



**Subject:** PE

**Lead Teacher:** Miss R Saunders

**Year:** 8

**Curriculum organisation**  
 Students are taught in class groups (NGHS) of 30 for two hours per week. They are not grouped by ability. They are taught one PE lesson and one Games lesson per week.  
 In Year 8 we build on the basic skills learned in Year 7 and extend this by stimulating different scenarios which may occur within the sport and encourage students to solve the problem and make justified decisions based on their current knowledge and skills. For example, students are unable to understand and master the use of different bowling styles in rounders without knowing how to accurately bowl under arm.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	Games - Netball 1.Recap of Y7 unit 2.Dodging 3.Marking a player 4.Shooting 5.Fitness for Netball 6.Passing Development 7.Interhouse Netball	<ul style="list-style-type: none"> <li>• What is the role of attack / defence?</li> <li>• What key skills do different positions need to show?</li> <li>• How is it best to mark a player</li> </ul>	<ul style="list-style-type: none"> <li>• Defence</li> <li>• Attack</li> <li>• Positions</li> <li>• Spacing</li> <li>• Driving</li> <li>• Marking</li> <li>• Dodging</li> <li>• Shooting</li> <li>• Health Related Fitness</li> <li>• Stamina</li> <li>• Speed</li> </ul>	<ul style="list-style-type: none"> <li>• Passing skills</li> <li>• Positional play</li> <li>• Spacing</li> <li>• Attacking and defending skills</li> <li>• Game play</li> </ul>	
	PE – Dance 1.Introduction to Charleston 2.Introduction to Disco 3.Introduction to rock and roll 4 – 6 Interhouse dance practice 1.Interhouse dance competition	<ul style="list-style-type: none"> <li>• Can you describe / demonstrate key dance actions used in 3 new dance styles?</li> <li>• Can you learn a short phrase of dance in each style?</li> <li>• Can you add actions to a short phrase of dance?</li> </ul>	<ul style="list-style-type: none"> <li>• Actions (box step, Charleston, knee taps, reaches, gestures, arm swings, grapevine, hand jive)</li> <li>• Principles (Levels, partner work, lifts, line dancing,</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and remember a short phrase of dance</li> <li>• Choreography skills</li> <li>• Performance skills</li> <li>• Evaluation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Practical lessons</li> <li>• Individual work</li> <li>• Pair work</li> <li>• Small group work</li> <li>• Whole class work</li> </ul>
	Games – Football 2.Development of passing 3.Dribbling, turns and outwitting a defender 4.Develop attack 5.Develop shooting 6.Defensive strategies / tactics 7.Interhouse football	<ul style="list-style-type: none"> <li>• What tactics can I use to attack / defend effectively?</li> <li>• What strategies are useful to score more goals in the game?</li> <li>• How do I outwit an opponent?</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping possession</li> <li>• Dispossessing an opponent</li> <li>• Covering</li> <li>• Intercepting</li> <li>• Marking</li> <li>• Tackling</li> </ul>	<ul style="list-style-type: none"> <li>• Passing skills</li> <li>• Positional play</li> <li>• Spacing</li> <li>• Attacking and defending skills</li> <li>• Shooting</li> <li>• Game play</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-solving tasks</li> </ul>
	PE – Fitness - Strength and Conditioning A series of fitness lessons designed to develop strength and body condition	<ul style="list-style-type: none"> <li>• What exercises help me to become stronger?</li> <li>• How often can I exercise to improve this?</li> <li>• How can I make my training harder / easier?</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Principles</li> <li>• Repetitions</li> <li>• Sets</li> <li>• Conditioning</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in fitness levels</li> <li>• Knowledge of fitness improved</li> <li>• Evaluation skills</li> </ul>	

Spring Term	Games – Tag Rugby 1. Passing skills 2. Introduction to game play (tags) 3. Passing development 4. Passing and movement 5. Interhouse	<ul style="list-style-type: none"> <li>• Can you give ideas for improving your own and others performance?</li> <li>• Can you defend an area by tagging another player?</li> <li>• Can you pass the ball on the run</li> </ul>	<ul style="list-style-type: none"> <li>• Pass</li> <li>• Catch</li> <li>• Dodge</li> <li>• Possession</li> <li>• Control</li> <li>• Using space</li> <li>• Support</li> <li>• Rules</li> <li>• Tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Passing skills</li> <li>• Positional play</li> <li>• Spacing</li> <li>• Attacking and defending skills</li> <li>• Evaluation skills</li> <li>• Game play</li> </ul>
	PE – Team Building • 6 lessons with a range of team building activities • Student leadership activities • Interhouse team building	<ul style="list-style-type: none"> <li>• Can I work effectively as part of a team?</li> <li>• Can I come up with solutions to problems as a team?</li> <li>• Can I use a range of communication methods</li> </ul>	<ul style="list-style-type: none"> <li>• Team work</li> <li>• Problem solving</li> <li>• Communication</li> <li>• Non-verbal communication</li> <li>• Working cooperatively</li> <li>• Working competitively</li> </ul>	<ul style="list-style-type: none"> <li>• Team work skills</li> <li>• Problem solving skills</li> <li>• Communication skills</li> </ul>
	Games – Handball Development of skills - Familiarisation - Passing and shooting techniques - Attacking team play - Outwitting an opponent - Defending and goalkeeping - Set plays and officiating	<ul style="list-style-type: none"> <li>• How can I develop my knowledge and skills in this sport?</li> <li>• How can I improve the skills that I use?</li> <li>• Could I umpire or coach in this sport?</li> </ul>	<ul style="list-style-type: none"> <li>• Tactics</li> <li>• Positional play</li> <li>• Rules</li> <li>• Attacking</li> <li>• Defending</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Passing skills</li> <li>• Positional play</li> <li>• Spacing</li> <li>• Attacking and Defending skills</li> <li>• Game Play</li> </ul>
	PE – Gymnastics 1. Rotation and jumps 2. Balance (individual, partner work) 3. Transference of weight 4. Weight on hands 5. Interhouse gymnastics	<ul style="list-style-type: none"> <li>• Can I recap skills from last year?</li> <li>• Can I develop the range of balances I can use?</li> <li>• How can I transfer weight in gymnastic?</li> </ul>	<ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Cooperation</li> <li>• Dynamics</li> <li>• Approach</li> <li>• Flight</li> <li>• Landing</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and practice short sequences</li> <li>• Partner work</li> <li>• Group work</li> <li>• Performance skills</li> <li>• Evaluation skills</li> </ul>
Summer Term	Games – Rounders x2 lessons on each skill 1. Fielding skills 2. Bowling development 3. Batting development 4. Positional roles 5. Tactics / strategies to outwit opponents 6. Interhouse	<ul style="list-style-type: none"> <li>• What tactics can I use to get batters out?</li> <li>• How can I bowl to outwit a batter?</li> <li>• What positions and roles are there in the game?</li> </ul>	<ul style="list-style-type: none"> <li>• Stance</li> <li>• Body position</li> <li>• Follow-through</li> <li>• Mechanics of movement</li> <li>• Rules of the game</li> <li>• Batting order</li> <li>• Bowling techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Batting skills</li> <li>• Fielding skills</li> <li>• Throwing skills</li> <li>• Catching skills</li> <li>• Game play</li> <li>• Tactical play</li> </ul>
	PE – Athletics 1. Sprinting development 2. Pacing development	<ul style="list-style-type: none"> <li>• How can I improve my times, distances in athletics?</li> </ul>	<ul style="list-style-type: none"> <li>• Static and passive stretching</li> <li>• Names of muscle groups</li> </ul>	<ul style="list-style-type: none"> <li>• Development of running, jumping and throwing skills</li> </ul>

<ul style="list-style-type: none"> <li>3. Throwing – shot putt</li> <li>4. Throwing – javelin</li> <li>5. Long Jump</li> <li>6. Relay</li> <li>7. Hurdles</li> <li>8. Competition and student leadership</li> </ul>	<ul style="list-style-type: none"> <li>• What muscle groups are used in different events?</li> <li>• How can I train to run, jump and throw, higher, faster and further?</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic</li> <li>• Anaerobic</li> <li>• Interval training</li> <li>• Fartlek training</li> <li>• Endurance</li> <li>• Power</li> </ul>	<ul style="list-style-type: none"> <li>• Umpiring and coaching skills</li> <li>• Team work</li> </ul>	
<ul style="list-style-type: none"> <li>Games – Cricket</li> <li>1. Fielding</li> <li>2. Batting – drive shot</li> <li>3. Batting – pull shot</li> <li>4. Bowling development</li> <li>5. Batting communication</li> <li>6. Interhouse Cricket</li> </ul>	<ul style="list-style-type: none"> <li>• How do I outwit an opponent to achieve success?</li> <li>• How do I warm up and cool down in cricket?</li> <li>• How do I choose which batting technique to use when?</li> </ul>	<ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Stance</li> <li>• Body position</li> <li>• Follow through</li> <li>• Mechanics of movement</li> <li>• Attacking and defensive strokes</li> <li>• Batting order</li> <li>• Bowling techniques</li> <li>• Field placements</li> </ul>	<ul style="list-style-type: none"> <li>• Batting skills</li> <li>• Fielding skills</li> <li>• Throwing skills</li> <li>• Catching skills</li> <li>• Game play</li> </ul>	

<b>Equipment needed for lessons</b>	<b>How will learning and progress be assessed?</b>
<ul style="list-style-type: none"> <li>• Full PE kit</li> <li>• Mouthguard / Gum shield</li> <li>• Shin pads</li> <li>• Trainers</li> </ul>	<ul style="list-style-type: none"> <li>• Students will peer-assess during performance-based lessons (dance / gymnastics)</li> <li>• Assessment is continuous and is based on:</li> <li>• Development of skills practically</li> <li>• Their ability to make and apply decisions in changing game / choreographic situations</li> <li>• Their development of physical and mental capacity to excel and challenge themselves to improve further</li> <li>• Their evaluation skills in order to continue to improve</li> </ul>

<b>Extension &amp; Enrichment opportunities</b>	<b>What can you do to support your child?</b>
<ul style="list-style-type: none"> <li>• All lessons are delivered to show differentiation to allow students to build confidence and be able to stretch and challenge their existing performance levels</li> <li>• Students are encouraged to push themselves to try the harder options within lessons in order to make more progress</li> <li>• Students are welcome to attend clubs and represent school teams in order to further their performance level</li> <li>• We also run trip and activities to watch sport at the top level and take teams away on annual tours.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that she has full PE kit to be able to participate in indoor and outdoor sports in all weathers (layers for the winter, sun protection for the summer)</li> <li>• Make sure that if she is injured that a note is provided to explain the injury, how long she will be unable to participate, a supporting doctors / physio note if a longer-term injury and PE kit for her to change into so that she can still take on a role during the lesson.</li> <li>• Encourage her to participate in the extra-curricular opportunities for PE.</li> </ul>

Inclusion	Inclusion within Year 8 PE
<ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul>	<ul style="list-style-type: none"> <li>• Within different sports students learn about a range of performers/coaches/officials with a full range of backgrounds, including those with disabilities.</li> <li>• Students are supported practically by the teacher if a student requires this.</li> <li>• Equipment is adapted where necessary to accommodate the needs of the students with SEND – e.g. A bigger ball/bat.</li> <li>• Modified rules and regulations can be implemented to aid inclusion and accessibility.</li> <li>• Where necessary students are given frequent demonstrations to revisit previous techniques taught to support their understanding.</li> <li>• Keywords/ subject specific vocabulary displayed on sports hall walls to aid memory.</li> </ul> <p>Groupings are designed to support students when practicing their isolated skills or competitive games.</p>
<b>Rosenshine’s Principles – Individual needs</b>	
<ul style="list-style-type: none"> <li>• Equipment – Differentiated where necessary.</li> <li>• Demonstrate and showcase – students to demonstrate – correct technique – support peers.</li> <li>• Questioning in lessons – Open and closed questions- Probing and Funnel questions (evaluation, analysis and application).</li> <li>• Peer assessment – Technique – WWW and EBI – support peers- technology and performance analysis.</li> <li>• Groupings – when students are completing isolated drills or in a competitive situation.</li> <li>• Standards – Opportunities for students to evaluate their own performance- use of standardised tables- set targets.</li> </ul>	

**If you have any questions about this Learning Overview, please contact the named Teacher above.**