

Physical Education Year 8 Curriculum: PE Intent: QEGS gives an opportunity to participate in a broad & balanced PE curriculum. Emphasis in KS3 placed on skill development & tactical awareness in KS4. Enjoyment is of paramount importance throughout and a promotion of a healthy & active lifestyle. The curriculum allows pupils to fulfill a number of different roles within lesson time (not just a performer, but scorer, umpire, judge etc.) particularly if students are injured/ill/unable to take part. For those more keen/able pupils' opportunities are offered outside of lessons to attend extra-curricular clubs & to represent the school at district to national level in a variety of sports. There are 5 main areas of Physical Education that will be covered in Year 8: **outwitting opponents**, as in games activities; **accurate replication of actions, phrases and sequences** as in Gymnastic activities; **performing at maximum levels in relation to speed, height, distance, strength or accuracy**, as in Athletics activities; **identifying and solving problems to overcome challenges of an adventurous nature**, as in Life saving and Personal survival activities; and **exercising safely and effectively to improve health and well-being**, as in Fitness and Health activities.

Outwitting Opponents:

1. Football
2. Rugby
3. Badminton
4. Basketball
5. Rounders
6. Cricket
7. Hockey
8. Netball
9. Tennis
10. Table Tennis
11. Volleyball
12. Handball

Key Objectives for Outwitting Opponents - To be able to:

1. **Successfully overcome opponents in competition by directly affect each other's performance.**
2. Develop some consistency when demonstrating the relevant skills required to succeed in the chosen area.
3. Transfer skills learnt in isolation into a competitive situation, demonstrating some success.
4. Understand and begin to apply their knowledge of rules in the specific activity. They will also begin to support others.
5. Understand various tactics and begin to apply them in order to achieve success.
6. Effectively communicate within their group/team which improves their own/others performance.
7. Take responsibility for their own learning.
8. Describe their own and others strengths and weakness.
9. Successfully undertake additional roles such as Official, Organiser, Leader and Coach.
10. Explain in good detail how the activity areas can impact on their overall health and fitness.

Key Objectives for Accurate Replication - To be able to:

1. **Repeat actions, phrases and sequences of movement as perfectly as possible.**
2. Select and apply movements, agilities and balances individually and as part of a fluent sequence.
3. Select, combine and perform skills; actions and balances and explain their choice.
4. Demonstrate good body tension, control, counter balance and aesthetics.
5. Demonstrate quality performances, techniques and routines with accurate replication of skills showing control and fluency.
6. Develop and refine skills and compositional ideas based on decisions about sequences.
7. Discuss the benefits & use of arms and body tension and how sequences are aesthetically improved.
8. Describe their own strengths and weakness as well as begin to observe others.
9. Successfully undertake additional roles such as Official, Organiser, Leader and Coach.
10. Explain how the activity areas can impact on their overall health and fitness.

Accurate replication of actions phrases and sequences:

1. Gymnastics

Performing at maximum levels in relation to speed, height, distance, strength or accuracy:

1. Athletics
2. Cross Country
3. Swimming

Key Objectives for Performing at maximum levels - To be able to:

1. **Achieve personal best scores or times, and in competition with others' scores or times.**
2. Replicate accurately basic skills.
3. Develop the skills required and they should understand that different events demand different skill types.
4. Develop and refine skills and tactical decisions.
5. Evaluate the use of body parts to gain an improvement in replicated technique and apply strategies for effective competitive performance.
6. Adapt & refine these strategies to the need of an event. To encourage the ability to become a reflective learner.
7. Know how to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used.
8. Describe their own strengths and weakness as well as begin to observe others.
9. Successfully undertake additional roles such as Official, Organiser, Leader and Coach.
10. Explain how the activity areas can impact on their overall health and fitness.

Exercising safely and effectively to improve health and well-being:

1. Fitness
2. Boxercise

Key Objectives for exercising safely and effectively to improve health and well-being - To be able to:

1. **Improve health, fitness and wellbeing.**
2. Replicate accurately basic techniques within fitness activities.
3. Develop the skills of sustained running, jumping and other fitness skills, demonstrating some consistency.
4. Understand that different events demand different components of fitness and be able to adapt to the set task.
5. Describe the elements of an effective technique in a small circuit.
6. Develop the skills necessary to compete in a number of fitness based events.
7. Demonstrate accurate technique, depth of understanding and related performances in a range of activities that involve sustained physical work.
8. Describe their own strengths and weakness as well as begin to observe others.
9. Successfully undertake additional roles such as Official, Organiser, Leader and Coach.
10. Explain how the activity areas can impact on their overall health and fitness.

Key Performance Standards

1. Demonstrate core skills in isolation, with some consistency.
2. Understand and be able to apply those skills in a competitive situation.
3. Have knowledge of tactics and strategies and begin to apply them.
4. To be able to take responsibility for their own individual performance as well as observe others.
5. To work effectively as a member of a team.
6. Demonstrate the ability to assess their own and others strengths and weaknesses in performance and begin to critique their peers.
7. To be able to begin to apply strategies for improvement in performance.
8. To have knowledge of relevant terminology associated with each specific activity.
9. To demonstrate levels of progress throughout the time spent on each activity.
10. To have knowledge of the importance of warming up and cooling down.
11. To have the confidence to talk about the activity area.
12. Demonstrate the confidence to take on additional roles other than that of a performer.
13. To develop their own interaction and communication skills.
14. To have knowledge of how each activity can contribute to overall fitness and health.
15. To be able to recall/ recognise GCSE PE terminology specific to individual activities