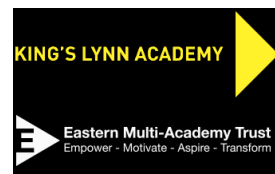


Implementation: Curriculum Narrative

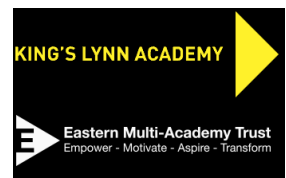


Subject: Physical Education	Year: 8	Author: S. Mason
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Key Knowledge <i>Pupils will know</i>	Key Skills <i>Pupils will be able to</i>
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<p style="text-align: center;">Key Threshold Concepts:</p> <p>This model has been carefully chosen for its focus on developing the whole child through a balanced emphasis on cognitive, emotional, and physical learning in PE.</p> <p>This approach provides a clear, structured framework for building essential competencies in three interconnected areas:</p> <p>Head – Knowledge, Understanding, Feedback, Responsibility, Analysis, Rules</p> <p>Heart – Effort, Communication, Respect, Leadership, Resilience, Confidence</p> <p>Hand – Fitness Levels, Physical ability, Technique, Tactics, Competitive, Problem Solving</p> <p>Along side this there will be a theory aspect that will be delivered</p> <ul style="list-style-type: none"> - Muscles and Bones - Components of Fitness - Goal Setting 	<p>In Year 8, pupils will consolidate and refine the physical skills and understanding developed in Year 7, becoming increasingly confident, versatile, and independent in their techniques. They will apply these skills across a wider range of sports and physical activities, developing the ability to adapt and make decisions in dynamic situations. Pupils will also deepen their ability to analyse performance, identify areas for improvement, and implement strategies to enhance their own and others' performance.</p> <p>The curriculum continues to be structured around the Head, Heart, Hand framework, ensuring pupils develop holistically.</p> <p>The Year 8 curriculum aims to ensure pupils:</p> <ul style="list-style-type: none"> • Achieve greater competence and consistency across a broad range of physical activities • Maintain and improve fitness through sustained periods of physical activity • Engage in competitive, cooperative, and leadership roles in sports • Develop the motivation, knowledge, and confidence to maintain a healthy, active lifestyle now and in the future
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<p style="text-align: center;">Subject Specific Knowledge and Sequencing:</p> <p>Subject specific knowledge and sequencing</p> <p>Term 1: Head – Knowledge and Understanding Heart – Effort and communication Hands – Fitness Levels and Physical Ability Activities: Hockey, Basketball, Football</p> <p>Term 2: Head – Knowledge and Understanding Heart – Effort and communication Hands – Fitness Levels and Physical Ability Activities: Tag Rugby, Rugby, Hockey, Basketball</p> <p>Term 3: Head – Feedback and Responsibility Heart – Respect and Leadership Hands – Technique and Tactics Activities: Trampolining, Badminton, Rugby, Ultimate Frisbee</p>	<p style="text-align: center;">Prerequisites and Spiral Teaching:</p> <p>Head (Thinking & Knowledge)</p> <ul style="list-style-type: none"> • Analyse performance with greater precision and insight • Apply tactics and strategies in competitive and cooperative contexts <p>Heart (Attitude & Character)</p> <ul style="list-style-type: none"> • Demonstrate resilience, determination, and consistent effort • Show respect, fairness, and confidence when facing challenges <p>Hand (Physical Skills & Application)</p> <ul style="list-style-type: none"> • Refine technical skills and enhance physical fitness • Apply skills and tactics effectively under pressure
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Term 4: Head – Feedback and Responsibility **Heart** – Respect and Leadership **Hands** – Technique and Tactics
Activities: Dodgeball, Netball, Trampolining, Badminton

Term 5: Head –Analysis and Rules **Heart** – Resilience and Confidence
Hands – Competitive and Problem Solving
Activities: Athletics, Cricket, Softball, Rounders

Term 6: Head –Analysis and Rules **Heart** – Resilience and Confidence
Hands – Competitive and Problem Solving
Activities: Athletics, Cricket, Softball, Rounders, Badminton

Cross-Curricular Knowledge Links:

- **Citizenship** – Communication skills/ Teamwork/ promoting positive relationships
- **Science**– Effects of exercise on the body systems/ Muscles.
- **English** – Speaking and listening skills.
- **Maths** – Numeracy relating to numbers, scoring, plotting graphs and assessing and analysing data.

Reading Lists / Sources / Reading around the subject recommendations:

- www.bbc sport.co.uk
- www.ocr.co.uk
- Reading rule books and sports reports in newspapers and magazines.
- Sports journals
- Sports Books in school library