



| Subject   | Year   | Term |
|---|--|------|
| Physical Education  | 8  | 2    |
| Topic   |  |      |
| Performance and analysis  |  |      |
| Content (Intent)  |  |      |
| <b>Prior Learning (Topic)</b>   | Outwitting An Opponent   |      |
| <u>Practical</u>  |  |      |
| <ol style="list-style-type: none"> <li>Continued development and refinement of core Skills/Performance</li> <li>Creating and exploiting space</li> </ol>  |  |      |
| <u>Theoretical</u>  |  |      |
| <ol style="list-style-type: none"> <li>Learn the different types of training methods and component of fitness links</li> <li>Students encouraged to evaluate games and discuss ways to improve performance</li> </ol>   |  |      |
| <b>Future Learning (Topic)</b> Evaluating And Improving Performance   |  |      |
| What Knowledge and Skills will be taught (Implementation)   | How will your understanding be assessed & recorded (Impact)  |      |
| <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Football, rugby</li> <li>Handball/table tennis/volleyball</li> <li>Fitness/Dance</li> </ul> <p><u>Key Knowledge &amp; Skills:</u></p> <ul style="list-style-type: none"> <li>Advanced tactics (creating space, decision-making)</li> <li>Technique under pressure</li> <li>Communication &amp; teamwork</li> <li>Introduction to analysis (self/peer)</li> <li>Creating and exploiting space</li> <li>Small-sided game analysis</li> </ul> <p><u>NC Links:</u></p> <ul style="list-style-type: none"> <li>Use tactics and strategies to overcome opponents</li> <li>Engage in competitive sports</li> <li>Refine techniques</li> <li>Perform dance/gymnastics with control and creativity</li> <li>Promote healthy, active lifestyle</li> <li>Analyse performance</li> <li>Develop leadership and teamwork skills</li> </ul> | <p><b>Assessment</b></p> <p>Students will continue to be assessed through the different sports/activities covered, with focus on :</p> <ul style="list-style-type: none"> <li>Technique in isolated and competitive situations</li> <li>Ability to evaluate and improve performance</li> <li>Uses tactics to influence outcomes</li> <li>Linking skills into routines</li> <li>Demonstrates improved technical proficiency</li> <li>Explain fitness components and training methods</li> <li>End of block theory tests on rules/regulations of sports covered</li> <li>Assessment linked to the end point statements for Y8</li> </ul> |      |
| How can parents help at home?   |  |      |
| Research rules and regulations of the sports covered with their children. Question students on components of fitness and different training methods   |  |      |
| Helpful further reading/discussion (including Reading and Vocabulary Lists)   |  |      |
| <b>Reading</b> – suggested reading an writing tasks set over the year   | <b>Vocabulary Lists</b>  |      |
|   | Fitness, advantages, disadvantages, assessment, fartlek, circuit, leader, coordination, interval,  |      |