

Subject: PE	Year 8	Ability All
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Term / Date(s)	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
Topic	Invasion Games Basketball/ Rugby/ Football/ Netball	Net/wall and Striking and Fielding Badminton, Table Tennis, Rounders, Cricket	Fitness	Athletics	Aesthetics (Dance, Gymnastics)	OAA/ Problem Solving (Problem solving)
Topic overview Pupils will learn...	<ol style="list-style-type: none"> Students will develop and secure knowledge of the rules and regulations in order to play the sport fairly. Students will develop the application of key techniques in isolation and pressurised situations. Students will develop outwitting strategies and tactics in both attack and defence. Students will develop leadership and assessment competencies in order to make progress. To develop consistency with identification of components of fitness 	<p>Table Tennis/Badminton</p> <ol style="list-style-type: none"> To be able to play the basic shots along with more advanced shots to outwit opponents. To be able to hold a rally To understand the technique and rules for serving. To understand how to score. <p>Rounders/Cricket</p> <ol style="list-style-type: none"> To be able to throw and catch with control To be able to strike a moving ball with power. To be able to bowl with accuracy. To understand the different fielding positions To begin to develop an understanding of tactics in order to outwit opponents. 	<p>Students will recall the components of skill and physical fitness making links to sporting examples</p> <p>Students will explore various methods of training, making links to relevant components of fitness</p> <p>Students will explore various fitness tests used by athletes to identify strength and weaknesses in performance.</p> <p>How to safely prepare the body for exercise</p> <p>Understand the techniques of different exercises to perform them safely.</p>	<p>To understand the safety elements of each event and the appropriate rules.</p> <p>To demonstrate an understanding of how to throw, run and jump in a variety of events using different techniques.</p> <p>To identify strengths and weaknesses within events using support sheets.</p>	<p>Gymnastics</p> <ol style="list-style-type: none"> Revisit forms of travel including rolls and understand how to make travel look aesthetically pleasing. Revisit a variety of individual and paired balances. Explore a variety of group balances. Explore devices used to make paired/group actions aesthetically pleasing e.g. matching, mirroring, canon and unison. How to create a paired and group routine combining all aspects previously taught. To identify areas of strength and weakness within a performance and suggest ways of improving performance. <p>Dance</p> <ol style="list-style-type: none"> To revisit the use of an 8 count and use this to effectively to develop actions that are fluent and in time. To develop actions from practice phase, to full speed in time with others. To use previously taught skills to develop more advanced actions within a routine. 	<ol style="list-style-type: none"> Demonstrate effective problem solving skills. To be able to read an eight point compass accurately. To be able to navigate using coordinates and scale. To use fitness attributes such as aerobic endurance in order to complete orienteering courses competitively.

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Components	<p>Students can recall and apply the most important rules from each sport in order to play a small sided game safely and fairly.</p> <p>Students are reintroduced to a range of techniques in each sport, this is then developed with the introduction of more advanced techniques such as a lay up in basketball and kicking in rugby.</p> <p>Once the techniques have been taught students will then be introduced to some key tactics used to outwit opponents. E.g the half court press and full court press and zonal marking in basketball.</p> <p>Throughout the delivery of techniques and tactics students will be expected to assess performance and identify components of fitness used within the sport</p> <p>Challenge: Students will be challenged to combine techniques together in pressurised situations requiring them to select the correct type of technique with limited time. Students will also be challenged to apply newly introduced tactics into a game situation to gain an advantage over their opponents.</p>	<p>Net/wall Students will perform a range of serves. Students will apply the basic rules and regulations within modified games to allow them focus key skills. Students will learn the different grips and be able to perform forehand/ backhand shots to maintain a rally or win a point.</p> <p>Striking and fielding</p> <p>Students will learn the cup and reverse cup technique for catching. Students will learn the under arm and over arm throwing technique. Students will also learn how to strike the ball using a bat in order to bat effectively. Students will apply the basic rules and regulations within modified games.</p> <p>Challenge: Students will be challenged to combine techniques together in pressurised situations requiring them to select the correct type of technique with limited time. Students will also be challenged to apply newly introduced tactics into a game situation to gain an advantage over their opponents.</p>	<p>Students will revisit the components of skill and physical fitness in order to ensure all can be successfully identified and to prepare students for understanding how they can be trained.</p> <p>Each lesson, students will experience a different method of training that is used to improve performance in one of the components of fitness.</p> <p>Students will learn how the method is relevant to the component and will learn to make links to athletes who may benefit from such training methods.</p> <p>Students will understand how using specific training methods can improve performance and make links back to invasion games covered in half term 1.</p> <p>Students will learn how to conduct fitness tests for skill and physical components in order to understand how athletes identify which components to train on/ which methods to use.</p> <p>Challenge: Students will be challenged to achieve physical targets set by their teachers and to make relevant links between their training methods and the benefits on their sport performance.</p>	<p>Students will learn the basic safety rules within each activity to allow them to perform safely and avoid injury.</p> <p>Students will learn how to hold various equipment safely.</p> <p>Students will learn a number of techniques in each discipline to enable them to throw, jump and run safely.</p> <p>Students will be able 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.</p> <p>Students will develop an understanding of their own strengths and weaknesses in relation to the events in athletics.</p> <p>Challenge: Students will be challenged physically using previous scores and records to strive towards. Students will be challenged to consider how different body types may benefit performance within athletics.</p>	<p>Gymnastics</p> <p>Students will develop their knowledge and performance on travel, movements and balance.</p> <p>Students will develop their understanding and application of unison, canon, matching and mirroring and apply it to different performances.</p> <p>Students will develop their skill and confidence of using apparatus to enhance their routine and develop more advanced actions.</p> <p>Dance</p> <p>Students will develop an understanding of different styles of dance in different eras.</p> <p>Students will develop an understanding of formations and levels and how to incorporate a variety of formations and levels into a routine.</p> <p>Students will use creative thinking skills and leadership/teamwork skills to create their own section of routine and assess others.</p> <p>Both</p> <p>Students will evaluate their own and other performances using keywords to improve and develop further.</p> <p>Students will develop an understanding of different</p>	<p>Students will learn how to work as a team to overcome problems.</p> <p>Students develop a range of communication skills to allow them respectfully listen to others and to allow them to work effectively with others</p> <p>Students develop the ability to communicate both verbally and non-verbally within a group to situation to solve a range of problems.</p> <p>Students will learn how to orientate themselves around a specified area using a map.</p> <p>Students will be able to give clear and appropriate directions for others to follow.</p> <p>Challenge: Students will be challenged through use of differentiated tasks which will have more challenging routes with fewer instructions for support.</p>

					<p>relationships in dance/gymnastics and how to use formations to make routines look better.</p> <p>Students will learn how to link actions/ movements together through travel and turns.</p> <p>Challenge: Students will be challenged to combine aspects of dance and gymnastics together to create independent and group routines. Students will also be challenged through leadership roles to coach other groups who are lacking creativity to add more dimensions to their routine.</p>	
<p>What pupils should already know (prior learning components)</p>	<p>Students will understand the most important rules from each sport, having been introduced to them in year 7.</p> <p>Students will have developed an understanding of some of the techniques needed to be successful in each sport. They should be able to apply them in isolation and recall the teaching points. Some students may also be able to apply them under pressure.</p> <p>Students will have a basic understanding of how to identify strengths within their performance and understand areas for development.</p> <p>Students should have prior knowledge of the components of fitness, being able to separate the skill and physical components.</p>	<p>Students will have limited prior knowledge of net/wall/striking and fielding games and the rules associated with them. Students will have basic knowledge of throwing and catching skills. Students will have basic fine motor skills.</p>	<p>Students have been taught the 11 components of fitness which will allow them to understand how they are needed in all sports.</p> <p>Students will have basic knowledge on the different fitness tests for each component of fitness enabling them to understand the key elements.</p> <p>Students will understand the basic rules/protocols of each test allowing them to understand effective/valid testing.</p> <p>Students will have been taught where different components of fitness will be needed in a variety of sporting scenarios.</p>	<p>The safety implications of each event should be clearly understood but will be revisited with all.</p> <p>Students should already understand the rules for each event and what constitutes as a foul/fault.</p> <p>Students should have some knowledge of techniques points e.g. stance when throwing, coordinating arms and legs during running action.</p> <p>Students should have some limited understanding of pacing in long distance events.</p> <p>Students should be able to make links to the components of fitness and how these are relevant in athletic events.</p>	<p>Students will have some knowledge of forward, pencil and teddy bear rolls within gymnastics . All students will also know how to travel within a performance. Students will have knowledge of how to put together a sequence and what a sequence is. Students will understand how to give feedback to peers using key terminology.</p>	<p>Students will have limited knowledge of problem solving and orienteering skills unless they are involved in a scouts group. In key stage 2 students have covered OAA activities but currently this isn't seen on enter into year 7. Some basic problem solving skills maybe covered in other areas. Students will have some experience of working independently or within small groups</p>

<p>Transferrable knowledge (skills)</p>	<p>Further development of knowledge on how to restart play through set plays.</p> <p>Development of tactics in set plays will help them develop a greater understanding on how to outwit opponents.</p> <p>Knowledge of passing with the correct weight and power through the transferring of weight will help students in throwing events in athletics, badminton and American football.</p> <p>Correct application of techniques. Students will understand the importance of carrying out the correct technique in sports.</p> <p>The understanding of basic tactics used in the sports to be further developed in Y9 to more advanced tactics.</p> <p>In year 10 BTEC sport they will need to describe in detail tactics in 2 chosen sports.</p> <p>The ability to analyse performance and provide feedback to improve technique.</p> <p>Understanding of the use of components of fitness within a sports performance.</p>	<p>Hand eye coordination skills. Keeping your eye on the ball during both catching and striking. Sideways stance and wide base to generate more power when striking the ball.</p> <p>Basic striking skills to enable students to hit different objects. Students identify strengths and areas for development in performances referring to keywords/ teaching points.</p>	<p>Students understand how key components of fitness can be referred to when evaluating performance in dance/ gymnastics.</p> <p>Students understand how key components of fitness are needed to enable them to perform athletics disciplines.</p> <p>Students understand how to carry out a test so that it is both reliable and valid.</p> <p>Students will have a knowledge on how they can train to improve their fitness in various sports.</p>	<p>Students should be able to transfer knowledge of how to train (methods of training) to different events used.</p> <p>Strong links from the throwing events in athletics to the striking and fielding topics such as rounders.</p> <p>Students knowledge of pacing in long distance events can be transferred to sports such as Football to prepare students for the stamina required to last a full game.</p> <p>One footed take off for high jump can be transferred to the take off used in a basketball lay up/ catch in rugby.</p> <p>Understanding of components of fitness used within events to improve performance can also be transferred to most other sports.</p>	<p>The use of space when creating routines. Unison and canon in both activities. The use of levels and directions to create a more aesthetically pleasing performance.</p> <p>Aesthetic appreciation of others works. Students identify strengths and areas for development in performances referring to keywords/ teaching points. Students will have a knowledge of the word formation from invasion games.</p>	<p>Listening skills and clear communication are used across all PE activities.</p> <p>Verbal and non-communication.</p> <p>Students identify strengths and areas for development in performances referring to keywords/ teaching points.</p> <p>To build students resilience to problems both in other activities but also in school/life.</p> <p>Development of confidence within group situation to allow them to lead warm ups, officiate and evaluate others performance.</p>
<p>Key vocabulary pupil will know and learn</p>	<p>Space, outwitting, technique, footwork, positioning, marking, draw the defender</p> <p>Skill Components (Agility, balance, coordination, power, reaction time).</p> <p>Physical Components (Muscular endurance, muscular strength, aerobic endurance, body composition, flexibility, speed)</p>	<p>Focus, side on, follow through, base, Forehand, backhand, grip, Hand eye coordination, timing</p>	<p>Strength, Power, agility, balance, flexibility, muscular endurance, cardiovascular endurance, reaction time, coordination, speed, validity, reliability.</p>	<p>Safety, release, take-off, pacing, landing, co-ordination, power, speed, aerobic endurance, Fosbury.</p>	<p>Gymnastics Balance, levels, rolls, forward, backward, link, transition, fluency, tension, extension, cannon and unison.</p> <p>Dance Expression, travel, balances, canon, unison, formation, size, levels, direction, pathway, dynamics.</p>	<p>Navigate, calculation, thinking, review, route, roles, listening, resilience, communication, Leadership</p>

Assessment activities	<ol style="list-style-type: none"> Overload Attack v Defence. Small sided conditioned games 3v3 4v4. Unconditioned game with application of the full taught. 	<ol style="list-style-type: none"> Last person standing rally competition Students perform a (5 person max) table competition following the basic rules. <p>Rounders match (5 person max). All players have five bats and rotate positions (fielder, back stop, bowler, batter)</p>	<ol style="list-style-type: none"> Q&A of student understanding <p>Design a modified Danish Longball game to incorporate all components.</p>	<p>Assess throughout each lesson and at the end of each discipline.</p> <ol style="list-style-type: none"> Measure throws and jumps. Timed races Demonstrate how to perform techniques safely. AFL activities assessing performance. 	<p>Dance</p> <ol style="list-style-type: none"> Weekly short performances of each style of dance. Final small group routine. 	<p>Eight point compass challenge activity</p>
Resources available	<p>PE Schemes of learning and resources available on the shared area.</p> <p>I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22</p>	<p>PE Schemes of learning and resources available on the shared area.</p> <p>I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22</p>	<p>PE Schemes of learning and resources available on the shared area.</p> <p>I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22</p>	<p>I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22</p>	<p>Power points and lesson plans available on the shared area.</p> <p>I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22</p>	<p>I:\Curriculum Folders\PE\Schemes of work\SoW 2021-22</p>
Notes Why this topic is important...	<p>Students have to continue developing the basic skills to attack and defend with consistency to be successful in the sports.</p> <p>Students are developing a more advanced knowledge of the rules and how to restart games so they can be more independent during game play.</p> <p>Chest pass, bounce pass, pop pass, overhead pass are all basic skills that students need to master in order to keep possession and be successful in the sports.</p> <p>Recapping tackling technique is vital in y8 to ensure it is being carried out safely and to prevent opponents scoring.</p> <p>Students begin to develop their knowledge of tactics in order to successfully outwit opponents.</p>	<p>This activity allows students to develop their hand eye coordination (timing) in a number of different situations which are the core skills to be effective across all sports.</p>	<p>Students recap the key components as they can then understand what types of training improve which area of fitness. This also improves the quality of their evaluations.</p> <p>Students need to refer to these keywords throughout Sports Science((RO42) to understand the components they would design their training program on.</p> <p>Students need to refer to components of fitness when referring to sporting examples within the technology in sport unit to achieve the higher marking band.</p> <p>As part of the exam unit in BTEC sport students have to conduct fitness tests for skill and physical components and comment on their validity and reliability.</p>		<p>This allows all students to have a broad and balanced range of experiences across the national curriculum. They have the opportunity to develop their performance skills in front of their peers and evaluation skills.</p> <p>These activities will develop students confidence in performing in front of each.</p>	<p>This topic develops skills that enable students to work effectively as a team. These skills can then be used to ensure success in other invasion games. Compass skills are learnt to give students the basic knowledge in preparation for Orienteering in Yr8 and beyond.</p> <p>This topic aims to develop student's resilience which will enable students to work through problems that are put in front of them within life.</p>