

PE Curriculum Information Year 8

Autumn Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Outwitting Opponents	<p>What are the principles of attack and defence?</p> <p>What are key strategies that can be used across invasion games?</p> <p>How can we organise our teams so that they can be more successful?</p>	<p>We attack when we have the ball; defend when we do not.</p> <p>Zone defence; one to one defence; counter attacking; set pieces.</p> <p>Planning formations before games; selecting players based on opponent's strengths; making sure everyone knows their roles/responsibilities in games</p>	<p>Students are assessed on their:</p> <p>Knowledge & Understanding Of various strategies that may be used on invasion games, and their ability to adapt them before/during game situations.</p> <p>Ability to identify where improvements can be made in others and their own performance.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p>Skills Basic passing, catching, shooting, dodging (in Netball, Football, Basketball and Handball).</p> <p>Assessment Assessment is at the end of the term. It is based on student's ability to select and apply relevant strategies within games, and adapt them when needed. It is also based on their ability to evaluate their own and others performances, and suggest improvements..</p>

Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Trampolining	<p>Can I still do the basic jumps and basic landings?</p> <p>Can I still do the basic combinations?</p> <p>Can I take this further into more complex combinations?</p> <p>Can I help other people to improve their performance?</p>	<p>Tuck, straddle, pike, ½ twist, full twist; seat, front, back landings</p> <p>Seat to ½ twist, ½ twist to seat</p> <p>Seat to front, front to seat, swivel hips, front ½ twist, ½ twist to front</p> <p>Coaching known skills</p>	<p>Students are assessed on their:</p> <p>Knowledge & Understanding Ability to identify where improvements can be made in others and their own performance. Use of appropriate terminology when giving feedback to others.</p> <p>Skills Demonstration of all known skills without a mat.</p> <p>Assessment Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
Netball	<p>What is a 4 part warm up? Why is it important to do one?</p> <p>What are the fundamental rules of Netball?</p> <p>What are the 7 positions on a Netball team? Where are they allowed to go on court? Who do they mark?</p> <p>How can we be more efficient at marking our player? The ball? An area?</p>	<p>Pulse raiser, stretches, skills practice, mental preparation.</p> <p>To prevent injury; increase heart rate and flow of red blood cells to muscles.</p> <p>Footwork, no contact, obstruction, held ball.</p> <p>GK, GD, WD, C, WA, GA, GS</p> <p>3 stages of defence, defensive stances and purposes for each of them.</p>	<p>Students are assessed on their:</p> <p>Knowledge and understanding Leading small group, 4 part warm ups. Ability to mark the ball, player or area at the right time. Ability to select and apply the correct skill at the appropriate time. Ability to identify where improvements can be made in others and their own performance. Use of appropriate terminology when giving feedback to others.</p> <p>Skills Performance of chest, bounce and shoulder pass at the appropriate time.</p>

	How can we lose the person marking us?	Dodging, double dodge, feint.	<p>Effective marking of the player, ball, and area (3 stages of defence)</p> <p>One or two footed landing, and controlling their balance.</p> <p>Pivoting with the correct foot.</p> <p>Assessment Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
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Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Badminton	<p>What are the basic rules and purpose of the game?</p> <p>What are the basic shots we can use in Badminton?</p> <p>When do we use these shots?</p> <p>How do we score in a game?</p>	<p>Must hit the shuttlecock over the net; needs to land within lines; score more points than your opponent.</p> <p>Forehand serve; backhand serve; overhand clear; smash.</p> <p>Serve to start a rally; other shots depend on height and trajectory of shuttle, and where our opponent is standing.</p> <p>Serve within the service box/over line, hit shuttle so it lands on ground in opponents court to score a point.</p>	<p>Students are assessed on their:</p> <p>Knowledge and understanding Ability to select the correct shot to play in a rally</p> <p>Knowledge of the different shots, and how they relate to the height of the incoming shuttlecock. Know where the different shots should be landing, and their trajectory into their opponent's court. Ability to identify where improvements can be made in others and their own performance. Use of appropriate terminology when giving feedback to others.</p> <p>Skills Performance of both serves, clear, and smash both in isolation and in game situations.</p> <p>Assessment Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>

<p>Rounders</p>	<p>How do we throw and catch the ball?</p> <p>How can we outwit our opponent through bowling?</p> <p>How do we perform the long barrier? Why is it useful to do a one handed pick up?</p> <p>How do we bat for power and accuracy in Rounders?</p>	<p>Underarm throw and catch; overarm throw and catch.</p> <p>Vary pace of bowling; put spin on the ball.</p> <p>Long barrier to prevent a rolling ball from passing us in the field. One handed pick up to return the ball to the bases faster.</p> <p>Batting stance; timing of swing; use of hip and shoulder; aim for space.</p>	<p>Students are assessed on their:</p> <p>Knowledge and understanding Leading small group, 4 part warm ups.</p> <p>Knowing when to apply the various fielding skills at appropriate times within game situations. Knowing when to stop, run and hold position when running between bases. Ability to identify where improvements can be made in others and their own performance.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p>Skills Using the various fielding skills in isolation and at appropriate times in competitive situations.</p> <p>Ability to hit the ball with a bat in isolation and competitive situations, aiming for spaces and to hit the ball hard. Playing by the rules, and keeping score</p> <p>Assessment Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
<p>Dance-a-thon</p>	<p>What is a good song to choreograph a dance for?</p> <p>How can we work together as a class to create choreography?</p> <p>Use of choreographical devices</p>	<p>Consider tempo, song structure, lyrics/meaning.</p> <p>Split into groups, each with responsibility for choreographing a section of the song. This is then taught to the rest of the class.</p> <p>Different levels, unison, canon, gestures, turns, stillness, step patterns, formation.</p>	