

YEAR 8 PE CURRICULUM PROGRESSION OVERVIEW

PE at Laurence Jackson School aims to encourage ALL students to have healthy bodies and minds through an inclusive, broad and balanced curriculum that 'inspires excellence' (whole school motto). It enables all students to enjoy success and reach their personal best in competitive sports and physically demanding activities. We will provide opportunities for students to become active citizens, develop character, develop good health and wellbeing. Through extra-curricular activities, students can pursue their interests and talents and have links to local sports clubs. We aim for all students to identify the benefits of physical activity, have a healthy body, a healthy mind and a healthy future. Our aim is for all students to develop the tools necessary to lead active lifestyles, embed qualities such as tolerance, resilience and commitment and embrace equality and diversity. Our aim is for every student to leave Laurence Jackson school with a love of PE and School Sport and engage in lifelong physical activity after being inspired in our department.

	Autumn Term & Spring Terms						Summer Term	
	Students rotate around a range of individual and team sports and activities designed to promote knowledge of health and fitness as well as sports						Students have one Athletics Lesson and one Summer Sports Lesson per week	
Topic	Handball	Badminton	Dance	Football	Netball	OAA	Athletics	Summer Games
Core Knowledge/ Threshold Concept	<p>Students learn the following core skills in conditioned drills as well as competitive game situations.</p> <p><u>Core Skills:</u> Passing and catching on the move. Longer passes, with success. Interception of passes and shots. Smooth transition between run up and jump shot.</p> <p>Apply tactics in attack and defence, including man to man marking.</p> <p><u>Advanced Skills:</u> Passing / catching one-handed.</p>	<p>Students learn the following core skills in conditioned drills as well as competitive game situations.</p> <p><u>Core Skills:</u> High and deep serve or low and short serve. Develop overhead clear (to back tramlines) Perform a drop shot. Play a lift to return a low shot / serve. Apply rules in singles. Identify strengths and weaknesses. <u>Advanced Skills:</u> Perform a smash.</p>	<p>Students learn body awareness of movement and different dance styles and concepts working individually and as part of a group.</p> <p><u>Core Skills:</u> Develop travel from Y7 (eg cartwheels, round off, split leaps) Develop rolls and rotations from Y7 (turning cat leaps, pirouettes, diving forward rolls) Basic shapes / movements during flight (vaulting) Basic rotations during flight (vaulting) Partner balance – counter tension and counter balance.</p>	<p>Students learn the following core skills in conditioned drills as well as competitive game situations.</p> <p><u>Core Skills:</u> Pass over a longer distance with accuracy. Dribble at speed, changing direction using dominant foot. Shielding and jockeying. Stop turn and when to use it. Shooting with increased accuracy from different distances.</p>	<p>Students learn the following core skills in conditioned drills as well as competitive game situations.</p> <p><u>Core Skills:</u> Passing on the move. Footwork - landing. Defending – player to player/ defending the pass, denying space. Shooting technique: one/two handed, forward/backward step shot. Tactical awareness of set plays in a game.</p> <p><u>Advanced Skills:</u> Catching one handed. Play a running pass.</p>	<p>Students learn and develop the following skills from year 7 working individually and as part of a team.</p> <p><u>Core Skills:</u> Orientate a map from year 7 and identify points on the map using the key. Locate multiple points on a map and find the most appropriate route to find the points in the quickest time. Work as a team in problem solving situations and team building activities.</p> <p>Advanced skills: Develop leadership skills in orienteering</p>	<p><u>Core Skills:</u> <u>Track:</u> Sprint/crouch starts. Arm and leg action (high knees, 'hip to lip'). Pacing. Finishing – head carriage/sprint finish.</p> <p><u>Advanced Skills:</u> Consistent running technique and stride pattern (streamlined and efficient) to beat your time from year 7. Hurdles – using either leg where relevant.</p> <p>Core skills: <u>Field:</u> Demonstrate a Fosbury flop.</p>	<p>Teach students the following core skills in conditioned drills as well as competitive game situations.</p> <p><u>Core Skills:</u> Underarm throwing at different heights. Overarm throwing at different heights. Catching (one-handed) Catching at different heights. Bowling at different heights. Hitting between bases (rounders), out of the boundaries (cricket). Hitting into space. Stopping of the ball. One-handed pick up and throw (under/overarm)</p> <p><u>Advanced Skills:</u></p>

	Defending – zonal marking.	Appropriate shot selection in a game.	Timing and rhythm. <u>Advanced Skills:</u> Travel – walkovers (forwards and backwards), aerials etc. Rolls and rotations – handstand to forward roll. Advanced partner balances – lifts.	Apply principles of attack and defence as a team. <u>Advanced Skills:</u> Dribble with either foot at speed. Outwit an opponent with a feint or using speed.		and problem solving situations.	Release phase for throwing events. Approach – shuffle, small run up. Demonstrate/follow the safety instructions. Smooth transition between approach and take-off. Speed in run up. <u>Advanced Skills:</u> Flight – appropriate height, arched back in high jump. Landing – beyond point of contact in long jump.	Catching and throwing at different speeds. Bowling accurately at different speeds. Long barrier technique.
Why this learning now?	Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics so that when implementing this intent, teachers can effectively and explicitly draw attention to where a keyword/concept/behaviour/pattern etc has been seen before and effectively expose the relationship to the current topic through questions such as: Where have we seen this before? What does this remind us of? How does this have a relationship with what happened previously? How does our understanding of the previous concept inform our understanding of this one? and hence facilitate better learning. Learning is base around securing knowledge and skills to perform at regional and national competitions if students wish. Seasonal sports matching the competition schedule.							
	Redcar and Cleveland Handball tournament	England Badminton regional and national competition as well as many local badminton clubs	Local dance and cheerleading clubs	Student development towards ESFA Cup Competition	Regional competitions building up to the Tees Valley School Games.	CLOK Cleveland Orienteering Club	Redcar and Cleveland Athletics Championships leading to Tees Valley and National Competition ESAA	Regional Rounders tournaments and Cricket tournaments
Learning at Home	Students are assessed against 3S' that are Skills, Socials and Solving Problems. Lesson 4 focus on fitness finishes with home learning of a Microsoft Form quiz sent to from the class teacher.							
	Forms quiz on basic rules, regulations and terminology of the sport or activity							

Key Vocabulary	Skill Technique Conditioned Drills Tactics Attacking Set Play Defensive Set Play Competition Evaluate								
	Passing Catching Dribbling Double Dribble. Dominant Footwork Evasion Teamwork Contact Communication Tactics Travelling Zonal Interception	Serve Overhead Return Clear Tramlines Service line Shuttle cock Rally Singles Lift Smash Doubles Drop	Tension Control Travel Counter tension Counter balance Transition Fluency Rotation Balance Rhythm Timing Motif Flight Aerial	Shielding Jockeying First touch Dribbling Feint Block tackle Stop Turn Corner Free Kick Side on Cushion Wedge Chip Swerve Teamwork	Shoulder pass Chest pass Bounce pass Overhead pass Footwork Feint Coordination Spatial awareness Decision making/decisive Communication Knowledge of the rules	Passing Catching Tackle Outnumbering Defence Dummy Feint Attacking Lines Offside Communication	Orientate Pace Route Teamwork Problem solving Co-operation Communication Decision making Map	Release Approach Pacing Flight Stride pattern. Fosbury Flop Scissor Kick Dominant leg/arm. Initial stance. Starts. Finishes. Landing. Contact. Shuffle.	Underarm Overarm Catching Throwing Accuracy Co-ordination. Pick-up. Long barrier. Tactics Boundaries Bases
Spiritual, Moral, Social and Cultural concepts covered	<p>Spiritual development in PE involves students developing a variety of skills, eg performing a routine trampolining, a sequence in gymnastics or linking skills in dance which allows the students to express their feelings and emotions through movement, action and transition. This occurs within the Laurence Jackson School PE department through a well balanced PE curriculum where students are able to explore many sporting activities and also take on many different roles within sport such as performer, leader, coach, official and choreographer. The PE department offers an extensive extra curricular programme, utilising local club links within the community to provide students with tailored coaching and expertise.</p> <p>Moral development in PE concerns students having the opportunity to understand how PE can influence their healthy body and healthy mind. Students learn how to win and how to lose graciously playing by the rules, and understand what constitutes fair play. Students learn that all games have rules that they need to abide by and this is linked to the community we live in and the rules which each citizen must live by.</p> <p>Social development involves students having the opportunity to work as a team, as well as reflecting on the feelings of determination and enjoyment. Students are given the opportunity to experience a number of different roles in PE from coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and teamwork. Many students take on the roles of leader and coach during PE lessons and are encouraged to deliver the warm up phase of the lesson. Students are always challenged to give maximum effort in PE lessons and the department has a strong ethos of encouraging others during lessons.</p> <p>Cultural development in PE means students are given the opportunity to learn games and dances from different traditions, including their own. The students at Laurence Jackson School have the opportunity to learn through many sporting activities, which originated from this</p>								

	<p>country and others. Students are often informed of world champions and world records in sports such as Athletics where students compare the world record to their own and the group performance and discover how elite athletes get to this level with training. Students are given the opportunity to compete against each other in local, regional and national competitions in a variety of sports. This often means students immerse themselves into different cultures from around the country and learning aspects of these cultures.</p>
<p>Links to careers and the world of work</p>	<p>Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE? Some careers that you could consider doing with PE include: • Sports science • PE teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer.</p>