

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 2025-26 – PE												
Date	Wk	Week	Units Studied & Learning Outcomes				Key Concepts & Assessment					
8 weeks (16 Lessons) (38Days)												
		4 side	Boys 1	Boys 2	Girls 1	Girls 2	•					
			Boys 1	Girls 1	Mixed		•					
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	Skills Dev	Skills Dev	Skills Dev	Skills Dev	<b>Unit Learning Outcomes Netball</b>  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  <div><div>1. Recap on the different types of pass and learn a fake pass.</div><div>2. How to shoot with defender/how to defend a shot.</div><div>3. Recap on positions for 5/7 a side games.</div><div>4. How to turn in the air to pass quicker.</div><div>5. How to apply banding/timing to passing down court</div><div>6. How to deny space when defending</div></div>					
8-Sep	B	2	Rugby	TT	Netball	Fitness Training methods						
15-Sep (INSET Friday)	A	3	Rugby	TT	Netball	Fitness Training methods						
22-Sep	B	4	Rugby	TT	Netball	Fitness Training methods						
29-Sep	A	5	XC cont. training	XC cont. training	XC cont. training	XC cont. training						
6-Oct	B	6	Fitness Training methods	Rugby	TT	Netball						
13-Oct	A	7	Fitness Training methods	Rugby	TT	Netball						
20-Oct	B	8	Fitness Training methods	Rugby	TT	Netball						
<b>Unit Learning Outcome: Table Tennis</b>  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  <div><div>1. To develop the ready position and split step.</div><div>2. To play an effective forehand topspin shot.</div><div>3. To play an effective backhand topspin shot.</div><div>4. To play an effective backhand push shot.</div><div>5. To execute the forehand and backhand shots under pressure.</div><div>6. To be able to perform a range of serves.</div></div>												
<table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><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></table>							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.
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.										
<div>Parent and Carers month/Black History month</div> <div>World afro day</div> <div>International day of sign languages</div> <div>world mental health day</div> <div>world teachers day</div> <div>World cerebral palsy day</div>												

							<ul style="list-style-type: none"><li><b>Assessment</b> (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) <b>Please Highlight the week number where formal feedback will be given (once per half term)</b></li></ul>						
Half-Term 7 weeks (14 lessons) (35 Days)													
3-Nov	A	9	Netball	Fitness Training methods	Rugby	TT	<b>Unit Learning Outcome: Rugby</b>  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 <ol style="list-style-type: none"><li>To recap passing and contact.</li><li>To develop the ability to ruck and maul.</li><li>To be able to appreciate space and fix opposition players.</li><li>To be able to set up a safe and effective 3 person unopposed scrum.</li><li>To be able to set up an unopposed 2 person line out.</li><li>Application of skills in competitive situations</li></ol> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><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></table>	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.
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10-Nov	B	ST1 (core only)	Netball	Fitness Training methods	Rugby	TT							
17-Nov	A	ST1 (core only)	Netball	Fitness Training methods	Rugby	TT							
24-Nov	B	12	TT	Netball	Fitness Training methods	Rugby							
1-Dec	A	13	TT	Netball	Fitness Training methods	Rugby							
8-Dec	B	14	TT	Netball	Fitness Training methods	Rugby							
15-Dec	A	15	Skills assessment	Skills assessment	Skills assessment	Skills assessment							
<b>Unit Learning Outcome: Fitness</b>  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. <ol style="list-style-type: none"><li>Circuit training</li><li>Plyometric training</li><li>Continuous training</li><li>Fartlek training</li><li>Interval training</li><li>Static training</li></ol> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr><tr><td></td><td></td><td></td></tr></table>								Prior (Y7)	Current (Y8)	Next (Y9)			
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							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
							<i>Mens health awareness month/disability confident month</i> <i>Diwali</i> <i>Remembrance Sunday</i> <i>Transgender awareness week</i> <i>World Diabetes Day</i> <i>World AIDS day</i> <i>Christmas Day</i> <b>Assessment</b> (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) <b>Please Highlight the week number where formal feedback will be given (once per half term)</b>		

- 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)				
5-Jan	B	16	Football	Dance	Trampolining	Handball	<b>Unit Learning Outcome: Handball</b>  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
12-Jan	A	17	Football	Dance	Trampolining	Handball	
19-Jan	B	18	Football	Dance	Trampolining	Handball	
			ASSESSMENT WEEK	ASSESSMENT WEEK	ASSESSMENT WEEK	ASSESSMENT WEEK	

26-Jan	A	19	Dance	Trampoli ning	Handball	Football	<div><div><div>1. Passing under pressure</div><div>2. Block tackle</div><div>3. Zonal defence</div><div>4. Jump shot</div><div>5. Outnumbered defence</div><div>6. Application of skills in competitive situations</div></div></div>
2-Feb	B	20	Dance	Trampoli ning	Handball	Football	
			Dance	Trampoli ning	Handball	Football	
			ASSESSMEN T WEEK	ASSESSMEN T WEEK	ASSESSMEN T WEEK	ASSESSMEN T WEEK	
			<div><div><div>Prior (Y7)</div><div>Core skills development focusing on ball control, passing, dribbling, and tackling.</div></div><div><div>Current (Y8)</div><div>Advanced skills developed for example lofted pass. Small sided games for understanding.</div></div><div><div>Next (Y9)</div><div>Utilising strategies and tactics (formations) via effective skill application. Medium sized games for understanding.</div></div></div>				
			<div><div><div>Unit Learning Outcomes Dance</div><div></div><div>GW- Understand the social situation and how this can be transformed into a Dance narrative</div><div>BI- Be able to using varying dynamics in a phrase</div><div>EW- Be able to adapt movement to show characterisation.</div></div></div>				
			<div><div><div>Prior (Y7)</div><div>Understand how movement can be created form a motif</div></div><div><div>Current (Y8)</div><div>Create movement phrases that include dynamics based on a social situation and character.</div></div><div><div>Next (Y9)</div><div>Learn a set phrase in differing styles. Learn basic Capoeira steps.</div></div></div>				
9-Feb	A	21					<div><div><div>LGBT+ History month</div><div>Holocaust memorial day</div><div>World Hijab Day</div><div>Children's mental health week.</div><div>Safer internet day</div><div>Chinese New Year</div><div>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</div></div></div>
Half-Term 6 weeks (12 lessons) (28 Days)							
23-Feb	B	22	Trampoli ning	Handball	Football	Dance	<div><div><div>Unit Learning Outcomes Football</div><div></div><div>GW- To recap and refine passing, shooting, dribbling and defending</div><div>BI-To demonstrate skills (listed below) in skills and small sided games</div><div>EW- To apply skills to full sided game</div><div><div><div>1. Develop passing</div><div>2. Dribbling, turns and outwitting a defender</div><div>3. Tackling an opponent</div><div>4. Develop attack</div><div>5. Develop shooting</div><div>6. Small sided games applying skills and knowledge</div></div></div></div></div>
2-Mar	A	23	Trampoli ning	Handball	Football	Dance	
9-Mar	B	24	Trampoli ning	Handball	Football	Dance	
16-Mar	A	25	Handball	Football	Dance	Trampoli ning	
23-Mar	B	ST2	Handball	Football	Dance	Trampoli ning	
30-Mar (finish)	A	ST2	Handball	Football	Dance	Trampoli ning	<div><div><div>Prior (Y7)</div><div>Current (Y8)</div><div>Next (Y9)</div></div></div>

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Wednesday 1 <sup>st</sup> April)			ASSESSMEN T WEEK	ASSESSMEN T WEEK	ASSESSMEN T WEEK	ASSESSMEN T WEEK	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.
<b>Unit Learning Outcomes Trampolining</b>									
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									
<div>1. Basic shapes and landing</div> <div>2. Seat drop</div> <div>3. Front drops</div> <div>4. Back landings</div> <div>5. Front/back drops and half turns</div> <div>6. Sequences</div>									
			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				
<div>Women's history month</div> <div>Ramadhan begins</div> <div>World Down Syndrome day</div> <div>Transgender day of visibility</div> <div>Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</div>									

#### 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) (24 Days)					
20-Apr			Athletics	Tennis	Athletics	Athletics	<b>Unit Learning Outcome: Athletics</b> GW- Learn more detailed technique and perform each event safely
	B	28					

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27-Apr	A	29	Athletics	Tennis	Athletics	Athletics	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>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> <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>Good Friday Easter Sunday Autism and stress awareness month. World Malaria Day Lesbian visibility day UK national walking month. Deaf awareness week</div> <b>Assessment</b> (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)	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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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											
4-May (Bank holiday Mon)	B	30	Athletics	Tennis ASSESSMENT WEEK	Athletics	Athletics							
11-May	A	31	Athletics	Athletics	Athletics	Tennis							
18-May	B	32	Athletics	Athletics	Athletics	Tennis ASSESSMENT WEEK							
Half-Term 7 weeks (14 lessons) (35 Days)													
1-Jun	A	33	Athletics ASSESSMENT WEEK	Athletics	Athletics	Tennis	<b>Unit Learning Outcome: Tennis</b>  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>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> <table><tr><th>Prior (Y7)</th><th>Current (Y8)</th><th>Next (Y9)</th></tr></table>	Prior (Y7)	Current (Y8)	Next (Y9)			
Prior (Y7)	Current (Y8)	Next (Y9)											
9-Jun	B	34	Tennis	Athletics	Striking & Fielding	Athletics							
16-Jun	A	35	Tennis ASSESSMENT WEEK	Athletics ASSESSMENT WEEK	Striking & Fielding	Athletics ASSESSMENT WEEK							
23-Jun	B	36	Striking & Fielding Sports day prep	Striking & Fielding Sports day prep	Striking & Fielding Sports day prep	Striking & Fielding Sports day prep							

30-Jun	A	37	Striking & Fielding Sports day prep	Striking & Fielding Sports day prep	Striking & Fielding Sports day prep	Striking & Fielding Sports day prep	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.
7-Jul	B	38	Striking & Fielding	Striking & Fielding	Tennis	Striking & Fielding			
14-Jul	A	39	Striking & Fielding  ASSESSMENT WEEK	Striking & Fielding  ASSESSMENT WEEK	Tennis  ASSESSMENT WEEK	Striking & Fielding  ASSESSMENT WEEK	<i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>world day against child labour</i> <i>autistic pride day</i> <i>World refugee day</i> <b>Assessment</b> (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) <b>Please Highlight the week number where formal feedback will be given (once per half term)</b>		
(Total: 190 Days)									

### 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)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?