

Medium Term Planning Document: Physical Education - Year 8

Curriculum Intent:

Throughout Years 7 to 11 students will experience a broad range of activities that develops a student's knowledge, participation and experience of physical education and sport.

There are three fundamental strands that fuel our curriculum in order to develop a student holistically. The 'Fit to Perform' strand develops a student's practical ability to perform with the intention of building a love for sport and physical activity in order to promote life-long participation. Secondly, the 'Fit to Lead' strand which develop a student's character and give students an experience of coaching and officiating to develop the pathway into a sporting career. Finally, the 'Fit for Life' strand; whereby the students gain knowledge and understanding of how to live a healthy and active lifestyle from school into their adult life.

These strands are underpinned by our PE core values which seek to enhance an individual's character:

- Ambitious – to excel: to be the best they can be in and through PE and sport;
- Confident – when participating, performing and leading;
- Creative – in all aspects of physical performance, decision-making and problem solving;
- Respectful – of themselves, all of their peers and all adults involved in their sporting life;
- Enthusiastic – about engaging in physical activity and sport in school, out of school and beyond school life;
- Determined – to persist in overcoming obstacles, to lead healthy, active lifestyles and to achieve their best.

Summary:

To provide meaningful experiences in physical education and sport that develops an individual's character and enhances their own and others physical, mental and social well-being, leading to life-long participation.

'Why This, Why Now?'

In our planning, we have asked ourselves 'why this, why now?' Below is a summary of the order of content and why the content has been placed in the order we have chosen:

All students access the same activities in KS3 PE. Due to the requirement of different spaces, facilities and equipment for each sport, we ensure to rotate each class around the same activities throughout the academic year and KS3 so all students receive the same diet just at a different time in the year.

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In year 7, students complete one week (2 lessons) in a range of activities at the start of the academic year in order to set the students into ability groups.

During KS3, all students participate in aesthetic activities, invasion games, net/wall games, outdoor and adventurous activities, athletics and striking and fielding games.

Football and netball are taught in each year at KS3 as they are our core sports at Northampton Academy due to the 'Elite Sports Programme' that runs alongside the PE department.

Dance is taught in year 8 in order to give all students the opportunity to participate in dance before choosing their KS4 options in year 9.

In year 7, students are taught orienteering in the summer term so they are able to access a outdoor and adventurous activity. This is split with athletics during the half term whereby students are taught the fundamental skills for the athletic events. In year 8 and 9, students access a full half term of athletics to go into more depth into the skills, techniques and competitive rules of each event to progress students further.

In year 9, students access alternative sports, this allows students to access inclusive sports as set out by national guidelines and enables students to access a broader range of activities. This is important as in year 10 and 11 students are given the opportunity to choose what activities they participate in in PE. Therefore, students will have experienced a variety of sports in order to make an informed decision.

We offer within the curriculum that allows students to get into more depth in each activity and make more progress and is in line with national guidelines. We tried to balance this with the student voice with asked for more breath of activities which is why the alterative half term is put into place whereby students participate in a different activity each week.

In year 8 and 9, students complete a fitness SOW. In year 7 students are taught the fundamentals of fitness within their different sporting activities. In year 8, students are introduced to knowledge that makes up the BTEC Specification in order to raise attainment in KS4. In year 9, students start to learn more complex knowledge from the BTEC specification and then apply this knowledge to training sessions/programme.

Year 8 – Component of fitness, warm ups and cool downs, intensity and lifestyle, methods of training (Components 1 & 3 in specification).

Year 9 – Principles of training, methods of training and goal setting (Components 1 & 3 in specification).

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The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

Physical Education	Year 8 – Term 1 & 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Dance	1. Styles of dance, musicality and timing	<ul style="list-style-type: none"> • Show me • Questioning • Conditioned games/competitive situations • Cold calling • No opt out • Pupil discussions • Peppering 	Dance SOW
	2. Stimulus and motif		
	3. RADS – Actions (workshop)		
	4. RADS – Actions (applying to choreography)		
	5. RADS – Dynamics (workshop)		
	6. RADS - Dynamics (applying to choreography)		
	7. RADS – Space (workshops)		
	8. RADS – Space (applying to choreography)		
	9. RADS – Relationships (workshop)		
	10. RADS – Relationships (applying to choreography)		
	11. Performance skills		
	12. Final performance – Assessment		
Football	1. Passing - practice	<ul style="list-style-type: none"> • Show me • Questioning • Conditioned games/competitive situations • Cold calling • No opt out • Pupil discussions • Peppering 	Football SOW
	2. Passing - competitive situation		
	3. Creating a space and switching the point of attack – practice		
	4. Creating a space and switching the point of attack - competitive situation		
	5. Dribbling and turning in a variety of situations – practice		
	6. Dribbling and turning in a variety of situations – competitive situation		
	7. Shooting in a variety of situations – practice		
	8. Shooting in a variety of situations – competitive situation		
	9. Defending in a variety of situations – practice		

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	10. Defending – competitive situation 11. Introduction to a game – 11v11, rules tactics, positions, formations 12. Game 11v11		
Rugby	1. Develop methods of tackling – driving & jackal 2. 3 man scrums 3. Line outs 4. Development of passing & running (lateral, scissors & loop) 5. Attacking play – dummy pass, side-step & passing in the tackle 6. Application of attacking plays in a 7's game situation	<ul style="list-style-type: none"> • Show me • Questioning • Conditioned games/competitive situations • Cold calling • No opt out • Pupil discussions • Peppering 	Rugby SOW
Table tennis	1. Grip & Stance 2. Forehand serve 3. Application of the serve in competitive situations 4. Forehand and backhand push shot 5. Forehand drive shot 6. Application of the forehand drive shot 7. Backhand drive shot 8. Application of the backhand drive shot 9. Intro to doubles rules 10. Tactical awareness 11. Application into competitive doubles games 12. Application into competitive doubles games	<ul style="list-style-type: none"> • Show me • Questioning • Conditioned games/competitive situations • Cold calling • No opt out • Pupil discussions • Peppering 	Table tennis SOW
Netball	1. Passing and receiving 2. Defending the player 3. Positioning 4. Positioning 2 5. Centre Pass tactics 6. Shooting	<ul style="list-style-type: none"> • Show me • Questioning • Conditioned games/competitive situations • Cold calling 	Netball SOW

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		<ul style="list-style-type: none"> No opt out Pupil discussions Peppering 	
Fitness	1. Induction to gym – How to warm up/cool down safely in a gym	<ul style="list-style-type: none"> Show me Questioning Conditioned games/competitive situations Cold calling No opt out Pupil discussions Peppering 	Fitness SOW
	2. Link between nutrition and physical activity		
	3. Intensity - Heart rate		
	4. Intensity - Aerobic and anaerobic threshold		
	5. Intensity - RPE scale		
	6. Methods of training – aerobic endurance training in a gym		
	7. Methods of training - aerobic endurance training in an outdoor setting		
	8. Methods of training – weight training for muscular endurance		
	9. Methods of training – weight training for muscular strength		
	10. Methods of training – circuit training in a gym		
	11. Methods of training – circuit training in an outdoor setting		
	12. Fitness testing		
Tennis	1. Ready position, grip, basic movements around the court	<ul style="list-style-type: none"> Show me Questioning Conditioned games/competitive situations Cold calling No opt out Pupil discussions Peppering 	Tennis SOW
	2. Feet and hands, introduction to the forehand		
	3. Feet and hands, introduction to the backhand		
	4. Speed & direction, introduction to the Overarm Serve		
	5. Skills sequence, introduction to the volley		
	6. Attacking tactics - application into competitive games		

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Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

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Physical Education		Year 8 – Term 3	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Cricket	1. Fielding practice	<ul style="list-style-type: none"> • Show me • Questioning • Conditioned games/competitive situations • Cold calling • No opt out • Pupil discussions • Peppering 	Cricket SOW
	2. Batting – Drive shot		
	3. Batting – Pull shot		
	4. Bowling – technique and run up development		
	5. Batting communication and fielding positions		
	6. Competitive situation		
Rounders	1. Fielding	<ul style="list-style-type: none"> • Show me • Questioning • Conditioned games/competitive situations • Cold calling • No opt out • Pupil discussions • Peppering 	Rounders SOW
	2. Bowling development.		
	3. Batting Development.		
	4. Positional roles		
	5. Tactics/ strategies to outwit an opponent.		
	6. Tactics/ strategies to outwit an opponent/assessment.		
Softball	1. Long barrier fielding	<ul style="list-style-type: none"> • Show me • Questioning • Conditioned games/competitive situations • Cold calling • No opt out • Pupil discussions 	Softball SOW
	2. Catching technique		
	3. Underarm throwing technique		
	4. Developing batting technique		
	5. Developing bowling technique		
	6. Application to a game situation		

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		<ul style="list-style-type: none"> • Peppering 	
Athletics	1. Sprinting: 100m (Technical Recall)	<ul style="list-style-type: none"> • Show me • Questioning • Conditioned games/competitive situations • Cold calling • No opt out • Pupil discussions • Peppering 	Athletics SOW
	2. Sprinting: The sprint start (Competition/strategy)		
	3. Middle Distance: 600m (Technical Recall)		
	4. Middle distance:600m (Competition/Strategy)		
	5. Long Jump (Technical Recall)		
	6. Long Jump (competition/Rules)		
	7. Javelin (Technique Recall)		
	8. Javelin (Competition/ Rules)		
	9. Shot Putt (Technical Recall)		
	10. Shot Putt (Competition/ Rules)		
	11. Relay (Technical Recall)		
	12. Relay (Competition/Rules)		

Year 8			
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Careers	1. Introduction	<ul style="list-style-type: none"> • Questioning • Cold calling • No opt out • Pupil discussions • Peppering 	Careers SOW
	2. Sports manager		
	3. Sports development officer		
	4. Armed forces, police officer & firefighters		



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Summative Assessment:

Pupil End of Year Assessments will take place at the start of half term 6. These will cover all content taught in the first 5 half terms. This assessment will inform pupil Rank Order in the subject. As well as the content listed below, there is an expectation that staff will work with pupils to improve knowledge in areas of weakness identified in the summative assessments. This may include in school and out of school intervention, and collaborative and independent study.