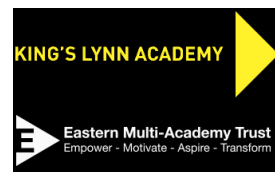
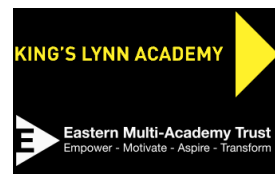


# Implementation: Curriculum Narrative



<b>Subject: Physical Education</b>	<b>Year: 8</b>	<b>Author: L. Tea updated S.Lee</b>
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<div> <b>Key Knowledge</b>  <i>Pupils will know</i> </div>		<div> <b>Key Skills</b>  <i>Pupils will be able to</i> </div>	
<b>Key Threshold Concepts:</b> <ul style="list-style-type: none"> <li><b>Health and well-being</b> – Recap reasons why we take part in exercise. Explore <b>Lifestyle factors that impact on sporting performance</b>.</li> <li><b>Health and Well-being</b>- Understand the reasons why we should warm up and cool down before and after exercise. Why it is important to prevent injury.</li> <li><b>Personal Challenge</b> – To identify and describe relevant fitness tests for each component of fitness. Definitions – start to link to sporting activity.</li> <li><b>Health and Well-being</b> Recap the parts of a balanced diet. To name sources of each type of nutrient. To explain the effects of a sedentary lifestyle.</li> <li><b>Understanding the body</b> – Recap the location of bones in the lower body. To learn the location of major bones in the upper body.</li> <li><b>Understanding the body</b> – recap the major muscle locations in the lower body. To learn the location of major muscles in the upper body.</li> </ul>		<b>Subject Skills:</b> <p>Pupils will build on and embed the physical development and skills learned in year 7. Students will become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They will begin to understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop their confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>develop their technique and improve their performance in other competitive sports</li> <li>perform dances using advanced dance techniques in a range of dance styles and forms</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>take part in competitive sports and activities outside school through community links or sports clubs</li> </ul>	
<b>Subject specific knowledge and sequencing</b> <p><b>Term 1:</b> Health and Well-being (Such as; Basketball, Flag Football, Spikeball, Netball, Rugby, Dodgeball, Dance, Gymnastics)  <b>Topic:</b> Lifestyle factors that impact on sporting performance.  <b>Key Concepts:</b> Health &amp; Well-being  <b>Key Knowledge:</b> Recap reasons why we take part in sport – Physical, mental &amp; Social. Consider positive and negative lifestyle factors</p> <p><b>Term 2:</b> Moving Safely (Such as; Basketball, Flag, Football, Spikeball, Netball, Rugby, Dodgeball, Dance, Gymnastics)  <b>Topic:</b> Warm-ups and cool-downs.  <b>Key Concepts:</b> Health and Well-being  <b>Key Knowledge:</b> To explain the benefits and warm ups and cool downs</p>		<b>Prerequisites and Spiral Teaching:</b> <ul style="list-style-type: none"> <li>Students build on their prior learning of skills and activities in year 7.</li> <li>Knowledge of the importance of a warm-up and cool down.</li> <li>Knowledge of the major muscles and bones in the body.</li> <li>Health related components of fitness and testing,</li> <li>Knowledge of a healthy balance diet.</li> <li>Knowledge of the reasons why people take part in sport.</li> </ul>	



**Term 3:** Components of fitness (Such as; Fitness, Badminton, Gymnastics, Fitness, Hockey, Rugby)

**Topic:** Fitness tests

**Key Concepts:** Personal Challenge

**Key Knowledge:** Recap the components of fitness and link fitness tests to each one

**Term 4:** Nutrition (Such as; Fitness, Badminton, Gymnastics, Fitness, Hockey, Rugby)

**Topic:** Nutrition

**Key Concepts:** Health and well-being

**Key Knowledge:** Recap the difference between Macro-Micro nutrients. Name the 7 difference categories. Give sources of each nutrient

**Term 5:** Skeletal System. (Such as; Tennis, cricket, rounders, athletics, softball)

**Topic:** Upper body major bones.

**Key Concepts:** Understanding the human body.

**Key Knowledge:** Cranium, Clavicle, Humerus, Sternum, Ribs, Radius, Ulna, Scapula, Vertabral column, Carpals, Metacarpals, Phalanges

**Term 6:** Muscular System (Such as; Tennis, cricket, rounders, athletics, softball, Olympic tournament)

**Topic:** Upper body major muscles

**Key Concepts:** Understanding the human body.

**Key Knowledge:** Pectorals, Deltoid, Biceps, Triceps, Abdominals, External obliques, Latissimus dorsi

### 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](http://www.bbc sport.co.uk)
- [www.skysports.co.uk](http://www.skysports.co.uk)
- [www.ocr.co.uk](http://www.ocr.co.uk)
- Reading rule books and sports reports in newspapers and magazines.
- Sports journals
- Sports section in school library