

SUBJECT:	PHYSICAL EDUCATION	YEAR GROUP:	8
PURPOSE OF STUDY			
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should 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			
THE NATIONAL CURRICULUM FOR PHYSICAL EDUCATION AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 		<p>Science: Anatomy, function of muscles, skeleton and organs; Respiratory system RSHE: Healthy body; Healthy Mind; Benefits of exercise D&T: Healthy eating Maths: Working out equal teams; Keeping score</p>	
TOPICS COVERED:			
<ul style="list-style-type: none"> • Rounders • Badminton • Basketball • Football • Tennis • Athletics • Methods of training • Rules and regulations • Benefits of exercise on mental wellbeing 			

INTENT OF SUBJECT:	
<p>The Physical Education (P.E) curriculum is intended to inspire pupils to take part in, succeed and excel in both sport and other physical activity, whilst developing their confidence to engage to promote positive health and fitness. Through this study pupils will be given opportunities to build character, learn life lessons and instil values of fairness and respect. In year 8 pupils will do this through taking part in a variety of individual and team sports that will build on the skills needed to ensure they are able to work towards meeting the outcomes stated. Throughout each topic they will learn the physical skills needed to take part in the sports being studied, the tactics of the sports to maximise the effectiveness of these skills and gain a greater understanding of the rules of the sports. They will also explore the theory behind exercise and how the body works to allow us to exercise, the benefits for the body and the mind and how they can use physical activity and food to keep healthy. Ultimately this study will equip pupils with the skills and knowledge they need to be successful in each year of school and pursue further study of P.E in KS4.</p>	
SKILLS OVERVIEW BY HALF TERM:	
AUTUMN ONE	AUTUMN TWO
<p>The core skills of Badminton:</p> <ul style="list-style-type: none"> • Service – high, low, flick (forehand or backhand) • Overhead – clear, drop (forehand and backhand where appropriate) • Underarm – clear, drive, drop (forehand and backhand where appropriate) • Net play • Smash <p>The rules of the game:</p> <ul style="list-style-type: none"> • Rules for service • Dimensions of the court for singles and doubles play • Rules of scoring and officiating <p>The strategies to maximise effectiveness of game play:</p> <ul style="list-style-type: none"> • Variation of serve. • Shot selection for service return. • Position on court. • Decision making in serve. • Use of footwork to restrict playing backhand strokes. • Shot disguise/feints. 	<p>The core skills of basketball</p> <ol style="list-style-type: none"> 1. Dribbling – using both hands, change of pace and direction. 2. Passing – chest, javelin, bounce, overhead, use of the fake. 3. Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing. 4. Shooting – lay-up, set shot, jump shot, free shot, use of the fake. 5. Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step). <p><u>Strategies and Tactics:</u></p> <ul style="list-style-type: none"> • Beating opponent – feint and drive to the basket. • Feint and shoot. • Set plays – offense and defence Individual positional play. • Variety of attacking movements. • Switching hands during dribble – cross over step. • Pass/dribble/shoot decision making. • Screen, pick and roll. • Effectiveness in team tactics/ strategy, eg zone defence, fast break etc. <p>Double team defence</p>
SPRING ONE	SPRING TWO

The core skills of football:

- Passing and receiving (control using both feet and thigh)
- Dribbling - close control, use of inside and outside of dominant foot.
- Shooting - short and long range with dominant foot, half volley.
- Tackling - block, lunge, slide.
- Heading – distance and height

The rules of the game:

- Rule 1: Scoring A goal is scored if the ball crosses the goal line (under the crossbar and between the goalposts), provided no one has violated the rules. The team that scores the most goals wins.
- Rule 2: Offside A player is offside if he/she is closer to the opposing goal-line (within the opposing half) than a defender when the ball is kicked. A player caught offside concedes a free-kick.
- Rule 3: Fouls and misconduct
- Fouls in football include doing any of the following to an opposing player: Tripping, Kicking, Pushing, Charging, Striking or attempting to strike them, It is also considered foul-play when an outfield player handles the ball while in play, or when a goalkeeper handles it outside of the penalty area.
- Rule 4: Free kicks A free-kick restarts play after a foul or other rule infringement. It is usually taken from the spot where the violation occurred.

The two types of free-kick are:

- Direct: The taker can score directly.
- Indirect: Another player must touch the ball before a goal can be scored.

The strategies to maximise effectiveness of game play:

- Individual Positioning skills (attack and defence) e.g. tracking back and supporting runs
- Set plays
- Pass/dribble/shoot/tackle/jockey decision making
- Roles in formation

SUMMER ONE

Tag Rugby

Players to be taught the 3 key skills of tag Rugby:

1. Handling (passing and receiving, long and short, at varying pace, push, spin, switch/scissors).
2. Tackling (front, rear, side).
3. Evading tackle (side step, spin, feint, dummy)

Rules:

- Handling – Passing backwards and sideways only. Forward pass results in turnover of the ball.
- Tackling – Must give the tag back after taking it. No hand offs allowed. No deliberate contact allowed. Offside rule applies after every tackle. 5 tackles without a try is a turnover.
- Evading tackle – Must not hand off. No deliberate blocking to make space.

Strategies and Tactics

- Getting on side.
- Individual positional skills in open play (attack and defensive) – eg lines of running, last tackle options, line speed, when to come up/ drop back/drift out/step in.
- Pass/run/kick/tackle decision making.
- Role in formation.

SUMMER TWO

Athletics

The students are taught the following core skills/ techniques:

- Track – starts and finishes, arm action, leg action
- Jumps – run up/speed, take-off, flight and landing
- Throws – grip, stance and preparation to throw, movement into throwing action, release, follow-through and recovery in the following events: 100m, 200m, 800m, 1500, Relay, Shot putt, Javelin, Discus, Long jump, Triple jump (boys only) and high jump

Rules:

- Students must at all times observe the appropriate rules from their National Governing Body (NGB) and safety rules delivered by staff
- They must follow guidance from the NGB and the BAALPE document shared by academy staff, with regards to use of protective equipment in order to ensure their own personal safety.

Strategies/tactics to maximise effectiveness:

- Track – use of blocks, drive and pick up phase, (sprints/sprint hurdles).
- Starts and finishes. Pacing strategy (stride pattern – hurdles), breaking from the group. Throws – adjusting technique to meet environmental changes. Competition strategy (safe throw and response to opponents).
- Jumps – accuracy of run up (positioning on take-off). Equal phases (triple jump)

Tennis

The core skills of tennis for year 8 are:

1. Overarm serve.
2. Forehand groundstroke, increasing power.
3. Backhand groundstroke, increasing power.
4. Dropshots (forehand and backhand) with increasing angles.
5. Volleys (forehand and backhand) with increasing angles.

Simple cooperative games

The rules of the game taught in line with the core skills:

- Rule 1- lines of tennis
- (singles and doubles)
- Rule 2- service box
- Rule 3-one bounce rule.
- Rule 4-develop scoring.

The strategies to maximise effectiveness of game play:

- Positioning on court.
- Cooperative rally's practising different shots developing into cooperative games depending on skill level.
- Decision making are important for success.
- Use of different shots depending on where your opponent is standing and strengths and weaknesses of opponent.
- Different shots played
- Timing and decision making are important for success