

	feedback, 2 x PRT opportunities per LP	feedback, 2 x PRT opportunities per LP Summative assessment	feedback, 2 x PRT opportunities per LP	feedback, 2 x PRT opportunities per LP Summative assessment	feedback, 2 x PRT opportunities per LP Summative assessment			
Cross curricular links (Other subjects, Careers, PHSE, Literacy, Numeracy, Oracy)	Score keeping in tournament week and general play Oracy – Giving feedback and suggesting ways to improve	Score keeping in tournament week and general play Oracy – Giving feedback and suggesting ways to improve	Score keeping in tournament week and general play Types of fitness in Biology Oracy – Giving feedback and suggesting ways to improve	Score keeping in tournament week and general play Oracy – Giving feedback and suggesting ways to improve	Score keeping in tournament week and general play Oracy – Giving feedback and suggesting ways to improve			
Be More Opportunities (School based, local, regional, National, Global)	Extra-curricular clubs and teams Netball, Football, Basketball National football cups	Extra-curricular clubs and teams Netball, Football, Basketball Indoor athletics Sports residential tour to Wolverhampton Wanderers, Lilleshall and St George's Park	Extra-curricular clubs and teams Netball, Football, Basketball Wirral football cups	Extra-curricular clubs and teams Softball, Cricket and Rounders	Extra-curricular clubs and teams Softball, Cricket, Athletics			
Vocabulary	Retention, accuracy, awareness, exploiting, creating, possession.	Retention, accuracy, awareness, exploiting, creating, possession	sequencing, attacking, defensive, sets, repetitions, flight, balance, rolls.	placement, fielding, attacking, defensive, variety.	Personal best, pacing, momentum, power, navigation, route planning.			
Methods of deepening and securing knowledge	<p>Interleaving - Low-stakes starters are used to ensure knowledge gained is retained and developed. (Retrieval Practice / Overlearning).</p> <p>Knowledge organisers</p> <p>Regular recall and retrieval - retrieval practice completed each lesson based on learning from the current LP and learning in previous LPs.</p> <p>Challenge and Scaffolding: models, videos, feedback</p> <p>Low stakes testing – retrieval practice starter questions, formative assessment quizzes.</p>							

Physical Education Year 8	Summary: The overarching aim of the Year 8 P.E curriculum is to develop students' knowledge a range of sports and physical activities to develop their knowledge and awareness of the benefits of leading a health active lifestyle. This is done through exploring a variety of sports deepening their knowledge of motor competence, rules, strategies and tactics and healthy participation. Students will also develop their LORIC skills as they explore different team and individual sports.					Composite	KS3 Intent
	LP1	LP2	LP3	LP4	LP5	What do students do with this knowledge?	By the end of year 9, an EPC Physical Education student will...
What new knowledge/content do we introduce?	<p>Outdoor Invasion games (Boys) Indoor Invasion games (Girls)</p> <p>Obstruction in netball Direct and indirect free kicks football Travelling and double dribble in basketball</p> <p>Passing, dribbling, shooting, crossing Tackling in rugby, rucking and mauling</p> <p>Recycling the ball Short or long ball football Centre pass in netball</p> <p>Warming up in three stages (pulse raise, stretch, skill practice) and specific to sport</p>	<p>Outdoor Invasion games (Girls) Indoor Invasion games (Boys)</p> <p>Travelling, double dribble, foul rules and referee signals</p> <p>Free throws in basketball</p> <p>Crossover dribble and drive in basketball Blocking in handball</p> <p>Advanced formations in basketball and handball. Zone defence. Wing play Attacking a zone defence</p> <p>Training for power in basketball via plyometrics</p>	<p>Net Games/Gymnastics Net Games/Gymnastics Serving positions and rules Scoring systems Major rules on how to score Service rules</p> <p>4 main badminton shots (Clear, drop, smash, clear) and playing them at the right time 4 main volleyball shots (Serve, set, dig, smash) and playing them at the right time Ways to roll, move and balance Constructing an aesthetic routine with a group</p> <p>Following a routine in gymnastics and suggesting new moves to make a sequence</p> <p>Types of fitness and designing training to suit those types (Weight training, Continuous training and interval training)</p>	<p>Striking and Fielding</p> <p>Scoring systems Ways you can get out (caught, run out, LBW) No balls and wides</p> <p>How to score quickly or defend 4 main cricket shots (defend, drive, hook and pull) How to bowl in cricket and softball/ rounders</p> <p>Team tactics to defend and attack Fielding techniques in cricket/rounders to get players out or keep score down</p> <p>Training for types of fitness needed striking and fielding (speed, agility, reaction time)</p>	<p>Athletics and Outdoor Education</p> <p>Safety rules with throwing events Fouling in jumping, running and throwing events Rules applied in competition settings (fouls and valid throws/jumps) False start</p> <p>How to compete in short and long distance running Technique for throwing, jumping and running (long jump, high jump, triple jump, discus, shot put, javelin) to include a run up for momentum Techniques for climbing and belaying. Points of contact to the face.</p> <p>Tactics for running Running team relay races – choosing anchors and finishers Team belaying Problem solving on routes</p> <p>Training for throwing events using plyometrics</p>	<p>Students deepen key knowledge of team and individual sports and physical activities. In year 8 the application of the knowledge is developing their understanding of the rules of the activities and sports, understanding how to participate safely and what muscle groups are impacted. Students also deepen their knowledge of what key aspects of motor competence are important to be a successful participant.</p>	<p>The intent of the Key Stage 3 curriculum is to produce students who demonstrate our moral virtues and LORIC skills through sport and physical activity.</p> <p>We intend to provide students with the knowledge and application to be able to take part in sport through participation, coaching or officiating.</p> <p>We want all students to develop knowledge of how to lead healthy, active lifestyles to progress into KS4 and beyond.</p>
Rationale	The P.E curriculum follows the sporting calendar and is delivered in the structure it is to enable students to support students who wish to enhance their knowledge through competitive competition through extracurricular opportunities with EPC and also with local clubs.						
Building on Knowledge	<p>Touch rugby rules Offside rule Possession Playing wide Keeping ball or playing forward</p>	<p>Travelling, double dribble, foul rules Lay-up and jump shot</p>	<p>Serving positions and rules Scoring systems Major rules on how to score</p>	<p>Holding the bat and swinging Scoring systems How to score quickly or defend</p>	<p>How to compete in short and long distance running Safety rules with throwing events Fouling in jumping, running and throwing events</p>		

					Technique for throwing, jumping and running			
Assessment	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment			
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Vocabulary	Width, penetrate, central spaces, defence, possession, tactic, opponent	Width, penetrate, central spaces, defence, possession, tactic, opponent	arrangements, formations, formations, aesthetics, endurance, Polymetric	Barrier, attack, defence, attributes, boundaries, slip, cover	Momentum, angle, release, technique, complex, belay			
Methods of deepening and securing knowledge	<p>Interleaving - Low-stakes starters are used to ensure knowledge gained is retained and developed. (Retrieval Practice / Overlearning).</p> <p>Knowledge organisers</p> <p>Regular recall and retrieval - retrieval practice completed each lesson based on learning from the current LP and learning in previous LPs.</p> <p>Challenge and Scaffolding: models, videos, feedback</p> <p>Low stakes testing – retrieval practice starter questions, formative assessment quizzes.</p>							

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Vocabulary	Width. Long ball. Possession. Fast break. Switching play	Width, long ball, possession, fast break switching play.	Ace, formations, continuous fartlek, BMI, bleep test, cross court, central position	Spin, swing, reverse swing, fielding positions, donkey drop.	Triple jump, takeoff, flight, landing, anchoring, pacemaker, bouldering, traverse.			
Methods of deepening and securing knowledge	<p>Interleaving - Low-stakes starters are used to ensure knowledge gained is retained and developed. (Retrieval Practice / Overlearning).</p> <p>Knowledge organisers</p> <p>Regular recall and retrieval - retrieval practice completed each lesson based on learning from the current LP and learning in previous LPs.</p> <p>Challenge and Scaffolding: models, videos, feedback</p> <p>Low stakes testing – retrieval practice starter questions, formative assessment quizzes.</p>							