

Year 8 PE Curriculum Plan – South Set 2

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Hockey	10	<p>Students should know:</p> <ul style="list-style-type: none"> • Re-cap of how to perform the following core skills; • Tackling • Passing • Shooting • Dribbling • Marking <p>Advanced skills</p> <ul style="list-style-type: none"> • Reverse stick • Indian dribble • Receiving and stopping ball on the move <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/dribble/tackle • 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
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 	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, 	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks

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		<ul style="list-style-type: none"> • 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 		<p>problem solving</p>		<p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only 	<p>completed at start of every lesson</p> <ul style="list-style-type: none"> • Summative assessment at the end of the unit
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Yr 8 South Set 2 - PE Half term 1

Year 8 PE Curriculum Plan – South Set 2

Yr 8 South Set 2 – 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
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
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 • Performance enhancing drugs – types and impact • Fitness testing • Positives and negatives of the media in sport <p>Cambridge National Sports Studies</p>	PP's on G drive	<ul style="list-style-type: none"> • Careers – personal training, physiotherapy, coaching • SMSC – different cultures, communication skills, organisation skills 	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> • Higher level questioning – 6/8 mark • 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"> • Exam questions in all GCSE PE lessons • Hinge questions to assess student understanding • Low stakes re-call questions at start of all lessons

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		<p>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					
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Yr 8 South Set 2 – 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
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> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • When to play different shots • Attacking and defensive tactics 	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
Football	10	<p>Students should know:</p> <ul style="list-style-type: none"> • Re-cap of how to perform the following core skills; • Passing • Tackling • Marking • Ball control • Dribbling • Shooting 	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

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		<p>Advanced skills:</p> <ul style="list-style-type: none">• Core skills on weak foot• Beating opponents <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/dribble/tackle• Attacking and defensive strategies						the end of the unit
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Yr 8 South Set 2 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
Rugby	10	<p>Students should know:</p> <ul style="list-style-type: none"> • Re-cap of how to perform the following core skills; • Passing • Tackling • Rucking • Kicking • Scrums <p>Advanced skills;</p> <ul style="list-style-type: none"> • Mauling • Jackal • Line-outs <p>Students should re-cap how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • When to run/pass/kick • Decision making in rucks and mauls • 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. passing both ways, tackling from behind <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of contact 	<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

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Athletics	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, leg action, arm action • Jump events – approach, take off, flight, landing • Throw events – stance, grip, throwing action, release <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Pacing in track events • Marking run-ups in jump events • Awareness of rules of events 	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. travel in throwing events <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

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Rounders/Softball	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 • 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 	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, hitting into different areas of field <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
Tennis	10	<p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills; • Serve • Return of serve • Offensive strokes – forehand and backhand 	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, 	Creativity Pillar	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. side spin 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at

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		<ul style="list-style-type: none"> • Defensive strokes – forehand and backhand • Application of spin – topspin and backspin <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 		<p>problem solving</p>		<p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only 	<p>start of every lesson</p> <ul style="list-style-type: none"> • Summative assessment at the end of the unit
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