

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 2024-25 – PE

Date	Wk	Week	Units Studied & Learning Outcomes				Key Concepts & Assessment												
8 weeks (16 Lessons) (38Days)																			
		8CHL M	HM set 1 girls	MT set 1 boys	ST Set 2 boys	JT- set 2 girls													
		8STW Y	HM/IB Set 2 girls	MT set 2 boys	ST set 1 boys	JT set 1 girls													
Tues 2- Sep	A	1	Skills Dev	Skills Dev	Skills Dev	Skills Dev	<p>Unit Learning Outcomes Netball</p> <p>GW- To recap and refine passing, shooting, footwork and defending</p> <p>BI-To demonstrate skills (listed below) in skills and small sided games</p> <p>EW- To apply skills to full sided game</p> <ol style="list-style-type: none"> Recap on the different types of pass and learn a fake pass. How to shoot with defender/how to defend a shot. Recap on positions for 5/7 a side games. How to turn in the air to pass quicker. How to apply banding/timing to passing down court How to deny space when defending <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Prior (Y7)</th> <th style="background-color: #ffff00;">Current (Y8)</th> <th style="background-color: #ffff00;">Next (Y9)</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Unit Learning Outcome: Table Tennis</p> <p>GW- To recap and refine forehand and backhand shots, serves and defensive plays.</p> <p>BI-To demonstrate skills (listed below) in skills and small sided games</p> <p>EW- To apply skills to full sided game</p> <ol style="list-style-type: none"> To develop the ready position and split step. To play an effective forehand topspin shot. To play an effective backhand topspin shot. To play an effective backhand push shot. To execute the forehand and backhand shots under pressure. To be able to perform a range of serves. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Prior (Y7)</th> <th style="background-color: #ffff00;">Current (Y8)</th> <th style="background-color: #ffff00;">Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>Effective footwork to play, technique development, rules of the game (singles).</td> <td>Advanced techniques including; Footwork under pressure. Creating spin. Rules of the game (Doubles)</td> <td>Utilising strategies and tactics via effective skill application.</td> </tr> </tbody> </table> <p>• Equality Diversity and Inclusion (EDI) links? <i>Parent and Carers month/Black History month</i> <i>3/9 World afro day</i> <i>23/9 International day of sign languages</i> <i>10/10 world mental health day</i> <i>5/10 world teachers day</i></p>	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.	Prior (Y7)	Current (Y8)	Next (Y9)	Effective footwork to play, technique development, rules of the game (singles).	Advanced techniques including; Footwork under pressure. Creating spin. Rules of the game (Doubles)	Utilising strategies and tactics via effective skill application.
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9-Sep	B	2	Rugby	TT	Netball	Fitness Training methods													
16-Sep*	A	3	Rugby	TT	Netball	Fitness Training methods													
23-Sep	B	4	Rugby	TT	Netball	Fitness Training methods													
30-Sep	A	5	XC cont. training	XC cont. training	XC cont. training	XC cont. training													
7-Oct	B	6	TT	Netball	Fitness Training methods	Rugby													
14-Oct	A	7	TT	Netball	Fitness Training methods	Rugby													
21-Oct	B	8	TT	Netball	Fitness Training methods	Rugby													

							6/10 World cerebral palsy day												
Half-Term																			
7 weeks (14 lessons) (35 Days)																			
4-Nov	A	9	Netball	Fitness Training methods	Rugby	TT	<p>Unit Learning Outcome: Rugby</p> <p>GW- To recap and refine passing, scoring, tackling and attacking plays</p> <p>BI-To demonstrate skills (listed below) in skills and small sided games</p> <p>EW- To apply skills to full sided game</p> <ol style="list-style-type: none"> To recap passing and contact. To develop the ability to ruck and maul. To be able to appreciate space and fix opposition players. To be able to set up a safe and effective 3 person unopposed scrum. To be able to set up an unopposed 2 person line out. Application of skills in competitive situations <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: yellow;">Prior (Y7)</th><th style="background-color: yellow;">Current (Y8)</th><th style="background-color: yellow;">Next (Y9)</th></tr> </thead> <tbody> <tr> <td>Core skills development including passing, tackling, rucking and evasion. Mini games for understanding.</td><td>Advanced skills developed. For example spin pass. Small sided games for understanding.</td><td>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.</td></tr> </tbody> </table> <p>Unit Learning Outcome: Fitness</p> <p>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.</p> <p>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.</p> <p>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.</p> <ol style="list-style-type: none"> Circuit training Plyometric training Continuous training Fartlek training Interval training Static training <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: yellow;">Prior (Y7)</th><th style="background-color: yellow;">Current (Y8)</th><th style="background-color: yellow;">Next (Y9)</th></tr> </thead> <tbody> <tr> <td>To identify and explain how to carry out the different fitness tests. Know the definitions of the components of fitness.</td><td>To identify and explain the different methods of training for each component of fitness.</td><td>To apply knowledge to a training programme</td></tr> </tbody> </table> <p>• Equality Diversity and Inclusion (EDI) links?</p>	Prior (Y7)	Current (Y8)	Next (Y9)	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.	Prior (Y7)	Current (Y8)	Next (Y9)	To identify and explain how to carry out the different fitness tests. Know the definitions of the components of fitness.	To identify and explain the different methods of training for each component of fitness.	To apply knowledge to a training programme
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11-Nov	B	ST1	Netball	Fitness Training methods	Rugby	TT													
18-Nov	A	ST1	Netball	Fitness Training methods	Rugby	TT													
25-Nov	B	12	Fitness Training methods	Rugby	TT	Netball													
2-Dec	A	13	Fitness Training methods	Rugby	TT	Netball													
9-Dec	B	14	Fitness Training methods	Rugby	TT	Netball													
16-Dec			Skills assessment	Skills assessment	Skills assessment	Skills assessment													
	A	15																	

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							<i>Mens health awareness month/disability confident month</i> <i>1/11 Diwali</i> <i>12/11 Remembrance Sunday</i> <i>13/11-19/11 Transgender awareness week</i> <i>14/11 World Diabetes Day</i> <i>1/12 World AIDS day</i> <i>25/12 Christmas Day</i>
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- All students will be given the same opportunity to partake in all sports through a mixed gender and ability curriculum.
- Promotion of sporting stars that are having a positive effect in Sport at present e.g Raheem Stirling (anti racism campaigns). Nicola Adams (OBE) within boxing, Gareth Thomas (Wales Rugby Union, British lions Rugby Union) and Elinor Snowsill (Wales Rugby Union) who are all strong advocates of LGBT+ community in sport.
- Promotion of sporting stars that are having a positive effect in promoting LGBT+ in Table tennis at present e.g **Kelly Sibley** (born 21 May 1988) is a former professional [table tennis](#) player and current coach from [England](#). Sibley won the singles, girls doubles and mixed doubles at the UK Junior Championships and has represented England at senior level at the [Commonwealth Games](#), European Championships and World Championships. Sibley married her wife Laura in April 2017.
- [Miley Cyrus](#) may be in a happy relationship with Hollywood star Liam Hemsworth, but the Malibu singer is a proud and outspoken member of the LGBTQ+ community.
- All students will be given the same opportunity to partake in all sports. Students will be encouraged to work at their own fitness level and intensity and learn how this is essential in order that you can train effectively and safely.

Careers links

- All sports can be linked to careers as performers, officials or volunteers.
- The PE corridor has a board linking PE to specific carers in sport and students are signposted here.
- Careers day in school and careers evening.

Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)

Students will be assessed on an ongoing basis throughout the 6 lessons. Assessment will focus on both skill development and application of skills within match situations. Students will also complete a self-assessment that will include knowledge assessment and identification of strengths (www) and areas for development (ebi). This will then be reviewed the following years by students to check on progress.

Christmas Holiday							6 weeks (12 lessons) (30 Days)						
6-Jan	B	16	Trampolining	Football	Dance	Handball	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						
13-Jan	A	17	Trampolining	Football	Dance	Handball							
20-Jan	B	18	Trampolining	Football	Dance	Handball							
27-Jan	A	19	Football	Dance	Handball	Trampolining							
3-Feb	B	20	Football	Dance	Handball	Trampolining							
10-Feb	A	21	Football	Dance	Handball	Trampolining							
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							control, passing, dribbling, and tackling.	pass. Small sided games for understanding.	effective skill application. Medium sized games for understanding.						
<p>Unit Learning Outcomes Dance</p> <p>GW- Understand the social situation and how this can be transformed into a Dance narrative</p> <p>BI- Be able to using varying dynamics in a phrase</p> <p>EW- Be able to adapt movement to show characterisation.</p> <table border="1"> <thead> <tr> <th>Prior (Y7)</th> <th>Current (Y8)</th> <th>Next (Y9)</th> </tr> </thead> <tbody> <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 phrase in differing styles. Learn basic Capoeira steps.</td> </tr> </tbody> </table> <p>• Equality Diversity and Inclusion (EDI) links? <i>LGBT+ History month</i> <i>27/1 Holocaust memorial day</i></p> <p><i>1/2 World Hijab Day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i></p>										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 phrase in differing styles. Learn basic Capoeira steps.
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Half-Term															
6 weeks (12 lessons) (29 Days)															
25-Feb	B	22	Dance	Handball	Trampolining	Football	<p>INSET 24th Feb</p> <p>Unit Learning Outcomes Football</p> <p>GW- To recap and refine passing, shooting, dribbling and defending</p> <p>BI-To demonstrate skills (listed below) in skills and small sided games</p> <p>EW- To apply skills to full sided game</p> <ol style="list-style-type: none"> Develop passing Dribbling, turns and outwitting a defender Tackling an opponent Develop attack Develop shooting Small sided games applying skills and knowledge <table border="1"> <thead> <tr> <th>Prior (Y7)</th> <th>Current (Y8)</th> <th>Next (Y9)</th> </tr> </thead> <tbody> <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 of strategies and tactics including defensive tactics, set plays, and switching the attack. Small-sided games for understanding.</td> </tr> </tbody> </table> <p>Unit Learning Outcomes Trampolining</p> <p>GW-to know how to perform basic shapes, front and back landing</p> <p>BI- to know how to link basic shapes, front and back landing</p> <p>EW- to know how to create a sequence using shapes, front and back landing</p>			Prior (Y7)	Current (Y8)	Next (Y9)	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 of strategies and tactics including defensive tactics, set plays, and switching the attack. Small-sided games for understanding.
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3-Mar	A	23	Dance	Handball	Trampolining	Football									
10-Mar	B	24	Dance	Handball	Trampolining	Football									
17-Mar	A	25	Handball	Trampolining	Football	Dance									
24-Mar	B	ST2	Handball	Trampolining	Football	Dance									
31-Mar	A	ST2	Handball	Trampolining	Football	Dance									

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						<ol style="list-style-type: none"> 1. Basic shapes and landing 2. Seat drop 3. Front drops 4. Back landings 5. Front/back drops and half turns 6. Sequences <table border="1"> <thead> <tr> <th>Prior (Y7)</th> <th>Current (Y8)</th> <th>Next (Y9)</th> </tr> </thead> <tbody> <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> </tbody> </table> <ul style="list-style-type: none"> • Equality Diversity and Inclusion (EDI) links? <i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i> 	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
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Foundational Concepts

- Technique rehearsal, mental wellbeing, health and safety, reflective analysis, leadership, competitive opportunities
- Creating body awareness and knowledge of how the body can be used to enable effective technique. The start of the process of students self-analysing their performance and also that of others within their class to establish effective understanding.
- Students are aware of the importance of using multiple body parts to execute shots and the importance of using effective foot patterns to be in the correct position to execute shots effectively. Students will learn how varying the position of the bat affects the direction and result of contact on the ball.
- Technique rehearsal, mental wellbeing, health and safety, reflective analysis, leadership, competitive opportunities
- Students will need to be in control of their body. Learning how to move smoothly, using the music to help them express their ideas within the project.
- Technique rehearsal, mental wellbeing, health and safety, reflective analysis, leadership, competitive opportunities
- Students will need to be in control of their body. Learning how to move smoothly, using a variety of stimuli to help them express their ideas within the unit. This will build on the work carried out whilst at primary School.
- Throwing and catching skills developed through the K1/2 SSCO program will be built upon. Also students will have experienced some elements of striking within Primary school and these skills will be developed.
- Technique development, mental and physical wellbeing, health and safety, reflective analysis, leadership.

Tier 2/3 Vocabulary

- Spatial awareness, exploit, target, and follow through, defence, attack, balance, coordination, space.
- Trajectory, flat, open, closed, follow through, coordination, body stance, ready position, footwork.
- Posture, control, timing, rhythm, cannon, unison.
- Balance, transition, control, fluidity, movement, extension.
- Follow through, long barrier, contact, etiquette, release
- Competitive, trajectory, acceleration, technique, changeover, pacing, timing, reaction time, coordination, speed, muscular endurance, cardiovascular endurance.
- Pulse raiser, dynamic stretching, skill related practice, mental preparation, Agility, Balance, Coordination, Reaction time, Speed, Power, Muscular endurance, Cardiovascular endurance, Flexibility, Specific, measurable, agreed, realistic, time bound.

How will it link to history, culture, authentic artefacts, music, art, literature?

- Football (or soccer as the game is called in some parts of the world) has a long history. Football in its current form arose in England in the middle of the 19th century. But alternative versions of the game existed much earlier and are a part of the football history.

- Rugby - [The Reverend William Webb Ellis](#) (24 November 1806 – 24 January 1872) was an English [Anglican](#) clergyman and the supposed inventor of [rugby football](#) while a pupil at [Rugby School](#). According to legend, Webb Ellis picked up the ball and ran with it during a school football match in 1823, thus creating the "rugby" style of play.
- Table Tennis - The game was invented in England in the early days of the 20th century and was originally called Ping-Pong, a trade name. The name **table tennis** was adopted in 1921–22 when the old Ping-Pong Association formed in 1902 was revived. The origins of the game can be traced to a 12th–13th-century French handball game called jeu de paume (“game of the palm”), from which was derived a complex indoor racket-and-ball game: real **tennis**.
- **Dance** is a series of support skills and fitness options that enhance every other activity a person will do. For example, spatial awareness and movement development are necessary in every sport an “elite athlete” will participate in. First archaeological proof of **dance** comes from the 9 thousand year old cave paintings in India. One of the earliest uses of structured **dance** was introduced in religious ceremonies that told the stories of ancient myths and gods. Egyptian priests used this kind of visual storytelling in their rituals.
- **Gymnastics** is thought to have began in ancient Greece about 2500 years ago where it was used in training to keep fit for sporting activities. In the Greek city of Athens, **gymnastic** tournaments were held, including tumbling, rope climbing, and other similar activities. The gymnasium was the hub of cultural activity.
- The sport of [cricket](#) has a known history beginning in the late 16th century. Having originated in south-east England, it became the country's national sport in the 18th century and has developed globally in the 19th and 20th centuries. International matches have been played since 1844 and [Test cricket](#) began, retrospectively recognised, in 1877. Cricket is the world's second most popular spectator sport after [association football](#) (soccer). Governance is by the [International Cricket Council](#) (ICC) which has over one hundred countries and territories in membership although only twelve currently play Test cricket
- Athletics contests in running, walking, jumping and throwing are among the oldest of all sports and their roots are prehistoric. Athletics events were depicted in the Ancient Egyptian tombs in Saqqara, with illustrations of running at the Heb Sed festival and high jumping appearing in tombs from as early as of 2250 BC.
- Gymnasium derives from the Ancient Greek word gymnos, which means naked and that’s previously how athletes would train and compete in these open-air venues. This was not only for aesthetic reasons, to show off the athletic male form, but it’s also thought to have been a tribute to the gods. Note that only men were permitted to train, a stance that would be upheld by many civilisations to come. Gymnasiums were not simply used as places to train. People would also come for communal bathing, socialising and to engage in intellectual and philosophical pursuits. Plato and his student Aristotle were just two philosophical greats would frequent these places. The rationale behind combining these pursuits is that it produced a sound body and mind. The Greeks used the word arete to describe this, which is often translated as ‘virtue’ or ‘excellence’. Essentially, it’s the process of becoming the best you can be and fulfilling your potential. For Greek men, the two pillars of physical exercise and education were critical to this. While structured exercise and physical training continued to develop, particularly in the field of gymnastics, the advancement of the gym (or gymnasium) as a dedicated place to exercise did not. The downfall of the Greek and then Roman empires saw an appreciation for art, music, philosophy and the finely-tuned physical form subverted. Christianity’s ascension in the West and Islam, Hinduism and Buddhism’s prevalence in the East, turned the physical form into not something to be admired but rejected. Aesthetics was aggressively replaced by asceticism. By the Middle Ages, exercise was simply a by-product of manual labour or military service, not something one pursued to achieve a greater purpose.

Easter Holiday			5 weeks (10 lessons) (23 Days)				
			Top set boys	Bottom set boys	Top set girls	Bottom set girls	
22-Apr	B	28	Athletics	Tennis	Athletics	Athletics	Easter Monday 21st Early May bank hol 6/5 Unit Learning Outcome: Athletics
28-Apr	A	29	Athletics	Tennis	Athletics	Athletics	GW- Learn more detailed technique and perform each event safely BI- Performs technique to a good standard and knows a little about measuring
5-May	B	30	Athletics	Tennis	Athletics	Athletics	EW – Performs technique to a high standard, and understands how to measure
12-May	A	31	Athletics	Athletics	Athletics	Tennis	1. 100m 2. 200m 3. 800m
19-May	B	32	Athletics	Athletics	Athletics	Tennis	4. 1500m 5. LJ

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							6. HJ technique 7. HJ competition 8. Discus 9. Javelin 10. Shot 11. Hurdles 12. Relay						
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							<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <p> <i>Good Friday 18/4</i> <i>Easter Sunday 20/4</i> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i> </p>						
Half-Term							7 weeks (14 lessons) (34 Days)						
2-Jun			Athletics	Athletics	Athletics	Tennis	SJBF INSET 4/7 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 <ol style="list-style-type: none"> To develop good racket and ball skills. To play an effective forehand stroke. To be able to outwit opponents effectively. To play an effective backhand stroke. To be able to use the serve in the game of tennis. Half-court singles games applying skills and knowledge. 						
	A	33											
9-Jun			Tennis	Athletics	Striking & Fielding	Athletics							
	B	34											
16-Jun	A	35	National Sports Week										
23-Jun			Tennis	Athletics	Striking & Fielding	Athletics							
	B	36											
30-Jun			Striking & Fielding	Striking & Fielding	Tennis	Striking & Fielding							
	A	37											
7-Jul			Striking & Fielding	Striking & Fielding	Tennis	Striking & Fielding							
	B	38											
14-Jul			Striking & Fielding	Striking & Fielding	Tennis	Striking & Fielding							
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							<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <p> <i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> </p>						

Prompt Questions

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?

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)