

Year 8 Curriculum Overview [2019-2020] – Planning for Progression
Subject – PE

Schedule	Term	Knowledge & Understanding		Literacy Skills Building vocabulary Developing oral skills Developing reading skills Developing writing skills	Key Skills Subject Skills Numeracy Skills 21 st Century Skills Employability Skills	Assessment Formative Interim Summative
		X band and Y band				
Autumn Term	Half Term 1	INVASION GAMES: Isolated skill development, rule application and competitive game play in one of the following: Netball, Handball, Basketball and Football		Literacy – use of key words in context when evaluating performance. Individual key word banks for the range of activities including: Invasion Games; 1. Attack 2. Defence 3. Counterattack Striking and Fielding Games: 1.Send 2. Receive 3.Spatail Awareness 4.Co-ordination Outdoor Adventurous Activity: 1.Endurance 2. Stamina 3. Pace 4.Terrain Health Related Exercise: 1. Pulse 2. Sets 3. Repetition 4.Cardiorespiratory Gymnastics: 1.Travel 2. Rotation 3. Flight 4.Balance 5.Shape Athletics: 1.Track 2. Field	Subject skills: 1. Sending and receiving skills 2. Attack and defensive skills 3. Deny and use of space 4. Manipulation and use of equipment 5. Reviewing and evaluating performance Numeracy Skills: 1. Timing and recorded 2. Measuring distances and times 3. Interpreting data 4. Normative results and own results 5. Map reading skills 6. Evaluating time, speed, distance 21st Century Skills: 1. Collaboration – team play 2. Communication – team play 3. Critical thinking – planning, performing and reviewing as a team or individual performer 4. Creativity – individual performances (gym) problem solving (OAA)	Interim Assessments: progress checks Pupils will rotate around activities and a level/grade awarded following the SOW. Pupils final grade will be an average of all activities throughout the year. Ongoing Formative Assessment of the following: 1. Physical skills 2. Performance in small sided games; adapted, conditioned and fully recognised version of game 3. Verbal skills and use of key words 4. Question and answers will be on-going 5. Team work / Cooperation 6. Kit and personal organisation 7. Peer observation 8. Modelling
		8x1 Netball 8x2 Handball 8x3 Football	8y1 Netball 8y2 Football 8y3 Basketball			
	Half Term 2	1. HEALTH-RELATED EXERCISE (HRE); Investigating exercise methods: using exercise to meet individual needs and adapting exercise plans 2. INVASION GAMES: Isolated skill development, rule application and competitive game play in Handball and Rugby 3. GYMNASTICS: Applying gymnastics Themes; Shape, balance, rotation, flight and travel to sequence development in pairs and individually				
		8x1 HRE 8x2 Gym 8x3 Rugby	8y1 HRE 8y2 Handball 8y3 Tag Rugby			
Spring Term	Half Term 3	1. NET/WALL games: introduction to volleyball: Isolated skill development, cooperative and competitive game play. 2. INVASION GAMES: Isolated skill development, rule application and competitive game play in Tag Rugby and Full contact Rugby				

		3. GYMNASTICS: Applying gymnastics Themes; Shape, balance, rotation, flight and travel to sequence development in pairs and individually		3.Length, sped distance and time 4.Personal Best General: 1. Hydration 2. Nutrition 3. Self-reflection 4. Skill acquisition Oral skills – pronunciation of key words correctly, confident delivery of Q&A, ability to work in teams or pairs with good verbal skills including listenng skills Reading skills – Key Word wall, following rules and tactic sheets, SNAP (sheets for non-activity participant) reading measurements and recordings of data Writing skills – recording of timings, team sheets, key words, lesson objectives and SNAP sheets	Employability Skills: 1. Negotiating when working as part of a team, pair or small group 2. Initiative and trial and error when working out practical tasks: Orienteering routes, gymnastic and HRE sequences/routines 3. Leadership: warm up leaders, team captains and lesson equipment helpers 4. Decision-making: when to move, how to move – who to pass too, when to shoot 5. Team work and appreciation of other when part of a team, pair of small groups during games	9. Self-reflection and review of performance Summative assessments will take place through final performances through: 1. Measuring (athletics) 2. Performance in competitive game play (Invasion / striking and fielding) 3. Timings (Athletics and OAA) 4. Sequences (Gym)
		8x1 Volleyball 8x2 Tag Rugby 8x3 Gym	8y1 Volleyball 8y2 Rugby 8y3 Gym			
	Half Term 4	1. OUTDOOR AND ADVENTUROUS ACTIVITIES (OAA); Using map skills to complete cross-country courses in pairs and small groups. Planning courses to match the terrain 2. HEALTH-RELATED EXERCISE (HRE); Investigating exercise methods: using exercise to meet individual needs and adapting exercise plans. Introduction to indoor and outdoor fitness-based exercises				
		8x1 OAA 8x2 HRE 8x3 HRE	8y1 OAA 8y2 HRE 8y3 HRE			
Summer Term	Half Term 5	ATHLETICS: Track and Field Activities; a. Safety rules when performing b. Performance skills when running, jumping and throwing c. Self-reflection when performing All groups				
	Half Term 6	STRIKING AND FIELDING GAMES: Applying of sending and receiving skills in competitive and cooperative games from one of the following: a. Cricket b. Rounders c. Longball d. Softball All groups				

Culture capital: Links will be made between lesson and contemporary and historic sporting events. This will include people, teams and world records; for example, World Cups in Football, Cricket, Rugby, Netball. Wimbledon, The Olympic and Commonwealth Games and the 2012 London Legacy. Sportsmen and women will be used to role model or showcase achievement, desired (sportsmanship's, effort and strength of character) or undesired behaviours (gamesmanships, cheating, decent). Vocations within the sporting fields will also be cascaded through lessons including 'behind the scene' or less obvious job roles for example photographer, nutritionist and statistician. Alongside connections made between sporting technology and the advances in ICT to aid performance or assist officials and coaches.

Weather Conditions and the curriculum: When weather disrupts the curriculum, alternative activities will be delivered. However, staff will make every effort to ensure the curriculum is maintained. Pupil safety and comfort will be paramount when staff make decisions re: inclement weather.