



Subject: PE

Lead Teacher: Mrs R Cowell-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 – Football 1.Developing passing 2.Dribbling and turns. 3. Developing attack. 4. Developing attack 5. Developing defence. 6. Formations 7. Developing game play. 8. Interhouse competition	- What tactics can I use to attack / defend effectively? - What strategies are useful to score more goals in the game? - How do I outwit an opponent?	- Keeping possession - Dispossessing an opponent - Covering - Intercepting - Marking - Tackling	- Passing skills - Positional play - Spacing - Attacking and defending skills - Shooting - Game play	
	PE – Dance 1.Introduction to Charleston. 2.Introduction to disco. 3.Introduction to rock and roll. 4.House practice x 4 lessons 8.Dance performance	- Can you describe / demonstrate key dance actions used in 3 new dance styles? - Can you learn a short phrase of dance in each style? - Can you add actions to a short phrase of dance?	- Actions (box step, Charleston, knee taps, reaches, gestures, arm swings, grapevine, hand jive) - Principles (Levels, partner work, lifts, line dancing,	- Learn and remember a short phrase of dance - Choreography skills - Performance skills - Evaluation skills	- Practical lessons - Individual work - Pair work - Small group work - Whole class work - Problem-solving tasks
	Games - Netball 1. Recap of year 7 unit. 2.Dodging. 3.Marking the player. 4.Shooting. 5.Fitness in netball. 6.Throwing in front. 7.Interhouse competition.	- What is the role of attack / defence? - What key skills do different positions need to show? - How is it best to mark a player	- Defence - Attack - Positions - Spacing - Driving - Marking - Dodging - Shooting - Health Related Fitness - Stamina - Speed	- Passing skills - Positional play - Spacing - Attacking and defending skills - Game play	
	PE – Kin Ball 1. Recap of year 7 unit. 2. Ball familiarisation. 3. Ball familiarisation.	- How can you outwit your opponents in a game of kin ball? - What strategies can be used? - Could I umpire or coach the sport?	- Positions - Attack - Defend - Balance - Stance - Hitting technique	- Decision making - Team work - Hitting skills - Attacking and defensive skills - Game play	

	4. Fitness in kin ball 5. Tactical strategies 6. Developing game play. 7. Interhouse competition.				
Spring Term	Games – Tag Rugby 1. Recap of year 7 unit. 2. Ball handling. 3. Defensive play. 4. Attacking play. 5. Tactical strategies. 6. Interhouse competition	- Can you give ideas for improving your own and others performance? - Can you defend an area by tagging another player? - Can you pass the ball on the run	- Pass - Catch - Dodge - Possession - Control - Using space - Support - Rules - Tactics	- Passing skills - Positional play - Spacing - Attacking and defending skills - Evaluation skills - Game play	
	PE – Fitness 1. Aerobic endurance 2. Circuit training 3. Boxing. 4. Components of fitness. 5. Training methods. 6. Short- and long-term effects.	- What exercises help me to become stronger? - How often can I exercise to improve this? - How can I make my training harder / easier?	- Fitness Principles - Repetitions - Sets - Conditioning	- Increase in fitness levels - Knowledge of fitness improved - Evaluation skills	
	Games – Handball 1. Ball handling. 2. Defensive skills 3. Attacking skills. 4. Developing game play. 5. Interhouse competition	- What are the rules in handball? - What strategies can I use to outwit an opponent? - What positions and roles are there in the game? - What tactics can I use throughout the game?	- Pass - Catch - Dodge - Possession - Control - Using space - Support - Rules - Tactics	- Passing skills - Positional play - Spacing - Attacking and defending skills - Evaluation skills - Game play	
	PE – Indoor Tennis 1. Ball familiarisation. 2. Attacking shots. 3. Defensive shots. 4. Developing game play. 5. Interhouse competition.	- How can you outwit your opponents in a game of indoor tennis? - What strategies can I use? - Could I umpire or coach the sport?	- Serve - Forehand - Backhand - Volley - Scoring	- Hitting skills - Positional stance - Attacking shots - Defensive shots - Game play	
Summer Term	Games – Rounders Fielding skills 1. Fielding skills. 2. Bowling development. 3. Batting development. 4. Positional roles. 5. Tactical strategies. 6. Interhouse competition.	- What tactics can I use to get batters out? - How can I bowl to outwit a batter? - What positions and roles are there in the game?	- Stance - Body position - Follow-through - Mechanics of movement - Rules of the game - Batting order - Bowling techniques	- Batting skills - Fielding skills - Throwing skills - Catching skills - Game play - Tactical play	
	PE – Athletics 1. Sprinting 2. Relay 3. Pacing. 4. Shot putt 5. Javelin 6. Hurdles	- How can I improve my times, distances in athletics? - What muscle groups are used in different events? - How can I train to run, jump and throw, higher, faster and further?	- Static and passive stretching - Names of muscle groups - Aerobic - Anaerobic - Interval training - Fartlek training	- Development of running, jumping and throwing skills - Umpiring and coaching skills - Team work	

			• Endurance • Power		
	Games – Cricket 1.Recap of year 7 unit. 2. Bowling development. 3. Batting development. 4. Fielding development. 5. Positional roles. 6. Tactical strategies. 7. Interhouse competition	• How do I outwit an opponent to achieve success? • How do I warm up and cool down in cricket? • How do I choose which batting technique to use when?	• Sportsmanship • Stance • Body position • Follow through • Mechanics of movement • Attacking and defensive strokes • Batting order • Bowling techniques • Field placements	• Batting skills • Fielding skills • Throwing skills • Catching skills • Game play	
	PE – Teacher discretion 1.Catching up on athletic events or summer sports (rounders, cricket)	• How can I improve my times, distances in athletics? • What muscle groups are used in different events? • How can I train to run, jump and throw, higher, faster and further?	• Static and passive stretching • Names of muscle groups • Aerobic • Anaerobic • Interval training • Fartlek training • Endurance • Power	• Development of running, jumping and throwing skills • Umpiring and coaching skills • Team work	

Contingency lessons:

For bad weather or loss of facilities throughout the year (Exams etc)

- Team building in the hall.
- Problem solving in the hall
- Fitness in the hall.
- Dance in the hall – when on this unit only.
- Occasionally the drama studio may be available where dance or fitness can take place.
- Courts may need to be used if the field is out of action due to flooding – sport that will take place will depend on number of students and teacher discretion.
- Last resort students will need to go to a classroom for the lesson where they will gain a better understanding of knowledge of rules, officials in different sports and the importance of being physical on the body and mind.

Equipment needed for lessons	How will learning and progress be assessed?
• Full PE kit • Mouthguard / Gum shield • Shin pads • Trainers	• Students will peer-assess during performance-based lessons (dance) • Assessment is continuous and is based on: • Development of skills practically • Their ability to make and apply decisions in changing game / choreographic situations • Their development of physical and mental capacity to excel and challenge themselves to improve further • Their evaluation skills in order to continue to improve

Extension & Enrichment opportunities

What can you do to support your child?

• All lessons are delivered to show differentiation to allow students to build confidence and be able to stretch and challenge their existing performance levels • Students are encouraged to push themselves to try the harder options within lessons in order to make more progress • Students are welcome to attend clubs and represent school teams in order to further their performance level • We also run trip and activities to watch sport at the top level and take teams away on annual tours.	Ensure that they have 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) Make sure that if they are injured that a note is provided to explain the injury, how long they will be unable to participate, a supporting doctors / physio note if a longer-term injury and PE kit for them to change into so that they can still take on a role during the lesson. Encourage them to participate in the extra-curricular opportunities for PE.
Inclusion	Inclusion within Year 8 PE
• Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this.	• Within different sports students learn about a range of performers/coaches/officials with a full range of backgrounds, including those with disabilities. • Students are supported practically by the teacher if a student requires this. • Equipment is adapted where necessary to accommodate the needs of the students with SEND – e.g. A bigger ball/bat. • Modified rules and regulations can be implemented to aid inclusion and accessibility. • Where necessary students are given frequent demonstrations to revisit previous techniques taught to support their understanding. • Keywords/ subject specific vocabulary displayed on sports hall walls to aid memory. Groupings are designed to support students when practicing their isolated skills or competitive games.
Rosenshine's Principles – Individual needs	
• Equipment – Differentiated where necessary. • Demonstrate and showcase – students to demonstrate – correct technique – support peers. • Questioning in lessons – Open and closed questions- Probing and Funnel questions (evaluation, analysis and application). • Peer assessment – Technique – WWW and EBI – support peers- technology and performance analysis. • Groupings – when students are completing isolated drills or in a competitive situation. • Standards – Opportunities for students to evaluate their own performance- use of standardised tables- set targets.	

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