learn: <ul style="list-style-type: none"> - How to orientate a map to allow them successfully identify the key features around them. - How to "thumb" the map to ensure the map is positioned correctly preventing map reading mistakes. - How to highlight important features on a range of maps enabling them to give clear directions to others. - How to give clear directions referencing key features on a map. <p>This activity gives the students an opportunity to develop a</p>

	as well as allowing students to grasp the rules of various invasion games.	further develop confidence and creativity, with clear links to music and drama. This activity also gives students an opportunity to make links between key components of fitness that may not always appear in invasion games as regularly.	at match formats, rules and organisation within the sport(s).			lifelong essential skill, and simultaneously give them opportunities to practice and review their own leadership style and skills.
What pupils should already know (prior learning components)	<ul style="list-style-type: none"> - How to move off the ball to create space in possession. - How to pass the ball to help their team mates keep possession. - - A number of techniques to enable them to score points. - - How to prevent their opponent from scoring points safely using the correct technique to prevent injuries. - The basic rules within a game to allow them to restart the game correctly in modified matches. 	<ul style="list-style-type: none"> - How to link actions/ movements together through travel. - How to perform a variety of rolls, travel movements and gesture. - Unison and canon and how to apply it to different performances. - How to perform movement phrases to music. - How to evaluate their own and other performances using keywords to improve and develop further. 	Net/wall <ul style="list-style-type: none"> - How to perform a range of serves. - How to apply the basic rules and regulations within modified games to allow them focus key skills. - The different grips and be able to perform forehand/ backhand shots to maintain a rally or win a point. 	Striking and fielding <ul style="list-style-type: none"> - The cup and reverse cup technique for catching. - The under arm and over arm throwing technique. - How to strike the ball using a bat in order to bat effectively. - How to apply the basic rules and regulations within modified games. 	<ul style="list-style-type: none"> - The basic safety rules within each activity to allow them to perform safely and avoid injury. - How to hold various equipment safely. - A number of techniques in each discipline to enable them throw, jump and run safely. - How to identify teaching points in each discipline through self or peer observation, to allow them to understand key techniques for a range of track and field events. 	<ul style="list-style-type: none"> - How to work as a team to overcome problems. - A range of communication skills to allow them respectfully listen to others and to allow them to work effectively with others - How to communicate both verbally and non-verbally within a group to situation to solve a range of problems. - How to orientate themselves around a specified area using a compass. - How to give clear and appropriate directions for others to follow.
Transferrable knowledge (skills)	<p>Variety of shooting techniques</p> <p>Using body movement to outwit an opponent.</p> <p>Working with a partner/ team mate to outwit or disposes an opponent.</p> <p>Working effectively in small teams through diamond/ triangle formations.</p>	<p>The use of space when creating routines.</p> <p>The different types of flight including jumps and longitudinal rotation.</p> <p>Linking moves together to make routines.</p> <p>Knowledge of body tension and control when performing skills. Aesthetic appreciation of others works.</p> <p>Students identify areas for development in performances</p>	<p>Stance and body position to effectively strike a ball.</p> <p>Being able to track a ball of different heights and speed effectively.</p> <p>Understanding where the different directional stances.</p>	<p>Stance and body position to effectively strike a ball.</p> <p>Being able to track a ball of different heights and speed effectively.</p> <p>Understanding where the different directional stances.</p>	<p>The basic side on stance for all throwing events and angles of release.</p> <p>Understanding of body position and how this can help to generate power.</p> <p>Understanding which running events to pace themselves maintaining performance.</p> <p>Basic start positions and running techniques.</p> <p>Basic one foot take-off techniques and two-foot landing technique.</p>	<p>Effective verbal communication to allow team mates to understand tactics to outwit opponents.</p> <p>Clear and concise non- verbal communication used when officiating and working within invasion games as part of a team.</p> <p>Respectfully listening to their peers to enable them to be effective within a team or small group.</p>

		referring to keywords/ teaching points.				Be able to read key and refer to grid references on a basic map in preparation for Geography lessons and Duke of Edinburgh.
Key vocabulary pupil will know and learn	Outwit, dispossess, possession, retain, effectively, tactics, strategy, technique, skill, fitness, trajectory, angle, release.	Flight, spring, control, jump, height, levels, tuck, pike, straddle, landings, somersault, twist, movement, turning, jumping, flight, elevation, heavy, light, motifs, sequences, marching.	Table tennis Paddle, table, net, shots, forehand, backhand, serve, bounce, stance, smash, singles, doubles, drive, spin, push, rally.	Rounders Bowling, catching, batting, throwing, catching, scoring, no ball, out, side-on, follow through, opening/closing body.	Safety, release, take-off, pacing, landing, co-ordination, power, speed, cardiovascular endurance, trajectory, angle, weight, transfer, measure, time, results.	Marker, orientation, key, direct route, points of interest, communication, map, leadership, organisation, planning, evaluation.
Assessment activities	Students will complete an end of unit assessment activity that will give them an overall grade for the activity. This will be logged on the department's internal tracker. Examples of the type of assessment activity students will complete are: <ul style="list-style-type: none">- 4V4 modified matches- Attack vs defence- Conditioned games	Students will complete an end of unit assessment activity that will give them an overall grade for the activity. This will be logged on the department's internal tracker. Examples of the type of assessment activity students will complete are: <ul style="list-style-type: none">- 32 beat routine (cheerleading)- 10 bounce routine (trampolining)	Students will complete an end of unit assessment activity that will give them an overall grade for the activity. This will be logged on the department's internal tracker. Examples of the type of assessment activity students will complete are: <ul style="list-style-type: none">- King of the court- Ladder/table tournament- Conditioned games	Students will complete an end of unit assessment activity that will give them an overall grade for the activity. This will be logged on the department's internal tracker. Examples of the type of assessment activity students will complete are: Conditioned games	Students will participate in on-going assessment activities, on an event-by-event basis, that will make up an overall grade for the activity. This will be logged on the department's internal tracker. Examples of the type of assessment activity students will complete are: <ul style="list-style-type: none">- Measure throws- Measured jumps- Timed races.	Students will complete an end of unit assessment activity that will give them an overall grade for the activity. This will be logged on the department's internal tracker. Examples of the type of assessment activity students will complete are: <ul style="list-style-type: none">- Timed (pairs) word course challenge
Resources available	Staff have access to regularly reviewed schemes of learning, as well as pre-planned lesson resources.	Staff have access to regularly reviewed schemes of learning, as well as pre-planned lesson resources.	Staff have access to regularly reviewed schemes of learning, as well as pre-planned lesson resources.	Staff have access to regularly reviewed schemes of learning, as well as pre-planned lesson resources.	Staff have access to regularly reviewed schemes of learning, as well as pre-planned lesson resources.	Staff have access to regularly reviewed schemes of learning, as well as pre-planned lesson resources
Notes Why this topic is important...	Students build on their basic possession skills in Yr7 by applying their skills with other players to outwit opponents. Students learn how to make the correct decisions within a game situation. Students develop understanding around how to tackle/dispossess opponents safely to prevent injuries. Students learn basic formations and small team structures to allow them to demonstrate all their skills in a game effectively.	Students develop their choreography skills and using creative ideas to produce an aesthetically pleasing routine within small group. Students have the opportunity to develop their performance and evaluation skills by being able to identify areas for improvement referring to keywords throughout.	Students develop their hand eye coordination (timing) in a number of different situations which are the core skills to be effective across all sports. Students start to identify spaces that can score points, and use this tactically to their advantage. Students are able to build on the basic shots and understanding to be able to strike a ball effectively. Students learn basic tactics that allow them to recognise weaknesses with other students.	Students develop their hand eye coordination (timing) in a number of different situations which are the core skills to be effective across all sports. Students start to identify spaces that can score points, and use this tactically to their advantage. Students learn basic tactics that allow them to recognise weaknesses with other students.	To continue to develop the fundamental skills of running, jumping and throwing. Develop key fundamental skills transferred between sports. Students gain a deeper understanding of methods of training and how they are applied to athletics. Students understand how to follow rules to ensure safety. Students have the opportunity to experience competitive situations. Students are able to develop a self-awareness of their strengths and areas for development.	Students will learn how to orientate a map to allow them successfully identify the key features around them, staying safe within and outside of school. Students develop critical life skills which enable them to give clear directions to others. Students continue to develop their problem solving and teamwork skills through the reviewing of a strategies. Students have an opportunity to practice memory retention strategies which will help prepare them for assessments in KS3 and KS4.

