

Curriculum Sequencing - Year 8



Year 8 Autumn Term and Spring Term		
<p>Students stay in their learning pathways from year 7 (NB: student movement allowed throughout the year).</p> <p>Topics covered: Fitness Football Basketball Badminton Dance Rugby Netball OAA</p> <p>Students will cover 4 activities in the Autumn term and 4 activities in the Spring term.</p>	<p>How it links to what you have studied before:</p> <p>Build upon and consolidate the core skills and knowledge learnt in Year 7.</p>	<p>How it links to what you will study: Build upon the 3 pillars experiences in Year 7:</p> <ul style="list-style-type: none"> ● Motor competence ● Rules, strategies & tactics ● Healthy participation
<p>Skills (students know how to)</p> <ol style="list-style-type: none"> 1. perform core and some advanced safe and successful movements in a variety of activities/sports (motor competence) 2. perform core and some advanced rules, conventions, regulations, strategies and tactics in a variety of activities/sports (rules, strategies & tactics) 3. perform point 1 and point 2 in isolation and small sided games in a variety of activities/sports 	<p>Knowledge (students know)</p> <ol style="list-style-type: none"> 1. what core and some advanced safe and successful movement looks like in a variety of activities/ sports (motor competence) 2. what core and some advanced rules, conventions, regulations, strategies and tactics are for participation in specific activities/sports (rules, strategies & tactics) 3. When and why to apply point 1 and point 2 in a variety of sports/activities. . 	<p>Healthy participation</p> <p>Knowledge (students know when and why)</p> <p>Social: Working with others</p> <p>Mental: Respect</p> <p>Physical: Healthy routines</p>
<p>Formative assessments (teacher) Question and answers Teacher observation Formative informing summative assessments Bronze, silver, gold and platinum pathways set linked to GTG Self-reflection (student) Self reflection Peer observations Peer discussions and feedback Students complete Healthy participation - Grow survey at the end of each unit on google classroom Summative assessments</p>		

Formative and self-reflection assessments used to inform the final outcome.	
Key words: Refer to SOW for separate activities	Extra-Curricular opportunities Clubs District, County and Regional Competitions
Why we study it: All students will develop motor competence, rules, strategies and tactics and know how to lead a healthy, active lifestyle.	
Mastery in this subject: Know: what... Show: know how to...	
<ul style="list-style-type: none"> ● core and some more advanced safe and successful movement (looks like) ● core and some more advanced rules, conventions, regulations, strategies and tactics (are for participation in specific activities/sports). 	
Grow: Know when and why certain core and advanced movements are effective and when skills can be transferred. Know when and why we apply rules, conventions, tactics and strategies in activities/sports	
Healthy participation: to know and show healthy routines in PE, be respectful and work with others to achieve a common goal.	

Year 8 Summer Term		
Topics covered: Students will cover 4 activities. Athletics Tennis Cricket Rounders	How it links to what you have studied before: Build upon and consolidate the core skills and knowledge learnt in Year 7. Introduced of more advanced skills and knowledge.	How it links to what you will study: Build upon the 3 pillars experiences in Year 7: <ul style="list-style-type: none"> ● Motor competence ● Rules, strategies & tactics ● Healthy participation
Skills (students know how to) <ol style="list-style-type: none"> 1. perform core and some advanced safe and successful movements in a variety of activities/sports (motor competence) 2. perform core and some advanced rules, conventions, regulations, strategies and tactics in a variety of activities/sports (rules, strategies & tactics) 3. perform point 1 and point 2 in isolation and small sided games in a variety of activities/sports 	Knowledge (students know) <ol style="list-style-type: none"> 1. what core and some advanced safe and successful movement looks like in a variety of activities/sports (motor competence) 2. what core and some advanced rules, conventions, regulations, strategies and tactics are for participation in specific activities/sports (rules, strategies & tactics) 	Healthy participation Knowledge (students learn) Social: Working with others Mental: Respect Physical: Healthy routines

	<p>3. When and why to apply point 1 and point 2 in a variety of sports/activities. .</p>	
<p>Formative assessments (teacher) Question and answers Teacher observation Formative informing summative assessments Bronze, silver, gold and platinum pathways set linked to GTG Self-reflection (student) Self reflection Peer observations Peer discussions and feedback Students complete Healthy participation - Grow survey at the end of each unit on google classroom Summative assessments Formative and self-reflection assessments used to inform the final outcome.</p>		
<p>Key words: Refer to SOW for separate activities</p>	<p>Extra-Curricular opportunities Clubs District, County and Regional Competitions</p>	
<p>Why we study it: All students will develop motor competence, rules, strategies and tactics and know how to lead a healthy, active lifestyle.</p>		
<p>Mastery in this subject: Know: what... Show: know how to perform...</p> <ul style="list-style-type: none"> ● core and some more advanced safe and successful movement (looks like) ● core and some more advanced rules, conventions, regulations, strategies and tactics (are for participation in specific activities/sports). <p>Grow: Know when and why certain core and advanced movements are effective and when skills can be transferred. Know when and why we apply rules, conventions, tactics and strategies in activities/sports</p> <p>Healthy participation: to know and show healthy routines in PE, be respectful and work with others to achieve a common goal.</p>		

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