

Beamont Collegiate Academy Curriculum Map

Year: 8 Autumn Term Two

Subject: PE



Intent	Implementation	Invasion Games	Leadership	Fitness	Gym
Clarity around knowledge	Theme / topic	Development of skills and tactic <i>of increasing difficulty</i> to enable students to more <i>efficiently</i> outwitting opponent. Knowledge of rules/regulations <i>in more realistic game situations</i> .	Development of communication and organisational skills with a sporting environment.	Students are to learn how to design a personal training programme to improve aerobic and or muscular endurance.	Increasing difficulty of shapes, balances and rolls and development of a routine with focus on quality, control and fluency.
	Key substantive knowledge	<p>Skills (<i>Whist moving</i>) Short/Long Pass Shooting Marking Tacking/Intercepting Footwork Movement on and off ball</p> <p>Rules (<i>within larger sided games</i>) Start and re-start of play Scoring Penalty/Free passes/Fouls Offside</p> <p>Tactics of increasing complexity. Marking 2 v 1 play Give and go</p>	<p>Qualities required to make a good leader.</p> <p>Methods of communication to include verbal (including body language and gesture) /non-verbal and use of whistle.</p> <p>Orgnaisational: Grouping, team organisation, use of equipment/lines to support organisation.</p> <p>Types of competitions fit for activities.</p>	<p>Definition of aerobic and muscular endurance.</p> <p>How to measure aerobic and muscular endurance.</p> <p>How to interpret their own scores.</p> <p>Methods of training that would improve the above to include fartlek, interval, circuit and continuous then circuit and free weights respectively.</p>	<p>Skills Types of rolls Shapes in gym Individual Balances including inversion Pair Balances Working at different heights</p> <p>Working in unison, cannon, mirroring and matching</p> <p>Quality of performance Extension Body Tension Fluency Control</p> <p>Creativity – designing a short routine with a partner</p>
	Disciplinary knowledge	Passing and receiving. <i>More complex</i> defending/attacking skills outnumbering the defence, creation and denial of space <i>in a larger playing area/numbered or</i>	Positive leadership skills and approach to leading including confidence, fair play and equality.	The need for and ability to plan and carry out effective, personalised training programmes safely.	Body and Spatial awareness Safe use of apparatus Safe moving/setting up of equipment

		<i>competitive situation.. Rule application in a slightly modified game and full game when appropriate within the spirit of the game.</i>			Working in pairs / teamwork Observing others and delivering effective feedback Yr 8 Using gymnastic skills at different heights. Working with a partner to create a sequence
Clarity around sequencing	Main links across the curriculum	Invasion games 2 in Y8 Invasion games in Y9 Officiating invasion games Y10 Competition types within invasion games Y11.	Teacher led, progressing to student leading of small friendship groups with larger groups once confident. Officiating and organisation of competition in KS4.	Y7, development of fitness positive relationship with fitness. Components of fitness in depth with in depth test procedures. Y9 Development of experience of 'real life' fitness activities such as step/circuits/weights/yoga. KS4 leadership of above and selection of most appropriate.	Yr 8 Using gymnastic skills at different heights. Working with a partner to create a sequence – how to work in synchronization
	Authentic cross curricular links	Communication Empathy Team work Co-operation Decision Making	Communication Equality Fair play Empathy	PSHE. Impact on overall physical and mental health.	Empathy Co-operation Decision making Imagination Respect Resilience
Vocabulary	Key words	Accuracy Control Consistency Power Decision Making	Communication verbal and non-verbal Organisation Equality	Aerobic endurance Muscular endurance Base-lining Fartlek Interval Continuous Circuit Free-weights Aerobic training zone	Body Tension Extension Sequence / Routine Control Unison Canon Mirroring Quality
Assessment	Summative assessment	Performance of skills Performance of tactics	Progression in ability to lead/communicate and	Perseverance carrying out programme. Development	Performance of rolls, shapes and balances.

		Performance of skills <i>in slightly</i> modified game Application of <i>more complex</i> rules/tactics within <i>slightly</i> modified/game situation.	organise effectively through observation and peer feedback.	and completion of personalised programme and adaptation.	Performance of a short gymnastic sequence.
Links to the real world / careers / PD		Development of ability to play sport in full competitive situation and development of characteristics/life skills.	Development of leadership skills to utilise within work environment. Progression on to L1/L2 leadership pathways.	Improve understanding of need to and ability to exercise outside of school and the positive impacts this can have.	Development of ability to plan, perform and evaluate a practical performance in front of others.