



ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Year 8

Learning overview for Physical Education:			Year Group: 8	
Sport	Key topics/ SoW	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed?
Netball	Dodging Marking Shooting Holding Space Set Plays	<ul style="list-style-type: none"> Examining different dodges. Revisit marking the player / Marking the ball. 1 handed / 2 handed shooting techniques. Holding space on side line passes and circle play. Centre pass, attacking circle pass, defending back line pass. 	<ul style="list-style-type: none"> Revisit sprint / feint dodge. Introduce roll-off. T-Marking / Marking the ball on passes and shooting. Shooting technique standing still and including stepping in and to the side on one leg. Different centre pass formations. Order of passing. Circle throw-ins using side channels. Attacking circle play using 'split' to get closer to the post. 	<p>Self and peer assessment.</p> <p>Link to the theory component taught.</p> <p>Teacher assessment at the start, middle and end of the unit.</p>
Basketball	Dribbling Shooting Passing Tactics Fouls Violations Refereeing Fitness for Basketball	<ul style="list-style-type: none"> Recap on Three correct points of dribbling technique. Recap Three different types of shot. (Jump Shot, Lay-up, Set Shot) progress on from Year 7 SOW. Three different types of Pass. (Bounce, Chest, Over the shoulder in games and practices. Defence and Offence strategies. (Half Court and full court and when is the right time to use which one. 	<ul style="list-style-type: none"> Dribbling with stronger and weaker hand with the use of around the back. Crossovers and change in direction to beat a defender. Shooting technique standing still, off the dribble and driving towards the basket. Attempt lay-up with weaker hand. Passing to beat an opponent in practices and game scenarios. 	<p>Self, peer and teacher assessment at the start, middle and end of the unit.</p>





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		<ul style="list-style-type: none"> • Different types of foul and what happens in different scenarios. • Knowing of Five violations (Back Court, Travelling and double dribble, 3 seconds in the key and Tip-off violation) 	<ul style="list-style-type: none"> • Triple threat. • Game understanding with regards to what happens in different situations, with fouls and violations. • Rules of the game. • Half court and full court man-man defence. • Creating space on Offence. • Pupils refereeing the games. 	
Football	Passing - short/long Shooting – variation of technique Control Scanning Tactics Fitness for football	<ul style="list-style-type: none"> • Range of passing over different distances; to the player and into space. • Techniques when shooting: inside/outside of the foot, knuckle-ball. • Control of the ball: foot, thigh, chest, head. • Scanning: what can I see? What am I looking for? • Beating a player to create space for yourself/teammates • How do the rules of the game impact on performance? • Fartlek, muscular endurance, aerobic endurance, speed 	<ul style="list-style-type: none"> • The ability to pass with both feet, judging distances and pace of the player receiving the ball. • Shot selection depending on the players position on the pitch, position of the goal keeper • Scanning pre-first touch to identify and use space. • Use feints, swerve, acceleration and deceleration to manipulate the opposition. • Being able to plan and implement a training session suitable for improving performance in football. 	Self, peer and teacher assessment of skills applied in competitive situations. Formative and summative.
Rugby	Rules of the game. Development of techniques and skills. Principles of play.	<ul style="list-style-type: none"> • Development of knowledge of the rules of the game to enable a good standard of laws to be enforced in touch and contact games. 	<ul style="list-style-type: none"> • Knowledge, understanding and effective implementation of rules as a player within small sided and 12-a-side games. 	Self, peer and teacher assessment of skills applied in competitive situations. Formative and summative.





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	Teamwork and leadership.	<ul style="list-style-type: none"> • Development of passing, running, agility, tackling, ruck, maul, 5-man scrum and lineout. Introduction to kicking. • Principles of attack, including ideas for moving defenders to create space. Depth for support running. Keeping ball away from contact. Effective defence. Tactical awareness. • Implementation of effective teamwork, leadership skills for executing tactics. Sportsmanship. 	<ul style="list-style-type: none"> • Sprinting, agility, acceleration; hand-eye coordination, core-strength and posture. • Spatial awareness and scanning for positions of support/opposition players. • Verbal and non-verbal communication, honesty, leadership and determination. 	
Trampolining	<p>Safety Expectations</p> <p>Basic Shapes & Twists</p> <p>Basic Body Landings</p> <p>Advanced Twists</p> <p>Somersault Progressions</p> <p>Routines</p>	<ul style="list-style-type: none"> • Recap of the key safety requirements including the role and importance of spotters. • Further development of body tension and control through all areas covered. • Introduction to forward rotation: front somersault progressions. • Emphasis on linking moves to perform routines. • Development of swing time, consistency of height and tariffs and how to apply to a 10-bounce routine. • Understanding of the fitness requirements specific to trampolining. • Development and understanding of the roles of a coach and judge, including the understanding of aesthetic appreciation. 	<ul style="list-style-type: none"> • Re-visit the key safety requirements such as equipment checks, spotting, getting on and off the trampoline and landing. • Further development of the basic shapes (straight, tuck, pike and straddle) and twists (½ and full twist), basic body landings (seat, front and back landing) • Introduction of advanced twists (1½ twist, ½ twist into and out of body landings, swivel hips and roller) and front somersault progressions (hands and knees forward turnover to back/feet, ¾ front somersault to back). 	<p>Self, peer and teacher assessment at the start, middle and end of the unit. Link to the theory component taught.</p> <p>Use of video analysis (teacher and pupil) to assess strengths and improvements of own and peer performances.</p>





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			<ul style="list-style-type: none"> • Development of how to choreograph a 10-bounce routine linking a range of basic and advanced skills. • Development of the ability to self-assess own performance through video analysis. • Development of the ability to provide peers with feedback that links to key words and phrases. 	
Table Tennis	<p>The serve Defensive play Attacking play Spin: topspin/backspin/slice</p>	<ul style="list-style-type: none"> • Serve: why having a bank of (potentially) 50+ serves improves the chances of winning points. • 3-ball attack: understanding that controlling all aspects of the serve can lead to manipulating the opponents shot selection. • Defence: develop slice to slow the pace of the game down, negating your opponent's pace attack. • Attack: developing topspin attack on the forehand and back hand. • To incorporate spin in attacking and defensive play and understand the effects of spin on the ball and off the opponent's bat 	<ul style="list-style-type: none"> • Development of variation of serves, incorporating spin, disguise and forcing the opponent into a weak return. • Understand how spin implemented during the serve affects the return to allow the a 3-ball attack. • Develop a range of attacking shots on the forehand and backhand side to win points from any position. 	<p>Self and peer assessment. Link to the theory component taught. Teacher assessment at the start, middle and end of the unit.</p>
Fitness	<p>Components of fitness Training methods Heart rate target zone Physical, emotional and social benefits of exercise</p>	<ul style="list-style-type: none"> • Recap components of fitness • Relationship between heart rate and training zone • Resting heart rate and link to fitness • Link training methods to fitness training 	<ul style="list-style-type: none"> • Evaluate performance by using target zone • Use of BORG scale • Selected Training methods • Comparing test scores to Norm tables • Developing motivational strategies 	<p>Self, peer and teacher assessment at the start, middle and end of the unit. Test scores recorded on tracker</p>





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		<ul style="list-style-type: none"> Recap physical benefits of exercise and understand fitness has a positive effect on lifestyle 		
Athletics	<p>Speed – 100m, 200m, 3/400m.</p> <p>Endurance – 800m, 1500m</p> <p>Throwing – Discus: sling, Javelin: throw, Shot Putt: push</p> <p>Jumping – Long and Triple</p> <p>Relay – 4x100m 4x400m</p>	<ul style="list-style-type: none"> Explore fundamental skills underpinning the actions throwing, sprinting, endurance and jumping Lead warm-ups appropriate to the different events (pulse raising for 800m+1500m, mobility and power for throwing events) Introduce techniques to increase distance/reduce time/measurement jumped Develop common techniques throughout the different events e.g. transfer of weight on the throwing events Be able to officiate all events and recording of scores Understanding of the fitness requirements specific to different events and link to the various components of fitness, and how, if the component of fitness was improved would their performance be improved. 	<p>Sprinting: Sprint starts; acceleration phase; dip finish; use of arm drive; use of knee lift</p> <p>Endurance: Starts, bend running, continuous running, sprint finish, cadence of leg strides</p> <p>Throwing: Positioning of body, transfer of weight, arm action, power in the arm, hip action</p> <p>Jumping: Approach (run up), take off, flight, and landing. Techniques of each phase – look at end of pit, arms in front when landing, exit end of pit</p> <p>Measurements: Use of stop watch, use of tape measure, official techniques of how to officiate each event / discipline. Recording results for class and self.</p>	<p>Self, peer and teacher assessment at the start, middle and end of the unit.</p> <p>Each event is assessed by measurement of distance and time.</p> <p>All measurements are recorded on tracker.</p> <p>Each event to be categorise as B,S&G</p>
Aerobics	<p>Warm up</p> <p>Main: six basic moves, dance-a-cise, floorwork, yoga and cool down.</p>	<ul style="list-style-type: none"> Introduce method to fitness – exercise to music Examine how this area can be monitored with increasing fitness levels 	<p>Warm up - Structure of the routine, to be explained. From head to feet in order. To remember the muscles prepared and ensure all body parts are used.</p>	<p>Self/peer assessment.</p> <p>Teacher assessment start, middle and end.</p>





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	<p>Choreography, composition, routines, collaborative work, leading others, giving feedback.</p>	<ul style="list-style-type: none"> • Link areas to different sports, and how they work together to improve performance • Incorporate pupil lead warm-ups • Pupils to be able to lead other lesson sections as relevant, including: • Six basic moves, dance-a-cise, floor work, yoga, muscular endurance, cool down, etc • Pupils to know and use anatomical names of muscles and bones 	<p>Main - Six basic moves introduced: marching, side steps, box step, knee lifts, hamstring curls & grapevine.</p> <p>Developments - Use of arms, punches, claps, rolling, etc. Use of timing with repeaters. Use of legs for kicks, flicks, digs, points, etc. Dance-a-cise allows for routine development and movement memory. Yoga concentrates on flexibility training and relaxation. Floor work looks at the muscular endurance movements.</p> <p>Cool down - Structure of the session, relaxing, breathing and longer stretching. Pupils should be able to follow a teacher lead session and also work collaboratively to choreograph their own routine to lead to the group.</p> <p>Feedback - Listening to feedback from peers and teachers; giving feedback to others in a constructive manner; responding to feedback given.</p>	<p>Link to the theory component taught throughout the term. Completion of the form / homework.</p>
<p>Striking/Fielding</p>	<p>Throwing and catching Batting Bowling Fielding Rules and tactics</p>	<ul style="list-style-type: none"> • Developing throwing skills – longer distances using greater power. Catching one handed and with non-dominant hand. • Batting – introducing directional hitting. Developing transfer of weight to increase power. 	<ul style="list-style-type: none"> • Accurate throwing/catching - key decision making regarding who is appropriate to throw to e.g. bowler or fourth base? • Beginning to demonstrate directional hitting in isolation 	<p>Self/peer assessment</p> <p>Teacher assessment start, middle and end.</p>





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		<ul style="list-style-type: none"> • Bowling – developing different bowls and when to use them. Developing bowler's role – understanding different relationship with fielders - strong communication with team as they are the first to see left handed batter etc. • Fielding – application of long barrier, working with other players e.g. chaining throws, going for catches to get players out • Increased knowledge of rules: what happens when it is the last batter etc, scoring. 	<ul style="list-style-type: none"> • Bowling when to release the ball – understanding rules e.g. wide ball, body ball, high ball and the zones allowed. • Fielding – clear understanding of different positions and what they do • Clear knowledge and application of rules. • Begin keeping score of matches and helping umpire. 	
Alternative Sports/Outdoor Activities	Physical Literacy Physical Fitness Problem Solving Teamwork Leadership Navigation	<ul style="list-style-type: none"> • Knowledge of coordination development. • Ability to analyse tasks in order to break them down. • Cooperative working with other pupils. • Decision-making and leadership. • How to use a map and/or compass. 	<ul style="list-style-type: none"> • Coordination, balance, agility, flexibility, speed, muscular endurance, aerobic endurance. • Teamwork, negotiating and compromise. Analysis, evaluation and synthesis. • Map reading, orientation and using bearings. 	Self, peer and teacher assessment at the start, middle and end of the unit.

