

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 8 Overview 2023-24 – PE																					
Date	Wk	Week	Units Studied & Learning Outcomes				Key Concepts & Assessment														
8 weeks (16 Lessons) (38 Days)																					
Teacher ABCD			<u>ST</u>	<u>JT/KW</u>	<u>HM</u>	<u>MT</u>	•														
Teacher JKPW			<u>ST</u>	<u>JT</u>	<u>KW/HM</u>	<u>MT</u>	•														
Tues 5-Sep	A	1	Skills Dev	Skills Dev	Skills Dev	Skills Dev	Unit Learning Outcomes Trampolineing GW-to know how to perform basic shapes, front and back landing BI- to know how to link basic shapes, front and back landing EW- to know how to create a sequence using shapes, front and back landing 1. Basic shapes and landing 2. Seat drop 3. Front drops 4. Back landings 5. Front/back drops and half turns 6. Sequences	Unit Learning Outcomes Netball GW- To recap and refine passing, shooting, footwork and defending BI-To demonstrate skills (listed below) in skills and small sided games EW- To apply skills to full sided game 1. Recap on the different types of pass and learn a fake pass. 2. How to shoot with defender/how to defend a shot. 3. Recap on positions for 5/7 a side games. 4. How to turn in the air to pass quicker. 5. How to apply banding/timing to passing down court 6. How to deny space when defending													
11-Sep	B	2	Netball	Dance	Football	Tramp															
18-Sep*	A	3	Netball	Dance	Football	Tramp															
25-Sep	B	4	Netball	Dance	Football	Tramp															
2-Oct	A	5	Fitness Cont train	Fitness Cont train	Fitness Cont train	Fitness Cont train															
9-Oct	B	6	Dance	Football	Tramp	Netball															
16-Oct	A	7	Dance	Football	Tramp	Netball															
23-Oct	B	8	Dance	Football	Tramp	Netball	<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Perform basic shapes, balances, rolls and landings safely</td><td>Perform basic shapes, turns and lands safely on a trampoline</td><td>Link shapes, turns and landing safely on a trampoline</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Perform basic shapes, balances, rolls and landings safely	Perform basic shapes, turns and lands safely on a trampoline	Link shapes, turns and landing safely on a trampoline	<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Knowledge on how to shoot, getting free, pass, defend in skills and small sided games.</td><td>Can apply their knowledge on how to shoot, getting free, pass, defend in full sided games.</td><td>Can create and perform tactics when shooting, getting free, passing, defending.</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Knowledge on how to shoot, getting free, pass, defend in skills and small sided games.	Can apply their knowledge on how to shoot, getting free, pass, defend in full sided games.	Can create and perform tactics when shooting, getting free, passing, defending.	<p>15/09-17/09 Rosh Hashanah</p> <p>23/9 International day of sign languages</p> <p>2/10-8/10 Dyslexia awareness week</p> <p>5/10 world teachers day</p> <p>6/10 World cerebral palsy day</p> <ul style="list-style-type: none">Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)
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Half-Term 7 weeks (?? lessons) (34 Days)																					

6-Nov	A	9	Football	Tramp	Netball	Dance	Unit Learning Outcomes Dance GW- Understand the social situation and how this can be transformed into a Dance narrative BI- Be able to using varying dynamics in a phrase EW- Be able to adapt movement to show characterisation.	Unit Learning Outcomes Football GW- To recap and refine passing, shooting, dribbling and defending BI-To demonstrate skills (listed below) in skills and small sided games EW- To apply skills to full sided game 1. Develop passing 2. Dribbling, turns and outwitting a defender 3. Tackling an opponent 4. Develop attack 5. Develop shooting 6. Small sided games applying skills and knowledge												
13-Nov	B	ST1	Football	Tramp	Netball	Dance														
20-Nov	A	ST1	Football	Tramp	Netball	Dance														
27-Nov	B	12	Tramp	Netball	Dance	Football														
4-Dec	A	13	Tramp	Netball	Dance	Football														
11-Dec	B	14	Tramp	Netball	Dance	Football	<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Understand how movement can be created form a motif</td><td>Create movement phrases that include dynamics based on a social situation and character.</td><td>Learn a set ph in differing sty Learn basic Capoeira step</td></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)	Understand how movement can be created form a motif	Create movement phrases that include dynamics based on a social situation and character.	Learn a set ph in differing sty Learn basic Capoeira step	<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next</th></tr><tr><td>Development of core skills including passing, dribbling, shooting, tackling. Small-sided games for understanding.</td><td>Advanced skills development including control and turn, outwitting an opponent, and developing an attack. Small-sided games for understanding.</td><td>Application strategies a including de tactics, set switching th attack. Sma games for understand</td></tr></table>	Prior (Y7)	Current (Y8)	Next	Development of core skills including passing, dribbling, shooting, tackling. Small-sided games for understanding.	Advanced skills development including control and turn, outwitting an opponent, and developing an attack. Small-sided games for understanding.	Application strategies a including de tactics, set switching th attack. Sma games for understand
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18-Dec	A	15	Skills Dev	Skills Dev	Skills Dev	Skills Dev														
Christmas Holiday 6 weeks (12 lessons) (30 Days)																				
8-Jan	B	16	Rugby	Fitness	Handbal	TT	Unit Learning Outcome: Rugby GW- To recap and refine passing, scoring, tackling and attacking plays BI-To demonstrate skills (listed below) in skills and small sided games EW- To apply skills to full sided game 1. To recap passing and contact. 2. To develop the ability to ruck and maul. 3. To be able to appreciate space and fix opposition players. 4. To be able to set up a safe and effective 3 person unopposed scrum. 5. To be able to set up an unopposed 2 person line out. 6. Application of skills in competitive situations	Unit Learning Outcome: Table Tennis GW- To recap and refine forehand and backhand shots, serves and defensive plays. BI-To demonstrate skills (listed below) in skills and small sided games EW- To apply skills to full sided game 1. To develop the ready position and split step. 2. To play an effective forehand topspin shot. 3. To play an effective backhand topspin shot. 4. To play an effective backhand push shot. 5. To execute the forehand and backhand shots under pressure. 6. To be able to perform a range of serves.												
15-Jan	A	17	Rugby	Fitness	Handbal	TT														
22-Jan	B	18	Rugby	Fitness	Handbal	TT														
29-Jan	A	19	Fitness	Handbal	TT	Rugby														
5-Feb	B	20	Fitness	Handbal	TT	Rugby														
12-Feb	A	21	Fitness	Handbal	TT	Rugby														
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							Core skills development including passing, tackling, rucking and evasion. Mini games for understanding.	Advanced skills developed. For example spin pass. Small sided games for understanding.	Utilising strategies and tactics via effective skill application. For example using a maul to draw in the defence to leave space on the outside. Medium sized games for understanding.	of the game (singles).	Creating spin. Rules of the game (Doubles)	effective skill application.						
							25/1 Burns night 27/1 Holocaust memorial day LGBT+ history month 1/2 World Hijab day			6/2-12/2 Children's mental health week. 7/2 Safer internet day 10/2 Chinese New Year								
Half-Term 5 weeks (?? lessons) (24 Days)																		
26-Feb	B	22	Handbal I	TT	Rugby	Fitness	Unit Learning Outcome: Handball GW- To recap and refine passing, scoring, defending and attacking plays BI-To demonstrate skills (listed below) in skills and small sided games EW- To apply skills to full sided game 1. Passing under pressure 2. Block tackle 3. Zonal defence 4. Jump shot 5. Outnumbered defence 6. Application of skills in competitive situations			Unit Learning Outcome: Fitness GW-to be able to identify and explain 3 of the training methods and explain, who and how, they use them to aid their performance. Be able to adapt the 3 sessions using FITT. BI-to be able to identify and explain 5 of the training methods and explain, who and how, they use them to aid their performance. Be able to adapt the 5 sessions using FITT. EW--to be able to identify and explain all of the training methods and explain, who would use them to aid their performance. Be able to adapt all the sessions using FITT. 1. Circuit training 2. Plyometric training 3. Continuous training 4. Fartlek training 5. Interval training 6. Static training								
4-Mar	A	23	Handbal I	TT	Rugby	Fitness												
11-Mar	B	24	Handbal I	TT	Rugby	Fitness												
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							Women's history month Ramadhan 10/03-08/04			<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>To identify and explain how to carry out the different fitness tests.</td><td>To identify and explain the different methods of training for each component of fitness.</td><td>To apply knowledge to training programme</td></tr></table>			Prior (Y7)	Current (Y8)	Next (Y9)	To identify and explain how to carry out the different fitness tests.	To identify and explain the different methods of training for each component of fitness.	To apply knowledge to training programme
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	B	26																

								Know the definitions of the components of fitness.									
								Passover 22/4-30/4 Good Friday 29/3 Easter Sunday 31/3									
Easter Holiday 6 weeks (12 lessons) (29 Days)																	
15-Apr	A	27	Athletic s	Athletic s	Athletic s	Tennis	Unit Learning Outcome: Athletics GW- Learn more detailed technique and perform each event safely BI- Performs technique to a good standard and knows a little about measuring EW – Performs technique to a high standard, and understands how to measure <div><div>1. 100m</div><div>2. 200m</div><div>3. 800m</div><div>4. 1500m</div><div>5. LJ</div><div>6. HJ technique</div><div>7. HJ competition</div><div>8. Discus</div><div>9. Javelin</div><div>10. Shot</div><div>11. Hurdles</div><div>12. Relay</div></div> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Knowledge and understanding of the basic concepts for each event and perform each one.</td><td>Develop technique on each event and improve PB's</td><td>More technical technique sprint starts etc. Improve PB</td></tr></table> <div><div>• Equality Diversity and Inclusion (EDI) links?</div><div>Autism and stress awareness month.</div><div>25/4 World Malaria Day</div></div>					Prior (Y7)	Current (Y8)	Next (Y9)	Knowledge and understanding of the basic concepts for each event and perform each one.	Develop technique on each event and improve PB's	More technical technique sprint starts etc. Improve PB
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22-Apr	B	ST2	Athletic s	Athletic s	Athletic s	Tennis											
29-Apr	A	ST2	Athletic s	Athletic s	Athletic s	Tennis											
6-May*	B	30	Athletic s	Athletic s	Tennis	Athletic s											
13-May	A	31	Athletic s	Athletic s	Tennis	Athletic s											
20-May			Athletic s	Athletic s	Tennis	Athletic s											
	B	32															
Half-Term 7 weeks (14 lessons) (35 Days)																	
3-Jun	A	33	Striking & Fielding	Tennis	Athletic s	Athletic s	Unit Learning Outcome: Tennis GW- To recap and refine forehand and backhand shots, serves and defensive play in Tennis. BI-To demonstrate skills (listed below) in skills and small sided games EW- To apply skills to full sided game in Tennis <div><div>1. To develop good racket and ball skills.</div><div>2. To play an effective forehand stroke.</div><div>3. To be able to outwit opponents effectively.</div><div>4. To play an effective backhand stroke.</div><div>5. To be able to use the serve in the game of tennis.</div><div>6. Half-court singles games applying skills and knowledge.</div></div>										
10-Jun	B	34	Striking & Fielding	Tennis	Athletic s	Athletic s											
17-Jun	A	35	National Sports week	National Sports week	National Sports week	National Sports week											

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			activities	activities	activities	activities	<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td>Basic strokes including forehand, backhand, and basic serves. Half court singles for skill application.</td><td>Developing basic skills. Introducing advanced skills including backhand slice and volley.</td><td>Advanced skills including smash, lob and drop shot. Application of strategies and tactics. Doubles play.</td></tr></table>			Prior (Y7)	Current (Y8)	Next (Y9)	Basic strokes including forehand, backhand, and basic serves. Half court singles for skill application.	Developing basic skills. Introducing advanced skills including backhand slice and volley.	Advanced skills including smash, lob and drop shot. Application of strategies and tactics. Doubles play.
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24-Jun	B	36	Striking & Fielding	Tennis	Athletics	Athletics	<p>26/4 Lesbian visibility day</p> <p>UK national walking month.</p> <p>1/5-7/5 Deaf awareness week</p> <p>23/05 Vesak</p>								
1-Jul	A	37	Tennis	Striking & Fielding	Striking & Fielding	Striking & Fielding									
8-Jul	B	38	Tennis	Striking & Fielding	Striking & Fielding	Striking & Fielding									
15-Jul	A	39	Tennis	Striking & Fielding	Striking & Fielding	Striking & Fielding									
(Total: 190 Days)															

* Bank Holidays

Overview of Year 8	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 8, students will have learned
GW: (E.g. Grade 1)	Details of what content students should have learned; skills acquired; connections they might within and across subject(s). E.g. Students can demonstrate ...
BI: (E.g. Grades 2-3M)	Students can recognise
EW: (E.g. Grades 3U-4L)	Students can understand information from a variety

Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?

- What is it intended students will have learned?
- For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)