

CURRICULUM MAP (Long term plan)

SUBJECT : Physical Education

YEAR GROUP: 8

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<p>Football- Passing, Dribbling, Ball Control, Shooting, Attacking, Defending, Tackling, Possession Play</p> <p>Netball- Passing, Footwork, Movement, Dodging, Marking, Intercepting, Shooting, Positioning</p> <p>Rugby- Passing, Go Forward, Support, Body Position, Tackling, Presenting, Rucking, Scrumming</p> <p>Basketball- Passing, Dribbling, Shooting, Lay ups, Stealing, Marking, Rules, 3 person weave Attacking and Defending</p> <p>Applying skills and techniques in competition</p>	<p>Hockey- Push pass, Trapping, Dribbling, Block tackle, Jab tackle, Slap hit, Attacking and Defending</p> <p>HRF- Testing, Speed, Cardiovascular Endurance, Power, Muscular Endurance, Strength, Flexibility, SAQ</p> <p>Badminton-Serving, Clearing, Drop shot, Net kill, Smash, Movement, Singles play and Doubles play</p> <p>Applying skills and techniques in competition</p>	<p>Trampolining- Basic Shapes, Twists, Seat landing, Front landing, Back landing, Rotation, Routines</p> <p>Athletics- Shot put, Javelin, Discus, Sprint starts, Sprinting, Relay changeover, Relay races, Middle distance</p> <p>Cricket- Rules, Fielding, Defensive shots, Front foot shots, Back foot shots, Bowling</p> <p>Applying skills and techniques in competition</p>
Disciplinary knowledge - what skills are practiced?	<p>Football</p> <ul style="list-style-type: none"> Developing consistency and control of skills: Short and long passing with either foot, ball control with both feet, dribbling with either feet, shooting from distance, tackling skills in isolation and in conditioned games <p>Netball</p> <ul style="list-style-type: none"> Developing consistency and control of skills: Chest/bounce/shoulder passing, catching, footwork, dodging, 	<p>Hockey</p> <ul style="list-style-type: none"> Developing consistency and control of skills: Push and slap hit passing, trapping, Indian dribbling/reverse stick dribbling, shooting from distance, block and jab tackling skills in isolation and in conditioned games <p>HRF</p> <ul style="list-style-type: none"> Applying skills and techniques as part of a personal exercise programme various methods 	<p>Athletics – Recording times and distances for the following:</p> <ul style="list-style-type: none"> 100m 200m 800m Relay Shot Put Javelin Discus <p>Trampolining</p> <ul style="list-style-type: none"> Developing consistency and control of skills through linking movements: Recap twists, seat landing, front

	<p>shooting, marking skills in isolation and in conditioned games</p> <p>Rugby</p> <ul style="list-style-type: none"> Developing consistency and control of skills: Push passing, presenting the ball, ball carrying, tackling in numbers, rucking and counter-rucking in isolation and in conditioned games <p>Basketball</p> <ul style="list-style-type: none"> Developing consistency and control of skills: Chest/bounce/shoulder passing, catching, footwork, stealing, shooting from distances, reverse lay-ups, man-to-man marking skills in isolation and in conditioned games 	<p>of training: Circuit, continuous, fartlek, interval, SAQ</p> <p>Badminton</p> <ul style="list-style-type: none"> Developing consistency and control of skills: using serving, drop shot, clearing, smash and net kills in doubles and singles game play. Learning how to officiate and score correctly in different game situations. 	<p>landing, back landing, front somersault in isolation and in routines</p> <p>Cricket</p> <ul style="list-style-type: none"> Developing consistency and control of skills: using bowling, fielding, defensive and attacking shots in isolated, paired and group scenarios/games. Applying rules and scoring correctly in different game situations.
<p>Key questions (What is the learning about?)</p>	<p>Can I....</p> <ul style="list-style-type: none"> Know the various teaching points for the skills learnt and apply these in competition Understand how/when/what the importance is of applying these skills in competitive situations Be able to apply skills in competitive situations <p>For further information see learning objectives on SOW</p>	<p>Can I....</p> <ul style="list-style-type: none"> Know the various teaching points for the skills learnt and apply these in competition. Know the various definitions in HRF Understand how/when/what the importance is of applying these skills in competitive situations/in HRF Be able to apply skills in competitive situations. 	<p>Can I...</p> <ul style="list-style-type: none"> Know the various teaching points for the skills learnt and apply these in competition Understand how/when/what the importance is of applying these skills in competitive situations Be able to apply skills in competitive situations

	Year 8 Football SOW.docx Year 8 Basketball SOW.docx Year 8 Rugby SOW.docx Year 8 Netball SOW.docx	<ul style="list-style-type: none"> Be able to test, demonstrate and display knowledge learnt in HRF <p>For further information see learning objectives on SOW</p> Year 8 Hockey SOW.docx Year 8 Badminton SOW.docx Year 8 HRF SOW.docx	<p>For further information see learning objectives on SOW</p> Year 8 Athletics SOW.docx Year 8 Cricket SOW.docx Year 8 Trampolining SOW.docx
Assessment	<ul style="list-style-type: none"> Targeted questioning Peer assessment Self-assessment Live mark- verbal/written feedback Formative Technology <p>For further information see assessment grid</p> Year 8 Basketball SOW.docx Year 8 Netball SOW.docx Year 8 Football SOW.docx Year 8 Rugby SOW.docx	<ul style="list-style-type: none"> Targeted questioning Peer assessment Self-assessment Live mark- verbal/written feedback Formative Technology <p>For further information see assessment grid</p> Year 8 Hockey SOW.docx Year 8 Badminton SOW.docx Year 8 HRF SOW.docx	<ul style="list-style-type: none"> Targeted questioning Peer assessment Self-assessment Live mark- verbal/written feedback Formative Technology <p>For further information see assessment grid</p> Year 8 Athletics SOW.docx Year 8 Cricket SOW.docx Year 8 Trampolining SOW.docx
Literacy (L), Numeracy (N), Oracy (O) opportunities	<p>Literacy- Use of resource sheets/cards, whiteboards, keywords/terms</p> <p>Numeracy- Score keeping, timing</p> <p>Oracy- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p>Literacy- Use of resource sheets/cards, whiteboards, keywords/terms</p> <p>Numeracy- Use of stopwatches, tape measures, score keeping</p> <p>Oracy- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p>Literacy- Use of resource sheets/cards, whiteboards, keywords/terms</p> <p>Numeracy- Use of stopwatches, tape measures, score keeping</p> <p>Oracy- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>
Cross Curricular Opportunities	<p>Basketball - Science - arc and flight of ball - parabola</p> <p>Rugby - Science - Scrum/tackle/ruck forces</p>	<p>HRF - Science - Graph work</p> <p>Forces/effects of exercise on the body/muscular and skeletal system</p>	<p>Athletics - Geography and countries</p> <p>Cricket - Geography and countries - climate and weather</p>
SMSC / Character/Careers/Cultural Capital	<ul style="list-style-type: none"> TAG team (sports captains) <p>Coaching opportunities allow students to develop their social</p>	<ul style="list-style-type: none"> TAG team (sports captains) <p>Coaching opportunities allow students to develop their</p>	<ul style="list-style-type: none"> TAG team (sports captains) <p>Coaching opportunities allow students to develop</p>

<p>(personal development)</p>	<p>skills through communication, collaboration and teamwork. Sports Captains develop their social and moral skills through working with others to improve their performances, helping students who require assistance and recognising how to support them.</p> <ul style="list-style-type: none"> ● Sport captain mentor sessions – allows staff to build a working relationship with sports captains and help guide them towards improvement. ● TAG team CPD – PE staff deliver sports leadership CPD sessions, such as ‘how to coach’. Improves confidence and breaks down barriers for children to stand and deliver coaching sessions to peers. ● Sport Education programme giving learners roles and responsibilities in lesson to complete for reward, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. ● PBA core values ● Resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. ● Lunch and after school clubs with a focus on teamwork and 	<p>social skills through communication, collaboration and teamwork. Sports Captains develop their social and moral skills through working with others to improve their performances, helping students who require assistance and recognising how to support them.</p> <ul style="list-style-type: none"> ● Sport captain mentor sessions – allows staff to build a working relationship with sports captains and help guide them towards improvement. ● TAG team CPD – PE staff deliver sports leadership CPD sessions, such as ‘how to coach’. Improves confidence and breaks down barriers for children to stand and deliver coaching sessions to peers. ● Sport Education programme giving learners roles and responsibilities in lesson to complete for reward, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. ● PBA core values ● Resilience, perseverance, positivity threaded throughout topics, with team points awarded for those 	<p>their social skills through communication, collaboration and teamwork. Sports Captains develop their social and moral skills through working with others to improve their performances, helping students who require assistance and recognising how to support them.</p> <ul style="list-style-type: none"> ● Sport captain mentor sessions – allows staff to build a working relationship with sports captains and help guide them towards improvement. ● TAG team CPD – PE staff deliver sports leadership CPD sessions, such as ‘how to coach’. Improves confidence and breaks down barriers for children to stand and deliver coaching sessions to peers. ● Sport Education programme giving learners roles and responsibilities in lesson to complete for reward, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. ● PBA core values
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	<p>team chemistry – learning how to work together effectively.</p> <ul style="list-style-type: none"> ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. ● Careers - Talent identification and signposting in TAG booklet ● Careers board to be set up in PE area 	<p>showing these traits consistently.</p> <ul style="list-style-type: none"> ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. ● Careers - Talent identification and signposting in TAG booklet ● Careers board to be set up in PE area 	<ul style="list-style-type: none"> ● Resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. ● Careers - Talent identification and signposting in TAG booklet ● Careers board to be set up in PE area
<p>Equality and Diversity</p>	<p>Discussion in lessons about the diversity of national teams. Reference to sports athletes or : Football- Lionel Messi- Forward-Paris St Germain/Argentina Kylian Mbappe- Forward-Paris St Germain/France Netball- England Roses Alice Harvey- Defender Helen Housby- GA Hannah Joseph- Centre</p>	<p>Discussion in lessons about the diversity of national teams i.e. Hockey teams Discussion in lessons about major sporting events i.e. Olympics, European championships.</p>	<p>Cricket- Discussion in lessons about the diversity of national teams. Teaching the different types of catches - English and Australian. Bowling - Asia. Introduction to diverse competitive leagues such as the IPL, students represent teams in sport education such as Kolkata Knight Rider and Chennai Super Kings.</p>



	<p>Basketball- LeBron James- LA Lakers/American Giannis Antetokounmpo- Milwaukee Bucks/Greek</p> <p>Rugby- Beauden Barrett- Fly Half- New Zealand Maro Itoje- Lock- England</p>		<p>Athletics- Discussion on different events being dominated by specific countries based on climate/demographics/culture i.e. Kenya - long distance, Jamaica - Sprinting.</p>
<p>Super Curriculum (personal development)</p>	<p>PBA Extra-Curricular Autumn 2022.docx</p>	<p>PBA Extra-Curricular Spring 2023.docx</p>	<p>PBA Extra-Curricular Summer 2023.docx</p>