

Yr. 8 PE – Curriculum Map

Advent 1 Desire to Improve (Teamwork)	Advent 2 Desire to Improve (Individual)	REVIEW OF LEARNING DIRT & Summative	Lent 1 Desire to Improve Individual / Team	Lent 2 Resilience & Intellectual challenge	Catholic Social Teaching	Pentecost 1 Desire to Improve Athletics	Pentecost 2 Desire to Improve - Summer Sports	Catholic Social Teaching and Careers
Unit Intent Netball Passing- Chest pass, Bounce pass and Shoulder pass Positions- GA, GK, GS, WA, WD, C Footwork Pivot Basketball Passing- Chest pass, Bounce pass and Shoulder pass Creating space Football Demonstrate basic movement techniques (e.g. dribbling) applied with some coordination and control to gain an advance over an opponent. Confidence, accuracy and consistent replication is evident in low pressure situations Reading 3-2-1	Unit Intent Badminton Replication of core skills (forehand, backhand, serve, smash, drop shot) Outwitting Opponents in an attacking situation Understanding of game rules and team play. Development of decision making/problem solving Fitness Replication of fitness movements Challenging physical capacity. Understanding of heart rate and body functioning when exercising Reading 3-2-1	Disciplinary knowledge Literacy skills with key concepts and their definitions. Describe skills and the importance of giving key facts and the impact of those facts. Explain skills –How to expand their descriptions by giving evidence and examples –WHAT, WHY and HOW Discussion skills Developing rounded and explained opinions with relevant evidence, Development of reflective skills by considering various viewpoints when refereeing or umpiring. Demonstrate skills in the physical.	Unit Intent Trampolining Replication of core skills Development of aesthetics, control and body management skills Developing sequences/movement patterns Hockey Replication of core skills (Stick Control, Turns, Short/Long Passing using variety of shots, Shooting) Outwitting Opponents in attack Understanding of rules, roles, teamwork & cooperation Development of decision making/problem solving Reading 3-2-1	Unit Intent Basketball Replication of core skills (Dribbling, Passing and receiving, Shooting, finishing at the basket) Outwitting Opponents in an attacking situation Understanding of game rules and team play Development of decision making/problem solving OAA Health and Safety of countryside exploring Map reading Introduction to problem solving Problem solving in pairs Leadership in group orienteering Cardiovascular endurance in OAA Reading 3-2-1	Human Dignity Provides young people with opportunities for face-to face encounters while they are engaging in an activity that stirs passions. In such a context, they must learn to exercise self- control and how to manage conflicts within the team Participation (Enrichment) All extra-curricular provision in school. Morning, lunch and after school. This allows for all pupils to be involved in a club All activities in the curriculum KS4/KS5 Sports Participation section Subsidiarity Gamesmanship Creation & Environment Going out into the local areas for fitness	Unit Intent Athletics Replication of event techniques Challenging physical capacity Understanding of heart rate and body functioning when exercising. Reading 3-2-1	Unit Intent Cricket & Rounders Replication of core skills (batting and bowling techniques, catching and overarm throwing) Outwitting Opponents in an attacking situation . Understanding of game rules and team play. Development of decision making/problem solving Reading 3-2-1	Rights and Responsibilities Fixtures and inter year competition Provides young people with opportunities for face-to face encounters while engaging in an activity that stirs passions. In such a context, They must learn to exercise self-control and how to manage conflicts within the team Careers https://www.careerpoint.org.uk/job-sectors/subject/pe#link-1 In Health Sports Therapist Sports Nutritionist Sports Physiotherapist Sports Medic Bio mechanist Exercise Physiologist British Values Rule of Law A basis for rules within the sport