

## Year 8 PE Curriculum – 2024-2025

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	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Key Concepts</b>	<b>Outwitting Opponents - team</b>	<b>Developing Health, Fitness and Swimming</b>	<b>Outdoor adventurous and develop technique and improve performance</b>	<b>Athletic activities, Dance and artistic expression</b>	<b>Outwitting opponents striking and fielding</b>	<b>Outwitting opponents - individual</b>
<b>Knowledge &amp; Understanding (National Curriculum)</b>	<ul style="list-style-type: none"> <li>-Focus on how to use basic principles of attack and defence to plan strategy and tactics.</li> <li>- improving the quality of their skills using various techniques..</li> <li>In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop water confidence, front, back and breast stroke. Introduction of breathing technique.</li> <li>-Development of self rescue skills</li> <li>-Continue to improve personal fitness and analyse performance in order to improve personal best.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to devise own activities in OAA using grid references.</li> <li>-Analyse performance compared to previous ones and demonstrate improvement to achieve their personal best.</li> <li>-Use complex combinations of skills, movements and actions with quality and dynamic control</li> </ul>	<ul style="list-style-type: none"> <li>-Apply knowledge of athletics events, strategies and techniques to develop and enhance replication and performance.</li> <li>-Performance and development of skills and personal and collective bests in relation to speed, height, distance and accuracy.</li> <li>-Exploration of a range of dance movements using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning..</li> <li>-Creation of a dance sequence making good</li> </ul>	<ul style="list-style-type: none"> <li>-Replicate and improve individual technique in striking, fielding and bowling improving the quality of skills with the intention of outwitting opponents.</li> <li>-Develop ability to adapt and respond effectively to changing situations and conditions in game scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>-Replicate and develop techniques in isolation in individual sports/activities as well as implement and refine strategic play to outwit opponents.</li> <li>-Demonstrate the essential elements of attack and defence in pressurised and changing situations.</li> </ul>



				use of compositional ideas and devices.		
<b>Skills</b>	<b>R</b> <i>Develop</i> <b>RESILIENCE</b>				Physical Education develops resilience by engaging students in challenging physical activities that require persistence, effort, and adaptability. Through sport and physical activity, students learn to push their limits, manage failures, and recover from setbacks. This continuous process of facing and overcoming physical challenges helps build mental toughness, discipline, and a growth mindset, all of which are essential components of resilience. Furthermore, PE often involves teamwork and social interaction, which foster communication skills, empathy, and support networks that contribute to overall emotional resilience.	
	<b>A</b> <i>Possess</i> <b>AMBITION</b>				Physical Education raises ambition and aspirations by exposing students to goal-setting and achievement through sports and physical activities. Participating in PE helps students experience the rewards of hard work and dedication, as they see improvements in their physical abilities and sports performance. This sense of accomplishment encourages them to set higher goals and strive for excellence not only in sports but also in other areas of their lives. Additionally, positive experiences in PE can inspire students to pursue athletic careers or adopt lifelong healthy habits, further broadening their aspirations and encouraging them to be ambitious.	
	<b>I</b> <i>Demonstrate</i> <b>INTEGRITY</b>				Students can demonstrate integrity in PE and physical activity by adhering to the rules of the game, showing respect to teammates, opponents, and coaches, and displaying good sportsmanship. This includes being honest about their own performance, such as acknowledging if a ball was out of bounds or if they committed a foul, even when it goes unnoticed. Integrity is also shown by putting in genuine effort, not cutting corners in exercises or drills, and encouraging fair play. By maintaining a commitment to ethical behaviour and fairness, students contribute to a positive and respectful sporting environment.	
	<b>S</b> <i>Embed</i> <b>Self-Discovery</b>				Students can embed self-discovery in PE and physical activity by exploring their physical limits, identifying their strengths and areas for improvement, and discovering personal interests in different sports and exercises. Engaging in a variety of physical activities allows students to understand what motivates them, how they respond to challenges, and what strategies work best for their personal growth. This process of self-reflection and experimentation helps students gain insights into their capabilities, preferences, and resilience, helping to develop a deeper understanding of themselves that extends beyond physical education into other aspects of life.	
	<b>E</b> <i>Display</i> <b>EMPATHY</b>				Students can display empathy in PE and physical activity by being supportive and understanding towards their peers, recognising and respecting their varying abilities and challenges. This can involve offering encouragement, helping teammates improve their skills, and being considerate of others' feelings during competitive situations. By showing kindness and patience, such as helping someone who is struggling with a drill or celebrating others' successes, students create an inclusive and positive environment.	

				Demonstrating empathy in PE fosters a sense of community and teamwork, emphasising the importance of mutual respect and cooperation.		
<b>Curriculum Links</b>	<p>Introduction of a new invasion game - basketball.</p> <p>Develops on previous physical literacy and competence</p> <p>Development of tackling and evading skills built in Y7</p>	<p>School by the sea</p> <p>Huge emphasis on water safety and basic swimming fundamentals. Progression in swimming distance and self rescue skills.</p> <p>Students understand how the body functions and can use knowledge of training to develop in other areas across the curriculum.</p>	<p>Opportunity for students to develop problem solving and teamwork skills.</p> <p>Develop communication, trust and resilience through a range of skills.</p> <p>Students should apply leadership skills in different contexts.</p> <p>Continue to analyse performance from the previous term (swimming).</p>	<p>Artistic expression through dance. improve confidence to critique and analyse performance</p> <p>Students build on Y7 athletics results and aim to achieve their personal best in athletics.</p> <p>Perform at maximum levels</p>	<p>To prepare students for key terminology and concepts.</p> <p>Develop physical literacy and competence from Y7</p> <p>Develop knowledge of rules and regulations</p>	<p>Introduction of a new individual activity - tennis</p> <p>Develop badminton skills and then progress to harder sport (tennis).</p> <p>Develops on previous physical literacy and competence</p>
<b>Assessment</b>	<p>Describe the benefits of a healthy active lifestyle.</p> <p>Show respect to officials, acting as a role model for the group having a positive influence on others through a variety of roles.</p> <p>Perform and achieve personal best through a range of training methods demonstrating high levels of physical fitness.</p>	<p>Confidently and consistently implement basic regulations.</p> <p>Lead an activity-specific warm up to a large group linking major muscle groups to the sport/activity.</p> <p>Show good control and precision when performing skills, with a good level of aerobic and muscular endurance.</p>	<p>Evaluate performance and give constructive feedback, suggest ways to improve.</p> <p>Set high aspirations to improve fitness and motivate others to achieve their best.</p> <p>Maintain balance in competition, replicating aesthetic movements with timing and accuracy.</p>	<p>Describe the benefits of a healthy active lifestyle.</p> <p>Act as a role model for the group having a positive influence on others through a variety of roles.</p> <p>Perform and achieve personal best through a range of training methods demonstrating high levels of physical fitness.</p>	<p>Confidently and consistently implement basic rules and regulations.</p> <p>Lead an activity-specific warm up to a large group linking major muscle groups to the sport/activity.</p> <p>Show good control and precision when performing skills, with a good level of aerobic and muscular endurance.</p>	<p>Evaluate performance and give constructive feedback, suggest ways to improve.</p> <p>Set high aspirations to improve fitness and motivate others to achieve their best.</p> <p>Maintain balance in competition, performing skills with timing and accuracy.</p>



<b>Aspirations &amp; Careers</b>	House games Extracurricular clubs Extracurricular fixtures/teams Development of key skills - leadership, whole school values External coaches National sports week Enrichment week - sports day Achieving personal best Newsletters/TV - Celebrating achievement
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