

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle I
<b>Duration (approx.)</b>	6 Hours
<b>Module</b>	Rugby

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

**Year 8 Progression: Linking phases of play**

.g. *Passing, Receiving, Tackling, Scrumming,, and Beating / outwitting an Opponent.*

We also want the students to develop their: Knowledge and understanding of these skills; Major rules and laws within the game regarding these skills and in the game; To understand why they warm up and cool down when performing. They have performed and progressed through the basic skills of Rugby such as Passing and Retrieving, Tackling (Front and Rear), Rucking, Attacking Play, and 3-man scrums(Unit Skills). They have developed simple ideas and strategies on beat and outwitting defenders (e.g. *Dummies, sidesteps etc.*) and tactics taking these skills plus the basic fundamental skills into small sided games / Seven's.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

**Core Tasks will be used in assessments**

**On the attack**

**Wide attack**

**Calling the shots**

Also, throughout the phases students are constantly asked how to:  
 Outwit opponents;  
 Evaluate performances;  
 Analyse strengths and weaknesses;  
 Developing, adapting and refining skills, strategies and tactics to produce high levels of performances

**Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards  
 Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

All groups will perform in: Practices small sided or conditioned games demonstrating all of the skills/ techniques explored and a giving the sense of a 'Their best performance- 100% effort'.

Staff will also use core tasks in their assessment of students work.

Students will record PE assessment objective descriptors in their planners

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

The students should understand and be able to play small-sided games and simplified versions of competitive team games. They should also be capable of sending, receiving and travelling with a ball in these competitive team games. The students can practice, improve, and refine performance, and repeat series of movements they have previously performed, with increasing control and accuracy. They can work safely alone, in pairs or groups, or as a team where they are able to perform simple judgements about their own and others performances, using this to improve the accuracy, quality and variety of their own performance.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion. Pupils are expected to speak in Standard English and full sentences during class discussions.

**Link forward: where next for the learning?**

The students should have a developing knowledge and understanding of the game. They have performed and progressed through the basic skills of Rugby such as Passing and Retrieving, Tackling (Front and Rear), Rucking, Attacking Play, and 3-man scrums. They have developed simple ideas and strategies on beat and outwitting defenders (e.g. *Dummies, sidesteps etc.*) and tactics taking these skills plus the basic fundamental skills into small sided games / Seven's.

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	14 hours
<b>Module</b>	Badminton

**Skills and concepts to be developed and assessed (linking to identified AOs)**

To be able perform basic skills including:  
 Serving (short and long), overhead high clear, back hand and smash.  
 Basic understanding of the rules of doubles and singles including court dimensions and serving boxes used.  
 Be able to use serves and strokes to outwit opponents and move an opponent around the court.  
 Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

Core Tasks will be used in assessments  
 Students will be taught the different types of serve and basic strokes including overhead high clear, backhand and smash. Students will be taught the difference in court dimensions for singles and doubles games.  
 Students will be assessed on their knowledge and use of rules and strokes in order to outwit an opponent.

**Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment

**Skills and concepts to be developed and assessed (linking to identified AOs)**

To understand how to move an opponent around the court in order to outwit them by using different strokes and tactics from rules.  
 Be able to describe and perform the elements of an effective serve, overhead high clear, backhand and smash.  
 Be able to show the ability to rally.  
 This should be demonstrated in performances in game situations.

**Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment Core Task- Assessment**

All groups will perform in singles and doubles games as well as isolated skills. Demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance 100% effort'. Staff will also use core tasks in their assessment of students work. Students will record PE assessment objective descriptors in their planners

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

**Link forward: where next for the learning?**

The pupils will further extend their knowledge of tactics and techniques for different throws, runs and jumps according to the distance, time and effort levels involved.

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	8 hours
<b>Module</b>	Football

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

To be able perform the basic skills of Football  
 Year 8 Progression:  
 Linking phases of play  
 Passing, Receiving, Dribbling, Shooting, and Tackling, and to incorporate these into small sided games. To be able to understand and know how to perform these and where these skills are used on a Football pitch. We also want them to understand the simple laws used in the game of Football and the different lines and areas on a pitch. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. I also want them to start performing the skills in small sided games and to understand and know the principles of the game such as looking up, communication and using space

**Skills and concepts to be developed and assessed (linking to identified AOs)**

AO1d AO3d  
 Core Tasks will be used in assessments  
 On the attack  
 Wide attack  
 They are able to perform the basic Football skills of Passing, Receiving Control, Dribbling, Shooting, and Tackling, incorporating these skills into small games ( 5 a – side ). They also understand and know how to perform the skills and where these are used in Football along with the essential principles of the game such as looking up, communication and using space.

**Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment  
 Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

Core Task- Assessment  
 All groups will perform in:  
 Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.  
 Staff will also use core tasks in their assessment of students work.

Students will record PE assessment objective descriptors in their planners

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Pupils should have a good knowledge and understanding of the game. They should have performed, and are able to perform the basic football skills in Key Stage 2. They should also be capable of sending, receiving and travelling with a ball in these competitive games. They can work safely alone, in pairs or groups, or as a team where they are able to perform simple judgements about their own and others performances, using this to improve the accuracy, quality and variety of their performance.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.  
 Pupils are expected to speak in Standard English and full sentences during class discussions.

**Link forward: where next for the learning?**

They are able to perform the basic Football skills of Passing, Receiving, Dribbling, Shooting, and Tackling, incorporating these skills into small games ( 5 a – side ). They also understand and know how to perform the skills and where these are used in Football along with the essential principles of the game such as looking up, communication and using space. They have developed their knowledge and understanding of the simple laws used in Football and the different lines and areas on a pitch. They also clearly understand why they warm up, stretch and cool down when performing.

# Y8 Physical Education

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	14 hours
<b>Module</b>	Fitness

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

**Skills and concepts to be developed and assessed (linking to identified AOs)**

**Core Tasks will be used in assessments:**

**Ability to lead warm up**

**Correct use of fitness suite equipment**

**Setting up and completing fitness test**

**Understanding components of fitness**

**Creating and completing circuits**

Also, throughout the phases students are constantly asked how to:

Warm up and cool down

The difference between sets and repetitions?

Names of muscles and bones

What are the components of fitness?

What types of training are there?

What are the short term and long term effects?

**Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the. Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

All groups will perform in: leading a warm up  
Pupils will be required to complete fitness testing sheets, circuit training questions and verbal contributions about the body systems.

Students will record PE assessment objective descriptors in their planners

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

The students should understand and be able to say names of muscles and bones as well as describe fitness tests and create a circuit. If the pupil chooses

GCSE PE they will revisit this information in their course.

**Spelling-Punctuation-Grammar**

**How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

Pupils are expected to speak in Standard English and full sentences during class discussions.

**Link forward: where next for the learning?**

The students should have a developing knowledge and understanding of fitness. This knowledge will allow them to become more independent and better equipped to lead themselves and others in Key Stage 4 options and inform their choices after school.

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	8 hours
<b>Module</b>	Gymnastics

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

To be able perform basic floor routines using balances, jumps, rolls, leaps, travel and rotations. Pupils will be encouraged to work both individually and as pairs to create sequences on floor and on apparatus. Pupils will have a chance to experience flight by using trampets and apparatus such as vaults. They will look at ways to get on and off apparatus and create a routine both individually and in pairs on apparatus. The focus of this unit will be on T.E.C.C (tension, extension, control and clarity).

Throughout this unit of work pupils will be encouraged not only to perform but also evaluate performances; analyse strengths and weaknesses and provide feedback to other groups and give suggestions for how to improve their performance.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

This unit of work will allow pupil to explore and communicate creative ideas and concepts. They will be assessed in their ability to perform the above skills in both practice and performance. They will also be assessed on their knowledge and mindset, which includes the ability to demonstrate knowledge of gymnastics skills and techniques and work well with a pair to develop ideas and concepts.

**Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers. Pupils will offer kind, specific and helpful, critique upon which others can build.

**Summative Assessment**

All pupils will perform on the floor and apparatus as individuals and pairs and will create their own sequences.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Pupils may have some prior learning from primary school or outside clubs. This will be the foundation for most and will extend the learning of others.

**Spelling-Punctuation-Grammar  
How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

**Link forward: where next for the learning?**

They are able to perform the basic shapes and sequences on floor and apparatus using a variety of different skills and techniques. These types of aesthetic skills will be carried forward to dance and trampolining units undertaken in PE.

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	8 hours
<b>Module</b>	Outdoor and Adventure Activities

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

To clearly understand and know the dangers and hazards when orienteering To clearly understand and know why the students work in pairs when orienteering. To be able to use the previously learnt skills (fine or whole), performances, components, strategies, tactics, competence and imagination so that they can locate points / posts/ and features

**Skills and concepts to be developed and assessed (linking to identified AOs)**

**AO3c**

**Core Tasks will be used in assessments  
The Challenge / Against the clock**

To clearly understand and know why the students work in pairs when orienteering.

**Formative Assessment/key piece of work prior to end of unit:**

**Core Task- Assessment**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

**Core Task- Assessment**

All groups will perform in: Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'. Staff will also use core tasks in their assessment of students work.

Students will record PE assessment objective descriptors in their planners

**Link forward: where next for the learning?**

Development of climbing bouldering techniques and experiences.

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	14 hours
<b>Module</b>	Cricket

### Skills and concepts to be developed and assessed (linking to identified AOs)

To be able perform the basic Cricketing skills of : Receiving, Intercepting, Throwing, Batting, and Bowling to incorporate these into small sided games.

They should also be able to understand and know how to perform these skills and where these are used on a Cricket field.

We also want them to understand and know the simple laws used in the game of Cricket and how players score runs and umpire. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.

The students should also develop their knowledge of why they warm up and cool down when performing.

### Factual knowledge to be taught and assessed (including subject specific vocabulary).

AO1f AO3f

Core Tasks will be used in assessments  
Long and Thin / On Target

They are able to perform the basic Cricketing skills of Receiving, Intercepting, Throwing, Batting (defensive and drives), and Bowling, incorporating these into small sided games.

Wicket keeping is also a focus for positional play. They also understand and know how to perform these skills and where they are used on a Cricket field.

Students will know and recall the basic fielding positions.

### Formative Assessment/key piece of work prior to end of unit:

Core Task- Assessment

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

### Summative Assessment

Core Task- Assessment

All groups will perform in:

Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.

Staff will also use core tasks in their assessment of students work.

### Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Pupils should have a good knowledge and understanding of the game. They should have performed, and are able to perform the basic Cricket skills in Key Stage 2. They should also be capable of striking, catching, sending, and travelling with a ball in competitive games. They can work safely alone, in pairs, or as a team where they are able to perform simple judgments about their own and others performances, using this to improve the accuracy, quality and variety of their performance.

### Spelling-Punctuation-Grammar How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

### Link forward: where next for the learning?

They are able to perform the basic Cricketing skills of Receiving, Intercepting, Throwing, Batting ( defensive and drives ), and Bowling, incorporating these into small sided games. They also understand and know how to perform these skills and where they are used on a Cricket field. They have developed their understanding and knowledge of the simple laws used in the game of Cricket and how players score runs and umpire.

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	8 hours
<b>Module</b>	Athletics

**Skills and concepts to be developed and assessed (linking to identified AOs)**

To understand that different events demand a variety of styles and techniques. Students should be able to describe the elements of an effective running style and this should be demonstrated in performances over short sprint distances.

A basic semi-crouched sprint start should be used by all students to begin short sprint races and To describe in simple mechanical terms the benefit the crouch position has.

Students will gain experience at basic jumping events, aiming for height and distance and should be able to demonstrate a basic though technically correct technique in each of these disciplines, as well as being able to describe the main similarities and differences between the techniques used in each.

Students should also be able to perform the shot putt and discus using a simple pushing and slinging technique from a side-on starting position.

Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; Students should understand the need for strict safety precautions and procedures that are used by the teacher during each of the lessons.

Students should also understand the importance of preparing for and recovering from exercise safely and effectively and to know the principles

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

AO1g AO2b AO3g

Core Tasks will be used in assessments

Developing Athletes

Students will gain experience in all track and will be able to demonstrate a basic throws and jumps technically- field event areas correct technique in each of these disciplines, as well as being able to describe the main similarities and differences between the techniques used in each.

**Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

Core Task- Assessment

All groups will perform in:

Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.

Staff will also use core tasks in their assessment of students work.

Students will record PE assessment objective descriptors in their planners

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Pupils will build upon the basic skills and techniques learnt in year 7 and continue to improve upon these.

Safety and key rules will also be revisited.

**Spelling-Punctuation-Grammar**

**How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

**Link forward: where next for the learning?**

The pupils will begin to extend their knowledge of tactics and different techniques for throws, runs and jumps according to the distance, time and effort levels involved.

<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	7 Hours
<b>Module</b>	Hockey

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

To be competent in and be able to further develop existing skills of Hockey

**Year 8 Progression:**

**Linking phases of play:**

sending receiving and traveling with a ball, i.e. The push pass, receiving a push pass, dribbling with the ball, shooting, and outwitting an opponent. The students should also enhance their performances and creativity through playing small- sided games of hockey and incorporating the refined skills. They will also have an understanding of the basic laws and lines on the pitch that govern the games alongside a developing knowledge of techniques, tactics and compositional ideas to produce efficient and effective outcomes. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. Also, the pupils should start performing the skills in small sided games and to understand and know the foundational principles of the game such as looking up, communication and space.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

Core Tasks will be used in assessments  
On attack / Wide Attack

Students focus on acquiring and replicating the skills of sending receiving and travelling with a ball, i.e. The push pass, the hit , dribbling with the bal and beating a player. The pupils have also played and officiated in Small- sided (3 V 3) games of hockey in corpora ting the above skills. They have an understanding of the basic laws.

**Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

All groups will perform in:  
Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.

Staff will also use core tasks in their assessment of students work.

Students will record PE assessment objective descriptors in their planners

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Some pupils should have a good knowledge and understanding of the game. They should have performed, and are able to perform the basic Hockey skills in Key Stage 2. They should played small-sided and simplified versions of recognized competitive games of hockey. The pupils should also have common skills and principles, including attack and defense in hockey.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

**Link forward: where next for the learning?**

A Development of existing skills of sending receiving and travelling with a ball, i.e. The push pass, the hit , dribbling with the bal and beating a player. The pupils have also played and officiated in Small- sided (3 V 3) games of hockey in corpora ting the above skills. They have an understanding of the basic laws that govern the games in which they are playing. and the benefits of a warm – up and a cool down

# Y8 Physical Education

<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	7 Hours
<b>Module</b>	Netball

## **Factual knowledge to be taught and assessed (including subject specific vocabulary).**

To be able to perform, develop and incorporate the basic fundamental skills of Netball

### **Year 8 Progression:**

#### **Linking phases of play**

e.g. Passing, Receiving, pivoting, stopping, moving, outwitting opponents and shooting. I also want the students to develop their knowledge and understanding of these skills; the major rules and laws within the game regarding these skills and in the game; and to understand why they warm up and cool down when performing. Also, throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.

They should develop their knowledge and understanding of the tactics and strategies used in Netball when attacking and defending. The pupils should be constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses

They should understand the laws and the scoring systems of the game, and recognise the importance of responding to changing situations within the game

## **Skills and concepts to be developed and assessed (linking to identified AOs)**

Core Tasks will be used in assessments  
On attack / Wide Attack

## **Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

## **Summative Assessment**

All groups will perform in:  
Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.  
Staff will also use core tasks in their assessment of students work.

Students will record PE assessment objective descriptors in their planners

## **Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

## **Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion. Pupils are expected to speak in Standard English and full sentences during class discussions.

## **Link forward: where next for the learning?**

# Y8 Physical Education

<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	14 hours
<b>Module</b>	Fitness

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

**Skills and concepts to be developed and assessed (linking to identified AOs)**

**Core Tasks will be used in assessments:**

**Ability to lead warm up**

**Correct use of fitness suite equipment**

**Setting up and completing fitness test**

**Understanding components of fitness**

**Creating and completing circuits**

Also, throughout the phases students are constantly asked how to:

Warm up and cool down

The difference between sets and repetitions?

Names of muscles and bones

What are the components of fitness?

What types of training are there?

What are the short term and long term effects?

**Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the. Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

All groups will perform in: leading a warm up  
Pupils will be required to complete fitness testing sheets, circuit training questions and verbal contributions about the body systems.

Students will record PE assessment objective descriptors in their planners

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

The students should understand and be able to say names of muscles and bones as well as describe fitness tests and create a circuit. If the pupil chooses

GCSE PE they will revisit this information in their course.

**Spelling-Punctuation-Grammar**

**How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

Pupils are expected to speak in Standard English and full sentences during class discussions.

**Link forward: where next for the learning?**

The students should have a developing knowledge and understanding of fitness. This knowledge will allow them to become more independent and better equipped to lead themselves and others in Key Stage 4 options and inform their choices after school.

# Y8 Physical Education

<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	8 hours
<b>Module</b>	Dance

## **Factual knowledge to be taught and assessed (including subject specific vocabulary).**

To be able perform the basic dance skills such as counting 8 beats, moving in time to music, co-ordination, facial expressions, use of different levels, use of different movements, spatial awareness and creating/ choreographing sequences.

Throughout this unit of work pupils will be encouraged not only to perform but also evaluate performances; analyse strengths and weaknesses and provide feedback to other groups and give suggestions for how to improve their performance.

## **Skills and concepts to be developed and assessed (linking to identified AOs)**

This unit of work will allow pupil to explore and communicate creative ideas and concepts. They will be assessed in their ability to perform the above skills in both practice and performance. They will also be assessed on their knowledge and mindset, which includes the ability to demonstrate knowledge of dance skills and techniques and work well within a small group to develop ideas and concepts.

## **Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers. Pupils will offer kind, specific and helpful, critique upon which others can build.

## **Summative Assessment**

All pupils will perform a set piece of choreography and also their own choreography to an audience.

## **Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Pupils may have some prior learning from primary school or outside clubs. This will be the foundation for most and will extend the learning of others.

## **Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

## **Link forward: where next for the learning?**

They are able to perform the basic sequences and create basic choreography using a variety of different skills and techniques. These types of aesthetic skills will be carried forward to gymnastics and trampolining units undertaken in PE

<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	8 hours
<b>Module</b>	Gymnastics

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

To be able perform basic floor routines using balances, jumps, rolls, leaps, travel and rotations. Pupils will be encouraged to work both individually and as pairs to create sequences on floor and on apparatus. Pupils will have a chance to experience flight by using trampets and apparatus such as vaults. They will look at ways to get on and off apparatus and create a routine both individually and in pairs on apparatus. The focus of this unit will be on T.E.C.C (tension, extension, control and clarity).

Throughout this unit of work pupils will be encouraged not only to perform but also evaluate performances; analyse strengths and weaknesses and provide feedback to other groups and give suggestions for how to improve their performance.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

This unit of work will allow pupil to explore and communicate creative ideas and concepts. They will be assessed in their ability to perform the above skills in both practice and performance. They will also be assessed on their knowledge and mindset, which includes the ability to demonstrate knowledge of gymnastics skills and techniques and work well with a pair to develop ideas and concepts.

**Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers. Pupils will offer kind, specific and helpful, critique upon which others can build.

**Summative Assessment**

All pupils will perform on the floor and apparatus as individuals and pairs and will create their own sequences.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Pupils may have some prior learning from primary school or outside clubs. This will be the foundation for most and will extend the learning of others.

**Spelling-Punctuation-Grammar  
How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

**Link forward: where next for the learning?**

They are able to perform the basic shapes and sequences on floor and apparatus using a variety of different skills and techniques. These types of aesthetic skills will be carried forward to dance and trampolining units undertaken in PE.

<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	8 hours
<b>Module</b>	Outdoor and Adventure Activities

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

To clearly understand and know the dangers and hazards when orienteering To clearly understand and know why the students work in pairs when orienteering. To be able to use the previously learnt skills (fine or whole), performances, components, strategies, tactics, competence and imagination so that they can locate points / posts/ and features

**Skills and concepts to be developed and assessed (linking to identified AOs)**

**AO3c**

**Core Tasks will be used in assessments  
The Challenge / Against the clock**

To clearly understand and know why the students work in pairs when orienteering.

**Formative Assessment/key piece of work prior to end of unit:**

**Core Task- Assessment**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

**Core Task- Assessment**

All groups will perform in: Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'. Staff will also use core tasks in their assessment of students work.

Students will record PE assessment objective descriptors in their planners

**Link forward: where next for the learning?**

Development of climbing bouldering techniques and experiences.

<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	7 hours
<b>Module</b>	Badminton

**Skills and concepts to be developed and assessed (linking to identified AOs)**

The students should be able to identify different areas and lines on the court. They should be able to use the forehand and backhand serves to begin a rally, and know the rules relating to serving, scoring points on serve, and the service areas. Students should be able to return the shuttle accurately using the overhead clear, drop, underhand clear and basic backhand stroke (as appropriate) and know the advantages and disadvantages of each. Students should be able to link these shots to move their opponent around the court and outwitting them whilst knowing the difference between attacking and defensive shots. Students should know and understand the rules regarding contact of the net and the boundaries used in competitive singles play. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. Students should also understand the reasons for warming up at the start of the session and be able to name major muscles and demonstrate stretches that are appropriate to a badminton lesson.

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

Accurate replication and development of stroke play is a focus. Transferring these aspects from practices to the games of singles and doubles is also targeted. They should be able to use the high forehand and backhand serves to begin a rally, and know the rules relating to serving, scoring points on serve and the service areas. Students should be able to return the shuttle accurately using the overhead clear and drop shot (as appropriate) and know the advantages and disadvantages of each. Students should be able to link these shots to move their opponent around the court and will know the difference between attacking and defensive shots.

**Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment  
Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their

peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

Core Task- Assessment

All groups will perform in:

Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.

Staff will also use core tasks in their assessment of students work.

Students will record PE assessment objective descriptors in their planners

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Students should have practised basic methods of sending and receiving though there will be little or no experience of working with a shuttle. They should understand the basic principles of attack and defence and be able to incorporate these into simple games. They should be able to work safely alone, in pairs, in small groups and as members of a team.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

**Link forward: where next for the learning?**

Students should be able to identify different areas and lines on the court. They should be able to use the high forehand and backhand serves to begin a rally, and know the rules relating to serving, scoring points on serve and the service areas. Students should be able to return the shuttle accurately using the overhead clear and drop shot (as appropriate) and know the advantages and disadvantages of each. Students should be able to link these shots to move their opponent around the court and will know the difference between attacking and defensive shots. Students should know and understand the boundaries used in competitive singles play. Students should also understand the reasons for warming up at the start of the session and be able to name major muscles and demonstrate stretches that are appropriate to a badminton lesson.

<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	8 hours
<b>Module</b>	Rounders

### **Skills and concepts to be developed and assessed (linking to identified AOs)**

To be able to be able perform the basic Rounders skills of receiving and catching the ball, Intercepting, Throwing, Hitting, Running between posts, postwork, tactics, team work and Bowling to incorporate these into small sided and full sided games of Rounders. They should also be able to understand and know how to perform these skills and where these are used in Rounders. I also want them to understand and know the laws used in the game of Rounders (no ball, balls) and how players score runs and umpire. The students should also develop their knowledge and understanding of the different situations, tactics and strategies found in a game of Rounders and moving body position in stance. Also, throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.

### **Factual knowledge to be taught and assessed (including subject specific vocabulary).**

AO1d AO3d

Core Tasks will be used in assessments  
Run the Loop / Pairs Play

Students perform the basic Rounders skills of Receiving, Intercepting, Throwing, Batting, and Bowling, incorporating these into small sided games. They also understand and know how to perform these skills and where they are used on a Rounders field. They have developed their understanding and knowledge of the simple laws used in the game of Rounders and how players score runs and umpire.

### **Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

### **Summative Assessment**

Core Task- Assessment

All groups will perform in:

Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.

Staff will also use core tasks in their assessment of students work.

Students will record PE assessment objective descriptors in their planners

### **Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Some children should have a basic knowledge and understanding of the game. They should have performed, and are able to perform the basic rounders skills in Key Stage 2. They should also be capable of striking, catching, pe office, fielding sending, and travelling with a ball in competitive games. They can work safely alone, in pairs, or as a team where they are able to perform simple judgments about their own and others performances, using this to improve the accuracy, quality and variety of their performance

### **Spelling-Punctuation-Grammar**

#### **How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

#### **Link forward: where next for the learning?**

They are able to perform the basic Rounders skills of Receiving, Intercepting, Throwing, Batting, and Bowling, incorporating these into small sided games. They also understand and know how to perform these skills and where they are used on a Rounders field. They have developed their understanding and knowledge of the simple laws used in the game of Rounders and how players score runs and umpire.

<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	8 hours
<b>Module</b>	Athletics

**Skills and concepts to be developed and assessed (linking to identified AOs)**

To understand that different events demand a variety of styles and techniques. Students should be able to describe the elements of an effective running style and this should be demonstrated in performances over short sprint distances.

A basic semi-crouched sprint start should be used by all students to begin short sprint races and To describe in simple mechanical terms the benefit the crouch position has.

Students will gain experience at basic jumping events, aiming for height and distance and should be able to demonstrate a basic though technically correct technique in each of these disciplines, as well as being able to describe the main similarities and differences between the techniques used in each.

Students should also be able to perform the shot putt and discus using a simple pushing and slinging technique from a side-on starting position.

Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; Students should understand the need for strict safety precautions and procedures that are used by the teacher during each of the lessons.

Students should also understand the importance of preparing for and recovering from exercise safely and effectively and to know the principles

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

AO1g AO2b AO3g

Core Tasks will be used in assessments

Developing Athletes

Students will gain experience in all track and will be able to demonstrate a basic throws and jumps technically- field event areas correct technique in each of these disciplines, as well as being able to describe the main similarities and differences between the techniques used in each.

**Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the Depts A5 Activity assessment cards

Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

Core Task- Assessment

All groups will perform in:

Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance- 100% effort'.

Staff will also use core tasks in their assessment of students work.

Students will record PE assessment objective descriptors in their planners

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Pupils will build upon the basic skills and techniques learnt in year 7 and continue to improve upon these.

Safety and key rules will also be revisited.

**Spelling-Punctuation-Grammar**

**How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

**Link forward: where next for the learning?**

The pupils will begin to extend their knowledge of tactics and different techniques for throws, runs and jumps according to the distance, time and effort levels involved.