

KS3 CURRICULUM MAP YEAR 8

Intent:

At Arena, we believe that Physical Education plays an important part in their lives when it comes to their health and well-being. We also believe it is a vital and important part of a student's education. It gives the students the opportunity to learn new skills.

We try to encourage our students to step out of their comfort zone and try new/different sports that are not so traditional in a school setting. For example, Handball and Netball.

We offer a curriculum in varied sports because it covers a range of skills and techniques from as basic as passing to as technical as strategic planning, game play, subject knowledge and of course a brand-new outlook and a developing passion for the sport(s).

By exploring different sports with the students, this allows them to tap into their voices and learn new or develop their (self) leadership, organisation, communication and creativity skill set.

Sequencing:

We have ensured that the core motor, communication and team-work skills are embedded throughout the year and the 5 years at OAA, as these 4 skills are equally critical when learning and practising a sport. We interleave topics throughout the year and there is a repeated focus on correct skill techniques, building from Year 7, all the way through to Year 11 in order that students are comfortable competing at different levels. There is a clear sequencing of topics taught throughout the years, with the skills and game-based situations becoming more and more complex as the years unfold.

Assessments:

At the end of every half term there is a formal assessment comprising of 2 skills. The first skill will involve competitive and progressive skill-based-drills and students will be formatively assessed. The second skill will involve competitive games against similar range ability and the students will have a summative assessment.

<u>Term</u>	<u>Content</u>	<u>Skills students need to master:</u>	<u>Framed task</u>
Autumn 1	<u>Netball</u>	<p>Passing – use a variation of passes (chest and bounce), one/two handed passing (TIMING) and knowing what passes to use at the right time/distance between them and opponent (CRITICAL/TACTICAL THINKING).</p> <p>Receiving – students' hands are open (W shape) ready to receive a pass with their feet shoulder width apart. They will need to ensure that they are in an unoccupied space to successfully receive a pass (SPACIAL AWARENESS).</p>	<p>Students will be assessed using formative and summative assessment:</p> <p>Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities.</p> <p>Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson.</p>

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	Landing/Pivoting Positions	Landing/Pivoting - Students will land with both feet at the same time and will have the option to pivot, ensuring that the landing foot stays “glued” to the ground (EYE CONTACT, BALANCE, ACCURACY AND COORDINATION) , students can move around with the “free” foot to find someone to pass the ball to (DECISION MAKING). Positions – learning and understanding the zones of play (RETAINING INFORMATION AND UNDERSTANDING).	
Autumn 2	<u>Football</u> Passing/Control Dribbling Shooting Decision making Tactical understanding/Positional play	Passing and controlling the ball – Using two parts of the foot, inside and outside (POWER, CO-ORDINATION) Dribbling with the ball using different parts of the foot – inside and outside of the foot (SPEED, AGILITY, CO-ORDINATION) How to shoot the ball and fundamental aiming of the shot using different parts of the foot, laces or top of the foot (POWER, CO-ORDINATION) Understanding the importance of decision making, when to pass and when to shoot. Importance of positions within the game. Communicating with all teammates. (COMMUNICATION)	Students will be assessed using formative and summative assessment: Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities. Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson.
Spring 1	<u>Volleyball</u> Serving (Underarm) Passing (Forearm Underhand) Passing (Overhand, Overhead or Setting) Attack (Hitting) Defensive Skills	Highlighting court markings, and basic rules and regulations of Volleyball. Focus on mini games with smaller amount of touches with the ball each side. Still play games on badminton court. Focus on correct technique for serving and strive for success. Contact through the centre of ball. Follow through (6 o'clock to 12). (TIMING, POWER, CO-ORDINATION) Accurate and consistent passing. Highlight the importance that the ball is contacted on the forearms. (TIMING, CO-ORDINATION) Accurate and consistent passing. Highlight the importance that the ball is contacted above the head with the palms/fingers. (TIMING, CO-ORDINATION)	Students will be assessed using formative and summative assessment: Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities. Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson.

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		<p>Attacking the volleyball. Highlight using the palm of hand to 'slap' the ball instead of punching. Student focus needs to hit the volleyball down. (POWER, TIMING)</p> <p>Adding defensive duties to help team. Look at court positioning and anticipation of the ball in order to perform defensive duties. (TIMING, STRENGTH)</p>	
Spring 2	Hockey	<p>Dribbling/moving</p> <p>Developed understanding of game-based situations</p> <p>Dribbling with the ball – open and reverse stick, change of pace on and off the ball (SPEED) and moving into appropriate space for offensive and defensive situations (AGILITY, REACTION TIME, COORDINATION, CV FITNESS)</p> <p>Passing / receiving</p> <p>Developing understanding of when to use push, hit and slap passing over short-long range (POWER, CO-ORDINATION).</p> <p>Shooting</p> <p>Developing power when shooting the ball and shot placement (POWER, CO-ORDINATION)</p> <p>Marking/intercepting</p> <p>Person-person / zone defensive positioning and improved stick handling when jab tackling (AGILITY, REACTION TIME, BALANCE)</p>	<p>Students will be assessed using formative and summative assessment:</p> <p>Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities.</p> <p>Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson.</p>
Summer 1	Athletics	<p>Track</p> <p>Track: Developing drive phase - incorporate full speed (SPEED)</p> <p>Throws</p> <p>Throws: Increased weight of event throw (MUSCULAR STRENGTH)</p> <p>Develop grip, stance & preparation/ build up to throw. (BALANCE, COORDINATION)</p> <p>Movement into throwing action; release, follow-through and recovery (COORDINATION, POWER)</p> <p>Jumps</p>	<p>Students should be assessed in two separate athletic events (track/field)</p> <p>Increased pressure/intensity in isolated/competitive conditioned drills. Preparation for tournaments</p>

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		Jumps: Phased approach (SPEED); take-off (POWER) & shape in the air (FLEXIBILITY) Flight (FLEXIBILITY, COORDINATION) & landing positioning (COORDINATION) and exit of jump	
Summer 2	<u>Rounders</u> Batting Bowling Fielding Positional roles	Batting – Forehand (HAND – EYE COORDINATION), Ready position - feet shoulder width apart, standing sideways on and soft knees. To be able to hit the ball into space in relation to fielders – unoccupied space (ACCURACY). Bowling – slow to medium pace (SPEED), aiming to throw between shoulder and hip (EYE CONTACT AND ACCURACY). To understand what makes a legal ball and penalty for 3 no balls. Catching in the field - To use both underarm & over arm throws depending on game situations - from close and from a distance or catching as back-stop (READY POSITION, CONCENTRATION AND EYE-CONTACT). To develop creative thinking & outwitting opponents with the placement of the ball. Positional roles – exploring and gaining knowledge of the different roles i.e. back stop to first base tactics.	Students will be assessed using formative and summative assessment: Formative: Using AFL, students will develop their understanding in lessons and during different skill-based activities. Summative: Students will complete a series of different skill-based competitive situations and be assessed against a success-criteria. Students will have the ability to adapt their play and technical ability after each lesson to ensure that they effectively implement corrections each lesson.