



Year 8 PHYSICAL EDUCATION

Topic Titles

Autumn Term Sports:

- Rugby
- Hockey
- Netball
- Football
- Badminton
- Gymnastics
- Basketball

Spring Term Sports:

- Cricket
- Tennis
- Athletics
- Rounders

Extra-Curricular Sports:

- Dance
- Cross Country
- Strength & Conditioning
- Table Tennis

Intent

As a Physical Education department, our main ambitions fall under three categories:

1. Essential & Fundamental Body Management Skills whilst learning Sport Specific Skills.
2. Promotion of Physical Fitness as Fun.
3. Developing Teamwork, Sportsmanship & Cooperation.

We want to inspire every student to pursue a life-long participation in sport. Whether this be at the highest professional level possible in a particular discipline or simply to inspire a student to continue to live a healthy-active lifestyle

Links with other subjects

Science: Aspects of 'How the Body works, How the body reacts to exercise, Nutrition, What is an injury and understanding the recovery process.'

Maths: Measuring our Athletics times and distances! **Music:** Understanding Rhythm, Unison & Cannon for Gymnastics and Dance!

Geography: Cross Country, enjoying and respecting the natural environment! **History:** Why games were invented and the strange rules that they involve, records and how we can train to break them!

How will knowledge and skills be taught?

A Physical Education lesson at HSL always starts with a Fit in Five. This is a warm-up but also a short window in which the students are encouraged to develop their fitness through: Strength, Cardiovascular Endurance or Skill orientated activities.

Our lessons will then be based upon a variety of different teaching pedagogies, some very much teacher led (Javelin Throwing), with some being fully based on guided discovery, encouraging the students to find the solutions to the problems presented to them.

How can parents help?

By encouraging and enabling students to attend extra-curricular sports clubs or clubs outside of school.

Watch Live Sport – Live Sport provides a great sense of excitement for anyone involved, whether it on the TV or at the local sports club. Pop out and watch anything you can!

BY JOINING IN! – Your child is much more likely to take part if you do too!

Recommended Reading and Preparation for Learning

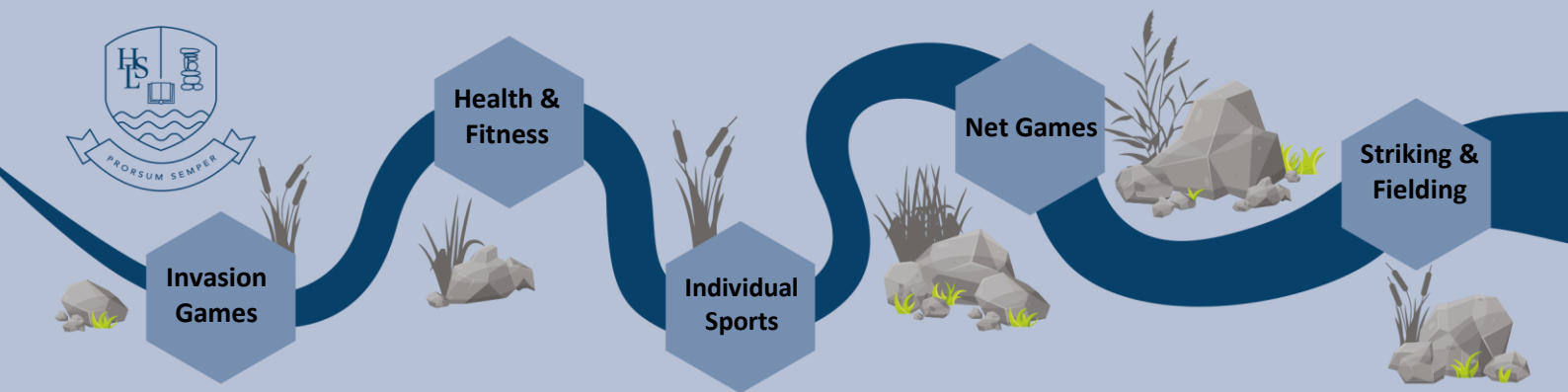
Bounce – Matthew Syed

You are a Champion – Marcus Rashford

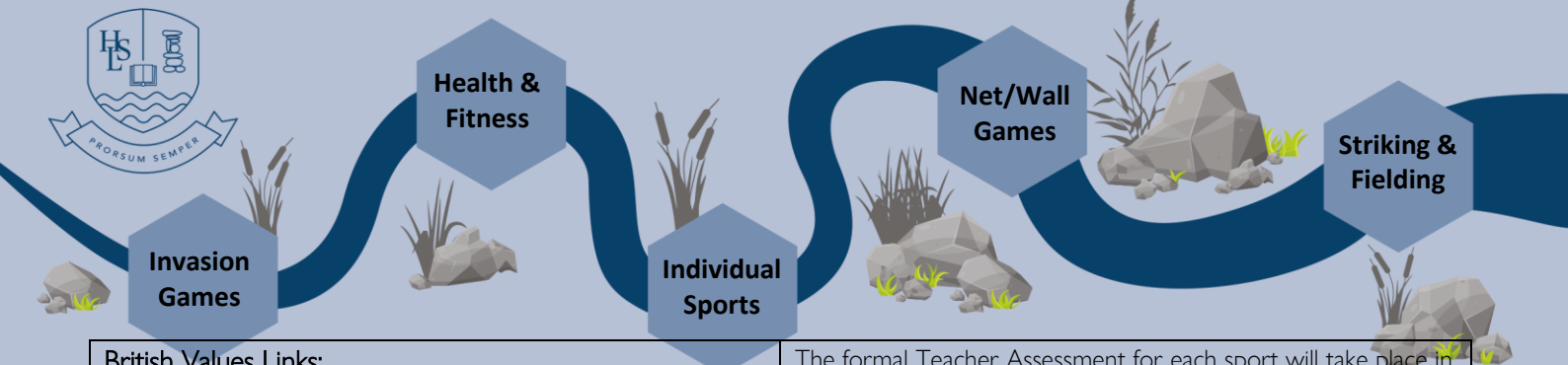
Kick – Mitch Johnson

Local Newspapers – Sport Sections
(Celebrating local sporting achievements)

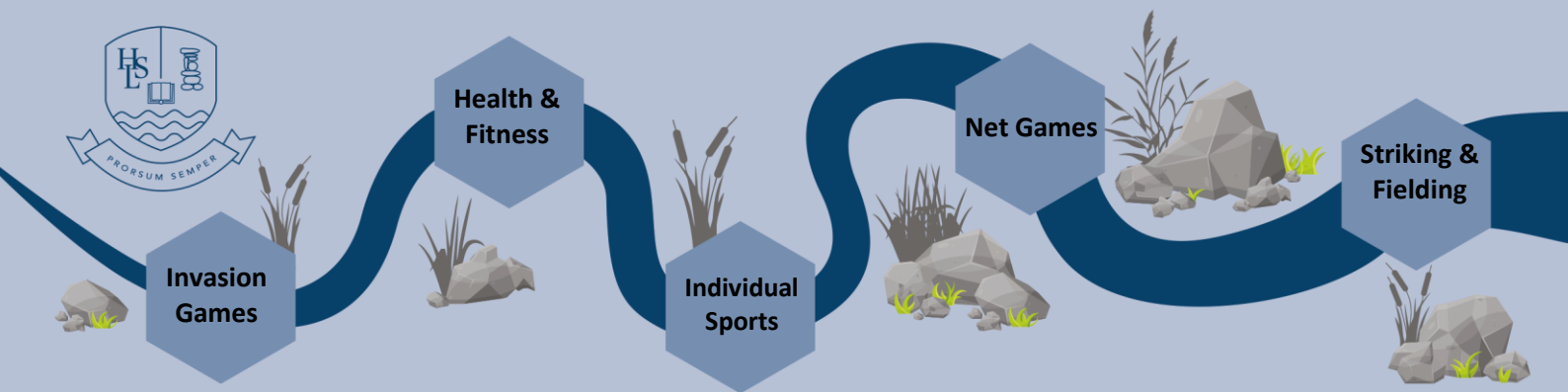
BBC SPORT – YouTube
BBC SPORT – Website and App
(Great highlight videos and some interesting articles)



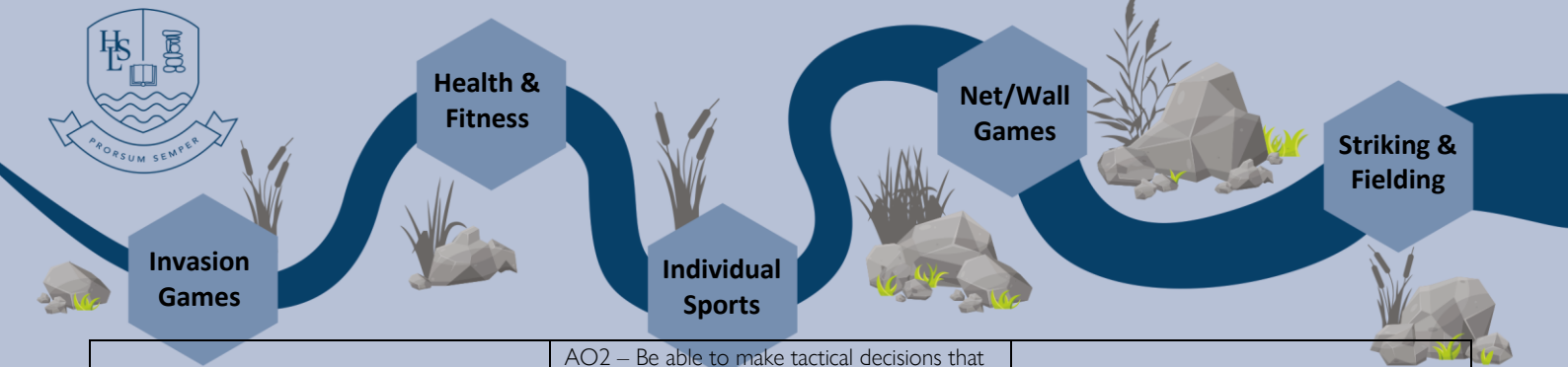
Subject: Physical Education	Year Group: Year 8	Terms: 2 & 6
Module/Theme: Net/Wall Games (Badminton, Tennis & Pickleball)		
<p>Topic Outline & Aims (Intent)</p> <ul style="list-style-type: none"> - The Net/Wall Games unit aims to build on students' existing racquet sport skills from KS2, focusing on badminton, tennis, and pickleball. - Students will enhance their coordination, agility, and understanding of the rules and tactics associated with these sports. - Lessons will be inclusive, mixed-ability, and mixed-gender to foster teamwork, empathy, and challenge gender stereotypes. - Pupils will be encouraged to reflect on their own and others' performances to enhance learning and improvement in all sports. 		
<p>Key Skills and Knowledge taught through this topic: (Intent)</p> <p>Mastery of Shot Types: Students will explore a range of shot types including serves, smashes, drop shots, forehands, and backhands, understanding their application across all three racquet sports.</p> <p>Technique Breakdown: Each shot type will be broken down into specific teaching points, allowing students to learn from scratch and eliminate any previously learned mistakes.</p> <p>Agility and Reaction Time: Emphasis will be placed on agility, reaction time, and coordination in returning shots and successfully winning points during match play.</p> <p>Fitness Development: Students will develop their individual fitness to ensure sustained performance levels throughout lessons and competitive games, understanding the importance of cardiovascular fitness for effective decision-making.</p> <p>Subject Knowledge Enhancement: Students will enhance their subject knowledge through discussion, independent exploration, and analysis tasks.</p> <p>Feedback Incorporation: Students will respond to feedback from teachers and peers to adjust their performance and improve their skills.</p>		
<p>Prior Learning: (Context) KS2: Familiarity with Equipment: Most students will have experience holding and using a racquet, as well as basic ball-handling skills.</p> <p>Understanding of Net Games: While students may have some understanding of net games, they may not be familiar with all the terminology.</p> <p>Varied Experience Levels: Some students may have played racquet sports competitively outside of school, while others may have limited experience.</p>	<p>Future Learning: (Context)</p> <p>Advanced Tactical Decision-Making: By the end of KS3, students will be expected to use a wide variety of skills to outwit opponents and make tactical decisions that positively impact their team.</p> <p>Confident Officiating: Students will develop the skills to officiate match play in practice, with some confident enough to officiate full games at greater speeds.</p>	<p>National Curriculum Links: (Context)</p> <ul style="list-style-type: none"> - Pupils will be taught to use a range of tactics and strategies to overcome opponents in direct competition. - Pupils will be taught analyse their performances compared to previous ones and demonstrate improvement. - Pupils will be given opportunities to take part in competitive sports in lessons, House fixtures, Extra-curricular clubs, and activities outside school through community links or sports clubs.
<p>RRSA Links:</p> <ul style="list-style-type: none"> 12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 15 – Setting up or joining groups 17 – Access to Information 31 – Rest, Play, Culture and Arts 	<p>Assessment of Learning: (Impact)</p> <p>Pupils will be assessed at the end of each block of work.</p> <p>They will complete a Self-Assessment, a Peer Assessment and have a Teacher Assessment.</p>	



<p>British Values Links:</p> <p>Democracy –</p> <ul style="list-style-type: none"> - Freedom to voice opinions during class feedback sessions. - Votes on materials/techniques. - Debates/discussions on subjective performances. <p>The Rule of Law –</p> <ul style="list-style-type: none"> - The importance of health and safety for sport. - The importance of playing to the rules of the sport to ensure fair play. - The importance of playing to the rules of the sport to ensure the safety of other competitors. <p>Individual Liberty –</p> <ul style="list-style-type: none"> - Importance of independent research and learning. - Importance of reflection of ideas and processes. <p>Mutual Respect –</p> <ul style="list-style-type: none"> - Taking part in sport fairly demonstrating good etiquette and sportsmanship. - Sharing work and ideas through group feedback; respecting each other's strengths and weaknesses. <p>Tolerance -</p> <ul style="list-style-type: none"> - Understanding diverse cultures and beliefs through sport. - Working as part of a team regardless of interests, religion, culture, and ability. 		<p>The formal Teacher Assessment for each sport will take place in the last week of each activity where pupils will be assessed on: -</p> <ul style="list-style-type: none"> - Rules and Tactical Understanding. - Physical Performance and skill level. - Physical Fitness for the sport. <p>Throughout each term informal Teacher, Peer and Self-assessments will be carried out to ensure effective learning.</p>	
<p>Eco Schools Links:</p> <p>Waste</p> <ul style="list-style-type: none"> - Ensure all recyclable materials are disposed of correctly. - Use re-useable water bottles 			
<p>Reading / Enrichment:</p> <ul style="list-style-type: none"> - Newspaper articles/match reports. - Sports feeds on social media. - Sports autobiographies. 	<p>Key Vocabulary: (Literacy)</p> <ul style="list-style-type: none"> - Sport specific terminology. - Feedback. - Fairness, respect, etiquette, sportsmanship. - Techniques. - Strategy. 	<p>Numeracy Opportunities:</p> <ul style="list-style-type: none"> - Scoring. - Timing. - Groupings. - Annotating performances. 	<p>Career Links:</p> <ul style="list-style-type: none"> - Performer - Coach - Physiotherapist - Analyst - Fitness Instructor - Teacher - Leisure centre assistant - Referee/Official



Subject: Physical Education	Year Group: Year 8	Terms: 5 & 6
Module/Theme: Striking and Fielding		
<p>Topic Outline & Aims (Intent) The Striking and Fielding units aim to build on the 'Summer' sport skills pupils learned in KS2, with a focus on Cricket, Tennis and Rounders. The intent is to develop coordination, throwing, bowling, and catching skills, alongside improving batting techniques and shot selections. Students will also learn the rules, scoring, and tactics of these sports, gaining lifelong skills and knowledge. Lessons will be taught in mixed ability and mixed gender groups to promote inclusivity and challenge gender stereotypes.</p> <p>Key Aims</p> <ul style="list-style-type: none"> - Skill Development: Enhance coordination, throwing, bowling, catching, and batting skills. - Knowledge Building: Understand the rules, scoring, and tactics of Cricket and Rounders. - Lifelong Skills: Learn to officiate games and apply rules fairly and accurately. - Inclusivity: Encourage empathy, teamwork, and challenge gender stereotypes. - Reflection: Foster self and peer evaluation to improve performance. 		
<p>Key Skills and Knowledge taught through this topic: (Intent)</p> <ul style="list-style-type: none"> - Throwing and Catching: Develop and refine techniques, incorporating skills from other sports. <p>Specific Sports Skills:</p> <p>Cricket: Focus on bowling, batting, fielding & wicket-keeping. Rounders: Emphasize fielding techniques, throwing, and catching. Tennis: Serve, volley, and groundstroke techniques. Enhance agility, reaction time, and coordination.</p> <ul style="list-style-type: none"> - Rules and Regulations: Learn, practice, and apply the rules of Cricket, Tennis and Rounders. - Shot Techniques: Break down and teach shot techniques to eliminate previous mistakes. - Fitness: Understand the importance of cardiovascular fitness for effective decision making in sports. - Subject Knowledge: Develop through discussions, independent exploration, and analysis tasks. - Feedback: Respond to teacher and peer feedback to improve performance. Throwing and catching will be developed and techniques from other sports will be transferred and utilised. 		
<p>Prior Learning: (Context) KS2: - Most students will have experience of holding and using a racquet or some kind. Throwing, Catching and Hitting a ball.</p> <p>- Most students will have some understanding of Net games, although are not likely to know all the terminology.</p> <p>- Some students will play sport outside of school and play competitively in a couple of racquet sports.</p>	<p>Future Learning: (Context) KS3: By the end of KS3 pupils will be expected to use a wide variety of skills to outwit opponents. Accurate footwork/movement should be applied in most games and some pupils will be able to apply this consistently when under pressure. Pupils will develop the skills to officiate match play in practice, whilst some will be confident officiating full games at a greater speed.</p> <p>KS4: AO1 – Reflect on own performances in increasingly competitive and physical matches. Be able to perform a high standard of shots and movement skills with greater fluency and control.</p>	<p>National Curriculum Links: (Context)</p> <ul style="list-style-type: none"> - Pupils will be taught to use a range of tactics and strategies to overcome opponents in direct competition. - Pupils will be taught analyse their performances compared to previous ones and demonstrate improvement. - Pupils will be given opportunities to take part in competitive sports in lessons, House fixtures, Extra-curricular clubs, and activities outside school through community links or sports clubs.



		AO2 – Be able to make tactical decisions that can have a positive impact on the team. AO3 – Analyse performances.	
RRSA Links: 12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 15 – Setting up or joining groups 17 – Access to Information 31 – Rest, Play, Culture and Arts		Assessment of Learning: (Impact) Pupils will be assessed at the end of each block of work. They will complete a Self-Assessment, a Peer Assessment and have a Teacher Assessment. The formal Teacher Assessment for each sport will take place in the last week of each activity where pupils will be assessed on: - - Rules and Tactical Understanding. - Physical Performance and skill level. - Physical Fitness for the sport. Throughout each term informal Teacher, Peer and Self-assessments will be carried out to ensure effective learning.	
British Values Links: Democracy – - Freedom to voice opinions during class feedback sessions. - Votes on materials/techniques. - Debates/discussions on subjective performances. The Rule of Law – - The importance of health and safety for sport. - The importance of playing to the rules of the sport to ensure fair play. - The importance of playing to the rules of the sport to ensure the safety of other competitors. Individual Liberty – - Importance of independent research and learning. - Importance of reflection of ideas and processes. Mutual Respect – - Taking part in sport fairly demonstrating good etiquette and sportsmanship. - Sharing work and ideas through group feedback; respecting each other’s strengths and weaknesses. Tolerance – - Understanding diverse cultures and beliefs through sport. - Working as part of a team regardless of interests, religion, culture, and ability.			
Eco Schools Links: Waste - Ensure all recyclable materials are disposed of correctly. - Use re-useable water bottles			
Reading / Enrichment: - Newspaper articles/match reports. - Sports feeds on social media. - Sports autobiographies.	Key Vocabulary: (Literacy) - Sport specific terminology. - Feedback. - Fairness, respect, etiquette, sportsmanship. - Techniques. - Strategy.	Numeracy Opportunities: - Scoring. - Timing. - Groupings. - Annotating performances.	Career Links: - Performer - Coach - Physiotherapist - Analyst - Fitness Instructor - Teacher - Leisure centre assistant - Referee/Official



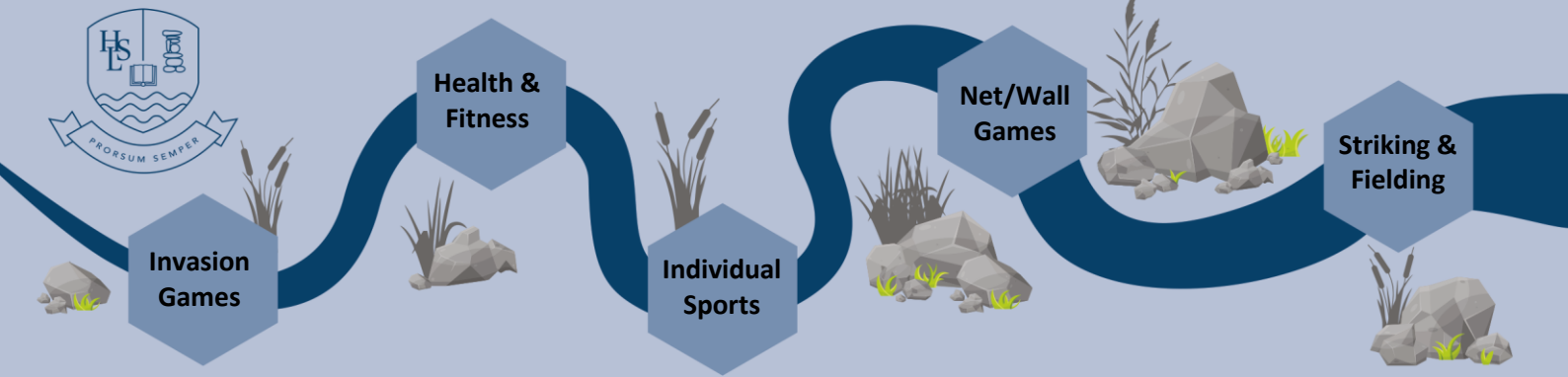
Health & Fitness

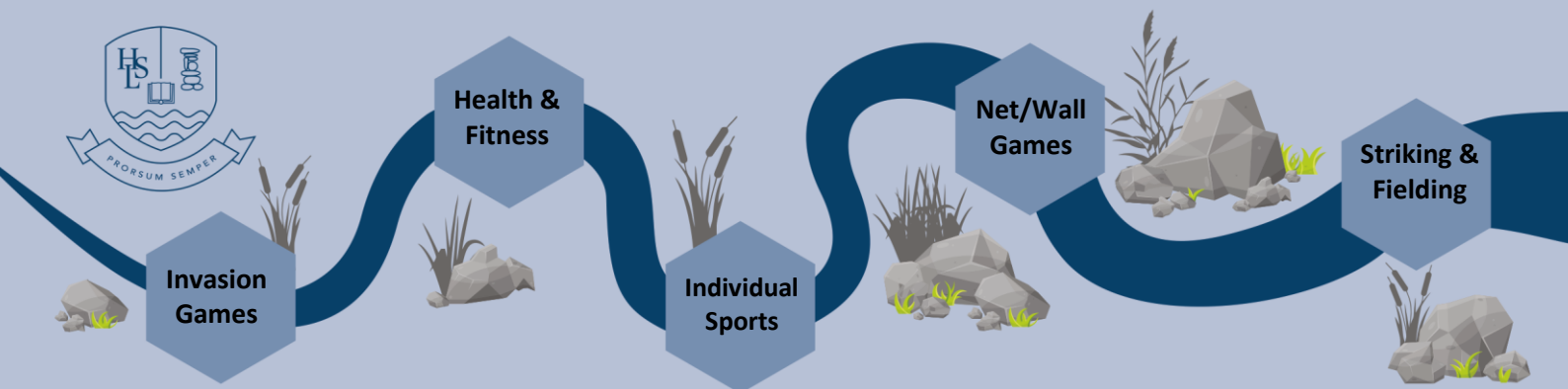
Net/Wall Games

Striking & Fielding

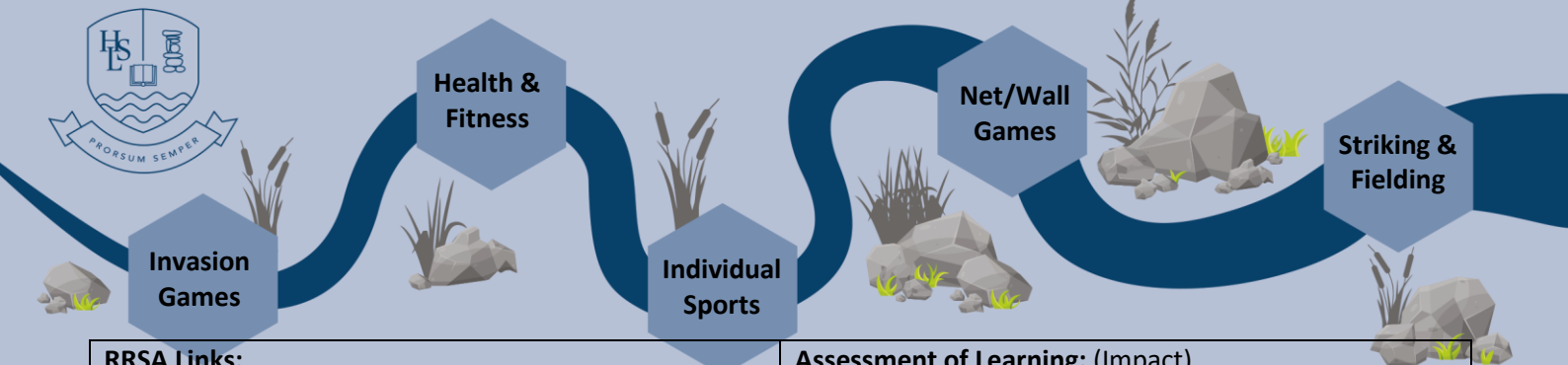
Invasion Games

Individual Sports

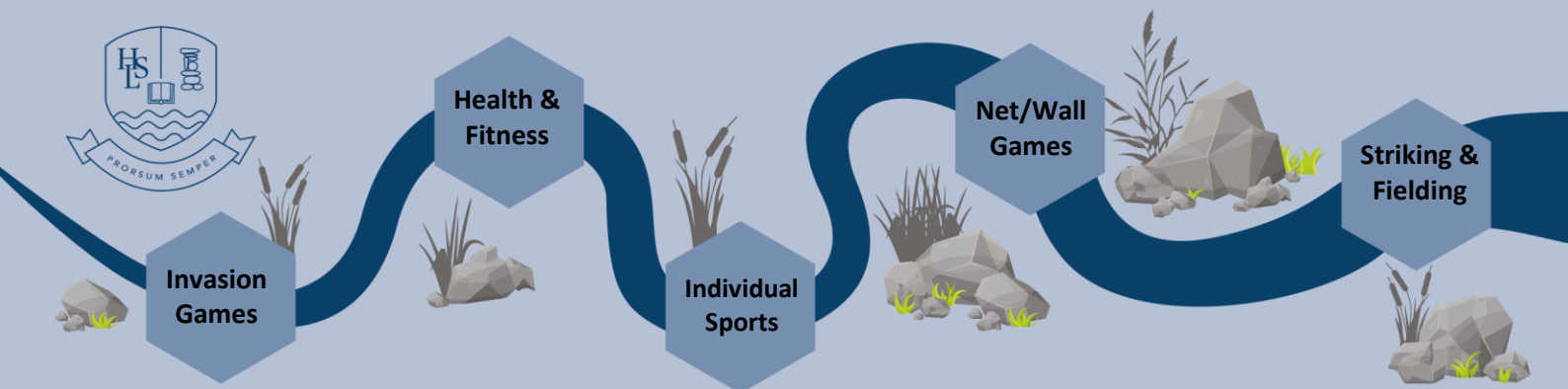




Subject: Physical Education	Year Group: Year 8	Terms: 1 - 6
Module/Theme: Health & Fitness		
<p>Topic Outline & Aims (Intent) Objective: Introduce students to various training methods to promote a fit and active lifestyle.</p> <p>Key Aspects:</p> <ul style="list-style-type: none"> • Emphasize the importance of a healthy heart and regular cardiovascular exercise for overall physical health. • Stress the significance of strength training for muscle tone and injury prevention in sports. • Teach the necessity of warming up, cooling down, and monitoring personal performance. • Explore different cardiovascular fitness and strength training methods. • Promote understanding of the impact of a healthy, active lifestyle on physical, mental, and social health. <p>Teaching Approach:</p> <ul style="list-style-type: none"> • Utilize 'Fit in 5' to incorporate health and fitness in each lesson. • Encourage self-reflection on fitness levels and motivate students to improve in their own time. 		
<p>Key Skills and Knowledge taught through this topic: (Intent)</p> <p>Movement Exploration: Squats, lunges, burpees, down ups, press-ups, sit-ups with a focus on movement quality.</p> <p>Cardiovascular Exercises: Individual, pairs, and small groups participation. Effective running techniques, encouraging students to challenge themselves and reach breathlessness.</p> <p>Body Awareness: Understanding bodily responses during exercise. Recognizing the link between fitness and mental resilience.</p> <p>Cross-Country Course: Teaching appropriate pacing, positive self-talk, and embracing physical challenges.</p>		
<p>Prior Learning: (Context) KS2:</p> <p>Most students have experience in running cross country or a mile course.</p> <p>Some familiarity with fitness exercises, though terminology might be new.</p> <p>Some students may have prior knowledge of training for fitness and specific sports.</p>	<p>Future Learning: (Context) KS3:</p> <p>KS3 Goals: Utilize a variety of exercises for training. Continuous improvement in fitness levels. Develop the ability to plan a training regimen with guidance.</p> <p>KS4 Objectives: Understand GCSE PE Fitness terminology. Apply theoretical knowledge in both core PE and GCSE PE. Plan and follow a training program.</p>	<p>National Curriculum Links: (Context)</p> <ul style="list-style-type: none"> ○ Pupils will be taught to use a range of skills to encourage them to lead a healthy, active lifestyle. ○ Pupils will be taught analyse their performances compared to previous ones and demonstrate improvement. ○ Pupils will be given opportunities to take part in fitness clubs such as strength & conditioning, cross-country, yoga. ○ Half termly homework will be set to encourage physical activity as families. ○ Pupils will be encouraged to get active through cycling, walking, and running.



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<p>British Values Links: Democracy – o Freedom to voice opinions during class feedback sessions. o Votes on materials/techniques. o Debates/discussions on subjective performances. The Rule of Law – o The importance of health and safety for sport. o The importance of playing to the rules of the sport to ensure fair play. o The importance of playing to the rules of the sport to ensure the safety of other competitors. Individual Liberty – o Importance of independent research and learning. o Importance of reflection of ideas and processes. Mutual Respect – o Taking part in sport fairly demonstrating good etiquette and sportsmanship. o Sharing work and ideas through group feedback; respecting each other’s strengths and weaknesses. Tolerance - o Understanding different cultures and beliefs through sport. o Working as part of a team regardless of interests, religion, culture and ability.</p>			
<p>Eco Schools Links: Waste – Ensure all recyclable materials are disposed of correctly. - Use re-useable water bottles - Using the environment thoughtfully for exercise.</p>			
<p>Reading / Enrichment: -Newspaper/magazine articles. -Fitness feeds on social media. -Sports autobiographies.</p>	<p>Key Vocabulary: (Literacy) -Sport specific terminology. -Components of fitness. -Anaerobic and Aerobic training. -Blood vessel dilation, dehydration, lactic acid, oxygen debt. -Mental resilience. -Health and well-being.</p>	<p>Numeracy Opportunities: -Sets/Reps. -Tracking times. -Use of smart watch. -Taking Heart rates. -Planning training programmes.</p>	<p>Career Links: -Performer -Health care worker -Coach -Physiotherapist -Analyst -Fitness Instructor -Teacher -Leisure centre assistant -Referee/Official</p>



Subject: Physical Education	Year Group: Year 8	Terms: 1,2,3,4 – September-March
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Module/Theme: Invasion Games

Topic Outline & Aims (Intent)
Objective: Advance students' skills in invasion games, emphasizing organisation, intensity, and self-challenge.
Key Aspects:

- Building on KS2 skills to enhance proficiency in invasion games.
- Emphasising good organisation, high intensity, and personal challenge.
- Highlighting the importance of warm-ups, cooldowns, and physical health.

Games Covered:

- 7-side Netball, Touch Rugby, Hockey, Football, and Basketball.
- Break down skills, teach rules, and encourage fair officiation.

Mixed Ability and Gender:

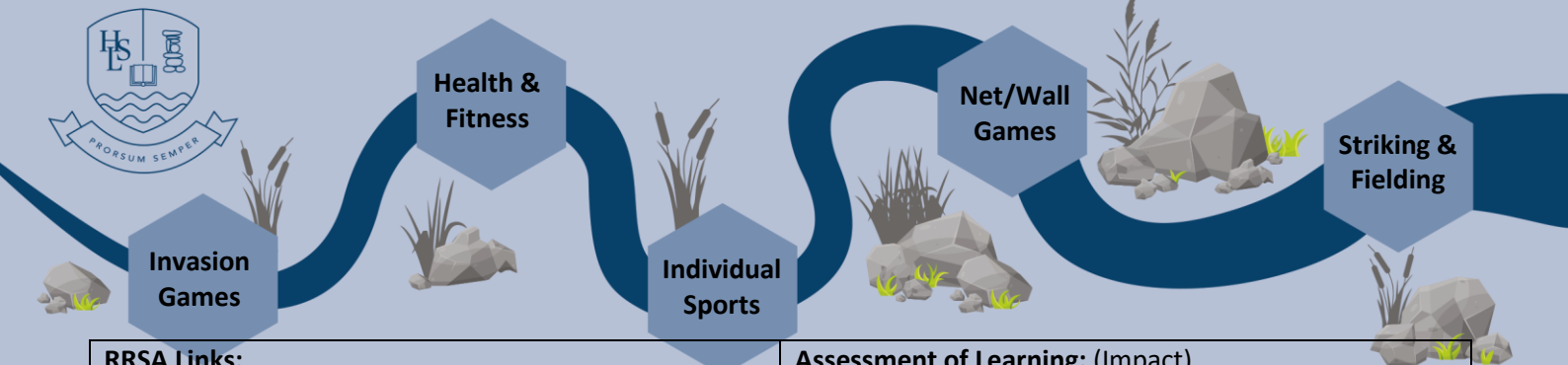
- Lessons taught with mixed ability and gender to expose all students to competitive situations.
- Encouraging empathy and challenging gender stereotypes.

Reflection and Improvement:

- Encouraging students to reflect on their own and others' performances for continuous learning and improvement.

Key Skills and Knowledge taught through this topic: (Intent)
Passing and Receiving Techniques:
 Exploring a range of passing and receiving techniques under increasing pressure.
Dynamic Movements:
 Understanding the importance of dynamic and powerful movements in small areas to evade opponents or create defensive pressure.
Fitness and Decision Making:
 Developing individual fitness to maintain high skill levels.
 Emphasizing cardiovascular fitness for effective decision-making.
Subject Knowledge:
 Developing subject knowledge through discussions, independent exploration, and analysis tasks.
Feedback Response:
 Responding to feedback from teachers and peers to adjust performance.

<p>Prior Learning: (Context) KS2: Students have experience with basic throwing, catching, kicking, and receiving a ball.</p> <p>Some understanding of invasion games, though not all terminology.</p> <p>Some students may play sports competitively outside of school.</p>	<p>Future Learning: (Context) KS3: KS3 Goals: Using a wide variety of skills to outwit opponents. Applying accurate footwork/movement consistently under pressure. Developing officiating skills for small-sided and full games at a greater speed.</p> <p>KS4 Objectives: Reflecting on performances in increasingly competitive and physical games. Applying high-level passing and movement skills with greater fluency and control. Making tactical decisions that positively impact the team. Analysing performances.</p>	<p>National Curriculum Links: (Context)</p> <ul style="list-style-type: none"> ○ Pupils will be taught to use a range of tactics and strategies to overcome opponents in direct competition. ○ Pupils will be taught analyse their performances compared to previous ones and demonstrate improvement. ○ Pupils will be given opportunities to take part in competitive sports in lessons, House fixtures, Extra-curricular clubs, and activities outside school through community links or sports clubs.
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<p>Eco Schools Links: Waste – Ensure all recyclable materials are disposed of correctly.</p> <ul style="list-style-type: none"> - Use re-useable water bottles 			
<p>Reading / Enrichment:</p> <ul style="list-style-type: none"> -Newspaper articles/match reports. -Sports feeds on social media. -Sports autobiographies. 	<p>Key Vocabulary: (Literacy)</p> <ul style="list-style-type: none"> -Sport specific terminology. -Feedback. -Fairness, respect, etiquette, sportsmanship. -Techniques. -Strategy. 	<p>Numeracy Opportunities:</p> <ul style="list-style-type: none"> -Scoring. -Timing. -Groupings. -Annotating performances. 	<p>Career Links:</p> <ul style="list-style-type: none"> -Performer -Coach -Physiotherapist -Analyst -Fitness Instructor -Teacher -Leisure centre assistant -Referee/Official