

# Curriculum Overview

Subject: Physical Education

Year Group: 8

Students continue to develop fundamental skills in team sports and individual activities. Once consistency of fundamental skills has been demonstrated, students are extended through opportunities to develop more complex skills. Initial tactics are reviewed and improved in team sports and more detailed evaluation techniques and sequencing in individual activities. Health and safety requirements of each activity will be reviewed. Students are encouraged to demonstrate increasingly effective and developed skills and tactics in small sided games. Key terms are embedded in lessons and reinforced around teaching areas and in changing rooms. Students are encouraged to attend EC.

| TERM 1   | TERM 2   | TERM 3   |
|--|--|--|
| <p><b>KNOWLEDGE/SKILLS</b><br/>Students will be able to conduct an independent warm up.<br/>Individual skills, tactics, key terms and health and safety requirements in:</p> <p><b><u>Team Sports</u></b><br/>Basketball, Netball, Football, Rugby, Tchoukball, Handball, Dodgeball<br/>Basic skills are reviewed and developed. Spatial awareness is further enhanced. Formation and positional awareness is introduced.</p> <p><b><u>Individual Activities</u></b><br/>Trampolining, Fitness, Badminton, Table Tennis, Cross Country.</p>                                      | <p><b>KNOWLEDGE/SKILLS</b><br/>Students will be able to conduct an independent warm up.<br/>Individual skills, tactics, key terms and health and safety requirements in:</p> <p><b><u>Team Sports</u></b><br/>Basketball, Netball, Football, Rugby Tchoukball, Handball, Dodgeball<br/>Basic skills are reviewed and developed. Spatial awareness is further enhanced. Formation and positional awareness is introduced.</p> <p><b><u>Individual Activities</u></b><br/>Trampolining, Fitness, Badminton, vTable Tennis, Cross Country.</p>                                      | <p><b>KNOWLEDGE/SKILLS</b><br/>Students will be able to conduct an independent warm up.<br/>Individual skills, tactics, key terms and health and safety requirements in:</p> <p><b><u>Team Sports</u></b><br/>Cricket, Rounders, Softball, Long ball</p> <p><b><u>Individual Activities</u></b><br/>Athletics, Tennis</p>  |
| <p><b>KEY ASSESSMENTS</b><br/>Half term 1: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p> <p>Half term 2: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p> | <p><b>KEY ASSESSMENTS</b><br/>Half term 1: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p> <p>Half term 2: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p> | <p><b>KEY ASSESSMENTS</b><br/>Half term 1: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p> <p>Half term 2: On going self and peer assessment in lesson using QPGs. Final grade produced after inter house competition during last lesson of the half term. Assessment opportunities are also on going during extracurricular practices and inter school fixtures.</p> |

Extended reading suggestions and external resources:

Extension opportunities arise in PE through extra-curricular practices and inter school fixtures and competitions.

External resources are links to local clubs the PE Department has developed e.g. Westcliff Rugby Club, Southend Athletics Club.

# Physical Education Key Stage 3 Assessment Criteria

|  | <b>Bronze</b>   | <b>Silver</b>   | <b>Gold</b>   | <b>Platinum</b>    |
|--|--|--|--|---|
| <b>Team Games</b>  | Demonstrates <i>limited</i> application of skills and techniques.<br><b>Creativity, use of tactics/strategies/compositional ideas and decision-making lacks accuracy and fluency.</b><br>Awareness of role within/contribution to the team is <i>limited</i> .               | Demonstrates a <i>basic</i> application of skills and techniques<br><b>Creativity, use of tactics/strategies/compositional ideas and decision-making shows some accuracy and fluency.</b><br>Awareness of role within/contribution to the team is <i>clear</i> . | Demonstrates <i>effective</i> application of skills and techniques<br><b>Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency.</b><br>Awareness of role within/contribution to the team is <i>good</i> . | Demonstrates <i>very effective</i> application of skills and techniques.<br>Creativity, use of tactics/strategies/compositional ideas and decision-making shows a <i>high level of accuracy and fluency</i> .<br><b>Awareness of role within/contribution to the team is very good.</b> |
| <b>Individual Activities</b>   | As above with:<br><b>Ability to maintain performance is inconsistent.</b>  | As above with:<br><b>Ability to maintain performance is increasingly consistent.</b>   | As above with:<br><b>Ability to maintain performance is consistent.</b>  | As above with:<br><b>Ability to maintain performance is very consistent.</b>  |
| <b>Leadership Fitness</b>  | Produces a <i>very basic session plan</i> which does not consider safety implications.<br><b>Requires considerable prompting from the teacher in producing the session plan.</b><br>Requires considerable support from staff or students during the delivery of the session. | Produces a <i>basic session plan</i> limited consideration of safety.<br><b>Requires some prompting from the teacher in producing the session plan.</b><br>Development required of delivery of the session.  | Produces an <i>effective and safe session plan</i> .<br><b>Little prompting from the teacher is required in producing the session plan.</b><br><i>Good delivery</i> of the session.  | Produces a <i>detailed and safe session plan</i> .<br><b>The session plan is produced independently.</b><br><i>Excellent delivery</i> of the session shows.   |
| <b>Coaching Fitness</b>  | <b>Provides limited feedback that allows limited improvements to performance to be made.</b><br>Communication skills and motivation techniques are <i>limited</i> .  | <b>Provides basic feedback that allows some improvement to performance to be made.</b><br>Communication skills and motivation techniques are <i>basic</i> .  | <b>Provides accurate feedback that improves performance.</b><br>Communication skills and motivation technique are <i>clear and confident</i> .   | <b>Is able to provide very accurate feedback that allows rapid progress to be made.</b><br>Communication skills and motivation techniques are <i>very clear and confident</i> .   |