

## Physical Education PoS: Year 8 HT1 - Rugby

Students will colour code as they work through the scheme of work

Students will learn about... Students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. In all games activities, students think about how to use skills, strategies and tactics to outwit the opposition.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p><b>Passing &amp; refine handling skills</b> To develop and replicate fundamental rugby handling skills. To be able to perform these in a small sided game to maintain ball possession. To briefly outline the rules of rugby league.</p> <p><b>Developing passing/ 4 vs 2</b> To perform the scissors &amp; miss pass, and how to receive whilst unopposed. To understand ways of getting passed defenders. To understand the rules of rugby league i.e. 5 tackles + play the ball. To perform skills in a small sided game with minimal pressure from opposition.</p> <p><b>Develop tackling technique</b> To gain an understanding of the basic tackling technique. To replicate the simple technique on stationary opposition. To understand the safety aspects of rugby tackles. To understand the rules regarding tackling within the game.</p> <p><b>Kicking</b> To be able to perform a kick using simple technique from the ground and out of hand with minimal control and accuracy. To begin to combine the use of passing and kicking to outwit opponents. To understand when to use the kick and the advantages gained from it. To develop an understanding of the basic rules and laws of rugby league.</p> <p><b>Tactical play/outwitting opponents</b> To understand how to outwit opponents. To be able to replicate simple tactics in game situations. To describe the basic laws of rugby league.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p><b>Passing &amp; refine handling skills</b> To develop and replicate fundamental rugby handling skills with some quality shown. To be able to perform these in a small sided game to maintain ball possession &amp; outwit opponents. To describe the rules of rugby league.</p> <p><b>Developing passing/ 4 vs 2</b> To understand how to perform the scissors &amp; miss pass, and how to receive it. To develop simple strategic ways of getting passed defenders. To understand the rules of rugby league i.e. 5 tackles + play the ball. To perform a range of skills to a good standard in a small sided game with pressure from opposition.</p> <p><b>Develop tackling technique</b> To develop an understanding and knowledge of tackling technique. To replicate the correct technique on advancing opposition. To understand the safety aspects of rugby tackles. To understand the rules regarding tackling within the game.</p> <p><b>Kicking</b> To be able to perform the correct kicking technique from the ground and out of hand sometimes, with some control and accuracy. To begin to combine the use of passing and kicking to outwit opponents. To understand when to use the kick and the advantages gained from it. To develop an understanding of the rules and laws of rugby league.</p> <p><b>Tactical play/outwitting opponents</b> To develop knowledge and simple strategic plays used to outwit opponents. To be able to refine different tactics to successfully outwit opponents. To describe the laws of rugby league and officiate parts of a game.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p><b>Passing &amp; refine handling skills</b> To develop and consistently replicate fundamental rugby handling skills to a quality level. To be able to perform these to a high standard regularly in a small sided game to maintain ball possession &amp; outwit opponents. To confidently describe the rules of rugby league.</p> <p><b>Developing passing/ 4 vs 2</b> To understand and accurately replicate the scissors &amp; miss pass, and how to receive it. To create and develop varying strategic ways of getting passed defenders. To understand the rules of rugby league i.e. 5 tackles + play the ball. To perform a range of skills to a high standard on a consistent basis within small sided games with the added pressure from opposition.</p> <p><b>Develop tackling technique</b> To gain an understanding and knowledge of tackling, gaining a sound technique to use in different situations. To replicate and perform the correct technique on advancing opposition. To understand the safety aspects of rugby tackles. To understand the rules regarding tackling within the game, consistently keeping to the rules with game situations.</p> <p><b>Kicking</b> To be able to perform the correct kicking technique from the ground and out of hand with consistent control and accuracy. To begin to combine the use of passing and kicking to outwit opponents. To understand when to use the kick and the advantages gained from it. To develop a confident understanding of the rules and laws of rugby league.</p>

		<b>Tactical play/outwitting opponents</b> To develop a concise knowledge and understanding of a range of strategic plays used to outwit opponents. To be able to change and refine tactics based on the analysis of certain plays and opposition. To confidently describe the laws of rugby league and officiate small sided games.
<b>Assessment</b>  To demonstrate the ability to outwit an opponent in a game situations using the appropriate skills and techniques. To accurately replicate actions and tactical sequences. To show their knowledge and understanding of the rules in rugby.		

**Physical Education PoS: Year 8 HT1 - Netball**

Students will colour code as they work through the scheme of work

Students will learn about... In this unit students focus on how to use basic principles of attack and defence to plan strategy and tactics for netball. They work on improving the quality of their skills using various techniques in order to do so. In all games activities, students think about how to use skills, strategies and tactics to outwit the opposition.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p><b>Outwitting an opponent:</b> Students will further develop the ability to outwit opponents and teams using tactics. Students will learn to choose, perform netball skills with fluency and accuracy. Continual development, adaptation and refinement of skills will contribute to producing improved performances &amp; techniques.</p> <p><b>Developing physical and mental capacity</b> Problem solving will be developed through team selection. Physical warm ups aid as a useful fitness tool in developing a student's physical capacity. Students will use netball to develop observation skills on peer performances, skills and techniques.</p> <p><b>Developing skills/performance</b> Pupils will begin to apply tactics for defending and attacking. Passing, receiving, shooting, intercepting and beating an opponent will be practiced through small sided games.</p> <p><b>Making and applying decisions</b> Students will learn to identify similarities and differences in other students' performance. Students will make decisions based on movement of the ball and opponents' actions. Students will begin to apply basic rules in small sided games</p> <p><b>Making informed choices about healthy, active lifestyle</b> Students will understand the importance of a warm up and cool down and be able to carry out their own activity that suits the activity. Students will recognise the benefits to their health of regular exercise and of being active.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p><b>Outwitting an opponent:</b> Students will develop the ability to outwit opponents and teams using strategic play and tactics. Students will learn to choose and perform more advanced netball skills with fluency and with accuracy and quality. Continual development, adaptation of skills will contribute to producing improved performances.</p> <p><b>Developing physical and mental capacity</b> Teamwork and problem solving can be developed through team selection and positional ideas based on individual strengths. Students will use netball to develop observation skills on peer performances, skills and techniques.</p> <p><b>Developing skills/performance</b> Students will learn to use the fundamental principles of invasion game play when selecting and applying tactics for defending and attacking. Students will develop the skills necessary to outwit opponents. Passing, receiving and shooting will be developed through small sided games and conditional situations. Demonstrating performances and accurate replication will be assessed.</p> <p><b>Making and applying decisions</b> Students will learn to identify and recognise similarities in principles of attack and defence. Students will implement tactical decisions based on movement of the ball into space and choice of skill execution. Students will develop communication and decision making skills.</p> <p><b>Making informed choices about healthy, active lifestyle</b> Students will prepare for and recover from exercise safely and know the principles that underpin this. Students will recognise the benefits to their health of regular exercise and of being active. Suggest any hockey clubs within the school timetable and promote community links.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p><b>Outwitting an opponent:</b> Students will further develop the ability to outwit opponents and teams using strategic play and tactics. Pupils will learn to choose, combine and perform more advanced netball skills with fluency, consistency and with accuracy and quality. Continual development, adaptation and refinement of skills will contribute to producing improved performances &amp; techniques.</p> <p><b>Developing physical and mental capacity</b> Teamwork and problem solving can be developed through team selection and positional ideas based on individual strengths. Physical warm ups aid as a useful fitness tool in developing a student's physical capacity. Use netball to develop observation skills on peer performances, skills and techniques.</p> <p><b>Developing skills/performance</b> Students will learn to use the fundamental principles of invasion game play when selecting and applying tactics for defending and attacking. Students will further develop the skills necessary to outwit opponents. Passing, receiving, shooting, intercepting and beating an opponent will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p> <p><b>Making and applying decisions</b> Students will learn to identify and recognise similarities in principles of attack and defence. Students will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach students or small groups will develop communication and decision making skills.</p>

<p><b>Evaluating and improving</b> Students will make evaluations of strengths and weaknesses in their performance. Students will begin to make suggestions to improve performance</p>	<p><b>Evaluating and improving</b> Students will make effective evaluations of strengths and weaknesses in their own and others' performance. Students will make suggestions to improve play, e.g. on attack and defence tactics. (Peer observation/ evaluation).</p>	<p><b>Making informed choices about healthy, active lifestyle</b> Students will prepare for and recover from exercise safely and effectively and know the principles that underpin this. Students will recognise the benefits to their health of regular exercise and of being active. Suggest any hockey clubs within the school timetable and promote community links. Understand the type of fitness netball players need to perform at a high level.</p> <p><b>Evaluating and improving</b> Students will make effective evaluations of strengths and weaknesses in their own and others' performance. Students will make suggestions to improve play, e.g. on attack and defence tactics. (Peer observation/ evaluation). Students will take on a coaching role and develop team strategies and tactics.</p>
<p>Assessment</p> <p>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The students are to develop their knowledge and understanding of the rules in netball.</p> <p>Further development – extra-curricular coaching sessions, inter-form Netball competitions and where appropriate inter school representation in local and national competitions.</p>		

## Physical Education PoS: Year 8 HT2 - Football

Students will colour code as they work through the scheme of work.

Students will learn about... In this unit students focus on how to use basic principles of attack and defence to plan strategy and tactics for football. They work on improving the quality of their skills using various techniques in order to do so. In all games activities, students think about how to use skills, strategies and tactics to outwit the opposition.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p><b>Intro passing – side foot</b> To be able to perform the skill of passing and receiving showing some element of ball control. To be able to perform these in small sided games. To understand and know where passing is used in football. To be able to outwit opponents with reasonably accurate passes.</p> <p><b>Intro dribbling, control and turning</b> To be able to perform the skill of dribbling showing elements of control. To be able to outwit opponents with the use of these techniques. To be able to perform skills in a small sided game.</p> <p><b>Passing and movement off the ball</b> To be able to outwit opponents using acquired skills and techniques, showing some evidence of spatial awareness. To understand the importance of playing into space in order to attack.</p> <p><b>Intro shooting</b> To understand and know the benefits of different types of shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal, showing varying degrees of accuracy.</p> <p><b>Attack/outwitting an opponent</b> To develop their understanding and knowledge of how to outwit an opponent effectively executing the skills acquired. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.</p> <p><b>Defensive/tackling techniques</b> To be able to perform basic defensive skills i.e. tackling, heading. To understand when to defend and how to stop opponents from advancing. Students can identify some strengths and weaknesses when playing small sided games.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p><b>Intro passing – side foot</b> To be able to perform the basic football skills of passing and receiving showing sound control. To be able to perform these in a small sided game. To understand and know where passing is used in football. To be able to outwit opponents with a range of passes.</p> <p><b>Intro dribbling, control and turning</b> To be able to perform dribbling with sound ball control. To be able to outwit opponents with the use of these techniques. To be able to perform skills in a small sided game making correct decisions about how best to advance on opposition.</p> <p><b>Passing and movement off the ball</b> To be able to outwit opponents using learnt skills, techniques and excellent spatial awareness. To understand the importance of width and playing into space in order to attack. To develop strategic, swift and tactical play in football.</p> <p><b>Intro shooting</b> To understand and know the benefits of types of shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal, showing power and/or accuracy. To execute effective shot selection based on opponents positioning, adapting positively in an attempt to outwit the opposition.</p> <p><b>Attack/outwitting an opponent</b> To develop their understanding and knowledge of how to outwit an opponent, effectively executing the skills acquired. To understand and appreciate the need to make decisions about choice of technique and refining ideas showing consideration of their opponents position to gain success.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p><b>Intro passing – side foot</b> To be able to perform the skills of passing and receiving showing excellent degrees of control, using different parts of the body. To be able to perform these in a small sided game. To understand and know where passing is used in football. To be able to outwit opponents with a highly accurate range of passes.</p> <p><b>Intro dribbling, control and turning</b> To be able to perform dribbling at pace and with excellent close control. To be able to outwit opponents on a consistent basis with the use of these techniques. To be able to perform skills in a small sided game making highly accurate decisions about how best to advance on opposition and beat them.</p> <p><b>Passing and movement off the ball</b> To be able to outwit opponents using acquired skills, techniques, showing excellent spatial awareness. To understand the importance of width and playing into space in order to create swift counter attacks. To develop strategic, swift and tactical play in football.</p> <p><b>Intro shooting</b> To understand and know the benefits of different types of shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal, showing consistent power and accuracy. To execute very effective shot selection based on opponents positioning, adapting effectively to successfully outwit the opposition.</p> <p><b>Attack/outwitting an opponent</b> To develop their understanding and knowledge of how to outwit an opponent consistently and effectively executing the skills acquired. To understand and appreciate the need to make decisions about choice of technique and refining ideas relative to their opponents position to gain consistent success.</p>

	<p><b>Defensive/tackling techniques</b>          To be able to perform more complex defensive skills effectively i.e. tackling, positioning, heading, ball retention, decision making, passing into space          To understand when to defend and how to stop opponents from advancing. Students recognise the need to identify strengths and weaknesses when playing small sided games in order for improvement (of peers) to take place.</p>	<p><b>Defensive/tackling techniques</b>          To be able to perform more complex defensive skills very effectively i.e. tackling, positioning, heading, ball retention, decision making, passing to create counter attacks. To understand when to defend and how to stop opponents from advancing. Students recognise the need identify strengths and weaknesses when playing small sided games in order for rapid and impactful improvement (of peers) to take place.</p>
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**Assessment**

To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The students are to develop their knowledge and understanding of the rules in football.

Further development – extra-curricular coaching sessions, inter house/form football competitions and where appropriate inter school and Copeland district representation in local and national framework competitions.

**Physical Education PoS: Year 8 HT2 - Fitness**

Students will colour code as they work through the scheme of work.

<p>Students will learn about...: In this unit students will learn and accurately replicate specific techniques for a variety of fitness based activities. They will carry out investigations into the body's ability to exercise and the reasoning behind such principles. Students will gain an understanding of warm ups, cool downs and health importance through physical tasks. Students will reflect on the benefits that fitness events give to an individual and implications for future life.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p><b>Introduce heart rate + havard step test</b> To be able to measure resting heart and understand significance. To be able to perform the basic step technique.</p> <p><b>Basic circuit</b> To accurately replicate the basic technique at each station. To sustain performance over 1 lap. To understand how to make the circuit harder.</p> <p><b>Sustained running – bleep test</b> To identify a progressive test which highlight maximal fitness levels. To perform and record the distance achieved.</p> <p><b>Components of skill related fitness</b> To accurately replicate skill related fitness tests. To perform and record levels achieved.</p> <p><b>Tabatta</b> To perform and accurately replicate basic exercise technique. To combine a range of sequenced skills to raise heart rate.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p><b>Introduce heart rate + havard step test</b> To be able to measure resting heart and understand significance. To be able to perform the basic step technique. To evaluate performance of self and understand basics about recovery. To understand the meaning of cardio vascular fitness.</p> <p><b>Basic circuit</b> To accurately replicate the basic/intermediate technique at each station. To sustain performance over 2 laps. To understand components of fitness involved in performance.</p> <p><b>Sustained running – bleep test</b> To identify a progressive test which highlight maximal fitness levels. To perform and record the distance achieved. To explain results compared to norm tables.</p> <p><b>Components of skill related fitness</b> To accurately replicate skill related fitness tests. To perform and record levels achieved. To understand the relationship between test scores and strengths as a performer.</p> <p><b>Tabatta</b> To perform and accurately replicate intermediate techniques. To combine a range of sequenced skills to raise heart rate. To understand and appreciate the need to use different exercises for different muscle groups.</p>	<p><b>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</b></p> <p><b>Introduce heart rate + havard step test</b> To be able to measure resting heart and understand significance. To be able to perform the advanced step technique. To evaluate performance of self and others and understand basics about recovery. To understand the meaning of cardio vascular fitness.</p> <p><b>Basic circuit</b> To accurately replicate the advanced technique at each station. To sustain performance over 2 laps. To understand how to make the circuit harder. To understand components of fitness involved in performance.</p> <p><b>Sustained running – bleep test</b> To identify a progressive test which highlight maximal fitness levels. To perform and record the distance achieved. To explain results compared to norm tables and analyse ways in which improvements can be made.</p> <p><b>Components of skill related fitness</b> To accurately replicate skill related fitness tests. To perform and record levels achieved. To understand the relationship between test scores and strengths as a performer. To develop the ability to recognise good performances</p> <p><b>Tabatta</b> To perform and accurately replicate advanced techniques. To combine a range of sequenced skills to raise heart rate. To understand and appreciate the need to use different exercises for different muscle groups, To evaluate performance.</p>
<p>Assessment - Circuits</p> <p>Question and answer, formative and summative assessment.</p>		

To demonstrate accurate replication of circuit techniques at each station. To sustain performance over 2 laps. To understand the indication that heart rate provides. To understand components of fitness involved in a circuit performance.

**Physical Education PoS: Year 8 HT3 or 4 - Gymnastics**

Students will colour code as they work through the scheme of work.

Students will learn about... In this unit students will demonstrate skills and abilities individually and in combination. Students will incorporate control, precision and aesthetics into sequences showing creativity. Students will evaluate and assess movements to improve sequences.

Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/sequences and identify what needs to be practised and improved:</p> <p><b>Jumping</b> Forwards, sideways, backwards Shapes such as tuck, pencil and star, symmetrical Five basic jumps- (1-2, 2-1, 2-2, 1-same and 1-other) Various directions Pair sequences- non-contact</p> <p><b>Rolling/ rotation</b> Rolls such as egg, forwards, log Rotation such as turning 90, 180 degrees Sequence in pairs using balances rolls and rotations</p> <p><b>Over and under</b> All working with a partner explore and discover how to get over and under each other Static Use balances and locomotion</p> <p><b>Match, mirror and contrast</b> In pairs discover formations and positions of people Change direction, speed, rhythm and pathways Use areas which have been developed previously such as jumps, turns, balance</p> <p><b>Counter balance and tension</b> Explore ways of pushing and pulling to create tension Plan and perform sequences combining counter tension and balance with partner</p>	<p>Students will be able to perform more advanced skills/sequences and explain how improvements can be made:</p> <p><b>Jumping</b> Forwards, sideways, backwards Shapes such as tuck, pencil and star Five basic jumps- (1-2, 2-1, 2-2, 1-same and 1-other) Various directions, levels Onto apparatus Pair sequences- contact and non-contact</p> <p><b>Rolling/ rotation</b> Rolls such as egg, backwards, forwards, log Rotation such as turning 90, 180 or 360 degrees Sequence in pairs using balances rolls and rotations to move, change direction</p> <p><b>Over and under</b> All working with a partner explore and discover how to get over and under each other Static and moving Use balances, rolls, leaps and locomotion</p> <p><b>Match, mirror and contrast</b> In pairs discover formations and positions of people Use various body parts to show match mirror and contrast Change direction, speed Use areas which have been developed previously such as jumps, turns, balance</p> <p><b>Counter balance and tension</b> Explore ways of pushing and pulling to create tension Plan and perform sequences combining counter tension and balance with partner Develop sequences with counter balance and tension combined with other aspects such as jumps, balances and over and under</p>	<p>Students will be able to perform and refine complex skills/sequences and analyse ways in which they need to improve:</p> <p><b>Jumping</b> Forwards, sideways, backwards Shapes such as tuck, pencil and star, symmetrical, pike Five basic jumps- (1-2, 2-1, 2-2, 1-same and 1-other) Various directions, levels Onto/ off apparatus Pair sequences- contact and non-contact</p> <p><b>Rolling/ rotation</b> Rolls such as egg, backwards, forwards, log, teddy roll Rotation such as cartwheel, turning 90, 180 or 360 degrees Sequence in pairs using balances rolls and rotations to move, change direction and use space</p> <p><b>Over and under</b> All working with a partner explore and discover how to get over and under each other Static and moving Use balances, rolls, leaps and locomotion Contrasting</p> <p><b>Match, mirror and contrast</b> In pairs discover formations and positions of people Use various body parts to show match mirror and contrast Change direction, speed, rhythm and pathways Use areas which have been developed previously such as jumps, turns, balance</p> <p><b>Counter balance and tension</b> Explore ways of pushing and pulling to create tension Plan and perform sequences combining counter tension and balance with partner Develop sequences with counter balance and tension combined with other aspects such as jumps, balances and over and under</p>
<p>Assessment</p> <p>Question and answer, formative and summative assessment.</p>		

To improve students' appreciation of performance and ways of improving. Create simple routines for individual and partner work. Link skills to create simple routines for assessment of own and others' work.

**Physical Education PoS: Year 8 HT3 or 4 - Volleyball**

Students will colour code as they work through the scheme of work.

Students will learn about... Students will focus on replicating and developing techniques as well as implementing and refining strategic play to outwit opponents. Students will be able to demonstrate the essential elements of attack and defence. In net games, it is the player's aim to get the ball to land in the target area so that the opponent cannot return it. Students should be able to accurately score and officiate volleyball games.

Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p><b>Volley/Set</b> To be able to accurately replicate basic volley technique. To be able to demonstrate and use volley in a game situation.</p> <p><b>Dig</b> To perform and replicate the dig technique with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots.</p> <p><b>Serves</b> To accurately replicate a serving technique. To be able to outwit opponents using the serve with control &amp; accuracy.</p> <p><b>Spike</b> To be able to accurately replicate the spike technique. To understand the importance of movement and preparation for a smash shot.</p> <p><b>Tactics/outwitting opposition</b> To develop their understanding and knowledge of basic outwitting strategies.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p><b>Volley/Set</b> To be able to accurately replicate basic volley technique. To be able to demonstrate and use volley in a game situation responding to changes.</p> <p><b>Dig</b> To perform and replicate the dig technique with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able to accurately replicate a variety of shots in a small sided game.</p> <p><b>Serves</b> To accurately replicate serving techniques. To be able to outwit opponents using the serve with control &amp; accuracy. To understand the importance of movement and ball placement in order to win points.</p> <p><b>Spike</b> To be able to accurately replicate the spike technique. To understand the importance of movement and preparation for a smash shot. To begin to analyse opponents weaknesses &amp; devise strategies to exploit them.</p> <p><b>Tactics/outwitting opposition</b> To develop their understanding and knowledge of basic outwitting strategies. To understand and develop the use of tactics and shot selection.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p><b>Volley/Set</b> To be able to accurately replicate basic volley technique. To be able to demonstrate and use volley in a game situation responding to changes. To understand the basic scoring and rules of volleyball. To begin to outwit opponents with the movement of the ball.</p> <p><b>Dig</b> To perform and replicate the dig technique with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able to accurately replicate a variety of shots in a small sided game implementing basic strategies and tactics. To understand the scoring and rotation system during a volleyball game.</p> <p><b>Serves</b> To accurately replicate serving techniques. To be able to outwit opponents using the serve with control &amp; accuracy. To understand the importance of movement and ball placement in order to win points. To begin to develop strategic and tactical play during a rally. To confidently score &amp; officiate a full game.</p> <p><b>Spike</b> To be able to accurately replicate the spike technique. To understand the importance of movement and preparation for a smash shot. To begin to analyse opponents' weaknesses and devise strategies to exploit them. To understand how to adjust shot selection to enable the outwitting of opponents.</p> <p><b>Tactics/outwitting opposition</b> To develop their understanding and knowledge of basic outwitting strategies. To understand and develop the use of tactics and shot selection. To refine tactics based on opponents weaknesses.</p>
<p>Assessment</p>		
<p>To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To develop knowledge and understanding of the rules in volleyball.</p>		

To demonstrate a variety of tactics based on the movements of others and the ball.

**Physical Education PoS: Year 8 HT5 - Cricket (Boys)**

Students will colour code as they work through the scheme of work.

Students will learn about...Performing, developing and incorporating the skills of receiving, one handed intercepting, long barrier, throwing, batting using the pull and square cut, running between the wickets, calling, wicket - keeping and bowling in cricket. They are required to use their knowledge and understanding to perform, refine and adapt these skills and other skills with precision, accuracy, fluency and clarity in any situation. They should further understand the laws of the game, and recognise the importance of responding to changing situations within a game.

Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p><b>Throwing and catching</b> To further develop their performances, knowledge, and understanding of under and overarm throws.</p> <p>To further develop knowledge and understanding of how to catch each different type of delivery e.g <i>Low, High, to sides etc.</i></p> <p><b>Fielding</b> To be able to perform the one - handed retrieval.</p> <p><b>Batting</b> To clearly understand and know the correct grip, stance and back-lift techniques are important in batting in cricket.</p> <p>To clearly demonstrate that they know and understand how to perform these skills.</p> <p><b>Bowling</b> To be able to perform the correct grip used in both A away and in swing bowling.</p> <p>To clearly know and understand how to bowl these types of two swing deliveries, and their differences.</p> <p><b>Running between the wickets</b> To be able to run correctly between the wickets.</p> <p>To understand the basic rules regarding calling, backing – up, running hard, and running between the wickets in cricket.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p><b>Throwing and catching</b> To further develop their performances, knowledge, and understanding of under and overarm throws.</p> <p>To further develop knowledge and understanding of how to catch each different type of delivery e.g <i>Low, High, to sides etc.</i></p> <p><b>Fielding</b> To be able to perform the one - handed retrieval.</p> <p>To understand and know how to perform this one - handed retrieval.</p> <p>To understand and know why this method is used in fielding and where this is performed in cricket.</p> <p><b>Batting</b> To clearly understand and know the correct grip, stance and back-lift techniques are important in batting in cricket.</p> <p>To clearly demonstrate that they know and understand how to perform these skills.</p> <p>To be able to perform the pull shot.</p> <p><b>Bowling</b> To be able to perform the correct grip used in both away and In swing bowling.</p> <p>To clearly know and understand how to bowl these types of two swing deliveries, and their differences.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p><b>Throwing and catching</b> To further develop their performances, knowledge, and understanding of under and overarm throws.</p> <p>To further develop knowledge and understanding of how to catch each different type of delivery e.g <i>Low, High, to sides etc.</i></p> <p>To be able to perform the skills of catching each different type of delivery.</p> <p><b>Fielding</b> To be able to perform the one - handed retrieval.</p> <p>To understand and know how to perform this one - handed retrieval.</p> <p>To understand and know why this method is used in fielding and where this is performed in cricket e.g. a quick method used to retrieve the ball in the out field.</p> <p><b>Batting</b> To clearly understand and know the correct grip, stance and back-lift techniques are important in batting in cricket.</p> <p>To clearly demonstrate that they know and understand how to perform these skills.</p> <p>To be able to perform the pull shot.</p> <p>To be able to perform the square cut.</p>

	<p>To be able to perform these two types of swing bowling .</p> <p><b>Running between the wickets</b> To be able to run correctly between the wickets.</p> <p>To understand the basic rules regarding calling, backing – up, running hard, and running between the wickets in cricket.</p> <p>To understand the responsibilities of each batter when either batting or backing up in cricket.</p>	<p><b>Bowling</b> To be able to perform the correct grip used in both away and In swing bowling. To understand the laws regarding bowling and the umpiring signals for these.</p> <p>To incorporate bowling, batting, fielding, and catching into small sided cricket games. <b>Running between the wickets</b> To be able to run correctly between the wickets.</p> <p>To understand the basic rules regarding calling, backing - up, running hard, and running between the wickets in cricket.</p> <p>To understand the responsibilities of each batter when either batting or backing up in cricket.</p> <p>To clearly understand and know who calls for the run when batting, and when the ball is in different areas of the field.</p>
<p>Assessment</p> <p>Practical performance of skills practice drills and game situations.</p>		

**PE PoS: Year 8 HT 5+6 - Athletics**

Students will colour code as they work through the scheme of work.

<p>Students will learn about... In this unit, students begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Students develop their understanding of fitness and its relationship to performance. In athletic activities, students will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic techniques and identify what needs to be practised and improved in the following events:</p> <p>To be able to perform the basic technique for an effective sprint race. To perform the 100m.</p> <p>To accurately replicate basic technique for an effective paced race. To perform an 800m race.</p> <p>To accurately replicate the technique for a basic long jump. To perform and record distance achieved.</p> <p>To accurately replicate the technique for a basic standing shot putt. To perform and record distance achieved.</p> <p>To accurately replicate a basic hurdling technique over 3-5 hurdles.</p> <p>To accurately replicate the basic technique for the discus and record distance achieved.</p> <p>To accurately replicate the basic technique when taking part in a relay.</p> <p>To accurately replicate the basic technique for the high jump.</p> <p>To accurately replicate a basic standing javelin throw.</p>	<p>Students will be able to perform more advanced techniques and explain how improvements can be made in the following events:</p> <p>To replicate the correct posture, arm action and leg action for the 100m sprint and perform with effective levels of speed.</p> <p>To perform an 800m race refining ability to pace the performance to sustain 2 laps.</p> <p>To combine speed and power so that the technique for the long jump can be more effective.</p> <p>To accurately replicate the technique for the shot putt by performing with a shuffle.</p> <p>To accurately replicate an effective hurdling technique over 5-7 hurdles.</p> <p>To accurately replicate the technique for the discus by performing with preliminary swings to gain momentum.</p> <p>To accurately replicate the up/down sweep technique for the relay over change over.</p> <p>To accurately replicate the scissor technique for the high jump.</p> <p>To accurately replicate a 3 step run up javelin throw.</p>	<p>Students will be able to perform and refine complex techniques and analyse ways in which they need to improve in the following events:</p> <p>To perform the 100m sprint maintaining high levels of speed and technique throughout.</p> <p>To perform the 800m maintaining pace throughout and having the ability to display a sprint finish.</p> <p>To perform the long jump with effective leg and arm actions in order to combine speed with power to increase jumping distance.</p> <p>To accurately replicate the technique for the shot putt by performing with a turn to increase distance thrown.</p> <p>To accurately replicate an effective hurdling technique over 7-9 hurdles while maintaining a fluent running pattern.</p> <p>To accurately replicate the technique for the discus by performing with a turn.</p> <p>To accurately replicate the up/down sweep technique for the relay over change over while maintaining speed.</p> <p>To accurately replicate the Fosbury technique for the high jump.</p> <p>To accurately replicate a 7 step run up javelin throw.</p>
<p>Assessment</p> <p>Times and distances recorded for each event and compared against age group standards.</p>		

**Physical Education PoS: Year 8 HT 5 or 6 - Tennis**

Students will colour code as they work through the scheme of work.

<p>Students will learn about... In this unit students will aim to demonstrate a consistent technique. Students will focus on accurate replication of skills and refining game strategies with the intention of outwitting their opponents. In net games, it is the players aim to get the ball to land in the target area so that the opponent cannot return it. Students should be able to accurately score and officiate tennis games.</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p><b>Basic ground strokes</b> To be able to demonstrate &amp; use forehand and backhand shots in a rally. To develop the ability to outwit opponents with a combination of shots.</p> <p><b>Outwitting opponents</b> To be able to outwit opponents using learnt strokes and techniques. To understand the importance of ball placement on the court to win points. To demonstrate an understanding of tennis doubles rules.</p> <p><b>Backhand slice</b> To accurately replicate the technique for a backhand slice. To understand the effect slice has on the ball's flight &amp; bounce.</p> <p><b>Volley</b> To accurately replicate volley technique with accuracy &amp; control. To understand when to use a volley and the advantages it provides. To understand how games, sets are scored + officiate each other's games.</p> <p><b>Serve development</b> To perform and replicate a legal over arm tennis serve with control and timing. To understand service laws in tennis.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p><b>Basic ground strokes</b> To be able to demonstrate &amp; use forehand and backhand shots in a rally. To develop the ability to outwit opponents with a combination of shots. To understand the basic scoring and rules of a double game play.</p> <p><b>Outwitting opponents</b> To be able to outwit opponents using learnt strokes and techniques. To understand the importance of ball placement on the court to win points. To demonstrate an understanding of tennis doubles rules. To begin to recognise the oppositions strengths and weaknesses.</p> <p><b>Backhand slice</b> To accurately replicate the technique for a backhand slice. To understand the effect slice has on the ball's flight &amp; bounce. To refine &amp; adjust shot selection based on opponents positioning.</p> <p><b>Volley</b> To accurately replicate volley technique with accuracy &amp; control. To understand when to use a volley and the advantages it provides. To understand how games, sets are scored + officiate each other's games. To demonstrate an understanding of the different roles played within a doubles game.</p> <p><b>Serve development</b> To perform and replicate a legal over arm tennis serve with control and timing. To understand service laws in tennis. To demonstrate effective positioning for and execution of return of serve.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p><b>Basic ground strokes</b> To be able to demonstrate &amp; use forehand and backhand shots in a rally. To develop the ability to outwit opponents with a combination of shots. To understand the basic scoring and rules of a double game play. To develop strategic and tactical play during a rally.</p> <p><b>Outwitting opponents</b> To be able to outwit opponents using learnt strokes and techniques. To understand the importance of ball placement on the court to win points. To demonstrate an understanding of tennis doubles rules. To begin to recognise the oppositions strengths and weaknesses and exploit weak areas.</p> <p><b>Backhand slice</b> To accurately replicate the technique for a backhand slice. To understand the effect slice has on the ball's flight &amp; bounce. To refine &amp; adjust shot selection based on opponents positioning. To be able to use the backhand slice during a game rally.</p> <p><b>Volley</b> To accurately replicate volley technique with accuracy &amp; control. To understand when to use a volley and the advantages it provides. To understand how games, sets are scored + officiate each other's games. To demonstrate an understanding of the different roles played within a doubles game.</p> <p><b>Serve development</b> To perform and replicate a legal over arm tennis serve with control and timing. To understand service laws in tennis. To demonstrate effective positioning for and execution of return of serve. To be able to implement</p>

		variety of shots in a game implementing basic strategies and tactics.
Assessment		
Practical performance of skills practice drills and game situations.		

### **Physical Education PoS: Year 8 HT6 - Rounders (Girls)**

Students will colour code as they work through the scheme of work.

Students will learn about... In this unit students focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Students will further work on the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Students should accurately score games & understand rules.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to perform basic skills/tactics and identify what needs to be practised and improved:</p> <p><b>Fielding skills</b> To accurately replicate long barrier and use effectively in a game. To develop creative thinking &amp; outwit opponents with the placement of the ball. To be able to play a conditioned game in which they understand and apply basic tactics.</p> <p><b>Bowling development</b> To accurately replicate a legal bowling technique. To incorporate spin &amp; disguise into bowling to outwit batter. To understand what makes a legal ball and penalty for 2 no balls.</p> <p><b>Batting development</b> To accurately replicate the batting technique. To develop the ability to hit the ball into space in relation to fielders.</p> <p><b>Positional roles</b> To explore rounders positions and the relevant roles at each point. To develop knowledge of backstop to 1<sup>st</sup> base tactics.</p> <p><b>Tactics/strategies to outwit opponents</b> To perform and replicate a combination of skills to outwit opponents in a game situation.</p>	<p>Students will be able to perform more advanced skills/tactics and explain how improvements can be made:</p> <p><b>Fielding skills</b> To accurately replicate long barrier and use effectively in a game. To develop creative thinking &amp; outwit opponents with the placement of the ball. To be able to play a conditioned game in which they understand and apply basic tactics.</p> <p><b>Bowling development</b> To accurately replicate a legal bowling technique. To incorporate spin &amp; disguise into bowling to outwit batter. To understand what makes a legal ball and penalty for 2 no balls.</p> <p><b>Batting development</b> To accurately replicate the batting technique. To develop the ability to hit the ball into space in relation to fielders. To refine tactical ideas depending on opposition.</p> <p><b>Positional roles</b> To explore rounders positions and the relevant roles at each point. To develop knowledge of backstop to 1<sup>st</sup> base tactics. To understand the need to change field positioning depending on batters set up. <i>i.e. left hander.</i></p> <p><b>Tactics/strategies to outwit opponents</b> To perform and replicate a combination of skills to outwit opponents in a game situation. To understand the importance of judgment as a batter in response to fielders actions.</p>	<p>Students will be able to perform and refine complex skills/tactics and analyse ways in which they need to improve:</p> <p><b>Fielding skills</b> To accurately replicate long barrier and use effectively in a game. To develop creative thinking &amp; outwit opponents with the placement of the ball. To be able to play a conditioned game in which they understand and apply basic tactics. To develop communication skills and teamwork through rounders game play.</p> <p><b>Bowling development</b> To accurately replicate a legal bowling technique. To incorporate spin &amp; disguise into bowling to outwit batter. To understand what makes a legal ball and penalty for 3 no balls. To incorporate bowling, batting, fielding technique into a full game of rounders.</p> <p><b>Batting development</b> To accurately replicate the batting technique. To develop the ability to hit the ball into space in relation to fielders. To refine tactical ideas depending on opposition. To analyse individual strengths and make tactics changes to the batting order/field positions as a result.</p> <p><b>Positional roles</b> To explore rounders positions and the relevant roles at each point. To develop knowledge of backstop to 1<sup>st</sup> base tactics. To understand the need to change field positioning depending on batters set up. <i>i.e. left hander.</i> To develop creative thinking &amp; outwit opponents during a game.</p>

		<b>Tactics/strategies to outwit opponents</b> To perform and replicate a combination of skills to outwit opponents in a game situation. To understand the importance of judgment as a batter in response to fielders actions. To make effective evaluations of strength and weaknesses, of self and others' performance.
Assessment Practical performance of skills practice drills and game situations.		