

Year 8 PE Curriculum Plan – North Set 3

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Basketball	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• How to perform the following core skills;</li> <li>• Passing</li> <li>• Shooting</li> <li>• Lay-ups</li> <li>• Dribbling</li> <li>• Marking</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Scoring systems</li> <li>• Rules of the game</li> <li>• When to shoot/pass/dribble</li> <li>• Attacking and defensive formations</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. fakes, screens</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>
Hockey	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• How to perform the following core skills;</li> <li>• Tackling</li> <li>• Passing</li> <li>• Shooting</li> <li>• Dribbling</li> <li>• Marking</li> </ul> <p>Students should know how to implement the following tactical ideas;</p>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. reverse stick, Indian dribble</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>

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		<ul style="list-style-type: none"><li>• Scoring systems</li><li>• Rules of the game</li><li>• When to pass/shoot/dribble/tackle</li><li>• Attacking and defensive formations</li></ul>					
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Yr 8 North Set 3 - PE Half term 1

Year 8 PE Curriculum Plan – North Set 3

Yr 8 North Set 3 – PE Half Term 2

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Table Tennis	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• Re-cap of how to perform the following core skills;</li> <li>• Serve</li> <li>• Return of serve</li> <li>• Offensive strokes – forehand and backhand</li> <li>• Defensive strokes – forehand and backhand</li> <li>• Application of spin – topspin and backspin</li> </ul> <p>Advanced skills:</p> <ul style="list-style-type: none"> <li>• Sidespin, corksidespin</li> <li>• Counter shots</li> <li>• Block and lob</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Scoring systems</li> <li>• Rules of the game</li> <li>• Selection of appropriate shots</li> <li>• Attacking and defensive strategies</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>
Options Tasters	10	<p><b>GCSE PE</b></p> <p>Students should know:</p>	PP's on G drive	<ul style="list-style-type: none"> <li>• Careers – personal</li> </ul>	Creativity Pillar	More Able:	<ul style="list-style-type: none"> <li>• Exam questions in all</li> </ul>

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		<ul style="list-style-type: none"> <li>• Bones of the skeleton</li> <li>• Types of guidance</li> <li>• Performance enhancing drugs – types and impact</li> <li>• Fitness testing</li> <li>• Positives and negatives of the media in sport</li> </ul> <p><b>Cambridge National Sports Studies</b> Students should know:</p> <ul style="list-style-type: none"> <li>• Types of leader and their skills</li> <li>• How to plan a lesson</li> <li>• Table tennis officiating</li> <li>• What are outdoor activities?</li> <li>• Factors impacting participation in sport</li> </ul>		<p>training, physiotherapy, coaching</p> <ul style="list-style-type: none"> <li>• SMSC – different cultures, communication skills, organisation skills</li> </ul>		<ul style="list-style-type: none"> <li>• Higher level questioning – 6/8 mark</li> <li>• Officiating scenarios as an individual</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Low stakes re-call questions</li> <li>• Officiating scenarios and lesson planning in small groups</li> </ul>	<p>GCSE PE lessons</p> <ul style="list-style-type: none"> <li>• Hinge questions to assess student understanding</li> <li>• Low stakes re-call questions at start of all lessons</li> </ul>
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Yr 8 North Set 3 – PE Half Term 3

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Health, Fitness and Wellbeing	10	<p>Students should know what the following types of exercise are and how to perform them;</p> <ul style="list-style-type: none"> <li>• HIIT training</li> <li>• Circuit training</li> <li>• Yoga</li> <li>• Boxercise</li> <li>• Pilates</li> <li>• Step aerobics</li> <li>• SAQ/Agility training</li> <li>• Components of fitness and how to test and train them</li> </ul> <p>Students should know how exercise contributes to a healthy active lifestyle</p>	n/a	<ul style="list-style-type: none"> <li>• Careers – personal training</li> <li>• SMSC – resilience, goal setting</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level fitness challenges</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Personal goals set for fitness targets to aim for</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Summative assessment at the end of the unit</li> </ul>
Badminton	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• How to perform the following core skills;</li> <li>• Serve</li> <li>• Return of serve</li> <li>• Clear shots</li> <li>• Drop shots</li> <li>• Smash shots</li> <li>• Drive shots</li> </ul> <p>Students should know how to implement the following tactical ideas;</p>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. flick serve, backhand overhead shots</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>

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		<ul style="list-style-type: none"><li>• Scoring systems</li><li>• Rules of the game</li><li>• When to play different shots</li><li>• Attacking and defensive tactics</li></ul>					
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Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Netball	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• Re-cap of how to perform the following core skills;</li> <li>• Footwork</li> <li>• Dodging</li> <li>• Passing</li> <li>• Shooting</li> <li>• Marking</li> </ul> <p>Advanced skills:</p> <ul style="list-style-type: none"> <li>• Catching on the run and in the air</li> <li>• Passing over mid-long distance</li> <li>• Step shooting</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Scoring systems</li> <li>• Rules of the game</li> <li>• When to pass/shoot/dodge</li> <li>• Attacking and defensive formations</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Summative assessment at the end of the unit</li> </ul>

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Yr 8 North PE Set 3 – Half Term 5

Topic	No of lessons	Key Knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/More Able	Assessment & recording; factual recall checks
Cricket/Softball	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• Re-cap of how to perform the following core skills;</li> <li>• Track events starting, finishing, catching, arm action</li> <li>• Jump events: approach, take off, flight, landing</li> <li>• Throw events: stance, grip and throwing technique</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Pacing in systems</li> <li>• Marking on the ground</li> <li>• Decision making when events</li> <li>• Awareness of rules of events</li> <li>• Spot selection when batting</li> <li>• Attacking and defensive strategies when batting and fielding</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. travelling with spin, hitting into different areas of field</li> </ul> <p>SEND:</p> <p>SEND: Slower progression of skills, focus on core skills only</p>	<ul style="list-style-type: none"> <li>• Self and peer assessment</li> <li>• Starting point tasks completed at start of every lesson</li> <li>• Assessment at the end of the unit</li> </ul>
Rounders	10	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• Re-cap of how to perform the following core skills;</li> <li>• Throwing</li> <li>• Catching</li> <li>• Stopping the ball</li> <li>• Bowling</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Careers – coaching, officiating</li> <li>• SMSC – teamwork, resilience, problem solving</li> </ul>	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Officiating opportunities</li> <li>• Advanced skills e.g. bowling with spin,</li> </ul>	<ul style="list-style-type: none"> <li>• Self and peer assessment tasks</li> <li>• Starting point tasks completed at start of every lesson</li> </ul>

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		<ul style="list-style-type: none"> <li>• Batting – defensive and attacking shots</li> </ul> <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> <li>• Scoring systems</li> <li>• Rules of the game</li> <li>• Decision making when fielding</li> <li>• Shot selection when batting</li> <li>• Attacking and defensive strategies when batting and fielding</li> </ul>				<p>hitting into different areas of field</p> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Slower progression of skills, focus on core skills only</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment at the end of the unit</li> </ul>
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