



PE – Year 8 Athletics

Learning about this topic is important because: it allows students to build upon the fundamental athletics skills taught in Year 7. Athletics enables young students to build many different qualities such as perseverance, determination, resilience and endeavour. In Year 8 they are able to develop skills learnt in Year 7 by using more advanced techniques.

This builds on:

Year 7 athletics skills learnt. Builds on knowledge of working hard to improve upon a previous personal best time / distance / height.

This leads to:

repetition of fundamental skills such running, jumping and throwing skills in an athletics form which can be used in other team and individual sports. Works towards Y9 development of fundamental skills in competitive scenarios and utilising these skills to improve upon a personal best time / distance / height. They will aim to become more technically efficient across a number of athletic events.

We will learn:

Technique for efficient sprinting
Pacing for running middle distance races over 800m or 1500m
How to pass a relay baton efficiently – upsweep technique
How to accurately replicate effective long and high jump technique.
How to generate power for effective shot putt technique
How to generate power for effective discus technique
How to generate power for effective javelin technique using turbo javelins
How to use a stopwatch to record times
How to measure each event correctly

We will develop/practise skills including:

Sprinting
Middle distance running
Relay
Hurdles
Long Jump
High Jump
Shot Putt
Discus
Javelin

Some of the vocabulary that we will use includes:

Speed, pacing, stamina, technique, run up, take-off, landing, grip, stance, trajectory, angle of release, Fosbury flop, personal best

You could learn more about this topic by:

Watching athletics competitions e.g. Diamond League on TV and YouTube
Researching rules of different events on the internet
Attending extra-curricular athletics club
Competing for your House on Sports Day
Joining an athletics clubs outside of school e.g. Wirral AC, West Cheshire AC, Warriors PAC

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Competitive scenarios within the lesson to show application of learnt skills for each event
Tasks that give you the opportunity to improve upon your previous best performance.



Physical Education -Year 8 Dance (Jive)



West Kirby
Grammar School

Learning about this topic is important because: It teaches students about the style of dance called the Jive and the characteristics you would see when observing jive. Students are given the opportunity to develop teamwork, leadership, and communication in this topic. Students will learn to creatively express through Jive dance and develop their ability to perform in front of an audience.

This builds on: Skills learnt in year 7 when pupils completed a topic on Bollywood dance. It builds on prior knowledge and understanding, if any, of the style of Jive. Some students may have a background of Jive dancing and will be able to build on these skills and understanding. Students will have worked in groups in year 7 dance and will have some experience of creating choreography and performing dance in front of an audience and this topic will improve this confidence.

This leads to: Performing in front of an audience in other aesthetic activities such as Gymnastics. Works towards understanding of interpreting music and confidence developing choreography to the beat of the music. Improved knowledge of different styles of dance and the style of jive and how it is performed. Student will continue to develop ability to create choreography, working in pairs, small groups and as a class.

We will learn:

- ✓ What the key characteristics of Jive are
- ✓ Basic movements seen in a Jive dance
- ✓ How to create choreography, interpreting the music
- ✓ How to count the music
- ✓ Unison and canon. How can unison and canon be used in Jive
- ✓ How levels can be used in dance
- ✓ Performing in front of an audience
- ✓ How to work as a team and contribute ideas to a group
- ✓ What a good performance looks like

We will develop/practise skills including:

- ✓ Unison and canon
- ✓ Use of levels
- ✓ Use of space
- ✓ Use of formations
- ✓ Changes of speed and dynamics
- ✓ Hand movements
- ✓ Facial expressions
- ✓ Movements in the legs and hips
- ✓ How to interpret the music
- ✓ How to choreography movements to fit in with Jive
- ✓ Communicate with partner and small group when creating choreography

Some of the vocabulary that we will use includes:

Unison, cannon, levels, dynamics, beat, formations, transitions, rhythm, timing, choreography, pathways, warm up, cool down, performance, audience, speed, control, kicking, leapfrog, hand jive, sharp, fast-paced, rock step, chasse, tempo

You could learn more about this topic by:

Watching YouTube videos of Jive – Strictly come dancing
Listening to Jive songs
Researching key characteristics of the Jive
Watching a live Jive performance
Joining a dance club/school that specialise in Jive dance



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Performance of choreography at the end of the topic
Questioning to assess understanding of jive and the characteristics seen in this style of dance.
Opportunities to peer assess in each lesson, watching other groups' choreography



Year 8 Football

Learning about this topic is important because: it allows students to build on current fundamental skills learnt in year 7 such as, dribbling, passing, receiving, attacking and defensive skills. Football enables young students to build on many different qualities such as teamwork, communication, resilience, and endeavour. In year 8 they are able to apply some skills learnt in year 7 and use them more frequently and accurately in competitive game play.

This builds on:

Year 7 football skills learnt. Builds on knowledge of working as part of a team and how to collaborate with others to achieve a common goal. Develops further knowledge of rules and principles of small-sided gameplay, including introduction of goal keepers.

This leads to repetition and consistency of fundamental skills such as dribbling, passing and receiving, attacking and defensive skills, which can be used in other team sports. Continued development of fundamental skills in competitive scenarios and utilising these skills to gain an advantage over an opponent. Showing more advanced passing and dribbling techniques in games against another team and showing an increased knowledge of pass selection to teammates. Opportunity to look at a range of skills which can be used to outwit an opponent.

We will learn:

Types of passing
Receiving the ball
Dribbling
Shooting/attacking skills
Defending/tackling skills
Knowledge of roles of players and positioning during gameplay
Basic tactical plays
Introduction to throw ins and technique needed.
How to work as a team and contribute ideas to a group
How to communicate effectively during the game
Importance of a warmup and cool down
Basic rules and regulations of the game/beginning to referee
Knowledge of fitness requirements and health benefits

We will develop/practise skills including:

Continues development of short passing and introduction of longer lofted and along the ground passes. Decision making of which one to use during a game depending on the opposition or position on the pitch
Attacking principles and techniques such as ability to get around a player, 1 v 1 skills and shooting at goal. How to maintain possession of the ball and avoid being tackled
Ball control, trying to use both feet and incorporating speed
How to block tackle using the correct technique – highlighting the timing of the tackle. Some introductions to jockeying
Develop decision making skills, when to pass, when to dribble, when to shoot etc
How to support the player with the ball
Knowing when a corner, free kick, penalty, goal kick would be awarded.
Communicate with team mates to know when players are available to pass to and when to ask for a pass.

Some of the vocabulary that we will use includes:

Ball control
Dominant foot
Lofted passing
Dribbling
Back pass
Throw ins
Marking

You could learn more about this topic by:

Watching football games on YouTube
Watching other members of the class during skill-based activities, especially students who play for football teams outside of school
Researching rules of football on the internet
Attending extra-curricular football club
Joining a football team
Watching football games live; local teams such as Tranmere Rovers and Vauxhalls





Year 8 Football



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Grammar School

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Competitive scenarios at the end of lessons to show application of learnt skills into a game

Tasks that involve teamwork and demonstration of a range of skills, so teacher can assess progress over time

Tournament style games at the end of the unit

Knowledge of rules and how to implement them accurately in game situations – opportunity to referee



Physical Education – Year 8 Gymnastics



West Kirby
Grammar School

Learning about this topic is important because: it allows students to build on current body management skills such as rolls, jumps, individual balances and different ways of travelling. Gymnastics enables young students to build many different qualities such as teamwork, communication, resilience, and endeavour. In Year 8 they are able to apply some skills learnt in Year 7 and develop them to create more complex sequences involving partner balances and small group balances.

This builds on:

Year 7 gymnastic skills learned. Builds on knowledge of working with a partner or in a small group and how to collaborate with others to achieve a common goal. Develops further knowledge of how to create a sequence incorporating partner and small group balances using the floor and apparatus.

This leads to: repetition and consistency of fundamental skills such as rolls, jumps, individual balances and different ways of travelling, which can be used in other aesthetic activities (i.e. dance). Students will continue to develop ability to create sequences, working in pairs, small groups and as a class.

We will learn:

- ✓ Balances showing counter-balance and counter-tension
- ✓ Balances taking partial weight of partner
- ✓ Balances taking full weight of partner
- ✓ Small group balances (trios)
- ✓ Creating sequences incorporating partner balances using the floor and apparatus
- ✓ Knowledge of fitness requirements and health benefits
- ✓ Performing in front of an audience / peers

- ✓ How to work with a partner and contribute ideas
- ✓ What a good performance looks like

We will develop/practise skills including:

- ✓ Partner balances
- ✓ Small group balances
- ✓ Ways of travelling
- ✓ Other gymnastic agilities (e.g. cartwheels)
- ✓ Linking movements together to create sequences
- ✓ Transferring skills from the floor onto apparatus
- ✓ Communicate with partner and small group when creating sequences together

Some of the vocabulary that we will use includes:

Balance, counter-balance, counter-tension, sequence, partner, trio, levels, apparatus, landing, pathways, warm up, cool down, performance, audience, speed, control, precision.

You could learn more about this topic by:

Watching acro-gymnastics on YouTube
Watching other members of the class when performing sequences
Researching different acro partner / trio balances on the internet
Attending extra-curricular gymnastics club
Joining a gymnastics club outside of school



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Performance of a pair or trio sequence on apparatus at the end of the topic which incorporates a variety of different balances. You will also have opportunities to peer assess in each lesson, watching other students perform.



PE – Year 8 Netball

Learning about this topic is important because: it allows students to build on current fundamental catching and throwing skills. Netball enables young students to build many different qualities such as teamwork, communication, resilience and endeavour. In year 8 they are able to apply some skills learnt in year 7 and use them more frequently in game play.

This builds on:

Year 7 netball skills learnt. Builds on knowledge of working as part of a team and how to collaborate with others to achieve a common goal.

This leads to: repetition of fundamental skills such as catching, throwing and jumping which can be used in other team sports. Works towards development of fundamental skills in competitive scenarios, and utilising these skills to gain an advantage over an opponent. Showing more advanced footwork techniques in games against another team and showing an increased knowledge of pass selection to team mates.

We will learn:

Types of passing
How to dodge
Shooting technique
Defending, marking and shadowing
Intercepting
Correct footwork patterns and running footwork
Knowledge of positions on court
Tactical plays during a centre pass or penalty pass
How to work as a team and contribute ideas to a group
How to communicate effectively on court to speed up the play

We will develop/practise skills including:

Chest, bounce, overhead and shoulder pass and which one to use during a game depending on the opposition or position on the court
Dodging techniques such as straight drive, dodge and double dodge
How to shoot correctly using overhead technique – and landing close to the post,
How to pass in and out of the circle effectively to lose your defender and get a better shooting opportunity
Defending a player in different areas of the court, sticking with your player and shadowing their movement to make it more difficult for them to get free
Marking the shooter in the circle during a shot, having a good stretch or jump to try and intercept
Knowing which positions would take side lines / back lines in which areas of the court and why this is beneficial to the team
Communicate with team mates to know when players are free and to speed up movement of the ball down the court

Some of the vocabulary that we will use includes:

Chest, overhead, bounce, dodge, mark, shoot, intercept, change direction, centre pass, side line, back line, footwork, pivot, split landing, held ball, tactics, strategy

You could learn more about this topic by:

Watching netball games on YouTube
Watching other members of the class during skill based activities
Researching rules of netball on the internet
Attending netball extra-curricular club
Joining a netball team



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Competitive scenarios at the end of lessons to show application of learnt skills into a game

Tasks that involve teamwork and demonstration of a range of skills, so teacher can assess progress over time

Tournament style games at the end of the unit