

### Core PE Curriculum: Year 8

All pupils will experience 3 carousals per year, involving 3 sporting activities = 9 sporting activities. Carousel 1 (HT1/2), carousel 2 (HT3/4) and carousel 3 (HT5/6)

Year 8		HT1 + HT2	HT3 + 4	HT5 + 6
Topic		Basketball, Fitness and Handball	Trampolining, Football and Badminton	Athletics, Volleyball and Tennis
Key Stage 3 Core PE	Why this and why now?	Handball is ideal to be taught outside during the first months of the year as the weather is not so cold. Doing handball during the coldest months of the year is not ideal as pupil's hands freeze and this affects pupil outcomes and enjoyment. We also consider Tameside competitions so programmes of study culminate in a Tameside competition where possible. Basketball season for example starts in October meaning we have the chance to prepare for competition.	Football is the best activity to do outside during this term, when the weather is at its worst. Trampolining and badminton work well in the sports hall as the trampolines take only a small section of the teaching space, meaning we are still able to maximise the indoor space and teaching and learning experience is enhanced as a result.	Activities such as tennis and athletics need good weather and are therefore delivered in summer term. There are Tameside competitions for athletics and tennis around this time of the year and delivering such activities during core time prepares pupils for competition.
	What is the essential knowledge that needs to be remembered?	<p><b>Basketball</b> – How to teach the coaching points for lay ups and set shots to their peers. The need for the whole team to attack and defend collectively. The principles of attack and defence, including man to man, zone and half court press. How to intercept, without fouling. Basic rules including 3 second rule, back-court violation.</p> <p><b>Fitness</b> – How to use resistance machines safely and correctly. What 'reps' and sets are. To know their 10 rep max. Sound technique when using the resistance machines. Some of the main muscles in the body, being worked during the movement. The principle of 'Progressive Overload'</p> <p><b>Handball</b> - more advanced rules including the use of 6 steps instead of 3. When to use 'man to man marking' and 'zone marking' in small sided game. How to pass and move to lose a defender. Including a fast break. The best ways to pass over a greater distance and to perform a jumpshot.</p>	<p><b>Trampolining</b> - How to accurately replicate landing and twisting skills and movements individually. The correct techniques for landing and twisting skills. Pupils may start to add rotation to their skills content. Pupils will learn at least a 6 bounce routine that consists of the skills they can perfect. Evaluate and assess movements to improve sequences.</p> <p><b>Football</b> - Basic formations, including wide players, defenders, midfielders and attackers. How and why it is important to use the inside of the foot when trying to control and pass the ball. The basic coaching points for effective pass, dribbling and shooting. The basic rules, including when a foul is committed (no pushing, no handballs). How to restart when a goal is scored</p> <p><b>Bad minton</b> - To set the courts up independently. To give supportive constructive feedback to a partner (related to learning points). The scoring system to play a game of half-court singles. Rules and techniques relating to the execution of both high and low serve, clears and net drop shots. Correct choice of skill selection to put opponent under pressure.</p>	<p><b>Athletics</b> - How to perform the events safely, following strict instructions from staff. The key technical points to encourage better performance outcomes, including greater footwork for shot put (side step), more rotation prior to release in discus, and a bigger approach prior to release for javelin. How to peer assess effectively, measuring against set criteria</p> <p><b>Volleyball</b> – they will need to remember the key technique for digging – use both arms, hands fixed together, arms straight, use legs for greater power, steady swing of arms at shoulder setting and serving. For setting – use fingers and thumbs only, two hands, look through your camera, elbows out to the side, use legs for greater power. The rules around game play including max 3 touches, no bounce allowed. Formations for a small sided game. Rules and key teaching points for the serve</p> <p><b>Tennis</b> - To set the courts up independently. To give constructive feedback to a partner central to key learning points. How to maintain a longer rally using better technique and control learnt in Y7. The scoring system for a small game.</p>

		<p>Defence - Block using good contact and anticipate a pass to intercept. To fake a pass then, pass to a player in space (not always the most obvious pass) To evaluate their own and team-mates performance and begin to make suggestions for improvement.</p>	<p>Meaning of agility and muscular endurance.</p>	
	<p><b>What is the assessment intent and how will you assess?</b></p>	<p><b>In Fitness</b>, pupils will be assessed on their ability to use resistance machines safely and with good technique. They will show their understanding of their 10 rep max and knowledge of reps and sets when recording their results. Pupils will be assessed on their ability to record their results accurately.</p> <p><b>In Handball</b>, pupils will be assessed on their ability to perform skills within a small sided game, whilst placed under greater pressure. This will highlight the improvements in their skills as greater precision and consistency will be required when passing, dribbling and shooting. Pupils should be assessed on their ability to block and intercept when without possession of the ball.</p> <p><b>In Basketball</b>, pupils are assessed on their ability to coach the key points for lay ups and set/jump shots, and on their ability officiate and spot infringements of the rules. They will be assessed on their ability to pass, shoot and how to create space/intercept the ball in half court situation. Focus will be given to defensive formations/strategies, delivered through the unit.</p>	<p><b>In Football</b>, pupils will be assessed on their ability to control, pass, dribble and turn with the ball in a drill situation. Pupils will be assessed on their understanding of basic formations, rules and coaching points of key skills.</p> <p><b>In Trampolining</b>, pupils will be assessed on their ability to perform a 6 bounce routine, using the correct techniques for shapes and landings. A key focus will centre on the aesthetics of the movements including extension of the legs, where necessary, arm positioning and stretching their toes throughout. It is expected that routines will be assessed based on twisting in and out of movements also.</p> <p><b>In Badminton</b>, pupils will be assessed on the ability to use the following skills in a half court singles game: Forehand, backhand, high serve (aiming to land towards the back of court), low serve (aiming to land on or just beyond the service line), net shot (aiming to go low over the net and land before the service line), drop shot. (aiming to go low over the net and land before the service line), overhead clear (aiming to land towards back of the court). Pupils will be assessed on their ability to score effectively.</p>	<p><b>In Volleyball</b>, pupils will be assessed on their ability to dig and set in a small sided game. They will be expected to know that basic rules of volleyball and implement them into their small sided games. Their serving ability and control within a small sided game will be assessed, possibly including their understanding of formations.</p> <p><b>In Tennis</b>, pupils will be assessed on the ability to use the following skills in a half court singles game: ready position, split step, forehand/backhand (over a further distance), volleying, overarm serve and ability to score correctly.</p> <p><b>In Athletics</b>, pupils will be assessed on their ability to peer assess others' performance when throwing a discus, shot and javelin, using the correct safety and technical guidelines. Pupils will be assessed on their ability to peer assess others' perform a high, long and triple jump, using the correct safety and technical guidelines. Pupils will also be assessed on their own outcomes when performing the different field events.</p>
	<p><b>How does it cover the NC</b></p>	<p>Use a range of tactics and strategies to overcome opponents through Handball and Basketball.</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best as with Fitness Training</p>	<p>Use a range of tactics and strategies to overcome opponents through badminton.</p> <p>Develop their technique and improve their performance in other competitive sports [for example trampolining and dance</p>	<p>Use a range of tactics and strategies to overcome opponents through in Volleyball and Tennis.</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best as with Athletics</p>