

CURRICULUM MAP (Long term plan)

SUBJECT : Physical Education

YEAR GROUP: 8

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p>Football- Passing, Dribbling, Ball Control, Shooting, Attacking, Defending, Tackling, Possession Play Netball- Passing, Footwork, Movement, Dodging, Marking, Intercepting, Shooting, Positioning Rugby- Passing, Go Forward, Support, Body Position, Tackling, Presenting, Rucking, Scrumming 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>-Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> <p>-Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p>	<p>Hockey- Push pass, Trapping, Dribbling, Block tackle, Jab tackle, Slap hit, Attacking and Defending HRF- Testing, Speed, Cardiovascular Endurance, Power, Muscular Endurance, Strength, Flexibility, SAQ Badminton-Serving, Clearing, Drop shot, Net kill, Smash, Movement, Singles play and Doubles play Table Tennis- Serving, Forehand/ Backhand push, Forehand/Backhand drive, Forehand/Backhand lob, Forehand/Backhand smash Handball – Passing, receiving, moving with the ball, shooting, marking, jockeying, blocking, intercepting</p> <p>Applying skills and techniques in competition</p> <p>-Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> <p>-Develop their technique and improve their performance in other</p>	<p>Trampolining- Basic Shapes, Twists, Seat landing, Front landing, Back landing, Rotation, Routines Athletics- Shot put, Javelin, Discus, Sprint starts, Sprinting, Relay changeover, Relay races, Middle distance Cricket- Rules, Fielding, Defensive shots, Front foot shots, Back foot shots, Bowling Rounders – Catching, ground fielding, batting, bowling, marking a post</p> <p>Applying skills and techniques in competition</p> <p>-Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> <p>-Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p>

	<p>-Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-Take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p>competitive sports [for example, athletics and gymnastics]</p> <p>-Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-Take part in competitive sports and activities outside school through community links or sports clubs.</p>	
<p>Disciplinary knowledge - what skills are practiced?</p>	<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, shooting, marking skills in isolation and in conditioned games <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 	<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 of training: Circuit, continuous, fartlek, interval, SAQ <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>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 landing, back landing, front somersault in isolation and in routines <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

	<p>isolation and in conditioned games</p> <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>Table Tennis</p> <ul style="list-style-type: none"> Developing consistency and control of skills: Push, lob, smash, drive, both forehand and backhand rallies in isolated practices and in conditioned games <p>Handball</p> <ul style="list-style-type: none"> Developing consistency and control of skills: using passes such as shoulder/bounce/feint, receiving one or two handed and on the move, shooting from standing or jumping, dribbling, blocking and tackling on the move. Learning how to officiate and score correctly in different game situations. 	<p>in different game situations.</p> <p>Rounders</p> <ul style="list-style-type: none"> Developing consistency and control of skills: using bowling, fielding, traditional and reverse hit 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 Year 8 Football SOW.docx Year 8 Basketball SOW.docx Year 8 Rugby SOW.docx</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. Be able to test, demonstrate and display knowledge learnt in HRF 	<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 Year 8 Athletics SOW.docx</p>

	Year 8 Netball SOW.docx	For further information see learning objectives on SOW Year 8 Hockey SOW.docx Year 8 Badminton SOW.docx Year 8 HRF SOW.docx Year 8 Handball SOW.docx	Year 8 Cricket SOW.docx Year 8 Trampoline 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 Year 8 Basketball SOW.docx Year 8 Netball SOW.docx Year 8 Football SOW.docx Year 8 Rugby SOW.docx</p>	<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 Year 8 Hockey SOW.docx Year 8 Badminton SOW.docx Year 8 HRF SOW.docx</p>	<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 Year 8 Athletics SOW.docx Year 8 Cricket SOW.docx Year 8 Trampoline SOW.docx</p>
Literacy (L), Numeracy (N), Oracy (O) opportunities	<p>Literacy- Use of resource sheets/cards, whiteboards, keywords/terms Numeracy- Score keeping, timing Oracy- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p>Literacy- Use of resource sheets/cards, whiteboards, keywords/terms Numeracy- Use of stopwatches, tape measures, score keeping Oracy- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p>Literacy- Use of resource sheets/cards, whiteboards, keywords/terms Numeracy- Use of stopwatches, tape measures, score keeping 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 Rugby - Science - Scrum/tackle/ruck forces</p>	<p>HRF - Science - Graph work Forces/effects of exercise on the body/muscular and skeletal system</p>	<p>Athletics - Geography and countries Cricket - Geography and countries - climate and weather</p>
Super Curriculum (personal development)	<ul style="list-style-type: none"> - TAG Team - Sport Education - See Extra-curricular programme 	<ul style="list-style-type: none"> - TAG Team - Sport Education - See Extra-curricular programme 	<ul style="list-style-type: none"> - TAG Team - Sport Education - See Extra-curricular programme
Careers	HT 1- Referee/Umpire	HT 1- Sports Physio	HT 1- Tennis Coach

	HT 2- Football development officer	How to become a physiotherapist: Deepa's story - BBC Bitesize HT 2- Gym Instructor Year 8 HRF SOW.docx How to become a horse riding instructor: Evie's story - BBC Bitesize	How to become a professional tennis player HT 2- Sports nutritionist How to become a nutritionist: Orla's story - BBC Bitesize
Equality and Diversity Gender Disability Religion Race Sexuality	Discussion in lessons about the diversity of national teams. Reference to sports athletes or : Football- Kylian Mbappe- Forward-Paris St Germain/France (Race) (Religion) Year 8 Football SOW.docx Jess Carter- Defender- Chelsea/England (Race) (Sexuality) (Gender) Netball- England Roses Alice Harvey- Defender (Gender) Helen Housby- GA (Gender) Hannah Joseph- Centre (Gender) Year 8 Netball SOW.docx Basketball- LeBron James- LA Lakers/American (Race) Giannis Antetokounmpo- Milwaukee Bucks/Greek (Religion) Year 8 Basketball SOW.docx Rugby- Maro Itoje- Lock- England (Race) David Ross- GB Wheelchair (Disability) Year 8 Rugby SOW.docx	Discussion in lessons about the diversity of national teams i.e. Table tennis and how Asian countries mainly dominate tournaments due to their playing style. (Race) Year 8 Table Tennis SOW.docx In HRF discussion about accessibility in gyms to make all facilities accessible to all. (Disability) Year 8 HRF SOW.docx Discussion in lessons about major sporting events i.e. Olympics, European championships.	Cricket- Discussion in lessons about the diversity of national teams. Teaching the different types of bowling - Asia. Introduction to diverse competitive leagues such as the IPL, students represent teams in sport education such as Delhi Capitals and Rajasthan Royals. Year 8 Cricket SOW.docx Athletics- Discussion on different events being dominated by specific countries based on climate/demographics/culture i.e. Kenya - long distance, Jamaica - Sprinting. Year 8 Athletics SOW.docx
Local Community Links	Stotfold Football Club	Biggleswade Rugby Club	Letchworth Cricket Club
British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	<ul style="list-style-type: none"> Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time 	<ul style="list-style-type: none"> Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up 	<ul style="list-style-type: none"> Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various different opportunities/careers in sport. Roles include:

	<p>keeper, lead assessor. (Democracy)</p> <ul style="list-style-type: none"> ● PBA core values (Mutual respect) ● Careers board to be set up in PE area (Careers) ● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. (The rule of law) ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC) ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC) ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education) ● Outdoor life skills that promote communication, problem solving and leadership – students use newly acquired skills such as map reading and compass use that will help in real world experiences. (SMSC) ● Tag Team- Providing students the opportunity for sports leadership, working with 	<p>manager, press officer, time keeper, lead assessor. (Democracy)</p> <ul style="list-style-type: none"> ● PBA core values (Mutual respect) ● Careers board to be set up in PE area (Careers) ● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. (The rule of law) ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC) ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC) ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education) ● Outdoor life skills that promote communication, problem solving and leadership – students use newly acquired skills such as map reading and compass use 	<p>Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. (Democracy)</p> <ul style="list-style-type: none"> ● PBA core values (Mutual respect) ● Careers board to be set up in PE area (Careers) ● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. (The rule of law) ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC) ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC) ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education) ● Outdoor life skills that promote communication, problem solving and
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	<p>students within the school and helping to host festivals with other schools and partnerships. The use of rewards to encourage and motivate progression. (Mutual respect)</p>	<p>that will help in real world experiences. (SMSC)</p> <ul style="list-style-type: none"> ● Tag Team- Providing students the opportunity for sports leadership, working with students within the school and helping to host festivals with other schools and partnerships. The use of rewards to encourage and motivate progression. (Mutual respect) 	<p>leadership – students use newly acquired skills such as map reading and compass use that will help in real world experiences. (SMSC)</p> <ul style="list-style-type: none"> ● Tag Team- Providing students the opportunity for sports leadership, working with students within the school and helping to host festivals with other schools and partnerships. The use of rewards to encourage and motivate progression. (Mutual respect)
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