

Year 8 PE Curriculum Plan – South 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"> • How to perform the following core skills; • Passing • Shooting • Lay-ups • Dribbling • Marking <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • When to shoot/pass/dribble • Attacking and defensive formations 	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving 	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. fakes, screens <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit
Hockey	10	<p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Tackling • Passing • Shooting • Dribbling • Marking <p>Students should know how to implement the following tactical ideas;</p>	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving 	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. reverse stick, Indian dribble <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit

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

Year 8 PE Curriculum Plan – South Set 3

Yr 8 South 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
Netball	10	<p>Students should know:</p> <ul style="list-style-type: none"> • Re-cap of how to perform the following core skills; • Footwork • Dodging • Passing • Shooting • Marking <p>Advanced skills:</p> <ul style="list-style-type: none"> • Catching on the run and in the air • Passing over mid-long distance • Step shooting <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • When to pass/shoot/dodge • Attacking and defensive formations 	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving 	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit
Options Tasters	10	<p>GCSE PE</p> <p>Students should know:</p> <ul style="list-style-type: none"> • Bones of the skeleton • Types of guidance 	PP's on G drive	<ul style="list-style-type: none"> • Careers – personal training, 	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> • Higher level questioning – 6/8 mark 	<ul style="list-style-type: none"> • Exam questions in all GCSE PE lessons

		<ul style="list-style-type: none"> • Performance enhancing drugs – types and impact • Fitness testing • Positives and negatives of the media in sport <p>Cambridge National Sports Studies Students should know:</p> <ul style="list-style-type: none"> • Types of leader and their skills • How to plan a lesson • Table tennis officiating • What are outdoor activities? • Factors impacting participation in sport 		<p>physiotherapy, coaching</p> <ul style="list-style-type: none"> • SMSC – different cultures, communication skills, organisation skills 		<ul style="list-style-type: none"> • Officiating scenarios as an individual <p>SEND:</p> <ul style="list-style-type: none"> • Low stakes re-call questions • Officiating scenarios and lesson planning in small groups 	<ul style="list-style-type: none"> • Hinge questions to assess student understanding • Low stakes re-call questions at start of all lessons
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Yr 8 South 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"> • HIIT training • Circuit training • Yoga • Boxercise • Pilates • Step aerobics • SAQ/Agility training • Components of fitness and how to test and train them <p>Students should know how exercise contributes to a healthy active lifestyle</p>	n/a	<ul style="list-style-type: none"> • Careers – personal training • SMSC – resilience, goal setting 	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> • Higher level fitness challenges <p>SEND:</p> <ul style="list-style-type: none"> • Personal goals set for fitness targets to aim for 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Summative assessment at the end of the unit
Badminton	10	<p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Serve • Return of serve • Clear shots • Drop shots • Smash shots • Drive shots <p>Students should know how to implement the following tactical ideas;</p>	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving 	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. flick serve, backhand overhead shots <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit

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		<ul style="list-style-type: none">• Scoring systems• Rules of the game• When to play different shots• Attacking and defensive tactics					
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Yr 8 South Set 3 PE – Half Term 4

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"> • Re-cap of how to perform the following core skills; • Serve • Return of serve • Offensive strokes – forehand and backhand • Defensive strokes – forehand and backhand • Application of spin – topspin and backspin <p>Advanced skills:</p> <ul style="list-style-type: none"> • Sidespin, corkspin • Counter shots • Block and lob <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • Selection of appropriate shots • Attacking and defensive strategies 	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving 	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit

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Yr 8 South 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"> • Re-cap of how to perform the following core skills; • Track events starting, finishing, catching, arm action • Jump events: stopping the ball, take off, flight and landing • Throw events: stance, grip and throwing technique <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Pacing in systems • Marking on the ground • Decision making when events • Awareness of rules of events • Spot selection when batting • Attacking and defensive strategies when batting and fielding 	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving 	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. travelling with spin, hitting into different areas of field <p>SEND:</p> <p>SEND: Slower progression of skills, focus on core skills only</p>	<ul style="list-style-type: none"> • Self and peer assessment • Starting point tasks completed at start of every lesson • Assessment at the end of the unit
Rounders	10	<p>Students should know:</p> <ul style="list-style-type: none"> • Re-cap of how to perform the following core skills; • Throwing • Catching • Stopping the ball • Bowling 	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving 	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. bowling with spin, 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson

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