

WHAT ARE THE BIG AIMS OF YEAR 8?

1. Pupils develop competence to excel and confidence in their performance of skills/ techniques
2. Pupils understand and employ basic tactics/strategies, successfully overcoming opponents when performing in competitive situations
3. Pupils understand what makes a performance effective (skills/techniques),
4. Pupils understand key theory principles relating to...
 - a. Greater Depth of Knowledge relating to Muscles of the Body,
 - b. Immediate & Long-Term Effects of Exercise,
 - c. How to effectively warm up and cool down,
 - d. Components of Fitness
5. Pupils can adopt leadership roles and lead small groups of peers during warm up activities and skill development-based activities

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 8?

A pupil demonstrating excellence in Year 8 will display increasing expertise and confidence in their performance of skills/ techniques. They will consistently apply skills/techniques across a range of different sports and physical activities. They will use a basic tactics and strategies to successfully overcome opponents in increasingly competitive situations. They will have an excellent understanding of what makes a performance effective (skills/techniques). They will have a secure understanding of theory principles covered in KS3 (Muscular System, Immediate & Long-Term Effects of Exercise, and Components of Fitness). They will confidently adopt leadership roles and lead small groups of peers in both warm-up and skill development-based activities.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Understand the technical requirements that make a performance effective. E.g. how do you perform a chest pass?
- Identify strengths and weaknesses in performances
- Different tactics/strategies that can be utilised in different sports/physical activities.
- Muscles of the Body and Movement (Biceps, Triceps, Quadriceps, Hamstrings)

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Embed the performance of fundamental movement skills within a range of physical activities (running, jumping, changing direction/position whilst maintaining balance, footwork).
- The performance/consistency of passing and receiving skills within a range of activities including throwing and catching skill development.
- The performance of sport specific skills linked to the following physical activities
 - Volleyball
 - Trampolining

- Immediate Effects of Exercise (Hot, Sweaty, Red Skin, Increased Depth of Breathing, Increased Heart Rate)
- Long-Term Effects of Exercise (e.g improved physical/mental well-being.)
- How to effectively warm up and cool down
- Components of Fitness and Movement (Agility, Cardiovascular Endurance, Coordination, Speed)

- Striking and Fielding Activities
- Athletic Activities
- The use of a range of tactics/strategies to successfully overcome opponents in increasingly competitive situations.
- Leadership skills centred on communication, teamwork & organisation skills when tasked with leading a small group of peers.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

- How to perform skills/techniques effectively
- Recognising correct/ incorrect technique.
- How to application skills/techniques/tactics and strategies in game related situations.
- Relating to their understanding of rules/regulations and scoring systems of different sports/physical activities.
- Related to the physiology of the body/body's response to exercise e.g. where specific muscle groups are located, how to effectively warm up, phases of warm up.

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

Hinge Point Assessment Activities – Drills/conditioned practices designed to assess performance of skills/techniques/tactics & strategies
 AfL Opportunities - Q&A, Observation of Pupil Performance, Observation of Pupil Leadership,
 Knowledge Checkers and Hinge Questions – Multiple Choice Snapshots, Written and Orally conducted to gauge understanding of knowledge
 Summative Assessment Lessons – To be utilised at the end of each unit of work.