

Curriculum Content Map				Subject: PE Year 8		
			Term 1	Term 2	Term 3	
	Units of Work		Football Rugby Netball Fitness OAA	Handball Fitness Dance Table Tennis Hockey	Athletics Rounders Cricket Softball Tennis	
Cultural Transmission	Specification	National Curriculum Keystage 3 Links	<ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Take part in summer sports which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group 	
	Substantive Knowledge	The What!	Within Year 8, students are taught the sport specific skills and techniques within each activity. Students will start to implement these skills and techniques during game situations, they will also begin to look at linking these skills together during skill practices. Students will cover the following activities in Year 8; Football, Netball, Rugby, Fitness, Hockey, Handball, OAA, Rounders, Cricket, Softball, Tennis and Athletics			
	Disciplinary Knowledge	The How!	Students will practise sport specific skills and techniques in isolation and during skill/drill type practices. This will then progress on to unconditioned games, which allows these skills and techniques to be developed. Students will be taught to vary skills, actions and ideas of how to link these. They will be encouraged to show confidence in using skills in various ways and will be shown how to link these together effectively. e.g. dribbling, bouncing, kicking. <ul style="list-style-type: none"> Invasion and Striking & Fielding; <ul style="list-style-type: none"> Students are guided to vary skills, actions and ideas and link these in ways that suit the games activity. Develop confidence in using ball skills in various ways and can link these together. e.g. dribbling, bouncing, kicking. <ul style="list-style-type: none"> Uses skills with co-ordination, control and fluency. Works well in a group to develop various games. Applies basic activity specific skills for attacking and defending. Uses activity specific skills, such as, running, jumping, throwing and catching in isolation and combination. <ul style="list-style-type: none"> Outdoor Adventurous Activities; <ul style="list-style-type: none"> Develops strong listening skills. Activities completed that develop map-reading skills. Tasks encourage the development of problem solving skills. Students choose and apply strategies to solve problems with support. <ul style="list-style-type: none"> Students demonstrate an understanding of how to stay safe. Athletics <ul style="list-style-type: none"> Students are taught to begin to use a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop, step, jump (triple jump) Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. 			
	Sequencing (Flow)	Retrieval & Extension	<u>Retrieval</u> During their PE lessons throughout year 7 pupils will have developed a range of transferable skills whilst introducing sports specific skills within the sports covered. <u>Extension</u> during the first term of PE year 8 pupils will be continuing their focus on sports specific skills and how to apply them in game situations. This allows pupils to develop their decision making skills within challenged situations, pupils will also begin to look at tactics and how to apply them within games.	<u>Retrieval</u> Last term pupils continued their focus on sports specific skills with the introduction of tactics and how to apply them in game situations. Pupils will have covered a number of invasion games helping to build on their self-confidence, self-awareness and ability to work within a team which will help pupils not only in future PE lessons, but future life. <u>Extension</u> This term will see pupils continue their focus on sports specific skills within team sports such as handball and basketball. Pupils will also have the opportunity to develop their sports specific skills within individual sports such as fitness. The introduction of individual sports allows pupils to take time to analyse their own performance whilst working with peers to provide peer on peer feedback. Pupils will also be looking at basic tactics used within these sports and how to apply them in competitive situations.	<u>Retrieval</u> Last term pupils started to look at the sports specific skills and tactics required to be successful in a mixture of team and individual sports, providing the opportunity for pupils to self-assess their performances and participate in peer on peer feedback to aid development. <u>Extension</u> This term will see pupils move on to summer sports such as athletics, cricket, tennis, softball and rounders. These are sports that pupils will have already had the opportunity to learn the basic rules and skills for, allowing them to look more closely at sports specific skills and tactics used to be successful. A mixture of team and individual sports will be covered allowing all pupils to develop their ability to work within groups promoting the schools values.	
	Summative Assessment		RAGED skills based on Edexcel GCSE specification, as this is the course that is used for GCSE PE when the students reach year 10.			
Personal Empowerment	Virtue	The opportunity to reflect, think deeply and critically about an issue.	Friendliness and Civility (September) Justice and Truthfulness (October) Courage (November) Generosity (December)	Gratitude (January) Good Speech (February) Good Temper (March)	Self-Mastery (April and May) Compassion (June) Good Sense (July)	
	Link to Virtue		Friendliness and Civility - Peer support within lessons, allowing for constructive feedback resulting in peer and group development Justice and Truthfulness – When working within groups and within competitive situations pupils will be expected to be truthful and display sportsmanship. Problem Solving – Understanding how the to tactically play different sports. Generosity – Looking at tge .	Gratitude - Being grateful for the broad traditions in sport around the world. Good Speech – Thinking about how we speak to one another when giving critical feedback through peer assessment. Good Temper & Good Humour - Keeping calm when using specialist equipment and understanding that it takes time to perfect this.	Self-Mastery – Understanding how the use of three-dimensional materials can be used. Compassion – Considering the traditions of others and how they better our world. Good Sense – Working with others of different beliefs with care and consideration.	
Preparation for Work	Skill	Transferable skills	Listening(September) Leadership(October) Problem Solving(November) Creativity(December)	Staying Positive (January) Speaking(February) Staying Positive (March)	Aiming High (April and May) Speaking(Bune) Teamwork (July)	
	Link to Skill		Listening - To listen to each other through peer assessments and class discussions. Leadership - Lead on presentation of their work, then leading on their own design. Courage - Being honest about their skills and confidence levels within lessons whilst trying to apply new skills within game situations. Creativity - be able to apply creativity to the process of coming up with and demonstrating basic fundamental skills and tactics.	Staying Positive – Staying positive when learning a new and difficult skill. Speaking - Learning to speak about your own performance and the performance of others. Staying Positive – Using feedback in a positive way relating to the development and learning of new skills and techniques.	Aiming High – looking to develop skills to the highest level possible and apply them within a contested situation. Speaking – using communication as a tool within each sport to provide effective and efficient information to help peers. Teamwork – Reviewing and evaluating each other’s work. Developing ideas for outcomes and pieces.	
Preparation for Citizenship	SMSC & British Values	Developing opinions on current issues	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England. Enable students to develop their self-knowledge, self-esteem and self-confidence.	Encourage respect for other people. Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Enable students to develop their self-knowledge, self-esteem, and self-confidence;	
	Link to SMSC & British Values		Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	Looking at the work of a range of artists from different cultural backgrounds and appreciating the personal and cultural beliefs which leads to the work produced	