

**Physical Education**  
**YEAR 8 CURRICULUM INFORMATION**

*'Building knowledge, understanding, memory and performance.'*

| What will students be learning? | Spring 1   |   |  | Spring 1   |  |  |
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|                                 | Girls: Dance   |   |  | Girls: Tag Rugby   |  |  |
|                                 | To know<br>(Building new knowledge)  | To understand<br>(Y8 – verbalise)   | To be able to do<br>(Performance)  | To know<br>(Building new knowledge)  | To understand<br>(Y8 – verbalise)  | To be able to do<br>(Performance)  |
|                                 | <ul style="list-style-type: none"> <li>Students will know the different types of stimuli used in dance.</li> <li>Students know how to create a motif.</li> <li>Students will know what motif development is and how to apply it into their dance routine.</li> <li>Students know what expressive skills are and how they are used in dance.</li> <li>Students know the mental skills and attributes that are required to be a good performer.</li> </ul> | <ul style="list-style-type: none"> <li>Students should be able to recognise different stimuli to create a dance piece.</li> <li>Students should be able to recognise how to develop a motif to create further sequences of movement.</li> <li>Students should be able to recognise different expressive skills from professional works videos.</li> <li>Students should be able to recognise the mental skills and attributes needed</li> </ul> | <ul style="list-style-type: none"> <li>To choreograph a dance routine using a stimulus.</li> <li>Develop contrasting motifs.</li> <li>Use motif development to change the style of a motif and add into their performance. Add expressive skills into a theatrical dance piece.</li> <li>Perform their routine to their peers showing the skills and attributes that are required for a successful performance.</li> <li>Self-assess and critically analyse their own and other's performances.</li> </ul> | <ul style="list-style-type: none"> <li>Students will know a variety of dribbling techniques to outwit opponents.</li> <li>Students will know the importance of support play.</li> <li>Students will know how to draw the defence in to counterattack.</li> <li>Students will know the basic positions in a game.</li> <li>Students will start to learn about more complex skills.</li> </ul> | <ul style="list-style-type: none"> <li>Students will understand the importance of a variety of dribbling techniques to outwit opponents.</li> <li>Students will understand the importance of support play.</li> <li>Students will know how to draw the defence in to counterattack.</li> <li>Students will know the basic positions in a game.</li> <li>Students will start to learn about more complex skills.</li> </ul> | <ul style="list-style-type: none"> <li>Students will perform a variety of dribbling techniques to outwit opponents.</li> <li>Students will be able to show elements of support play.</li> <li>Students will be able to draw the defence in to counterattack.</li> <li>Students will be able to select the appropriate dribbling technique to outwit an opponent.</li> <li>Be able to demonstrate in a competitive situation triangle support in order to attack.</li> <li>Be able to create space by using feint or dodge skills.</li> </ul> |

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| <ul style="list-style-type: none"> <li>Students know how to self and peer assess performances.</li> </ul> | <p>within their performance.</p> <ul style="list-style-type: none"> <li>Students should recognise how to self- assess their performance with the use of video technology.</li> <li>Students should recognise how to peer assess other performances using structured criteria to give feedback to others.</li> </ul>   |  |  |  | <ul style="list-style-type: none"> <li>Understand the basic rules in a competitive situation and know the basic positions in a game.</li> <li>Students will start to learn about more complex skills.</li> </ul> |
| <p>How will students be assessed?</p>   | <p>Alongside the levels identified on the assessment grid teachers will consider the following when assessing students:</p> <ul style="list-style-type: none"> <li>Questioning</li> <li>Group discussions</li> <li>Leadership skills</li> <li>Students’ ability to apply new concepts when choreographing their dance piece.</li> <li>Problem solving approaches when amending their dance using new concepts.</li> <li>The application of movement into a routine</li> </ul> | <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"> <li>Foundation skills/knowledge – assessed through live verbal and visual feedback and the assessment of application.</li> <li>Declarative knowledge - the key information that students require will be assessed through questioning, verbal discussions and leadership opportunities.</li> <li>Procedural knowledge - will be assessed through data, essentially how fast, far and long are the performances.</li> </ul> <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> |  |  |  |

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| <p>Literacy –<br/>What<br/>keywords will<br/>be taught?</p>       | <p>Motif, motif development, choreography, stimulus, rehearsal, structure, repetition, development, levels, actions, dynamics, space, spatial elements, reverse order, speed, disagreement, conflict, determination, agreement, projection, focus, spatial awareness, facial expression, phrasing, musicality, sensitivity to other dancers, communication of choreographic intention, mood, meaning, idea, theme, dance style, movement memory, commitment, concentration, confidence, planning and rehearsal, mental rehearsal</p>  | <ul style="list-style-type: none"> <li>• Attacking overload</li> <li>• Passive attacker/defender.</li> <li>• Triangle support</li> <li>• Draw defence.</li> <li>• Short corner</li> </ul>  |
| <p>What<br/>employability<br/>skills are being<br/>developed?</p> | <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Self-motivation</li> <li>• Competitiveness</li> <li>• Communication</li> <li>• Observation skills</li> <li>• Officiating and leadership opportunities</li> <li>• Performance analysis opportunities</li> <li>• Verbalising and feedback opportunities</li> </ul>   | <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Self-motivation</li> <li>• Competitiveness</li> <li>• Communication</li> <li>• Observation skills</li> <li>• Officiating and leadership opportunities</li> <li>• Performance analysis opportunities</li> <li>• Verbalising and feedback opportunities</li> </ul>  |
| <p>Wider<br/>Curriculum<br/>Links?</p>                            | <ul style="list-style-type: none"> <li>• Mathematics – working with data through timing and pacing.</li> <li>• Biology – effects of exercise on the body.</li> <li>• Food Technology – link between diet and exercise.</li> </ul>   | <ul style="list-style-type: none"> <li>• Maths – Data</li> <li>• Biology – Effects of exercise on the body</li> </ul>  |
| <p>What useful<br/>websites are<br/>there for this<br/>topic?</p> | <p><a href="https://danceparent101.com/best-free-online-dance-classes-and-tutorials-for-school-aged-kids/">https://danceparent101.com/best-free-online-dance-classes-and-tutorials-for-school-aged-kids/</a></p> <p><a href="https://www.pineapple.uk.com/pages/kids-dance-classes">https://www.pineapple.uk.com/pages/kids-dance-classes</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zsiqwx">https://www.bbc.co.uk/bitesize/topics/zsiqwx</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zgnn39q/revision/1">https://www.bbc.co.uk/bitesize/guides/zgnn39q/revision/1</a></p> | <p>Skills - <a href="https://www.rugbycoachweekly.net/rugby-coaching/team-management/develop-the-five-core-skills">https://www.rugbycoachweekly.net/rugby-coaching/team-management/develop-the-five-core-skills</a></p> <p>Skills - <a href="https://www.rugbyskillsdrills.com/attack/passing-the-ball/">https://www.rugbyskillsdrills.com/attack/passing-the-ball/</a></p> <p><a href="https://www.youtube.com/watch?v=mRoR2mpJwiA">https://www.youtube.com/watch?v=mRoR2mpJwiA</a></p> <p>Bitesize - <a href="https://www.bbc.co.uk/bitesize/guides/z87j2p3/revision/4">https://www.bbc.co.uk/bitesize/guides/z87j2p3/revision/4</a></p> |

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|  |  | <a href="https://trytagrugby.com/learn/tag-rugby-rules-how-to-play/">https://trytagrugby.com/learn/tag-rugby-rules-how-to-play/</a><br><br><a href="https://www.youtube.com/watch?v=v7e8Y8g3sGY">https://www.youtube.com/watch?v=v7e8Y8g3sGY</a>                    |
| What wider reading could be done for this topic?   | <a href="https://www.contemporary-dance.org/dance-terms.html?utm_content=cmp-true">https://www.contemporary-dance.org/dance-terms.html?utm_content=cmp-true</a>  | Skills - <a href="https://www.bbc.co.uk/bitesize/topics/zp2m7hv">https://www.bbc.co.uk/bitesize/topics/zp2m7hv</a><br><br>History - <a href="https://www.world.rugby/the-game/beginners-guide/history">https://www.world.rugby/the-game/beginners-guide/history</a> |
| Community Links<br><br>What else can students be doing independently to develop their understanding of this topic? | <p><b>Extra-curricular</b><br/>Students have access to an extra-curricular club with once per week in the Autumn term.</p> <p>Opportunities to take part in the school dance evening.</p> <p><b>House activities</b><br/>Students can audition to take part in the annual arts festival, Eisteddfod.</p> <p><b>Community</b><br/>There are many local dance schools for students to attend and develop their knowledge further. These clubs offer various styles for all ages on different evenings and weekends. Most dance schools also offer holiday camps which students can attend.</p> | Watch YouTube videos of rugby in action <ul style="list-style-type: none"> <li>Attend rugby camps in Half term.</li> </ul> <a href="https://trytagrugby.com/play/">https://trytagrugby.com/play/</a>  |