



Holy Family
Catholic High School
Year 8

Curriculum and Assessment Progression Map 2021-2022

Subject: Physical Education

Subject Leader J Wadsworth

Key Learning Constructs to be developed over the academic year. – Core Knowledge	Scheme of Learning Autumn Term	Scheme of Learning Spring Term	Scheme of Learning Summer Term
<p>Aims</p> <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>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> <ul style="list-style-type: none"> develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] perform dances using advanced dance techniques within a range of dance styles and forms <p>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>Part 1</p> <p>Netball: To demonstrate control and accuracy of passing and catching. To implement footwork, contact and obstruction rules during a game. To be able to catch the ball from a variety of situations with improved technique and greater consistency. To be able to perform these in a small sided game to outwit opponents.</p> <p>Rugby To develop an understanding and knowledge of tackling technique. To replicate the correct technique on advancing opposition. To understand the safety aspects of rugby tackles. To understand the rules regarding tackling within the game.</p> <p>First Aid – Head Injuries</p> <p>Badminton (and in Part 2) To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in badminton. To know and use the different types of shots in Badminton. To demonstrate a variety of tactics based on the movements of others.</p> <p>Football To be able to perform and accurately replicate different types of dribbling with control, speed and fluency. To be able to outwit opponents with the combination of turns and dribbling. To be able to perform techniques in a small sided game making decisions about how best to advance on opposition</p> <p>Part 2</p> <p>Cross Country To be able to judge the pace of the beginning, middle and end of a race.</p>	<p>Part 3</p> <p>Dance: To develop movements based on dance and to create own starting stretches. To be able to accurately replicate movements created in time to the music. To organise and perform these movements in a small sequence. To analyse each other work and suggest ways to improve.</p> <p>Health & Fitness To accurately replicate skill related fitness tests. To perform and record levels achieved. To understand the relationship between test scores and strengths as a performer. To develop the ability to recognise good performances.</p> <p>First Aid - Asthma</p> <p>Part 4</p> <p>Basketball To develop an understanding about attacking principles related to basketball. To perform and accurately replicate a range of dribbling skills to outwit opponents. To understand the need of tactical movements and strategies to invade opponents half. To demonstrate a developing understanding of basketball.</p> <p>Hockey To be able to perform an effective pass & receive the ball with control. To develop the use of push + hit pass within game under pressure. To experiment with reverse stop and recognise the disadvantage of playing to the weak side. To evaluate pupils strengths and suggest ways teams might best attack.</p> <p>Gymnastics To be able to perform basic vaults with use of apparatus <i>i.e. straddle & through vault</i>. To develop</p>	<p>Part 5</p> <p>Athletics: In this unit, pupils begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. In athletic activities, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy.</p> <p>Part 6</p> <p>Rounders To perform and replicate a combination of skills to outwit opponents in a game situation. To understand the importance of judgment as a batter in response to fielders actions. To make effective evaluations of strength and weaknesses, of self and others' performance.</p> <p>Tennis To perform and replicate a legal over arm tennis serve with control and timing. To understand service laws in tennis. To demonstrate effective positioning for and execution of return of serve. To be able to implement variety of shots in a game implementing basic strategies and tactics.</p> <p>First Aid - Bleeding</p> <p>Cricket To use & perform a range fielding techniques depending on competitive situation. To make accurate decision about outwitting opponents with the placement of the ball. To play a full game in which they refine and apply tactics. To develop a deeper understanding the laws of cricket and officiate correctly.</p>

	<p>To understand the principles of continuous training and interval training. To gain knowledge and understanding of the long term effects of exercise.</p> <p>Gymnastics To perform individual balances demonstrating control and body extension. To understand the need for good body tension when replicating movements. To be able to perform the partner balances showing an understanding about counter balance and tension. To be able to perform skills in a small sequence showing creativity.</p>	<p>their understanding and knowledge of body extension and aesthetics. To compose high quality sequences using flight, rotation & balance. To understand how to safely mount and dismount apparatus using the correct landing technique</p>	
Hinterland Knowledge	<p>Knowledge of the rules of netball and football League winners Positions</p>	<p>Sporting terms – lay-up, hand-off Knowledge of the importance of exercise</p>	<p>Tennis champions Cricket terms Athletics world records. Positioning and techniques</p>
Assessment: -Formative Techniques	<p>Observation Assessment through lessons and at the end of each topic (sport) against the 1-9 grading criteria.</p>		
-Summative Pieces		<p>Mid-point theory assessment</p>	
Key Vocabulary	<p>Cardiovascular Fitness: The ability to exercise the entire body for a long period of time. Muscular Strength: The amount of force a muscle can exert against a resistance. Muscular Endurance: The ability to use the voluntary muscles many times without getting tired. Flexibility: The range of movement possible in a joint. Body Composition: The percentage of the body weight that is fat, muscle and bone.</p>	<p>Agility: Ability to change the position of the body quickly and to control the movement of the whole body. Balance: The ability to retain the centre of mass of the body above the base of support (with reference to static, or dynamic conditions of movement, shape or orientation) Coordination: Ability to use two or more body parts together. Power: Ability to undertake strength performances quickly. Power=strength x speed. Reaction time: The time between the presentation of a stimulus and the onset of movement. Speed: The rate an individual is able to perform movement or cover a distance in a period of time</p>	<p>Continuous Training: Training at a low to medium intensity for at least 20 minutes with no rest periods. Weight Training: Using progressive resistance to lift a weight. Interval Training: Short bursts of high intensity exercise followed by defined periods of rest. Circuit Training: A number of exercise stations arranged to avoid exercising the same muscle group consecutively. Fartlek Training: Exercising at different speeds and intensities and over different terrain. Cross Training: A mixture of different training methods throughout a training programme</p>
Key Skills	<p>Goal setting Teamwork Time management</p>	<p>Prioritisation Problem Solving Resilience and a can-do attitude</p>	<p>Analytical thinking Leadership</p>
Opportunities Outside the taught Curriculum.	<p>Ski Trip Football / Netball Trip Sports Clubs Local Fixtures</p>	<p>Visits to sports stadiums Invites to join local clubs (cricket, rugby and football) Duke of Edinburgh</p>	<p>Schools F.A Cup Sports Leaders</p>