

CURRICULUM MAP:
GIRLS PE
YEAR 8



							HT6: Rounders/cricket	EOY Assessment
							HT5: Athletics	HT1 – HT6 Individuals are a... in ability based g... for athletics a... rounders. Key Disciplina... Knowledge... Hand-eye, foot... coordination... cardiovascular fi... Speed, power. Ab... use a range of ta... and strategies... overcome oppor... Recapping core... learnt in previous... In rugby groups are... based on competen... confidence. Key Concept... Embed physic... development and... learnt, Develop techniq... improve perform...
							Overarching unit intent:	
HT2: Netball/ Badminton / Dance		Assessment Point: Summative or AFL	HT3: Hockey/ Football	HT4: Tag Rugby/Gymnastics	Assessment Point: Summative or AFL	Overarching unit intent:		
HT1: Netball/ Badminton Overarching unit intent: Application of skills and technique. Enhance the physical development skills learned in Year 7 so that pupils become more competent and confident in their techniques. Baseline fitness test. Re-visit Year 7 Netball: Progress basic passing techniques and passing on the move, footwork, possession based drills, movement into space, conditioned	Overarching unit intent: Application of skills and technique. Enhance the physical development skills learned in Year 7 so that pupils become more competent and confident in their techniques. Baseline fitness test. Re-visit Year 7 Netball: Progress basic passing techniques and passing on the move, footwork, possession-based drills, movement into space, conditioned games and small side games	HT1 & HT2 Individuals are assessed based on their ability and group accordingly in Netball and badminton. Fitness is taught as a mixed ability to group to identify current fitness levels and identify areas to improve. Dance is taught in mixed ability groups, pupils assessed on performance, choreography and motif development Key disciplinary knowledge	Overarching unit intent: Acquisition of skills and techniques. Analyse performance compared to others and demonstrate improvement. Embed the physical development skills learned in KS2 & KS3 so that pupils become more competent and confident in their techniques. Hockey: Correct grip of the hockey stick, basic dribbling, push pass technique, receiving a pass, Develop reverse stick work, conditioned games, and small sided games	Overarching unit intent: Embed the physical development skills learned in year 7 so that pupils become more competent and confident in their techniques. Gymnastics, Introduction to the basic shapes forming the basis of all gymnastics moves, develop balance movements utilising a variety of body parts, develop core strength in order to achieve balance positions, Encourage creativity in travel movements, link movements together to create a sequence, develop the quality of the movement, and	HT3 and HT4 (with elements of HT1 and HT2) Individuals are a taught in ability-based group for hockey and football from previous year 7. Individuals are taught in mixed ability groups for gym working in pairs to enhance their sport specific vocabulary. Pupils are assessed on their choreography and ability to work as a pair. Fitness is taught as a mixed ability to group to identify current fitness levels and identify areas to improve. Key disciplinary knowledge Hand-eye, foot-eye coordination, cardiovascular fitness.	Overarching unit intent: Acquisition of skills and techniques. Measure and improve speed and cardiovascular fitness. Analyse performance compared to previous one and demonstrate improvement to achieve their personal best. Embed the physical development skills learned in Year 7 so that pupils become more competent and confident in their techniques. Athletics Track: 60m, 100m, 150m, 200m, 300m, 600m, 800m and relay. Athletics Field: Shot putt, discus, javelin, long jump, triple jump.	Overarching unit intent: Acquisition of skills and techniques. Measure and improve power and distance. Analyse performance compared to previous one and demonstrate improvement to achieve their personal best. Embed the physical development skills learned in Year 7 so that pupils become more competent and confident in their techniques. Rounders: Grip of bat, basic stance, underarm bowling technique, batting strokes, fielding catching and throwing, overarm and underarm. Conditioned games with differentiated bats and balls.	



<p>games and small side games focusing on passing, movement and footwork.</p> <p>Re-visit Year 7</p> <p>Badminton: Grip of the racquet, Backhand low serve, basic overhead shot to maintain a rally, drop shot, conditioned games, half court games.</p>	<p>focusing on passing, movement and footwork.</p> <p>Re-visit Year 7</p> <p>Badminton: Grip of the racquet, Backhand low serve, basic overhead shot to maintain a rally, drop shot, conditioned games, half court games.</p> <p>Dance: To perform the main dance actions, develop a motif, space, relationships, dynamics, perform in front of peers</p>	<p>Hand-eye, foot-eye coordination, cardiovascular fitness. Ability to use a range of tactics and strategies to overcome opponents</p> <p>Key Concepts</p> <p>Embed physical development and skills learnt, Develop technique and improve performance. Understand what makes a performance effective, Self / peer assessment, Engaging in competitive sports and activities. Pupils expected to know, apply and understand the skills and process for each sporting activity.</p> <p>Participate and compete in activities that build character and help to embed values such as fairness and respect.</p> <p>Engagement and behaviour: Lessons are paced appropriately, teachers are engaged with the children through their passion and love for their subject. High expectations for every lesson.</p>	<p>Football:</p> <p>Basic passing techniques, ball control, possession-based drills, conditioned games and small side games focusing on passing, movement and control.</p>	<p>introduce aesthetics of a good performance.</p> <p>Build on basic shapes forming the basis of all gymnastics moves, develop balance movements utilising a variety of body parts, develop core strength in order to achieve balance positions, Introduce partner balances Encourage creativity in travel movements, link movements together to create a sequence, develop the quality of the movement, and introduce aesthetics of a good performance</p> <p>Rugby</p> <p>Basic passing and receiving drills, ball familiarisation, passing and receiving on the move, recap the concept of running forwards, passing backwards, conditioned games and small sided games.</p>	<p>Ability to use a range of tactics and strategies to overcome opponents</p> <p>Recapping core skills learnt in previous units.</p> <p>Key Concepts</p> <p>Embed physical development and skills learnt, Develop technique and improve performance. Understand what makes a performance effective, Self / peer assessment, Engaging in competitive sports and activities.</p> <p>Participate and compete in activities that build character and help to embed values such as fairness and respect.</p> <p>Engagement and behaviour: Lessons are paced appropriately, teachers are engaged with the children through their passion and love for their subject. High expectations for every lesson.</p>	<p>Cricket: Grip of bat, basic stance, overarm bowling technique, batting strokes, fielding catching and throwing. Conditioned games with user friendly ball.</p>	<p>Understand w makes a perform effective, Self / peer assess Engaging in comp sports and activ</p> <p>Cross curricular Maths, Science, C</p> <p>Participate and com activities that b character and he embed values su fairness and resp</p> <p>Engagement a behaviour: Lesson paced appropria teachers are engag the children throu passion and love fo subject. High expec for every lesso</p> <p>Adaptive teachin activities are acces</p> <p>Deepening knowle understanding: Tea model deep unders of their subject. Learning is built</p> <p>Assessment and fee Questioning is us check understand</p>
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		<p>Adaptive teaching: All activities are accessible.</p> <p>Career paths are discussed in lessons. PE Teacher Sports Coach Physiotherapist Sport Psychologist Armed forces Personal Trainer Nutritionist</p>			<p>Adaptive teaching: All activities are accessible.</p> <p>Deepening knowledge and understanding: Teachers model deep understanding of their subject. Prior Learning is built on.</p> <p>Assessment and feedback: Questioning is used to check understanding.</p> <p>Career paths are discussed in lessons. PE Teacher Sports Coach Physiotherapist Sport Psychologist Armed forces Personal Trainer Nutritionist</p>			<p>Developing global citizens: Pupils are considerate and friendly to their peers. The classroom is inclusive of all needs.</p> <p>Career paths are discussed in lessons. PE Teacher Sports Coach Physiotherapist Sport Psychologist Armed forces Personal Trainer Nutritionist</p>
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Catholic social teaching:

The common good: Pupils are given the opportunity to flourish in PE, they can achieve excellence when developing skills, attending extracurricular clubs and representing the school in competitions.

Rights and responsibilities: Pupils are taught to be responsible for leading their team in lessons and extracurricular teams, working together and



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respecting the rules.

Participation:
Pupils participate in all lessons, those who cannot physically take part in the PE lesson participate by taking on the role of umpiring, coaching, time keeping or scoring.