

Physical Education
YEAR 8 CURRICULUM INFORMATION

'Building knowledge, understanding, memory and performance.'

What will students be learning?	Spring 1			Spring 1		
	Girls: Dance			Girls: Handball		
	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"> Students will know the different types of stimuli used in dance. Students know how to create a motif. Students will know what motif development is and how to apply it into their dance routine. Students know what expressive skills are and how they are used in dance. Students know the mental skills and attributes that are required to be a good performer. 	<ul style="list-style-type: none"> Students should be able to recognise different stimuli to create a dance piece. Students should be able to recognise how to develop a motif to create further sequences of movement. Students should be able to recognise different expressive skills from professional works videos. Students should be able to recognise the mental skills and attributes needed 	<ul style="list-style-type: none"> To choreograph a dance routine using a stimulus. Develop contrasting motifs. Use motif development to change the style of a motif and add into their performance. Add expressive skills into a theatrical dance piece. Perform their routine to their peers showing the skills and attributes that are required for a successful performance. Self-assess and critically analyse their own and other's performances. 	<ul style="list-style-type: none"> Use a high arm technique. How to intercept effectively. Utilise the man-to-man technique. How to block correctly within the rules of play. The positions within play. Different transitions within play. The rules surrounding a goalkeeper. To revisit The correct techniques for gripping, one armed throw, catching and dribbling. 	<ul style="list-style-type: none"> Explain and recognise how and when to intercept correctly and how to effectively move to do so. Verbalise what the term man-to-man defensive play means and identify when it is appropriate. Explain how to block and close the opposition's space. Explain the different positions and roles within the game. Devise and explain transitions and strategies. Explain the role of the goalkeeper. 	<ul style="list-style-type: none"> Grip the ball in one hand effectively (revisit). Effectively throw one handed and combine whilst on the move (revisit). Use the high arm technique whilst passing under pressure. Catch securely (revisit). Dribble the ball under control (revisit). Intercept the ball using the correct technique. Mark an opposing player using man-to-man defence.

<ul style="list-style-type: none">Students know how to self and peer assess performances.	<p>within their performance.</p> <ul style="list-style-type: none">Students should recognise how to self- assess their performance with the use of video technology.Students should recognise how to peer assess other performances using structured criteria to give feedback to others.		<ul style="list-style-type: none">How to effectively use a basic interception technique.How to shoot at goal including the rules for doing so.How to achieve elevation during a shot or pass using power.What is a fast break?Options for extended breaks. <p>Basic rules for tracking back within transitions.</p>	<ul style="list-style-type: none">Explain to a partner the correct basic techniques of gripping throwing, catching, and dribbling.Verbally coach a partner during interception tasks.How to perform a fast break and the positioning best for these. <p>Verbalise ideas and discuss options for extended breaks.</p>	<ul style="list-style-type: none">Block an opponent effectively in a conditioned game.Perform in a number of positions.Revisit transitions between attacking and defensive play devising new strategies.Attempt the role of goalkeeper within small sided conditioned games.
<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">QuestioningGroup discussionsLeadership skillsStudents’ ability to apply new concepts when choreographing their dance piece.Problem solving approaches when amending their dance using new concepts.The application of movement into a routine			<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</p>	

		new concepts/problem solving/the application of rules of the game, during drills and during performer, either as an performer or coach.
Literacy – What keywords will be taught?	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	<ul style="list-style-type: none"> • Gripping, throw & catch, dribble, intercepting. • Pressure, power. • Shooting, jump shots, drive shots. • Fast breaks, transitions, extended breaks and tracking back. • High arm • Man-to-man • Blocking • Defence • Specific positions and references • Goal keeping
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.
What useful websites are there for this topic?	https://danceparent101.com/best-free-online-dance-classes-and-tutorials-for-school-aged-kids/ https://www.pineapple.uk.com/pages/kids-dance-classes https://www.bbc.co.uk/bitesize/topics/zsiqwxs https://www.bbc.co.uk/bitesize/guides/zggn39q/revision/1	<p>How to play and learning different skills -</p> https://olympics.com/en/news/handball-game-rules-regulations-how-to-play https://www.youtube.com/watch?v=69Ap8WsenXc https://www.thesubath.com/handball/whatishandball/ https://www.youtube.com/watch?v=7wsgis2DK1E https://www.youtube.com/watch?v=_lmxiM-lz9A
What wider reading could be done for this topic?	https://www.contemporary-dance.org/dance-terms.html?utm_content=cmp-true	https://www.ihf.info/ https://englandhandball.com/play/
<p>Community Links</p> <p>What else can students be doing independently to develop their</p>	<p>Extra-curricular 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>House activities Students can audition to take part in the annual arts festival, Eisteddfod.</p>	<p>Community Sutton Coldfield has access to a league of teams. Links with regional county academies are signposted and summer schools/holiday camp opportunities shared with students.</p> <p>Access to competition Students have access to handball opportunities within lessons throughout Year 7-11, specifically through the GCSE PE course.</p>

understanding
of this topic?

Community

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.

Opportunities to represent the school and play in the Sutton Schools' league is in December and January. If successful teams proceed to regional and national rounds beyond this.