CURRICULUM MAP: GIRLS PE YEAR 8



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



games and small side	focusing on passing,	Hand-eye, foot-eye		introduce aesthetics of	Ability to use a range of	Cricket:	Understand
games	movement and	coordination,		a good performance.	tactics and strategies to	Grip of bat, basic	makes a perfo
focusing on passing,	footwork.	cardiovascular fitness.	Football:		overcome opponents	stance, overarm	effective
movement and		Ability to use a range of		Build on basic shapes		bowling technique,	Self / peer asse
footwork.	Re-visit Year 7	tactics and strategies to	Basic passing	forming the basis of all	Recapping core skills	batting strokes,	
		overcome opponents	techniques, ball	gymnastics moves,	learnt in previous units.	fielding catching and	Engaging in con
Re-visit Year 7	Badminton:		control, possession-	develop balance		throwing. Conditioned	sports and act
	Grip of the racquet,	Key Concepts	based drills,	movements utilising a		games with user	
Badminton:	Backhand low serve,		conditioned games and	variety of body parts,		friendly ball.	Cross curricul
Grip of the racquet,	basic overhead shot to	Embed physical	small side games	develop core strength			
Backhand low serve,	maintain a rally, drop	development and skills	focusing on passing,	in order to achieve			Maths, Science,
pasic overhead shot to	shot, conditioned	learnt,	movement and control.	balance positions,	Key Concepts		
maintain a rally, drop	games, half court	Develop technique and		Introduce partner			
shot, conditioned	games.	improve performance.		balances	Embed physical		Participate and co
games, half court		Understand what		Encourage creativity in	development and skills		
games.	Dance:	makes a performance		travel movements, link	learnt,		activities that
		effective,		movements together	Develop technique and		character and
	To perform the main	Self / peer assessment,		to create a sequence,	improve performance.		embed values
	dance actions, develop	Engaging in competitive		develop the quality of	Understand what		fairness and re
	a motif, space,	sports and activities.		the movement, and	makes a performance		
	relationships,	Pupils expected to		introduce aesthetics of	effective,		
	dynamics, perform in	know, apply and		a good performance	Self / peer assessment,		Engagement
	front of peers	understand the skills			Engaging in competitive		behaviour: Less
		and process for each			sports and activities.		paced approp
		sporting activity.		Rugby			teachers are eng
					Participate and		the children thro
		Participate and		Basic passing and	compete in activities		passion and love
		compete in activities		receiving drills, ball	that build character and		subject. High exp
		that build character and		familiarisation, passing	help to embed values		for every les
		help to embed values		and receiving on the	such as fairness and		
		such as fairness and		move, recap the	respect.		Adaptive teach
		respect.		concept of running			activities are acc
				forwards, passing	Engagement and		
		Engagement and		backwards,	behaviour: Lessons are		Deepening know
		behaviour: Lessons are		conditioned games and	paced appropriately,		understanding:
		paced appropriately,		small sided games.	teachers are engaged		model deep unde
		teachers are engaged			with the children		of their subject
		with the children			through their passion		Learning is bu
		through their passion			and love for their		
		and love for their			subject. High		Assessment and
		subject. High			expectations for every		Questioning is
		expectations for every			lesson.		check understa
		lesson.					



Adaptive teaching: All activities are accessible.		Adaptive teaching: All activities are accessible.		Developing global of citizens: Pupils are considerate and f
		Deepening knowledge		peers. The classro
Career paths are		and understanding:		inclusive of all ne
discussed in lessons.		Teachers model deep		
PE Teacher		understanding of their		
Sports Coach		subject. Prior Learning		Career paths are di
Physiotherapist		is built on.		in lessons.
Sport Psychologist				PE Teacher
Armed forces		Assessment and		Sports Coach
Personal Trainer		feedback: Questioning		Physiotherapi
Nutritionist		is used to check		Sport Psycholo
		understanding.		Armed force
				Personal Trair
		Career paths are		Nutritionist
		discussed in lessons. PE Teacher		
		Sports Coach		
		Physiotherapist		
		Sport Psychologist		
		Armed forces		
		Personal Trainer		
		Nutritionist		
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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



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.