



Curriculum Plan *PE (Girls)*



Year 8	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts) 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				Enrichment: What is offered through the year to support learning in the classroom? Extracurricular clubs Fixtures Inter-tutor competitions Ski Trip		Review and evaluation: Give date for review of the curriculum June 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 National Curriculum 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. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 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?
	Gymnastics Matching and Mirroring	Performance with a partner on final week.	Balances – recall yr 7 work The difference between matching and mirroring when working in a pair Key points to create good quality balances Sequence on an area of equipment/link to music Perform to other group	Create a paired sequence using knowledge of composition Analyse and evaluate own performance and performance of others Act on feedback	Demonstrating the different between mirroring and matching Demonstrating the different between unison and cannon	Tier 2: Footwork patterns Control Safe landings Travelling Landings Sequence Balance Support Tier 3: Extension Aesthetically pleasing Locomotion Body tension Composure Unison Cannon	Review of the three year 7 module content.
	Cross Country	Inter tutor competition	Rules of a competition – starting commands, process at the finish, adhering to the course. Response of the body to continuous exercise. How to pace a race.	Apply pacing to complete route Analyse and evaluate of own performance.	Increased breathing rate and heart rate can cause panic when running, these are normal responses to exercise.	Tier 2: Timekeeping, funnel, average Tier 3: Pacing, heart rate, terrain, warm up, aerobic, anaerobic, lactic acid	Experience from Year 7



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	Netball (Term 1 and 2)	Continual assessment of knowledge, skills and game play Inter tutor competition	Effective pivoting, high/low balls, turning in the air, clearing and driving. Possession- width and length of play. Attacking – overhead dodge in circle. Defending- 3 phases- marking a player, marking a ball, intercepting. Order of play up the court.	Perform a range of skills Selecting the most appropriate skill to use in specific situation Demonstrate teamwork within small and larger sized games Analyse and evaluate own performance and performance of others Act on feedback	Students will often try and control the ball by bouncing it, this is a foul known as repossession. When defending players will often block their player with their arms, this is obstruction and arms should be by the players side until they go for the ball.	Tier 2: Footwork/ pivoting/ attacking/defending Tier 3: Dodging overhead/ (marking a player, interception, marking a ball)/ turning in the air, clearing, driving, order of play, centre set plays, back line set plays, side line set plays.	Review year 7 content
Term 2	Football	Continual assessment of knowledge, skills and game play	Ball control Dribbling / turning Passing and receiving – selecting and application Principles of attack and defence in football Shooting Basic formations	Perform a range of skills Selecting the most appropriate skill to use in specific situation Demonstrate teamwork within small and larger sized games Analyse and evaluate own performance and performance of others Act on feedback		Tier 2: Dribbling Passing Receiving Shooting Turning Tier 3: Strike Tackles Press Man marking Possession Cushioning Pressure Closing down	Review year 7 content
Term 3	Basketball	Continual assessment of knowledge, skills and game play	Passing and receiving – chest, bounce, shoulder and overhead Dribbling – technique, pivoting, control Beating an opponent Shooting – set shot, lay up, jump shot Rebounding Defending – closing-down space, intercepting, stealing, player-on-player marking	Perform a range of skills Selecting the most appropriate skill to use in specific situation Demonstrate teamwork within small and larger sized games Analyse and evaluate own performance and performance of others Act on feedback	Students will often give opposition players lots of space when they have the ball (transferred from netball) in basketball there is not restriction on distance.	Tier 2: Pass Pivot Attack Defend Shoot Marking Tier 3: Dribble Layup Marking Set shot Jump shot Rebound	Transferrable skills from year 7/8 netball



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Term 4	Badminton	Continual assessment of knowledge, skills and game play	Boundaries for single and double games Rules for serving Types of shot and coaching points for each	Perform a range of skills Selecting the most appropriate skill to use in specific situation Work independently and as part of a pair/small group Analyse and evaluate own performance and performance of others Act on feedback Apply rules	Overarm serving – this is not allowed in badminton, when serving the strings of your racket must be below your wrist and contact must be made below your ribs.	Tier 2: Court Rallying Serving Overhead Co-ordination Grip Tier 3: Forehand Backhand Shuttlecock Service line Tramline	Transferrable skills from year 7 racket sports
	Rugby	Continual assessment of knowledge, skills and game play	How to “Tackle” in touch What to do as a tackled player Review handling Passing down a line How to score a try Small sided game play	Perform a range of skills Selecting the most appropriate skill to use in specific situation Demonstrate teamwork within small and larger sized games Analyse and evaluate own performance and performance of others Act on feedback		Tier 2: Passing Receiving Try “Touch” Tier 3: Spatial awareness Pop pass Lateral/backwards pass Onside 2V1 3v1 etc.	Review year 7 content
	Hockey	Continual assessment of knowledge, skills and game play Inter tutor competition	Develop skills of sending, receiving and traveling with a ball Push pass, hit, sweep, reverse stick skills Develop receiving skills, using both strong and reverse stick Shooting using the hit/sweep/reverse skills Tackling – block tackle; jab tackle 1V1 skills – attacking the non stick side - roll out; V drag	Perform a range of skills Selecting the most appropriate skill to use in specific situation Demonstrate teamwork within small and larger sized games Analyse and evaluate own performance and performance of others Act on feedback	When defending students often track backwards or stand on the goal line. When defending players should move towards the ball carrier to make a tackle.	Tier 2: Conditioned Attacker Defender Structure Reverse Channels Feedback Hit Tier 3: Attack Defence Midfield V-drag Roll out Sweep Tackle – block/jab Reverse hit/sweep	Review year 7 content



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	Gymnastics - flight	Performance to other group to music.	<p>Dive forward rolls</p> <p>Trampette lesson – jumps and dive forward rolls</p> <p>Onto and off boxes</p> <p>Box work and introduction to box, horse and buck</p> <p>Neck springs/support/rolls along a box</p> <p>Recap movements and perform to the other group</p>	<p>Create individual sequence using knowledge of composition</p> <p>Analyse and evaluate own performance and performance of others</p> <p>Act of feedback</p>		<p>Tier 2:</p> <p>Footwork patterns</p> <p>Control</p> <p>Safe landings</p> <p>Travelling</p> <p>Landings</p> <p>Sequence</p> <p>Balance</p> <p>Support</p> <p>Tier 3:</p> <p>Extension</p> <p>Aesthetically pleasing</p> <p>Body tension</p> <p>Composure</p>	Review of the three year 7 module content.
Term 5 and 6	Athletics	Continual assessment throughout of technique and knowledge and recording of performances	<p>Track: & Field Events</p> <p>Techniques</p> <p>Rules</p> <p>Measuring/Timing</p> <p>Pacing</p>	<p>Show a desire to work hard</p> <p>Perform activities safely</p> <p>Work independently</p> <p>Work as part of a team</p>	<p>The following are often confused, they should be:</p> <p>Sprint commands are 'Take your marks, set & 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>Tier 2:</p> <p>Pacing</p> <p>Endurance</p> <p>Technique</p> <p>Angle</p> <p>Trajectory</p> <p>Tier 3:</p> <p>Trail leg</p> <p>Hurdles</p> <p>Changeover</p> <p>Javelin</p> <p>Fosbury Flop</p> <p>Hang Technique</p>	Review year 7 content
	Tennis	Continual assessment of knowledge, skills and game play	<p>Forehand, backhand, overhead serve, volley, smash, lob</p> <p>Movement around court</p> <p>Game play – singles and doubles</p> <p>Knowledge of singles of doubles rules</p> <p>Scoring</p>	<p>Perform a range of skills</p> <p>Selecting the most appropriate skill to use in specific situation</p> <p>Work independently and as part of a pair/small group</p> <p>Analyse and evaluate own performance and performance of others</p> <p>Act on feedback</p> <p>Apply rules</p>	<p>Scoring system – students often think the scoring system is love, 15, 30, 45, game.</p> <p>The correct scoring is love, 15, 30, <u>40</u>, game.</p>	<p>Tier 2:</p> <p>Grip</p> <p>Coordination</p> <p>Forehand</p> <p>Backhand</p> <p>Rally</p> <p>Tier 3:</p> <p>Stroke</p> <p>Feeding</p> <p>Volley</p> <p>Body positioning</p> <p>Doubles</p> <p>Singles</p> <p>Overhead serve</p>	Review year 7 content and other racket sports content.



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						Smash lob	
	Striking and fielding	Continual assessment of knowledge, skills and game play Inter tutor competition	Throwing and catching skills for both cricket and rounders Australian and English catch Fielding Skills Battin stance/technique Hitting from a tee Hitting a bowled ball Overarm/underarm bowl Game play	Perform a range of skills Selecting the most appropriate skill to use in specific situation Demonstrate teamwork within small and larger sized games Analyse and evaluate own performance and performance of others Act on feedback	Dropping the bat once the ball has been hit Keeping in contact with the base when waiting Being ran out in cricket if their teammates runs and they don't	Tier 2: Umpire Angle Trajectory Grip Bowl Spin Stance Cushion Tier 3: Fielding Bowling Long barrier Short barrier	Review year 7 content