



### Learning Aims and Curriculum Intent:

Pupils in Year 8 build on the fundamentals that were embedded in Y7, some topics remain the same but increase in difficulty and others are bespoke to Year 8. Due to the nature of PE and its facilities, the topics may vary in order, but a Year 8 pupil can expect to engage with the following: Health Related Fitness, Parkour, Swimming, Invasion Games, Athletic Development, and Alternative Activities. Health Related Fitness incorporates fitness testing with a twist and has strong GCSE links. Pupils will develop on the basic anatomy they learnt in Year 7 and the bodies response to exercise. Alternative Activities is Year 8 specific with a whole module dedicated to understanding and partaking in disability sport. It is also the topic that allows first exposure to our outstanding climbing wall. Pupils continue to swim with the expectation on increasing volume and Parkour brings its first levelled vaults to the Year 8 curriculum. Tactics are strongly developed in Invasion Games through Handball and Lacrosse. By the end of Year 8 it's our strong intent that pupils have found a sport or physical activity that appeals to them.

Term	Content, Key Questions and Knowledge	Skills	Assessment
<b>Health Related Fitness</b>	<p><b>Why are some people quicker than others? What makes a person strong? How can I exercise for intent?</b></p> <ul style="list-style-type: none"> <li>The 10 core fitness components are explored throughout a range of activities. A lot of game-based practices are used to help explore the topics through a more modern lens as opposed to archaic fitness testing.</li> <li>These are: co-ordination, speed, endurance, muscular endurance, balance, flexibility, power, agility, reaction time and strength.</li> <li>Pupils will explore topics paired together for maximum effect.</li> <li>Some challenges will be based around normative data for their age groups.</li> </ul>	<p>Self-reflection Data handling Group work</p>	<p><b>Athlete Case Study – presentation</b></p> <p><b>Whiteboard activity</b></p> <p><b>Meso/Micro and Macro cycle tracking</b></p>
<b>Swimming</b>	<p><b>Maximising my stroke length. Increasing aerobic capacity in the pool. Brief introduction to hypoxic training (top squad only)</b></p> <ul style="list-style-type: none"> <li>Swimmers are expected to perform a variety of length and stroke patterns in Year 8.</li> <li>Small group support is still available through the form of a fully qualified swim coach alongside the main PE teacher for beginners/non-swimmers and non-confident swimmers.</li> <li>Upon identification by Head of Swimming, members of PE classes who are in Top Squad will be given a set pattern of hypoxic training to include in their sessions.</li> <li>Pupils will be encouraged to explore dive depth.</li> </ul>	<p>Personal safety and survival Response to feedback</p>	<p>Technique and Stroke Patterns Differentiated lanes dependent on ability. Swim testing Relay Races</p>
<b>Athletic Development</b>	<p><b>How can improve my cadence in running activities? What core principles of athletics match to other sports?</b></p> <ul style="list-style-type: none"> <li>Traditional athletics (track and field) is used as a tool to promote other physical activities (i.e., Javelin &amp; Power/strength &amp; shot putt/balance and hammer throw.</li> <li>This builds on the component work learnt in Y7.</li> <li>Running is examined through a more technical lens.</li> </ul>	<p>Peer and self-feedback Some basic mathematical cross over (counting stride length and patterns etc)</p>	<p>Distance/Time Q&amp;A Whiteboard Tasks Lead Learners</p>
<b>Parkour</b>	<p><b>How can I improve my sequences by adding in levels and basic vaults?</b></p> <ul style="list-style-type: none"> <li>Kong Vault/Through Vault with varying different heights dependent on ability</li> <li>Continuation of sequencing but adding in new skills</li> <li>Handstand progressions into movement</li> <li>Movement in accordance with music (great escape/theme tunes/mission impossible)</li> </ul>	<p>Musical crossover</p>	<p>Differentiating levels Q&amp;A Peer and Self-Assessment</p>

<b>Invasion Games</b>	<p><b>Am I able to operate in larger team environments? What tactical changes do I need to incorporate into more 'chaotic' games?</b></p> <ul style="list-style-type: none"> <li>• Pupils engage in floorball, handball and lacrosse as activities in Y8.</li> <li>• All deliver on tactical engagement and team cohesion.</li> <li>• Screening and zonal marking is introduced not just player to player</li> </ul>	Teamwork Leadership Adaptability	Q&A Lead learners Mini formative and summative assessment
<b>Alternative Activities</b>	<p><b>How can PE/Games be adapted for the disabled population? How does the environment influence the activity that takes place?</b></p> <ul style="list-style-type: none"> <li>• Promotes inclusion and diversity.</li> <li>• Generates and fosters respect throughout a delicate topic area.</li> <li>• Appreciation and application of the climbing facility</li> <li>• An introduction to environmental factors</li> </ul>	Teamwork	Q&A Session Plans/Adapted activities provided by the pupils

<b>Examples of Homework</b>	Research the game of Boccia: How would you change this dependent on the population?	
<b>Key terminology</b>	Boccia, Traversing, Pinch Hold, Hang Grip, Eccentric, Concentric	
<b>Super-curricular enrichment and scholarly extension</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Fire on the Track – the first woman in the Olympics</li> <li>• <b>Watch:</b> London 2012 Opening Ceremony</li> <li>• <b>Listen:</b> Winning Mindset Podcast</li> <li>• <b>Visit:</b> Parkour Generations: East London/Hackney/ Mile End Climbing Wall</li> </ul>	
<b>Useful websites</b>	<a href="https://www.sportengland.org/funds-and-campaigns/disability">https://www.sportengland.org/funds-and-campaigns/disability</a>	
<b>Who can I contact?</b>	<b>Head of Department</b>	<a href="mailto:mlb@forest.org.uk">mlb@forest.org.uk</a> <a href="mailto:pco@forest.org.uk">pco@forest.org.uk</a>
	<b>Teachers</b>	@pedepartment