

Physical Education Year 8	Curriculum Intent: In Year 8 the <i>aim</i> of our curriculum is to focus on developing an awareness and confidence in students applying 4 key personal conceptual skills, selected by the PE Department that we consider are important for students, not only in sport but in all aspects of their lives including work, school and in their personal life. The focus on these 4 concepts across the year including Communication, Intra-Personal Skills, Resilience and Knowledge of Health & Wellbeing are achieved through providing opportunities to demonstrate these skills and highlighting the teachable moments through the teaching of sport related skills and tactics. Each learning episode has a block of 8 lessons which is designed to develop the knowledge and understanding of each specific sport with a further focus on our skill related concepts. In order to develop these key skills, students are taught a range of skills and tactics in different sporting activities which are used as a vehicle to demonstrate and develop an understanding of the skill related concepts. Through this, students are able to gain confidence as they grow throughout the academic year, as they build a repertoire of conceptual skills and competence in each individual sport that will be imperative to leading a happy and healthy life.							
	Year 8 Focus: Personal Development							
Communication	Resilience	Embracing failure	Leadership	Behaviour	Responsibility	Coping with pressure	Asking questions	Conflict resolution
Basketball Netball Football Handball	Football Hockey Basketball HRF Handball	Rugby HRF Football Hockey	Rugby Hockey HRF Basketball	Hockey Football Table tennis Trampolineing Rugby	Handball Table tennis Trampolineing HRF Rugby	Table tennis Trampolineing Hockey Netball Handball Badminton	Athletics	Rounders Softball Cricket Tennis
Knowledge 'Head'	This element of our curriculum is designed to focus on the cognitive domain and declarative knowledge. Our aim is to develop young people's knowledge of what safe and successful movement looks like, the rules, conventions, regulations, strategies and tactics for participation in different activities and what health and fitness mean in context. Students cover a range of sports and activities across the national curriculum to develop movement competency which in turn will encourage lifelong participation in sport and physical activity. The inclusion of a supportive extracurricular programme alongside this provides opportunities for students to further this beyond the classroom.							
Understanding 'Hands'	This element of our curriculum focusses on the physical domain and procedural knowledge. Our aim is that young people will develop fundamental movement and activity specific skills, such as understanding how to perform safe and effective movements, how to perform the rules, conventions, strategies and tactics in a sport and know how to participate in an activity. From this it is our hope that students have the confidence to join and/or attend our extracurricular provision where they can utilise these skills beyond the classroom.							
Conceptual Skills 'Heart'	Verbal Skills	Non Verbal Skills	Behaviour	Responsibility	Growth Mindset	Resilience	Physical Benefits	Mental Benefits
	Conflict Resolution	Asking Questions	Empathy	Adaptability	Marginal Gains	Embracing Failure	Social Benefits	Fitness
Our lessons are not purely focused on the performance of skills within an activity, but knowing why they are performed, when they are performed and what holistic concepts can be applied and developed through the activity and beyond the PE classroom. We encourage students to make connections and understand the relationships between their PE lesson and the skill related concepts for each lesson. The additional and meaningful learning that can be delivered through PE is an important focus for students to grow and develop an understanding around skills and concepts that can be used across all elements of their life.								
Assessment	Students are assessed twice across the year in each of the following key areas; Head, Heart and Hands. Under each key area an assessment criteria has been established which is simple and progressive from Year 7 to Year 9. Each has a formulated meeting criteria that we expect students to be able to meet by the end of the year. This purposefully utilises student friendly terminology to enable us to use this with students when providing feedback, which will allow students to understand their points of strength and areas for improvement. In each key area we assess the following: Head: Knowledge – Understanding – Feedback – Responsibility – Analysis – Problem Solving Heart: Teamwork – Communication – Respect – Leadership – Resilience – Confidence. Hands: Fitness Levels – Physical Ability – Technique – Tactics – Competitiveness.							