

Curriculum Map Year 8: Physical Education

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Half Term 1 & 2	Hockey	• Dribbling technique using the open and Indian dribble. • How to pass and receive the ball in a conditioned game • Execution of the reverse stop. • Tactical play associated with a long corner. • What makes a performance effective • How to create space and move the ball into wide areas; understand off the ball movement • Effective hit and slap hit on the move in a game. • How to perform the lunge tackle • Execution of more advanced skills within a game situation.	• Application of the dribble with control, changes of speed and direction • Execution of the passing / receiving the ball on the move and under pressure in a game • Application of the body and stick position for a reverse stick stop. • Application of basic rules and tactics for a long corner. • Application of knowledge to improve their own and others' work • Application of elimination skills to outwit opponents. • Ball position on the move to enable and effective hit or slap hit. • Channeling play to create a tackling opportunity • Ability to execute skills at the right time within a game.	Teacher Observation • Success at dribbling the ball and keeping it under control. • Success at receiving on the move and driving into space • Observation of students within practices and the final game. Student Verbal Responses • When to pass on the move • When to use the reverse stick stop • Key skills/factors to improve performance Teacher Observation • Execution of the slap hit in a game. • Success at the lunge tackle. • Effectiveness within game situations. Ability to answer questions. • Application of skills in a competitive game. Student Verbal Responses • When a slap hit should be used • Aim of the lunge tackle Assessment of students against departmental criteria autumn term.
Half Term 1 & 2	Netball	• Recap and consolidation of basic passing teaching points and footwork. • Attacking strategies to get free from a defender. • Recap and consolidate first stage defending to deny a pass. • Recap and consolidation of basic rules, re-starting play and court positioning and introduce contact.	• Application of passing and receiving whilst on the move and at greater pace and driving onto the ball. • Application of correct footwork, landing on the outside foot and advanced footwork to gain ground and pace of attack. • Recap and consolidate dodging and change of direction under pressure from a defender. • Application of change of speed and advanced footwork. • Explain and apply the basic rules and contact.	Teacher observation: • Receiving and passing at pace in correct court areas. • Footwork with distance and speed; driving onto the ball. • Strategies to become free. • First stage defence. • Full court play. Student verbal responses: • Benefits of receiving at pace and driving onto the ball.

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			• Explain and demonstrate the correct positioning of players on the court.	• Advantages of advanced footwork.
		• Passing over greater distances; benefits and challenges. • Second stage defence to mark the player with the ball. • Recap basic shooting technique and use of footwork to gain an advantage when shooting; • Shooters movement patterns in the semi-circle. • Consolidation of rules and full court game play. • Basic centre pass and back line strategies. • What makes a performance effective	• Application of passing and receiving over greater distances. • Application of second stage defence: 3 feet away, on toes, outstretched arms, shadowing the ball and applying pressure to the attacker. • Application of correct shooting technique both marked and unmarked. • Application of stepping in to shoot or away from the defender to gain an advantage. • Movement in the circle; driving in at an angle, rotation of shooters. • Use of WA and C in the shooting circle to position closer to the post to shoot. • Application of all rules as stated. • Plan and demonstrate basic centre pass and back line strategies. • Application of knowledge to improve their own and others' work	Teacher observation: • Passing over challenging distances. • Second stage defence. • Shooting marked and unmarked with footwork. • Circle movement and use of WA/C. • Full court play. Student verbal responses: • Benefits of passing with strength over a greater distance. • Second stage defence technique. • Use of footwork to gain advantage whilst shooting. • Movement of players and the ball in the semi-circle. • Key skills/factors to improve performance Assessment of students against departmental criteria autumn term.
Half Term 3	Football	• To use the correct dribbling technique and demonstrate moving with the ball using the foot and gentle touches. • To demonstrate positioning of the player in a block tackle. • To demonstrate effective passing and receiving the ball • Show a basic tactical awareness and react to opponent's pressure in a small-sided game. • To identify different positions on the pitch and the role of the attacker and defender. • The principles of attacking and defence. • Demonstrate a throw-in. • To apply basic marking strategies.	• To use different parts of the foot to manoeuvre/manipulate the ball into open spaces. • How to execute the block tackle. • Pass using different variations covering longer and shorter distances. • Perform the necessary fundamental movement & football skills that allow them to read their environment and make appropriate decisions • Understand the basic principles of shooting in a static position. • Understand the basic rules to play a game and demonstrate knowledge of and application of skills. • How to execute the throw-in. • Application of marking and defending the player with the ball in isolation and a game.	• Ability to demonstrate dribbling the ball under control using gentle touches. • Success rate of passes both in isolation and gameplay. • Ability to perform long and short passes in isolation and game play. • Q & A regarding success of passing • Demonstration of ability to play positions, understand and play to the rules • Q & A successful aspects of attack and defence. Assessment of students against departmental criteria winter term.

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Half Term 3	Dance	• Importance of specific dance stretches • Genre of the dance: place in history, importance of costumes, hair and make-up • Different relationships. • Development of movement memory whilst adapting to suit own style and ability level • Use of pathways • Understanding more complex rhythmic/ counting methods • Formations: whole class, group, duo and solo • How to engage the audience • Complex terminology • Critical appreciation of own and others' dance performances • What makes a performance effective	• How to increase flexibility to improve range of movement and decrease injury. • Application of the origin of the dance. • Application of content when using solo, paired or group relationships • Application of flair and individuality to the learned movement material. • Use of pathways to maintain interest of the audience • How to count the downbeats and upbeats to add extra movements • Use of shapes and patterns so the audience can see all dancers. • Use of body language, facial gestures and dynamics to engage the audience • Use of correct terminology to aid positive and constructive feedback. • Application of knowledge to improve their own and others' work	Teacher Observation • Execution of correct stretches • Correct replication of motifs with personal flair • Correct choreography and formations to suit the relationships. • Performing movements on downbeats and upbeats Student Verbal Responses • Discussion of dance genre • Key terms used in feedback • Key skills/factors to improve performance Assessment of students against departmental criteria winter term.

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Half Term 4 / 5 & 6	Athletics	• Sprint technique and the use of the sprint start to create power/speed. • Development and understanding of pace • Running technique for a middle distance race. • How to execute the javelin throw • Basic rules: throwing line, landing of the javelin. • Change over skills in the relay. • Refinement and development of the high jump and running mechanics. • Hurdle technique and ability to maintain speed. • What makes a performance effective	• How to adjust body movements to create more drive / speed / power. • Application of pace in an 800m. • How head / body positions and arm / leg movements effect the overall efficiency of the run. • Application of teaching points for the javelin for an effective throw. • Ability to use the correct changeover technique (right to left) and develop movement of the receiver. • Explain the basic run-up, take-off, flight and landing. • Application of rules associated with competition. • Application of refined technique over the hurdle to maintain speed throughout the race. • Application of knowledge to improve their own and others' work	Teacher Observation • Demonstration of the sprint technique. • Pacing over different distances. • Application of skills for the javelin throw and success at landing it. • Execution of high jump and linking skills from the approach to the jump. Student Verbal Responses • Why pace is important. • Difference in technique between the long / middle distance running and the sprint. • Self-evaluation of high-jump and hurdle technique. • Key skills/factors to improve performance Assessment of students against departmental criteria summer term.
Half Term 4 / 5 & 6	Fitness	• How to warm-up for different activities • Components of fitness: flexibility, agility and co-ordination in sport • How a circuit can work each aspect of fitness. • What makes a performance effective	• Execution of a warm-up to reflect the activity. • Application of flexibility exercise to reduce the chances of injury, improves posture and balance. • Application of co-ordination to perform a skill. • Application of knowledge to design a circuit to work the components of fitness. Application of knowledge to improve their own and others' work	Teacher Observation • Leading a warm-up and choice of activities. • Assessment of fitness level. Student Verbal Responses • Why circuits are useful to develop fitness. • Why components of fitness are important in sport. • What impact components of fitness have on sport. • Key skills/factors to improve performance Assessment of students against departmental criteria summer term.

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Half Term 5 & 6	Tennis	• Basic groundstrokes • Importance of ball placement. • Two-handed backhand and movement to the ball • Hitting long and short groundstrokes. • Basic rules for a singles game and scoring. • What makes a performance effective • Understand when the volley is used and how to execute it. • Development of the serve, ball placement and return • Game play and communication	• How to execute groundstrokes and use them to rally. • Ball placement in a non-competitive and competitive game. • Explanation of court boundaries and basic scoring. • Application of knowledge to improve their own and others' work • Effective execution of the volley and in a game. • Understand how to develop the basic serve / move towards the base line in preparation of the full serve. • Understand the aim of the game and develop the ability to outwit opponents through the correct shot selection.	Teacher Observation • Successful execution of a rally using both groundstrokes. • Correct body position for the execution of the forehand and backhand. • Execution of the volley. • Key skills/factors to improve performance Teacher Observation • Serving positions and movement towards the baseline. • Game play, demonstrating shot selection / communication and movement. Student Verbal Responses • Boundaries of the court and ball placement. • Observation of game play and communication • When a volley is used in a game. Assessment of students against departmental criteria summer term.
Half Term 5 & 6	Rounders	• Basic game play. • Main techniques of bowling and their benefits • Specific fielding techniques in deep field. • Movement of fielders in response to batters grip. • What makes a performance effective	• Application of rules of the game, positions and skills of throwing and catching • Application of the two-step pattern whilst bowling. • Explanation and application of the 'long barrier technique'. • Movement of fielders in response to a left handed batter. • Application of knowledge to improve their own and others' work	Teacher Observation • Game play and use of rules. • Correct technique of bowling in a game. • Correct use of the 'long barrier' • Movement of fielder in response to batter Student Verbal Responses • Benefits of different bowling techniques. • Why fielders are moved. • When to use the long barrier. • Key skills/factors to improve performance
		• Positioning on a post to catch and stump effectively. • Causes of obstruction by the fielder.	• Effective fielding positions: on the base, deep field.	Teacher Observation • Stumping players out

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		• Efficient running round bases. • Examine the benefits of 'Chaining' in the deep field • The 'Backward Hit' rule	• Application of fielding skills to prevent obstruction. • Effective running round bases. • Effective use of 'chaining' by fielders. • Application of teaching points for batters running on a backward hit. • Application of fielding techniques in response to the backward hit.	• Correct positioning of fielders to avoid obstruction • Path of batters around bases. • Use of chain of fielders to get the ball to 4th • Fielding positioning if ball is 'hit behind'. • Success rate of batter/fielders in this situation Student Verbal Response • Response to game play. • When to run straight and when to turn around base • Why fielders move in response to batters. Assessment of students against departmental criteria summer term.