

Curriculum Map: PE - Year 8

	Autumn 1 & 2			Spring 1 & 2			Summer 1 & 2		
Content Declarative knowledge 'I Know'	1. Rugby 2. Football 3. Netball 4. Gym 5. Dance 6. Badminton 7. Basketball 8. Table Tennis 9. Fitness 10. Lifestyle/OAA			1. Football 2. Netball 3. Gym 4. Dance 5. Badminton 6. Basketball 7. Table Tennis 8. Fitness 9. Lifestyle/OAA			1.Track Events 2.Field Events 3.Cricket 4.Softball 5.Rounders		
Skills Procedural Knowledge 'I know how to'	Head: Leadership: A more confident approach in the ability to lead Analysis/Evaluate: Sound terminology to analysis self and others, thorough and appropriate feedback Decision- Making: Accurate decisions in most sports and starting to implement in competitive activities. Knowledge & tactical understanding: Sound knowledge and understanding and its effect on anatomy and physiology. Tactical knowledge evident.	Heart: Effort: Good effort levels. Shows great work ethic and determination, in activities they like. Show empathy. Resilience: Work hard to show resilience, take feedback positively. Motivation: Motivated to succeed to most activities Commitment: Lots of interest in extracurricular and participation levels Respect: Aware of the school's value of respect towards teammates, opposition & staff members	Hands: Skill Development: Sound level of technique (isolated and progressive drills) technical errors, sometimes adapt in challenging situations. Fitness: good level of fitness. Build upon knowledge of baseline fitness level Skill Application: Mostly apply a range of advanced skills. Technique mostly maintained. Skills mostly applied with fluency, control and confidence Technique: Mostly good in skills and competitive situations Competitiveness:	Head: Leadership: Lead with authority and commitment. Confidence is always developing Analysis/Evaluate: Use secure terminology and gives detailed feedback Decision-Making: Make justified decisions through skills in isolation & competitive situations Knowledge & Technical Understanding: Developed knowledge and understanding and implication on anatomy and physiology. Secure tactical knowledge	Heart: Effort: Strive to apply maximum effort in all activities. Act as a role model. Determination to succeed. Empathy to peers, provide support and encouragement. Resilience: Understand success takes hard work. Take setback and feedback maturely. Motivation: High levels to succeed and progress in a wide range of activities Commitment: Enjoying representing the school in extracurricular. Exceptional	Hands: Skills Development: Good level of technique (isolated and progressive drills). Ability to adapt when faced with progressively challenging situations Fitness: High level of fitness. Build upon knowledge of baseline fitness level Skill Application: Successfully apply a range of advanced skills. Technique is maintained in many activities when faced with advanced competitive situations. Skills almost always applied with fluency, control and confidence.	Head: Leadership: Confidently lead peers with authority and commitment Analysis/Evaluate: Complex terminology to accurately analysis. Specific and timely feedback Decision Making: Make justified, complex and precise decisions through skills in isolation & competitive situations Knowledge & Technical Understanding: Extensive knowledge and understanding and implications to anatomy and physiology. Advanced tactical knowledge.	Heart: Effort: Maximum effort, act as a role model. Determination to succeed, high level of empathy, provide support and encouragement. Resilience: Understand and then demonstrate success takes hard work. Take setbacks and failure maturely, using experiences and feedback Motivation: High levels in wide range of activities. Commitment: Proud to represent school in extracurricular. Committed to do their best. Exemplary	Hands: Skills Development: Consistently demonstrate advanced skills, few errors and adapt in competitive and challenging situations Fitness: outstanding level of fitness. Build upon knowledge of baseline fitness level Skill Application: Successfully apply complex skills. Technique maintained in advanced competitive situations. Skills consistently performed with fluency, control and confidence. Technique: advanced in isolated skills and

			Able to acquire and produce skills to a wide range of sports		participation to all sports Respect: Aware of the school's value of respect towards teammates, opposition & staff members. Encourage others to participate. Support teacher and am helpful with equipment	Technique: Good in isolated skills and competitive situations Competitiveness: Learn and progress complicated skills in a broad range of sports		participation and kit Respect: Aware of the school's value of respect towards teammates, opposition & staff members. Always support the teachers. I constantly demonstrate respect and embrace diversity, encouraging others to participate	competitive situations Competitiveness: Acquire and develop complex skills with consistently in a broad range of activities
Strategies Conditional Knowledge 'I know when to'	Head: I know when to apply most of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Leadership - Analysis/Evaluate - Decision-Making - Knowledge & tactical understanding	Heart: I know when to apply most of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Effort - Resilience - Motivation - Commitment - Respect	Hands: I know when to apply most of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Skills - Development - Fitness - Skill Application - Technique - Competitiveness	Head: I know when to apply all of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Leadership - Analysis/Evaluate - Decision-Making - Knowledge & tactical understanding	Heart: I know when to apply all of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Effort - Resilience - Motivation - Commitment - Respect	Hands: I know when to apply all of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Skills - Development - Fitness - Skill Application - Technique - Competitiveness	Head: I know when to apply all of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Leadership - Analysis/Evaluate - Decision-Making - Knowledge & tactical understanding	Heart: I know when to apply all of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Effort - Resilience - Motivation - Commitment - Respect	Hands: I know when to apply all of following attributes to the majority of isolated skills & competitive situations using the sentence above: - Skills - Development - Fitness - Skill Application - Technique - Competitiveness
Key Questions	1. What does the term outwitting an opponent mean? 2. Effort, motivation and commitment are 3 key attributes in all sports, how will developing these make you a more rounded sportsperson? 3. How will developing & improving technique/skill development make you a better sportsperson?			1. Can you name different ways of outwitting an opponent? (Variety of sports) 2. Effort, motivation and commitment are 3 key attributes in all sports, how can you use these to improve your personal performance? (Variety of sports) 3. How will developing & improving technique/skill development improve personal performance?			1. Can you demonstrate how to outwit an opponent? (Variety of sports) 2. Effort, motivation and commitment are 3 key attributes in all sports, how can you use these to improve team performance? (Variety of sports) 3. How will developing & improving technique/skill development improve team performance?		
Assessment topics	Throughout each activity students will be assessed against the below: Head: - Leadership			Throughout each activity students will be assessed against the below: Head: - Leadership			Throughout each activity students will be assessed against the below: Head: - Leadership		

	<ul style="list-style-type: none"> - Knowledge & understanding - Analysis - Decision making - Tactical <p>Heart:</p> <ul style="list-style-type: none"> - Effort - Resilience - Respect - Motivation - Commitment <p>Hands:</p> <ul style="list-style-type: none"> - Skill Development - Skill Application - Fitness levels - Technique - Competitiveness <p>Students will be assessed against the grading system in each Head, Heart and Hands:</p> <ul style="list-style-type: none"> - Bronze - Silver - Gold - Platinum - Diamond 	<ul style="list-style-type: none"> - Knowledge & understanding - Analysis - Decision making - Tactical <p>Heart:</p> <ul style="list-style-type: none"> - Effort - Resilience - Respect - Motivation - Commitment <p>Hands:</p> <ul style="list-style-type: none"> - Skill Development - Skill Application - Fitness levels - Technique - Competitiveness <p>Students will be assessed against the grading system in each Head, Heart and Hands:</p> <ul style="list-style-type: none"> - Bronze - Silver - Gold - Platinum - Diamond 	<ul style="list-style-type: none"> - Knowledge & understanding - Analysis - Decision making - Tactical <p>Heart:</p> <ul style="list-style-type: none"> - Effort - Resilience - Respect - Motivation - Commitment <p>Hands:</p> <ul style="list-style-type: none"> - Skill Development - Skill Application - Fitness levels - Technique - Competitiveness <p>Students will be assessed against the grading system in each Head, Heart and Hands:</p> <ul style="list-style-type: none"> - Bronze - Silver - Gold - Platinum - Diamond
Cross curricular links/Character Education	<p>Continuation from year 7:</p> <ul style="list-style-type: none"> ● Extra-curricular – clubs & fixtures ● Literacy - Improving your own / others performance ● Numeracy – scoring in games/organising teams ● Teamwork – communication and working with others, leadership. ● Problem Solving - critical thinking. ● Cultural appreciation – own and professional works ● Resilience, Initiative, Integrity, Confidence, Aspiration 	<p>Continuation from year 7:</p> <ul style="list-style-type: none"> ● Extra-curricular – clubs & fixtures ● Literacy - Improving your own / others performance ● Numeracy – scoring in games/organising teams ● Teamwork – communication and working with others, leadership. ● Problem Solving - critical thinking. ● Cultural appreciation – own and professional works ● Resilience, Initiative, Integrity, Confidence, Aspiration 	<p>Continuation from year 7:</p> <ul style="list-style-type: none"> ● Extra-curricular – clubs & fixtures ● Literacy - Improving your own / others performance ● Numeracy – scoring in games/organising teams ● Teamwork – communication and working with others, leadership. ● Problem Solving - critical thinking. ● Cultural appreciation – own and professional works ● Resilience, Initiative, Integrity, Confidence, Aspiration

