


PE Department - Year 8: Girls

 <p align="center">Shirley High Curriculum Map</p>	<p><i>Pupils will continue to build upon their knowledge of key skills learnt in Year 7. Students will continue to develop competence to excel in a broad range of physical activities whilst being physically active for sustained periods of time. Activities delivered within curriculum time give opportunities for students to play competitively. Pupils will continue to develop their understanding of the benefits of leading healthy, active lives.</i></p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill: Outwitting opponents - Netball	Theme/Topic/Skill: Accurate Replication –Trampolining	Theme/Topic/Skill: Outwitting Opponents - Rugby (Touch)	Theme/Topic/Skill: OAA – Problem Solving and Orienteering	Theme/Topic/Skill: Performing at maximum levels - Athletics	Theme/Topic/Skill: Striking and Fielding – Rounders
Why Now?	To develop student’s experiences from year 7 which will enable them to develop their ability to link and combine skills and techniques with accuracy and precision and to continue to develop their understanding of tactics and strategies to overcome opponents within outwitting team sports. Timing of the topic also allows students to observe elite level performance and supports the mission of the department to establish strong extracurricular competition.	To develop student’s experiences from year 7 which will enable them to develop their ability to link and combine skills and techniques with accuracy and precision and to continue to develop their understanding of the importance of aesthetic aspects and compositional ideas which will enable students to improve their overall performance category of Accurate Replication. Timing of the topic supports the mission of the department to establish strong extracurricular competition.	To allow student’s a new experience in Rugby, which will enable them to develop their ability to understand and learn new skills and techniques with accuracy and precision in modified matches/games and to embed their understanding of tactics and strategies to overcome opponents within outwitting team sports.	Implemented at this stage of the KS3 Curriculum to develop students’ communication, leadership, and teamwork skills. Students already have some knowledge and understanding of these concepts and their importance within PE and sport. Improvements in these key areas which underpin PE and sport will help to develop performance and progress in other areas of the SHS PE curriculum.	To develop student’s experiences from year 7 which will enable them to develop their ability to link and combine skills and techniques with accuracy and precision and to continue to develop their ability to use tactics and strategies which will enable students to continue to improve personal bests within the category of performing at maximum levels. Timing of the topic also allows students to observe elite level performance and supports the mission of the department to establish strong extracurricular competition	To develop student’s experiences from year 7 which will enable them to develop their ability to link and combine skills and techniques with accuracy and precision and to continue to develop their understanding of tactics and strategies to overcome opponents within outwitting striking and fielding. Timing of the topic also supports the mission of the department to establish strong extracurricular competition.
Fundamental Concepts	Continue to develop the use of skills and principles of attack and defence to plan strategies and tactics to outwit the opposition in Netball. Continue to develop the quality of skills using various techniques and evaluation to improve performance.	Demonstrate skills individually and in combination. Incorporate control, precision and aesthetics into sequences and routines showing creativity. Evaluate performance to improve	Develop the use of principles of attack and defence to plan strategies and tactics to outwit the opposition in Rugby. Gain knowledge and understanding of skills using various techniques in game situations and to use evaluation to improve performance.	Range of activities, which present mental and physical challenges which focus on teamwork; building trust; communication and developing skills to solve problems, either individually or as a group.	Continue to develop performance to accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. Evaluate aspects of technique and use the information to become more technically proficient.	Continue to develop performance to replicate and improve individual technique in batting, bowling and fielding. with the intention of outwitting opponents Evaluate aspects of technique and use the information to become more technically proficient
Students will...	<ul style="list-style-type: none"> -Continue to develop the fundamental principles of play when selecting and applying tactics for defending and attacking. -Continue to develop the skills necessary to outwit opponents: passing, receiving, footwork, outwitting defenders, dribbling, and shooting through drills, small sided games and conditional situations. -Continue to develop their ability to recognise similarities in principles of attack and defence. -Continue to develop their ability to give evaluations of strengths and weaknesses of performance and suggest areas for improvement. -Continue to develop a knowledge of the major rules and laws involved in Netball. -Lead a 3 phase warm up specific to Netball. -Continue to develop understanding of the type of fitness Netball players need to perform at a high level. 	<ul style="list-style-type: none"> -Be able to accurately replicate basic shapes, turns, drops and rotational movements. -Be able to demonstrate correct take-off and landing technique, as well as a clear body shape whilst airborne or in contact with the bed. -Apply movements individually and as part of a fluent sequence. -Select, combine and perform skills demonstrating varied levels of creativity. -Understand what “looks” good and the term aesthetics. -Develop and refine skills into a 10-bounce routine. -Develop their knowledge of the major rules and laws of Trampolining. -Lead a 3-phase warm up specific to trampolining. -Develop their understanding of the type of fitness Trampolinists need to perform at a high level. 	<ul style="list-style-type: none"> -Develop an understanding of the fundamental principles of play when selecting and applying tactics for defending and attacking. -Develop skills and embed the skills necessary to outwit opponents - passing, receiving, tackling and beating an opponent, Rucking will be developed through advanced drills, small sided games and conditional situations. -Be able to use information gained from analysis of performance to influence and improve their own and peer performance with more detailed constructive feedback.. -Experience umpiring and refereeing opportunities to further develop and embed pupils' understanding of the rules of Rugby. -Lead 3 phase warm up specific to Rugby to class and lead warm downs. -Further develop and embed a deeper understanding of the type of fitness Rugby players need to perform at a high level with clear links to the impact of diet on performance. 	<ul style="list-style-type: none"> -Develop basic communication, listening and team work skills to achieve a desired outcome. -Learn basic orienteering skills, e.g. map reading, compass skills, map setting etc. to navigate around a set course. -Make effective route choices focusing on speed and accuracy to find control points. -Take on a variety of roles and responsibilities to safely and successfully undertake a range of team building, trust exercises and activities. -Develop observation and evaluation skills, which involve identifying strengths and weaknesses, setting goals and targets, understanding roles and responsibilities e.g. group leader roles. -Using key words and employing different strategies to evaluate their own and others’ performances. -Develop an understanding of The different components of fitness required in OAA activities. 	<ul style="list-style-type: none"> -Continue to develop the skills necessary to compete and achieve in a number of athletic events. -Gain further experience at jumping events (aiming for height/distance), throwing events (aiming for distance) and running disciplines (the time taken to cover a set distance). -Continue to develop and refine skills and tactical decisions in order to run, jump or throw further. -Continue to develop their ability to give evaluations of strengths and weaknesses of performance and suggest areas for improvement. -Continue to develop pupils understanding of the rules that make up the athletics events covered -Continue to develop understanding of the various types of fitness needed to be successful in the different athletics events. -Be able to lead a 3-stage warm up 	<ul style="list-style-type: none"> -Continue to develop use of principles of play when selecting and applying tactics to produce a successful outcome. -Continue to develop the skills necessary to outwit opponents, such as batting, bowling and fielding, through drills games and conditional situations -Continue to develop their ability to implement strategic and tactical decisions based on the hitting/placement of the ball into space and choice of skill execution. -Continue to develop their ability to give evaluations of strengths and weaknesses of performance and suggest areas for improvement. -Continue to develop a knowledge of the major rules and laws of Rounders -Lead a 3-phase warm up specific to Rounders -Continue to develop their understanding of the type of fitness Rounders players need to perform at a high level.
Language for Life (Key terms /Vocabulary)	<p>Pivoting; dodge footwork; interception; roll off; drive, marking; rebound; footwork; coaching; obstruction; contact; tactics; strategies; officiating umpiring. Principles of attack and defence; keeping possession; dispossessing an opponent; covering; intercepting; marking; tackling; width and depth in attack, accuracy, variation.</p> <p>Components of fitness specific to basketball – Agility; Coordination; Balance; speed; Flexibility; Cardio-Vascular Endurance.</p> <p>Components of warming up specific to Netball – warm up, pulse raiser, static stretching, sports specific re-warm. Embed terminology relating to muscles. Introduce major bones of the human body.</p>	<p>Aesthetic; body tension; extension; balance; counter balance; sequence; routines, control; cannon; unison; locomotion; coaching; officiating; umpiring.</p> <p>Components of fitness relevant to gymnastics – Balance; Strength; Power; Flexibility; Components of warming up specific to gymnastics/ Trampolining – warm up, pulse raiser, static stretching, sports specific re-warm. Embed terminology/language for muscles. Introduce major bones in the body.</p>	<p>-Passing; tackling; side-step; rucking; try line; dead ball line; forwards; backs; attacking and defensive line tactics; strategies; coaching; officiating; umpiring. Principles of attack and defence; width and depth in attack; finding and using space; changing speed; rucking; scrum, Components of fitness relevant to Rugby – Strength; Power, Agility; Coordination; Cardio-Vascular Endurance; Balance.</p> <p>Components of warming up specific to Rugby – pulse raiser, static stretching sports specific re-warm. Embed terminology/language relating to muscles and major bones of the human body, and nutrition e.g. carbohydrates, fats, protein. Passive/active warm down; specificity; progression; overload; reversibility; tedium; training methods – continuous</p>	<p>Risk assessments; emergency procedures; e.g. rescue; first aid; distress signals; contacting emergency services; personal protective equipment; guidelines; control points; communication; trust verbal; non-verbal; evaluate; observers; land-based; water-based; SMART targets, map setting; navigation, pacing; terrain; environment; residential; hazard; making decisions</p> <p>Components of warming up specific to OAA – warm up, pulse raiser, static stretching, sports specific re-warm. embed terminology relating to muscles.</p> <p>Embed terminology/language for muscles. Introduce major bones in the body.</p>	<p>Olympics; running; lead leg, trail leg; stride length; cadence; leg and arm action; head position; pacing; throwing; grip; stance; release and follow-through; angle of release; jumping; approach; run; acceleration; maintaining momentum; take off and lift; arm action; baton; bell; lap; discus; javelin; hammer; shot; hurdles; long jump; high jump; false start; lap; sprinting; middle/ long distance; marathon; relay; records; starting blocks; coaching; officiating; umpiring; tactics strategies</p> <p>Components of fitness relevant to Athletics – Speed; Power; Agility; Reaction Time Stamina; Balance; Flexibility.</p> <p>Components of warming up specific to Athletics – pulse raiser, static stretching sports specific re-warm. Embed terminology/language for muscles. Introduce major bones in the body.</p>	<p>Stance; body position; follow-through; mechanics of movement; no ball; batting order; bowling techniques; anticipation field placements; tactics; strategies; coaching; officiating; umpiring,</p> <p>Component of fitness relative to Rounders – Speed; Power, Agility; Coordination; Reaction Time.</p> <p>Components of warming up specific to Rounders – pulse raiser; static stretching; sports specific re-warm. Embed terminology/language relating to muscles. Introduce major bones of the human body</p>

Extended writing Opportunities	N/A	N/A	N/A	N/A	N/A	N/A
Maths Across the Curriculum	Percentages, shape, angles	Scoring, decimals, angles, distance, percentages	Scoring (tries, drop kicks, conversions) Angles, percentages	Co-ordinates, angels, map reading	Measuring distances/time splits/WRs collating data & comparing recordings against other PBs	Scoring, Angles, percentages/ratios/averages
Links to careers/aspirations	Direct students to career pathways within the sports coaching and sports development sector.	Direct students to career pathways within personal Training and sports centre management	Direct students to pathways within sports nutrition	Activity leaders/PE teachers/coaches	Direct students to career pathways in sport therapies – physiotherapy, injury rehab and sports psychology	Direct students to career pathways in sports journalism, sports photography and advertising
Cultural Capital	Join clubs in the community; watch live/recorded matches. Promote benefits of teamwork; building positive relationships; etiquette and sportsmanship.	Join clubs in the community; watch live/recorded matches. Promote benefits of teamwork; building positive relationships; etiquette and sportsmanship.	Join clubs in the community; watch live/recorded matches. Promote benefits of teamwork; building positive relationships; etiquette and sportsmanship.	Join clubs in the community; watch live/recorded matches. Promote benefits of teamwork; building positive relationships; etiquette and sportsmanship.	Join clubs in the community; watch live/recorded matches. Promote benefits of teamwork; building positive relationships; etiquette and sportsmanship.	Join clubs in the community; watch live/recorded matches. Promote benefits of teamwork; building positive relationships; etiquette and sportsmanship.
Practical Application of Skills	Demonstrate skills and techniques learnt in drills and game situations	Demonstrate skills and techniques learnt in drills and game situations	Demonstrate skills and techniques learnt in drills and game situations.	Demonstrate skills and techniques learnt in drills and game situations	Demonstrate skills and techniques learnt in drills and game situations	Demonstrate skills and techniques learnt in drills and game situations