

Physical Education
YEAR 8 CURRICULUM INFORMATION

'Building knowledge, understanding, memory and performance.'

What will students be learning?	Autumn 1 and 2			Autumn 1 and 2		
	Boys: Rugby			Boys: Rackets		
	To know (Building new knowledge)	To understand (Y8 – verbalise)	To be able to do (Performance)	To know (Building new knowledge)	To understand (Y8 – verbalise)	To be able to do (Performance)
	<ul style="list-style-type: none"> Perform handling skills in small, sided games maintaining person to outwit an opponent. Create and develop varying strategic ways of getting passed defenders. Perform skills in a small sided game with pressure from opposition. Develop an understanding and knowledge of tackling technique. Change and refine tactics based on the analysis of certain plays and opposition. Confidently describe the laws of rugby 	<ul style="list-style-type: none"> Verbally coach a partner the correct receive and passing technique of a rugby ball. Verbally tell a partner the basic principles of tackling in Rugby Understand the rules of rugby union. Understand and accurately replicate the scissors & miss pass, and how to receive it. Understand the safety aspects of rugby tackles. <ul style="list-style-type: none"> Understand when to use the kick and the advantages gained from it Develop knowledge and understanding of 	<ul style="list-style-type: none"> Receive the rugby ball using the correct W technique. Pass the ball to another player using the correct 2 handed technique. Tackle an opponent safely using the correct safe technique. Replicate the correct technique on advancing opposition. Perform the correct kicking technique from the ground and out of hand with control and accuracy. Begin to combine the use of passing and kicking to outwit opponents. 	<ul style="list-style-type: none"> Footwork and coordination: moving into position to be able to hit a moving object with a racket. Correct grip: holding the racket with correct grip. Body position: correct body position, arm position and technique Developing racket technique: developing accuracy and consistency Service: back hand short, forehand long Basic Rules: service rules, scoring, in and out 	<ul style="list-style-type: none"> Visually identifying the flight of the ball/shuttle and moving into the correct position to be able to hit the object. V shaped grip Side on, small steps to get into position, hit at 12 o'clock, high arcing shot to the back of the court. Accuracy of the shot away from opponent Back hand flick serves, low over the net landing just inside the service box. Forehand long, high long into the back of the service box 	<ul style="list-style-type: none"> Students should be able to perform the skills in both conditioned and full game situations. Their movement within the drills/conditioned games and full games should link their individual skills. The service action is clear as is the use of the correct rules for the serve. Variation of speed and position are used. The body position of the player is side on for overhead shots and moved into using the sidestep. Apply the basic rules to small conditioned and open play. Scoring is done correctly.

<ul style="list-style-type: none"> • union and officiate parts of a game. 	<ul style="list-style-type: none"> • strategic play used to outwit opponents. 			<ul style="list-style-type: none"> • Serve diagonally, the sever moves to serve to each opponent until they lose the point • Shot and fat on serve (not the back tram lines) then the outside lines denote the area of the court. 	
<p>How will students be assessed?</p>	<p>Students will be formatively assessed throughout various skills and techniques. This allows for live feedback for each student, reinforcing techniques and opportunity for reflection before final application opportunities.</p> <ul style="list-style-type: none"> • Foundation skills/knowledge – assessed through live verbal and visual feedback and the assessment of application. • Declarative knowledge - the key information that students require will be assessed through questioning, verbal discussions and leadership opportunities. • Procedural knowledge - will be assessed through data, essentially how fast, far and long are the performances. <p>Opportunities for further assessment strategies will be built into lesson time covering elements of: verbal contributions/team work/leadership/students ability to apply new concepts/problem solving/the application of rules of the game, during drills and during performer, either as an performer or coach.</p>		<p>Students will be formatively assessed throughout various skills and techniques. This allows for live feedback for each student, reinforcing techniques and opportunity for reflection before final application opportunities.</p> <ul style="list-style-type: none"> • Foundation skills/knowledge – assessed through live verbal and visual feedback and the assessment of application. • Declarative knowledge - the key information that students require will be assessed through questioning, verbal discussions and leadership opportunities. • Procedural knowledge - will be assessed through data, essentially how fast, far and long are the performances. <p>Opportunities for further assessment strategies will be built into lesson time covering elements of: verbal contributions/team work/leadership/students ability to apply new concepts/problem solving/the application of rules of the game, during drills and during performer, either as an performer or coach.</p>		
<p>Literacy – What</p>	<ul style="list-style-type: none"> • Passing 		<ul style="list-style-type: none"> • Forehand 		

keywords will be taught?	<ul style="list-style-type: none"> • Receiving • Tackling • Kicking • Anticipation • Intercepting • Communication • Confidence • Use of language (oracy) • Rules & regulations • Strength • Power • Speed • Agility • Coordination 	<ul style="list-style-type: none"> • Backhand • Serve • Elevation • Movement • Agility • Speed • Timing • Coordination • Receive • Opposition • Tramlines • Flick • Service line • Side lines
What employability skills are being developed?	<ul style="list-style-type: none"> • Perseverance • Self-motivation • Competitiveness • Communication • Observation skills • Officiating and leadership opportunities • Performance analysis opportunities • Verbalising and feedback opportunities 	<ul style="list-style-type: none"> • Perseverance • Self-motivation • Competitiveness • Communication • Observation skills • Officiating and leadership opportunities • Performance analysis opportunities • Verbalising and feedback opportunities
Wider Curriculum Links?	<ul style="list-style-type: none"> • Mathematics – working with data through timing and pacing. • Biology – effects of exercise on the body. • Food Technology – link between diet and exercise. 	<ul style="list-style-type: none"> • Biology – effects of exercise on the body. • Food Technology – link between diet and exercise. • D&T – trajectories. • Physics – forces and movement.
	https://www.rugbycoachweekly.net/rugby-coaching/team-management/develop-the-five-core-skills	https://www.bbc.co.uk/bitesize/topics/zcv3ycw - facts

<p>What useful websites are there for this topic?</p>	<p>https://www.rugbyskillsdrills.com/attack/passing-the-ball/</p> <p>https://www.youtube.com/watch?v=mRoR2mpJwiA</p> <p>https://www.bbc.co.uk/bitesize/guides/z87j2p3/revision/4</p> <p>https://www.world.rugby/the-game/laws/home</p> <p>https://www.englandrugby.com/governance/rules-and-regulations</p> <p>https://www.rugbycoachweekly.net/small-sided-games/three-cards-games</p>	<p>https://www.bbc.co.uk/bitesize/guides/z2x26fr/revision/2 - rules and officials</p> <p>https://www.skysports.com/nba?gr=www – score and results</p> <p>https://www.basketballengland.co.uk/</p>
<p>What wider reading could be done for this topic?</p>	<p>https://www.bbc.co.uk/bitesize/topics/zp2m7hv</p> <p>https://www.world.rugby/the-game/beginners-guide/history</p>	<p>https://www.breakthroughbasketball.com/drills/basketball-drills-players.html</p> <p>https://www.britishbasketballleague.com/rules-of-the-game/</p>
<p>Community Links</p> <p>What else can students be doing independently to develop their understanding of this topic?</p>	<ul style="list-style-type: none"> • Join local Rugby club such as Sutton Rugby club or Spartans RFC. • Watch YouTube videos of rugby in action • Attend rugby camps in Half term. 	<ul style="list-style-type: none"> • The students have inter house completion. • In conjunction with this the students have excellent access to both training facilities and local clubs.