

Year 8 - Physical Education

At GJHA we aim to promote a high-quality physical education curriculum which inspires all pupils to succeed and excel in both competitive and non-competitive sport and other physically demanding activities. Our vision is to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Year 8 PE	Areas Content	Term 1	Term 2	Term 3
		<p>Invasion games - Principles of invasion games, spacing and movement. Passing and receiving, dribbling, larger games, defending and attacking, marking skills and strategies. Major games covered including – football, basketball, netball, handball, hockey.</p> <p><i>Develop passing and catching skills, movement, use of space, marking and apply principles suitable for attacking and defending matched with marking strategies. Passing and receiving, dribbling, marking, different types of marking, scoring, officiating</i></p> <p><i>Apply advanced principles suitable for attacking and defending</i></p> <p>HRF – importance of heart rate, target heart zone, aerobic, fitness for life. Exercise and Types of training Warm up and cool down Recovery</p> <p><i>Understanding of the cardiovascular system and safety when exercising</i></p> <p><i>Sport specific warm up, cool down, monitoring heart rate and recover using sports hall athletics as a theme</i></p>	<p>Gymnastics - Travel, balance, roll, jumps and use of apparatus, greater efficiency when using intermediate – high level apparatus, introduction to height and flight. Support and more advanced sequencing and rotations</p> <p><i>Further develop flexibility, strength, technique, control and balance as an individual, pair and team, introduction to height and flight</i></p> <p>Trampolining – Safety, basic jumps, set landings, back landings, front landings, more advanced sequencing, understanding the progressions for seat landing variations, front and back landings and front somersaults</p> <p><i>Perform controlled and accurate sequences linking jumps, seat landings, front/back landings showing safety, control, efficiency and good shape, ability to coach and assist in others progression</i></p> <p>Table Tennis – Awareness around the table, safety in erecting and dismantling tables, basic skills, send and receive, forehand and backhand, serves and basic</p>	<p>Athletics - 100 > 1500m Hurdles Long and high jump Shot, discus, javelin linking to Indoor athletics. Follow the AAA awards scheme. Ability to officiate and coach at a basic level. Ability to plan and run an athletics event for KS2 pupils</p> <p><i>Use running, jumping, throwing and catching in isolation and in combination</i></p> <p>Cricket - Individual skills and team work</p> <p><i>Batting, bowling and fielding skills 4/6/8 cricket, diamond cricket, team/pairs cricket, understanding of scoring and other roles and responsibilities on a cricket field</i></p> <p>Tennis - Individual skills Short tennis Transition tennis, LTA tennis</p> <p><i>Ball handling, movement patterns, forehand, backhand, serve, rallying, more advanced tactics and officiating roles and responsibilities</i></p> <p>Rounders – individual skills, modified games and full rounders</p> <p><i>Catching and throwing skills Striking skills, batting, bowling and fielding skills,</i></p>

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			understanding of top spin and back spin. Ability to play and officiate a basic games.	<i>continuous rounders, beat the ball, pairs rounders, quick rounders</i>
Literacy link	Rules and regulations, clearer and more precise articulation when observing performance and feeding back to peers. Use of activity specific terminology, safety rules	Rules and regulations, , clearer and more precise articulation when observing performance and feeding back to peers, ability to articulate sequencing and ordering	Rules and regulations, clearer and more precise articulation when observing performance and feeding back to peers. Ability to articulate scores and rules when officiating	
Assessment	Assessment areas : performance, knowledge of rules, observation and analysis, ability to coach and help peers, tactics and evaluation skills Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Further develop observation and analysis skills	Assessment areas : performance, knowledge of rules, observation and analysis, ability to coach and help peers, tactics and evaluation skills Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Further develop observation and analysis skills	Assessment areas : performance, knowledge of rules, observation and analysis, ability to coach and help peers, tactics and evaluation skills Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Further develop observation and analysis skills	
Cross curricular links	Speaking and listening, numeracy, science	Speaking and listening, numeracy, science, music	Speaking and listening, numeracy, science, geography, history	