

# Year 8

# Subject: Physical Education

<p><b>Overview of the year:</b></p> <p>Students will build on the knowledge and skills learnt in year 7 to develop a variety of skills, rules and regulations, tactics and strategies, theoretical concepts and personal skills through a range of both team and individual activities</p>	<p><b>Ways to consolidate and extend your learning in PE:</b></p> <p>Attend Highgate Wood extracurricular clubs Join local sports clubs to extend knowledge further</p>	
<p><b>Unit of work &amp; brief outline of what will be covered.</b></p>	<p><b>Key Objectives – what will students learn</b></p>	<p><b>Assessment</b></p>
<p><b>Team Games</b> (this can include; hockey, netball, football, cricket, rounder's, tag rugby)</p>	<p>Students will identify and explain the rationale behind most key skills and some advanced skills covered in the activity and learn to perform these skills in isolation and conditioned games. They will also learn how to make effective contribution to teams performances.</p> <p>Students will learn to identify and explain some of the tactics and strategies that can be used in the team game and make decisions when faced with opposition.</p> <p>Students will be taught to identify and explain some key rules and regulations required in the sport/activity and will apply most to game situations</p> <p>Students will learn to explain key terminology across the range of topics that can then be applied to team sports (Anatomy &amp; physiology, sports psychology, sport &amp; society)</p> <p>Students will begin to analyse their teams performance by identifying and describing strengths and weakness and suggest ways to improve. Students will lead a small group in</p>	<p>Students will be assessed throughout and at the end of each team game studied. They will be assessed based on the five PE strands:</p> <ul style="list-style-type: none"> <li>• Sports performance,</li> <li>• Decision making and strategies,</li> <li>• Rules and regulations,</li> <li>• Theoretical understanding</li> <li>• Personal development</li> </ul>

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 3

	<p>improving individual and team performance and start to reflect on their own leadership skills</p> <p>Students will be taught the values of respect and sportsmanship in team sports for both teammates and opposition</p> <p>Students will be taught to communicate effectively within a team showing effective teamwork</p>	
<p><b>Individual games/activities</b> (this can include: tennis, badminton, athletics, fitness)</p>	<p>Students will identify and explain the rationale behind most key skills and some advanced covered in the activity and learn to perform these skills in isolation and conditioned practices.</p> <p>Students will learn to identify and explain some of the tactics and strategies that can be used in the individual game/activity and make to make decisions when faced with opposition.</p> <p>Students will be taught to identify and explain some key rules and regulations required in the sport/activity and will apply most to competitive situations</p> <p>Students will learn to explain key terminology across the range of topics that can then be applied to the individual sport/activity (Anatomy &amp; physiology, sports psychology, sport &amp; society)</p> <p>Students will begin to analyse their own performance by identifying and describing strengths and weakness and suggest ways to improve.</p> <p>Students will be taught the values of respect and sportsmanship in individual sports for both opposition and officials</p>	<p>Students will be assessed throughout and at the end of each individual game/activity studied. They will be assessed based on the five PE strands:</p> <ul style="list-style-type: none"> <li>• Sports performance,</li> <li>• Decision making and strategies,</li> <li>• Rules and regulations,</li> <li>• Theoretical understanding</li> <li>• Personal development</li> </ul>
<p><b>Dance</b></p>	<p>Students will identify and explain the rationale behind most key skills and some advanced covered in a range of dance styles and perform these skills in isolation and dance motifs.</p> <p>Students will learn to identify and explain some of the tactics and strategies that can be used in dance competitions. Students will learn how to choreograph a dance routine to include key dance concepts and some advanced dance techniques.</p>	<p>Students will be assessed throughout and at the end of each dance unit studied. They will be assessed based on the five PE strands:</p> <ul style="list-style-type: none"> <li>• Sports performance,</li> <li>• Decision making and strategies,</li> <li>• Rules and regulations,</li> </ul>

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	<p>Students will be taught to identify and explain some key rules and regulations required in dance and will apply to the choreography of their dance</p> <p>Students will learn to explain key terminology across the range of topics that can then be applied to dance (Anatomy &amp; physiology, sports psychology, sport &amp; society)</p> <p>Students will begin to analyse their own and groups performance by identifying and describing strengths and weakness and suggest ways to improve. Students will lead a small group in improving individual and team performance and start to reflect on their own leadership skills</p> <p>Students will be taught the values of respect and sportsmanship in dance.</p>	<ul style="list-style-type: none"> <li>• Theoretical understanding</li> <li>• Personal development</li> </ul>
<p><b>Outdoor and Adventurous activities (OAA)</b></p>	<p>Students will identify and explain the rationale behind most key skills and some advanced skills covered in OAA and use these skills effectively to solve problems as an individual and group.</p> <p>Students will learn to identify and explain some of the tactics and strategies that can be used in OAA.</p> <p>Students will be taught to identify and explain some key rules and regulations required OAA</p> <p>Students will learn to explain key terminology across the range of topics that can then be applied to OAA (Anatomy &amp; physiology, sports psychology, sport &amp; society)</p> <p>Students will begin to analyse their own and groups performance by identifying and describing strengths and weakness and suggest ways to improve. Students will lead a small group in improving individual and team performance and start to reflect on their own leadership skills</p> <p>Students will learn how to make a contribution to team performances building on trust and effective communication. Students will also learn what characteristics make for a successful leader of a team's performance and start to demonstrate these.</p>	<p>Students will be assessed throughout and at the end of each OAA unit studied. They will be assessed based on the five PE strands:</p> <ul style="list-style-type: none"> <li>• Sports performance,</li> <li>• Decision making and strategies,</li> <li>• Rules and regulations,</li> <li>• Theoretical understanding</li> <li>• Personal development</li> </ul>