

## Year 8

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn		<ul style="list-style-type: none"> <li>Can you select and apply an advanced range of passing and receiving skills in hockey in a 7 sided game?</li> <li>Can you select and apply a range of passing and receiving skills in Netball in a full sided game?</li> <li>Can you select and apply a range of balances to perform a sequence of paired/trio balances in a routine?</li> <li>Can you select and apply an advanced range of passing and</li> </ul>	<p><b>Hockey:</b></p> <ul style="list-style-type: none"> <li>Dribbling - open and reverse</li> <li>Passing - push and slap</li> <li>Defensive strategies - block tackles and jab tackle</li> <li>Attacking strategies and conditioned games</li> <li>Shooting circuit</li> <li>Developing match play and positions</li> </ul> <p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>Throwing and catching: one handed/ball control and ball manipulation</li> <li>Footwork: landing on different feet</li> <li>Attacking strategies: dodges and sequences of passing</li> <li>Defending strategies: marking the ball/the player/the space</li> <li>Set plays</li> <li>Position and position specific skills</li> <li>Developing match play, positions and umpiring</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>Matching and Mirroring Balances</li> <li>Counter tension/Counter Balance</li> <li>Partially Supported Balances</li> <li>Fully Supported Balances</li> <li>Paired balances and trio balances</li> <li>Synchronisation in choreography</li> <li>Performance to music</li> </ul>	<p><b>Knowledge &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>Students are expected to develop a range of knowledge &amp; understanding on the areas listed opposite. These include the ability to:</li> <li>Acquire &amp; develop core technical physical skills</li> <li>Select &amp; apply appropriate technical &amp; tactical skills into match play</li> <li>Make appropriate decisions in competitive situations regarding application of rules &amp; terminology of the sports</li> <li>Be able to provide constructive and appropriate feedback on their own or another's' performance.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will be expected to develop numeracy, literacy &amp; teamwork skills in relation to the knowledge &amp; understanding they develop, as well as:</li> <li>Scoring systems in the sport they are studying</li> <li>Key terminology used within a sport</li> <li>Awareness of the physical fitness levels required to benefit performance within a sport</li> <li>Understand loss/win situations and develop resilience &amp; cooperation within a variety of competitive situations</li> </ul> <p><b>Assessment Point Information:</b></p> <p>At the end of each half term, students are awarded a grade for each activity they participate in. For each assessment point, students will receive one</p>

		<p><b>receiving skills in Football in a 7-a-side game?</b></p>	<p><b>Football:</b></p> <ul style="list-style-type: none"> <li>• Dribbling and turning</li> <li>• Control of the ball - two-touch Football</li> <li>• Passing</li> <li>• Movement off the ball to receive a pass</li> <li>• Jockeying and tackling</li> <li>• Shadowing and advanced tackling</li> <li>• Formations and positions for a 7-a-side game.</li> <li>• Refereeing small sided matches.</li> </ul>	<p>amalgamated grade based on the average grade awarded for each activity.</p> <ul style="list-style-type: none"> <li>• Students are assessed on: <ul style="list-style-type: none"> <li>- Performance of skills and techniques in isolation/unopposed situations</li> <li>- Application of skills, techniques and decision making under pressure during a conditioned mach/competitive situation</li> </ul> </li> </ul>
Spring		<ul style="list-style-type: none"> <li>• <b>Can you perform and choreograph a sequence to a set theme in the style of the Charleston</b></li> <li>• <b>Can you perform advanced attacking and defensive skills in a conditioned game of basketball?</b></li> <li>• <b>Can you perform advanced passing shots and develop team play to set</b></li> </ul>	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Charleston</li> <li>• Students are taught a teacher led choreography</li> <li>• Lifts</li> <li>• Students create group choreography</li> <li>• Action, Space, Dynamics and Relationships</li> </ul> <p><b>Basketball:</b></p> <ul style="list-style-type: none"> <li>• Dribbling and pivoting</li> <li>• Passing and catching</li> <li>• Attacking strategies</li> <li>• Man to man marking</li> <li>• Shooting technique - grip, stance and follow through</li> <li>• Shooting technique - lay up</li> <li>• Knowledge and understanding of the rules of basketball</li> </ul> <p><b>Badminton:</b></p> <ul style="list-style-type: none"> <li>• Grip, ready position</li> <li>• Serving</li> <li>• Forehand</li> <li>• Backhand</li> <li>• Drop Shot</li> </ul>	<p><b>Knowledge &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Students are expected to develop a range of knowledge &amp; understanding on the areas listed opposite. These include the ability to:</li> <li>• Acquire &amp; develop core technical physical skills</li> <li>• Select &amp; apply appropriate technical &amp; tactical skills into match play</li> <li>• Make appropriate decisions in competitive situations regarding application of rules &amp; terminology of the sports</li> <li>• Be able to provide constructive and appropriate feedback on their own or another's' performance.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will be expected to develop numeracy, literacy &amp; teamwork skills in relation to the knowledge &amp; understanding they develop, as well as:</li> <li>• Scoring systems in the sport they are studying</li> <li>• Key terminology used within a sport</li> <li>• Awareness of the physical fitness levels required to benefit performance within a sport</li> <li>• Understand loss/win situations and develop resilience &amp; cooperation within a variety of competitive situations</li> </ul>

		<p><b>up a point in Volleyball?</b></p>	<ul style="list-style-type: none"> <li>• The drive - develop into lift</li> <li>• Tactics</li> <li>• Knowledge and understanding of the rules of badminton</li> </ul> <p><b>Volleyball:</b></p> <ul style="list-style-type: none"> <li>• Volleyball fundamentals – increasing movement</li> <li>• Re-Cap of the passing shots (Set/Volley)</li> <li>• Setting on the move</li> <li>• Dig – on the move and reverse digging</li> <li>• Developing set plays in volleyball 4-a-side</li> <li>• Formations and rotations for 4-a-side Volleyball</li> </ul>	<p><b>Assessment Point Information:</b></p> <ul style="list-style-type: none"> <li>• At the end of each half term, students are awarded a grade for each activity they participate in. For each assessment point, students will receive one amalgamated grade based on the average grade awarded for each activity.</li> <li>• Students are assessed on: <ul style="list-style-type: none"> <li>- Performance of skills and techniques in isolation/unopposed situations</li> <li>- Application of skills, techniques and decision making under pressure during a conditioned match/competitive situation</li> </ul> </li> </ul>
Summer		<ul style="list-style-type: none"> <li>• Can you perform advanced strokes in a rally to develop into a competitive points system?</li> <li>• Can you select and apply an advanced range of skills which are involved with athletic events?</li> <li>• Can you select and apply advanced striking and fielding positions within</li> </ul>	<p><b>Tennis:</b></p> <ul style="list-style-type: none"> <li>• Forehand</li> <li>• Backhand</li> <li>• Rally development</li> <li>• Volleying at the net</li> <li>• Serving</li> <li>• Singles and Doubles Play</li> </ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Throwing events - shot put, discus, javelin</li> <li>• Jumping events - high jump (scissor kick/fosbury flop), triple jump, long jump</li> <li>• Track events - 100m, 200m, 800m and relay</li> </ul> <p><b>Rounders:</b></p> <ul style="list-style-type: none"> <li>• Catching</li> <li>• Bowling strategies (Spin/Donkey Drop)</li> </ul>	<p><b>Knowledge &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Students are expected to develop a range of knowledge &amp; understanding on the areas listed opposite. These include the ability to:</li> <li>• Acquire &amp; develop core technical physical skills</li> <li>• Select &amp; apply appropriate technical &amp; tactical skills into match play</li> <li>• Make appropriate decisions in competitive situations regarding application of rules &amp; terminology of the sports</li> <li>• Be able to provide constructive and appropriate feedback on their own or another's performance.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Students will be expected to develop numeracy, literacy &amp; teamwork skills in relation to the knowledge &amp; understanding they develop, as well as:</li> <li>• Scoring systems in the sport they are studying</li> <li>• Key terminology used within a sport</li> </ul>

		<p><b>a small sided game of rounders?</b></p> <ul style="list-style-type: none"> <li>• <b>Can you select and apply advanced striking and fielding positions within a small sided game of cricket?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Batting - Position, placement and power</li> <li>• Umpiring and knowledge of the rules</li> <li>• Understand the rules and scoring of rounders</li> </ul> <p><b>Cricket:</b></p> <ul style="list-style-type: none"> <li>• Advanced fielding skills: overarm throw, backing up and throwing into stumps</li> <li>• Bowling</li> <li>• Attacking shots: drives and pull</li> <li>• Defensive shots: blocks</li> <li>• Conditioned matches: 8 aside</li> <li>• Understanding of the rules and scoring of cricket.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the physical fitness levels required to benefit performance within a sport</li> <li>• Understand loss/win situations and develop resilience &amp; cooperation within a variety of competitive situations</li> <li>• Students will also be able to apply theoretical knowledge to physical performance such as how muscles work etc.</li> </ul> <p><b>Assessment Point Information:</b></p> <ul style="list-style-type: none"> <li>• At the end of each half term, students are awarded a grade for each activity they participate in. For each assessment point, students will receive one amalgamated grade based on the average grade awarded for each activity.</li> <li>• Students are assessed on: <ul style="list-style-type: none"> <li>- Performance of skills and techniques in isolation/unopposed situations</li> <li>- Application of skills, techniques and decision making under pressure during a conditioned mach/competitive situation</li> </ul> </li> </ul>
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