

Year 8	<b>Golden Treads:</b> State the big ideas that will be taught across the year ( <a href="#">Threshold concepts</a> ) Skill acquisition and development Application of acquired skills in non-competitive and competitive tasks Personal development within physical tasks Co-operating with others within physical tasks				<b>Enrichment:</b> What is offered through the year to support learning in the classroom? Extra-curricular clubs Fixtures with other schools Inter-tutor competitions Ski Trip		<b>Review and evaluation:</b> Give date for review of the curriculum Term 6 2024	
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary		Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the <a href="#">National Curriculum</a> where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. <a href="#">Substantive vs disciplinary knowledge</a>	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. <a href="#">Substantive vs disciplinary knowledge</a>	What are the key misconceptions that students have in this curriculum area?	List the <a href="#">Tier 2</a> and <a href="#">Tier 3</a> words that will be encountered in this term.		What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
	Rugby	Teacher feedback	Developing technique and improving performance of core skills: Ball carrying & handling Tackling & ball presentation Rucking Scrummaging Outwitting opponents Kicking Rules & regulations Safe practice for specific skills, E.g., scrummaging	Knowledge of rules & techniques.  Effective team work.  Good positioning & support.  Adapting skills when moving from fixed to varied practice or gameplay  Successful application of skills in game play  Act on feedback	Off-side rule at ruck / breakdown Passing backwards Rules around the ruck, e.g., off feet, hands in the ruck, in at the side, not rolling away On side position from set piece	<b>Tier 2</b> Handling Tackling Turn over Restart Depth Support Phases Recycle	<b>Tier 3</b> Rucking Offside Breakdown Scrum Jackle	Students have covered rugby in year 7, therefore, they should have some prior knowledge on skills, rules and techniques needed.
	Hockey	Teacher feedback	Developing technique and improving performance of core skills: Passing and receiving Shooting Tackling Small sided games  Rules & regulations Safe practice for specific skills	Knowledge of rules & techniques.  Effective team work.  Good positioning & support.  Adapting skills when moving from fixed to varied practice or gameplay  Successful application of skills in game play  Act on feedback	No offsides  Can only use one side of the stick  Can self-pass	<b>Tier 2</b> Attack Defence Slap pass Push pass Hit Jab tackle Block tackle	<b>Tier 3</b> 16 hit out Free hit Self-pass Posting up Roll out	Y8 hockey is game based looking at applying skills acquired and developed in Y7. Games are adapted to the needs of the students
	Cross-country	Inter-tutor race	Health and safety around the course	Pacing Awareness of position in the race	Misjudge pace Under-estimate distance	<b>Tier 2</b> Pacing Encourage	<b>Tier 3</b> Resilience	Same course and format as previous year.

			Pacing			Support	Determination Pride Empathy	
Term 2	Basketball (PE1)	Teacher feedback	Developing technique and improving performance of core skills: Passing and receiving Dribbling and pivoting Shooting Re-bounding Defending (man-to-man) Give and go Rules & regulations Safe practice for specific skills	Knowledge of rules & techniques.  Effective team work.  Good positioning & support.  Adapting skills when moving from fixed to varied practice or gameplay  Successful application of skills in game play  Act on feedback	Rules around dribbling (double dribbling, travelling), e.g. Can dribble, stop, dribble again Contact rules Pivoting How to steal the ball	<b>Basketball-Tier 2</b> Overload Travelling Marking Dribbling Attacking Defending Technique Baseline	<b>Basketball-Tier 3</b> Re-bounding Triple threat Man-marking Pivot Double-dribble Lay-up	Developing on the foundation of skills learnt in Y7
	Gym (PE2)	Teacher and peer feedback	Developing technique and improving performance of core skills: Forward roll Jumps Footwork patterns when using a springboard or trampette Drive forward roll Flight Safe practice for specific skills	Footwork patterns when approaching take-off  Balancing power and control  Act on feedback	All landings for gymnastic jumps are on the feet and must be 'spotted'	<b>Gym-Tier 2</b> Balance Jumps Control Travel Tension Extension Tuck Pike Straddle	<b>Gym-Tier 3</b> Flight Aesthetic Fluency Apparatus Trampette Springboard	Students develop jumps and rolls during their floor routine in Y7.  The springboard and trampette provides the height required to execute these shapes in mid-air
	Fitness	Record performances Teacher feedback	Experiencing a range of fitness training: Cardiovascular work Bodyweight exercises Circuit training Multistage fitness test	Pacing and judging number of reps when completing exercises Maintaining good technique throughout a circuit despite the onset of fatigue Basic understanding of how body systems react to exercise. Importance of good technique when performing exercises (for developing fitness and for safety)	Mis-naming muscles	<b>Tier 2</b> Health Fitness Warm Up Cool Down Exercise Training Speed Strength Sprint	<b>Tier 3</b> Coordination Muscular Endurance Circuit Interval Continuous Agility Quickness	Students will have a basic understanding of fitness from the cross-country and athletics modules
Term 3	Football	Teacher feedback	Developing technique and improving performance of core skills: Passing and receiving Shooting Turning and dribbling Tackling Using tactics and strategies to overcome an opponent Rules and regulations	Knowledge of rules & techniques.  Effective team work.  Good positioning & support.  Adapting skills when moving from fixed to varied practice or gameplay	Supporting a player often means moving away into space rather than moving towards the player with the ball	<b>Tier 2</b> Attack Defence Turn Control Dribble Tackle Pass Shoot Space	<b>Tier 3</b> Spatial awareness Body shape Overlap Angles	Students will develop skills from Y7. Some students will be developing more advanced techniques  Other invasion games

				Successful application of skills in game play  Act on feedback		Marking Shielding Crossing Heading		
	<b>Basketball</b>	MCQ homework	Developing technique and improving performance of core skills: Passing and receiving Dribbling and pivoting Shooting Re-bounding Defending (man-to-man) Give and go Using tactics and strategies to overcome an opponent Rules and regulations	Knowledge of rules & techniques.  Effective team work.  Good positioning & support.  Adapting skills when moving from fixed to varied practice or gameplay  Successful application of skills in game play  Act on feedback	Rules around dribbling (double dribbling, travelling), e.g. Can dribble, stop, dribble again  Contact rules Pivoting How to steal the ball	<b>Tier 2</b> Overload Travelling Marking Dribbling Attacking Defending Technique Baseline	<b>Tier 3</b> Re-bounding Triple threat Man-marking Pivot Double-dribble Lay-up	Developing on the foundations from Y7
	<b>Fitness</b>	Record performances Teacher feedback	Experiencing a range of fitness training: Cardiovascular work Bodyweight exercises Circuit training Multistage fitness test	Basic understanding of how body systems react to exercise. Importance of good technique when performing exercises (for developing fitness and for safety) Pacing and judging number of reps when completing exercises		<b>Tier 2</b> Health Fitness Warm Up Cool Down Exercise Training Speed Strength Sprint	<b>Tier 3</b> Coordination Muscular Endurance Circuit Interval Continuous Agility Quickness	Students will have a basic understanding of fitness from the cross-country and athletics modules
Term 4	<b>Football</b> Game play	MCQ Homework	Students will play small-sided games in an inter-tutor competition	Same as T3	Same as T3	<b>Tier 2</b> Attack Defence Turn Control Dribble Tackle Pass Shoot Space Marking Shielding Crossing Heading Volley	<b>Tier 3</b> Spatial awareness Body shape Overlap Angles	Applying the skills learnt in T3 into a small sided game
	<b>Badminton</b>	Teacher feedback	Developing technique and improving performance of core skills: Recap serves and overhead clears	Knowledge of rules & techniques.  Effective shot selection		<b>Tier 2</b> Court Rallying Serving	<b>Tier 3</b> Forehand Backhand Drop shot	Developing and applying the skills learnt in Y7 in a more game specific module

			<p>Movement and positioning Drop shot, net play, and net clear Smash Using tactics and strategies to overcome an opponent Rules and regulations</p>	<p>Good positioning &amp; footwork</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>		<p>Overhead Co-ordination Positioning Grip Scoring</p>	<p>Service line Tramlines Baseline</p>	
	Handball	Teacher feedback	<p>Developing technique and improving performance of core skills: Passing and receiving Shooting Basic defending Dribbling</p> <p>Using tactics and strategies to overcome an opponent Rules and regulations</p>	<p>Knowledge of rules &amp; techniques.</p> <p>Effective team work.</p> <p>Good positioning &amp; support.</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Footwork – allowed 3 steps without playing the ball Not allowed inside the penalty area</p>	<p><b>Tier 2</b> Attack Defence Dribble Pass Shooting Blocking</p>	<p><b>Tier 3</b> Man marking Zonal Penetrate</p>	<p>Handball is a hybrid of basketball and throwing.</p> <p>Being an invasion game, there are many transferable tactics from basketball and football.</p> <p>Students have little or no knowledge of handball prior to Y8</p>
Term 5	Tennis	Teacher feedback	<p>Developing technique and improving performance of core skills: Stance &amp; grip Groundstrokes Serving Volleys Smash shot Game play</p> <p>Using tactics and strategies to overcome an opponent Rules and regulations</p>	<p>Knowledge of rules &amp; techniques.</p> <p>Effective shot selection</p> <p>Good positioning &amp; footwork</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Tennis is played with a firm wrist and badminton is played with a flexible wrist</p> <p>Scoring system</p> <p>Court dimensions for singles and doubles</p>	<p><b>Tier 2</b> Forehand Backhand Serving Volley Singles Doubles Grip Stance Scoring Positioning Slice</p>	<p><b>Tier 3</b> Agility Service box Tramlines Centre line Base line</p>	<p>Knowledge on where you can and cannot serve Knowledge on scoring system Knowledge on serving rules when playing doubles tennis</p>
	Athletics	Record performances	<p>Developing technique and improving performance of core skills: Sprinting Middle distance Throws Jumps Relay Rules and regulations Health and safety procedures</p>	<p>Show determination and a willingness to achieve their personal best</p> <p>Perform safely Evaluate performances</p> <p>Act on feedback</p>	<p>The following are often confused, they should be: Sprint commands are ‘Take your marks, set &amp; Go’ races 800m and longer only have two commands ‘take your marks and Go!’ High jump take off must be from one leg only. It is not against the rules to clip a hurdle or knock it over, as long as you don’t push</p>	<p><b>Tier 2</b> Pacing Endurance Power Force Angle Trajectory</p>	<p><b>Tier 3</b> Agility Tactics Momentum Fosbury flop Hitch kick Changeover Hang Technique</p>	<p>Students will be introduced to some new throwing and jumping events – most will not have experienced them before (shot, discus, triple jump)</p> <p>The other disciplines would have been covered in Y7</p>

Term 6					<p>them with your hands this is fine.</p> <p>Throwing events are measured from where the implement lands, not where they stop rolling.</p> <p>Pacing</p> <p>Remembering which track events require you to stay in your lane and which do not</p>			
	Cricket	Teacher feedback	<p>Developing technique and improving performance of core skills:</p> <p><b>Batting</b></p> <p>Defensive shots</p> <p>Attacking shots</p> <p><b>Bowling</b></p> <p>Regulation and spin</p> <p><b>Fielding</b></p> <p>Deep fielding</p> <p>Close range fielding</p> <p>Catching</p> <p>Wicketkeeping</p> <p>Using tactics and strategies to overcome an opponent</p> <p>Rules and regulations</p>	<p>Knowledge of rules &amp; techniques.</p> <p>Effective team work.</p> <p>Good positioning &amp; support.</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Grip and stance of batter when performing drive shots.</p> <p>Bowling action – use straight arm and not to throw the ball</p> <p>Long barrier technique to stop the ball</p>	<p><b>Tier 2</b></p> <p>Batting</p> <p>Bowling</p> <p>Fielding</p> <p>Catching</p> <p>Throwing</p> <p>No Ball</p> <p>Wide</p> <p>Run</p> <p>Bye &amp; Leg-Bye</p> <p>Run out</p> <p>Spin</p> <p>Seam</p> <p>Swing</p>	<p><b>Tier 3</b></p> <p>Wicket</p> <p>Boundary</p> <p>Crease</p> <p>Long-barrier</p> <p>Wicketkeeper</p> <p>Straight drive</p> <p>Cover drive</p> <p>Defensive</p>	<p>Students have acquired the fundamentals of batting, bowling and fielding and are now applying them to game situations.</p> <p>Better players will play a greater variety of shots when batting and demonstrate a consistent length when bowling</p> <p>Fielders will be walking in and anticipating the ball</p>
	Softball	Teacher feedback	<p>Developing technique and improving performance of core skills:</p> <p>Batting</p> <p>Bowling</p> <p>Deep fielding</p> <p>Base fielding</p> <p>Catching and throwing</p> <p>Using tactics and strategies to overcome an opponent</p> <p>Rules and regulations</p>	<p>Knowledge of rules &amp; procedures</p> <p>Good positioning in the field</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Not dropping the bat</p> <p>Running fellow team mates out</p> <p>Knowing when you have a choice of running and when you have to run between bases</p>	<p><b>Tier 2</b></p> <p>Batting</p> <p>Bowling</p> <p>Fielding</p> <p>Catching</p> <p>Throwing</p> <p>Base</p> <p>Loaded</p>	<p><b>Tier 3</b></p> <p>Strike</p> <p>Foul ball</p> <p>No ball</p> <p>Run out</p> <p>Base hit</p> <p>Home run</p> <p>Tagging</p> <p>Stealing bases</p>	<p>Students have acquired the fundamentals of batting, bowling and fielding and are now applying them to game situations.</p> <p>Better players will play a variety of shots when batting and demonstrate a consistent accuracy and pace when bowling</p> <p>Fielders will be walking in and anticipating the ball</p>
Term 6	Tennis	Teacher feedback	<p>Developing technique and improving performance of core skills:</p> <p>Stance &amp; grip</p> <p>Groundstrokes</p> <p>Serving</p> <p>Volleys</p> <p>Smash shot</p>	<p>Knowledge of rules &amp; techniques.</p> <p>Effective shot selection</p> <p>Good positioning &amp; footwork</p>	<p>Tennis is played with a firm wrist and badminton is played with a flexible wrist</p> <p>Scoring system</p>	<p><b>Tier 2</b></p> <p>Forehand</p> <p>Backhand</p> <p>Serving</p> <p>Volley</p> <p>Singles</p> <p>Doubles</p> <p>Grip</p> <p>Stance</p>	<p><b>Tier 3</b></p> <p>Agility</p> <p>Service box</p> <p>Tramlines</p> <p>Centre line</p> <p>Base line</p>	<p>Knowledge on where you can and cannot serve</p> <p>Knowledge on scoring system</p> <p>Knowledge on serving rules when playing doubles tennis</p>

		<p>Game play</p> <p>Using tactics and strategies to overcome an opponent</p> <p>Rules and regulations</p>	<p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	Court dimensions for singles and doubles	Scoring Positioning Slice		
<b>Athletics</b>	Record performances	<p>Developing technique and improving performance of core skills:</p> <p>Sprinting</p> <p>Middle distance</p> <p>Throws</p> <p>Jumps</p> <p>Relay</p> <p>Rules and regulations</p> <p>Health and safety procedures</p>	<p>Show determination and a willingness to achieve their personal best</p> <p>Perform safely</p> <p>Evaluate performances</p> <p>Act on feedback</p>	<p>The following are often confused, they should be:</p> <p>Sprint commands are 'Take your marks, set &amp; Go' races 800m and longer only have two commands 'take your marks and Go!'</p> <p>High jump take off must be from one leg only.</p> <p>It is not against the rules to clip a hurdle or knock it over, as long as you don't push them with your hands this is fine.</p> <p>Throwing events are measured from where the implement lands, not where they stop rolling.</p> <p>Pacing</p> <p>Remembering which track events require you to stay in your lane and which do not</p>	<p><b>Tier 2</b></p> <p>Pacing</p> <p>Endurance</p> <p>Power</p> <p>Force</p> <p>Angle</p> <p>Trajectory</p>	<p><b>Tier 3</b></p> <p>Agility</p> <p>Tactics</p> <p>Momentum</p> <p>Fosbury flop</p> <p>Hitch kick</p> <p>Changeover</p> <p>Scissor kick</p> <p>Hang</p> <p>Technique</p>	<p>Students will be introduced to some new throwing and jumping events – most will not have experienced them before (shot, discus, triple jump)</p> <p>The other disciplines would have been covered in Y7</p>
<b>Softball</b>	Teacher feedback	<p>Developing technique and improving performance of core skills:</p> <p>Batting</p> <p>Bowling</p> <p>Deep fielding</p> <p>Base fielding</p> <p>Catching and throwing</p> <p>Using tactics and strategies to overcome an opponent</p> <p>Rules and regulations</p>	<p>Knowledge of rules &amp; procedures</p> <p>Good positioning in the field</p> <p>Adapting skills when moving from fixed to varied practice or gameplay</p> <p>Successful application of skills in game play</p> <p>Act on feedback</p>	<p>Not dropping the bat</p> <p>Running fellow team mates out</p> <p>Knowing when you have a choice of running and when you have to run between bases</p>	<p><b>Tier 2</b></p> <p>Batting</p> <p>Bowling</p> <p>Fielding</p> <p>Catching</p> <p>Throwing</p> <p>Base</p>	<p><b>Tier 3</b></p> <p>Strike</p> <p>Foul ball</p> <p>No ball</p> <p>Run out</p> <p>Base hit</p> <p>Home run</p> <p>Tagging</p>	<p>Students have acquired the fundamentals of batting, bowling and fielding and are now applying them to game situations.</p> <p>Better players will play a variety of shots when batting and demonstrate a consistent accuracy and pace when bowling</p> <p>Fielders will be walking in and anticipating the ball</p>