Year: 8 Subject: Core PE	<b>Curriculum Intent:</b> Through the Head, Heart and Hands concept curriculum, learners will use sport and exercise as a vehicle to develop an array of skills that can help them within sporting contexts and crucially in the wider world. In Year 8, learners will build upon key concepts from Year 7 to develop more advanced skills. By using acquired knowledge and understanding from Year 7, learners will develop their ability to provide accurate and high-quality feedback to their peers. Learners will also use sporting contexts to develop their understanding of the importance of leadership and will develop their own leadership skills through tailored learning tasks. Learners will use the knowledge and understanding that they have acquired in Year 7, and will continue to develop in Year 8, to be able to independently problem solve, through the application of tactics and strategies in a wide variety of contexts. Across this year, specific attention will be paid to ensuring that learners understand how key concepts are vital to success, not just in sporting contexts, but also in the wider world, such as other subject areas or in the work place, later in life.					
	Ter	rm 1	Term 2		Term 3	
Topic Titles	Head & Hands	Heart & Head	Hands & Heart	Head & Hands	Heart & Head	Hands & Heart
Key concepts	Feedback Understanding the importance of feedback in sport, exercise & beyond. Developing the ability to provide and receive high quality feedback. Tactics Developing problem solving skills by applying a range of tactics (individual and team) within different sporting contexts.	Leadership Understanding the importance & qualities of a leader, within sport and beyond. Developing the ability to lead peers within a variety of sport & exercise contexts. Feedback Understanding the importance of feedback in sport, exercise & beyond. Developing the ability to provide and receive high quality feedback.	Tactics Developing problem solving skills by applying a range of tactics (individual and team) within different sporting contexts. Leadership Understanding the importance & qualities of a leader, within sport and beyond. Developing the ability to lead peers within a variety of sport & exercise contexts.	Feedback Understanding the importance of feedback in sport, exercise & beyond. Developing the ability to provide and receive high quality feedback. Tactics Developing problem solving skills by applying a range of tactics (individual and team) within different sporting contexts.	Leadership Understanding the importance & qualities of a leader, within sport and beyond. Developing the ability to lead peers within a variety of sport & exercise contexts. Feedback Understanding the importance of feedback in sport, exercise & beyond. Developing the ability to provide and receive high quality feedback.	Tactics Developing problem solving skills by applying a range of tactics (individual and team) within different sporting contexts. Leadership Understanding the importance & qualities of a leader, within sport and beyond. Developing the ability to lead peers within a variety of sport & exercise contexts.
Learning vehicles	Boys Indoor: Basketball Outdoor: Football Girls Indoor: Dance	Boys Indoor: Gymnastics Outdoor: Rugby Girls Indoor: Basketball	Boys Indoor: Table Tennis Outdoor: Hockey Girls Indoor: Gymnastics	All Students: Fitness/Running lessons.	Boys Indoor: Cricket Outdoor: Athletics Girls	Boys Indoor: Tennis Outdoor: Athletics/Softball Girls

	Outdoor: Netball	Outdoor: Handball	Outdoor: Football		Indoor: End-ball	Indoor: End-ball games
					games Outdoor: Athletics	Outdoor: Athletics/Rounders
	Grade 7-9 I have a secure knowledge and understanding of what makes high quality feedback. Across all sporting contexts, I am able to provide prompt, detailed, accurate and	<b>Grade 7-9</b> I have a secure knowledge and understanding of the qualities of an effective leader both within sport and beyond. I have the confidence to lead large groups of my peers in a	<b>Grade 7-9</b> I have excellent problem-solving skills. I can select and apply a wide range of advanced tactics and strategies within most sporting contexts. Such tactics can be applied	Grade 7-9 I have a secure knowledge and understanding of what makes high quality feedback. Across all sporting contexts, I am able to provide prompt, detailed, accurate and	Grade 7-9 I have a secure knowledge and understanding of the qualities of an effective leader both within sport and beyond. I have the confidence to lead	<b>Grade 7-9</b> I have excellent problem-solving skills. I can select and apply a wide range of advanced tactics and strategies within most sporting contexts. Such tactics can be applied
	specific feedback to my peers. I am able to receive constructive feedback in a mature manner and act upon such feedback to improve my performance.	wide variety of roles (e.g. skills coach, fitness coach, official/referee). I can coach and officiate my peers effectively in most sporting contexts.	to my own individual performance but also by showing leadership and teamwork to select and apply tactics in team/group contexts.	specific feedback to my peers. I am able to receive constructive feedback in a mature manner and act upon such feedback to improve my performance.	large groups of my peers in a wide variety of roles (e.g. skills coach, fitness coach, official/referee). I can coach and officiate my peers effectively in most sporting contexts.	to my own individual performance but also by showing leadership and teamwork to select and apply tactics in team/group contexts.
Assessment	I have excellent problem-solving skills. I can select and apply a wide range of advanced tactics and strategies within most sporting contexts. Such tactics can be applied to my own individual performance but also by showing leadership and teamwork to select and apply tactics in team/group contexts.	I have a secure knowledge and understanding of what makes high quality feedback. Across all sporting contexts, I am able to provide prompt, detailed, accurate and specific feedback to my peers. I am able to receive constructive feedback in a mature manner and act upon such feedback to improve my performance.	qualities of an effective leader both within sport and beyond. I have the confidence to lead large groups of my peers in a wide variety of roles (e.g. skills coach, fitness coach, official/referee). I can coach and officiate my peers effectively in most sporting contexts.	I have excellent problem-solving skills. I can select and apply a wide range of advanced tactics and strategies within most sporting contexts. Such tactics can be applied to my own individual performance but also by showing leadership and teamwork to select and apply tactics in team/group contexts.	I have a secure knowledge and understanding of what makes high quality feedback. Across all sporting contexts, I am able to provide prompt, detailed, accurate and specific feedback to my peers. I am able to receive constructive feedback in a mature manner and act upon such feedback to improve my performance.	qualities of an effective leader both within sport and beyond. I have the confidence to lead large groups of my peers in a wide variety of roles (e.g. skills coach, fitness coach, official/referee). I can coach and officiate my peers effectively in most sporting contexts.
	Grade 4-6	Grade 4-6	Grade 4-6	Grade 4-6	Grade 4-6	Grade 4-6

 I have good knowledge and understanding of what makes high quality feedback. I am	I have a good knowledge and understanding of the qualities of an effective	I have good problem- solving skills. I can select and apply basic tactics across a range	I have good knowledge and understanding of what makes high quality feedback. I am	I have a good knowledge and understanding of the qualities of an	I have good problem- solving skills. I can select and apply basic tactics across a range
able to provide prompt, detailed, accurate and specific feedback to my peers but the quality if such feedback varies in different sporting	leader both within sport and beyond. I have the confidence to lead groups of my peers in a some roles (e.g. skills coach, fitness coach,	of sporting contexts. I can successfully apply more advanced tactics and strategies in sporting contexts where I am most	able to provide prompt, detailed, accurate and specific feedback to my peers but the quality if such feedback varies in different sporting	effective leader both within sport and beyond. I have the confidence to lead groups of my peers in a some roles (e.g.	of sporting contexts. I can successfully apply more advanced tactics and strategies in sporting contexts where I am most
contexts. I am able to receive constructive feedback in a mature manner and sometimes act upon such feedback	official/referee). I can coach and officiate my peers effectively in sporting contexts where I am more confident	confident. Such tactics can be applied mainly to my own individual performance but in some contexts I can	contexts. I am able to receive constructive feedback in a mature manner and sometimes act upon	skills coach, fitness coach, official/referee). I can coach and officiate my peers effectively	confident. Such tactics can be applied mainly to my own individual performance but in some contexts I can
to improve my performance. I have good problem- solving skills. I can	than others. I have good knowledge and understanding of what makes high	show leadership and teamwork to select and apply tactics in team/group performance.	such feedback to improve my performance.	in sporting contexts where I am more confident than others. I have good	show leadership and teamwork to select and apply tactics in team/group performance.
select and apply basic tactics across a range of sporting contexts. I can successfully apply more advanced tactics and strategies in	quality feedback. I am able to provide prompt, detailed, accurate and specific feedback to my peers but the quality if such feedback varies in	I have a good knowledge and understanding of the qualities of an effective leader both within sport	solving skills. I can select and apply basic tactics across a range of sporting contexts. I can successfully apply more advanced tactics	knowledge and understanding of what makes high quality feedback. I am able to provide prompt, detailed,	I have a good knowledge and understanding of the qualities of an effective leader both within sport
sporting contexts where I am most confident. Such tactics can be applied mainly to my own individual	different sporting contexts. I am able to receive constructive feedback in a mature manner and sometimes	and beyond. I have the confidence to lead groups of my peers in a some roles (e.g. skills coach, fitness	and strategies in sporting contexts where I am most confident. Such tactics can be applied mainly	accurate and specific feedback to my peers but the quality if such feedback varies in different sporting	and beyond. I have the confidence to lead groups of my peers in a some roles (e.g. skills coach, fitness coach,
performance but in some contexts I can show leadership and teamwork to select and apply tactics in team/group performance.	act upon such feedback to improve my performance.	coach, official/referee). I can coach and officiate my peers effectively in sporting contexts where I am more confident than others.	to my own individual performance but in some contexts I can show leadership and teamwork to select and apply tactics in team/group	contexts. I am able to receive constructive feedback in a mature manner and sometimes act upon such feedback to improve my	official/referee). I can coach and officiate my peers effectively in sporting contexts where I am more confident than others.
	Grade 1-3		performance.	Grade 1-3	Grado 1.2
Grade 1-3 I am my developing knowledge and understanding of what makes high quality feedback. I am able to provide some feedback to my peers but it often	I am developing my knowledge and understanding of the qualities of an effective leader both within sport and beyond. I am developing my	<b>Grade 1-3</b> I am developing my problem-solving skills. I can select and apply basic tactics across some sporting contexts. Basic tactics can be applied to my	Grade 1-3 I am my developing knowledge and understanding of what makes high quality feedback. I am able to provide some feedback to my peers but it often	I am developing my knowledge and understanding of the qualities of an effective leader both within sport and beyond. I am	<b>Grade 1-3</b> I am developing my problem-solving skills. I can select and apply basic tactics across some sporting contexts. Basic tactics can be applied to my

lacks in detail, accuracy and specificity. I am able to receive constructive feedback in a mature manner but rarely act upon such feedback.I am developing my problem-solving skills. I can select and apply basic tactics across some sporting contexts. Basic tactics can be applied to my own individual performance, but I might struggle to select and apply tactics in team/group performance.	confidence to lead small groups of my peers in some roles (e.g. skills coach, fitness coach, official/referee). I can coach and officiate my peers effectively in some sporting contexts by applying basic knowledge and understanding of rules and/or coaching points. I am my developing knowledge and understanding of what makes high quality feedback. I am able to provide some feedback to my peers but it often lacks in detail, accuracy and specificity. I am able to receive constructive feedback in a mature manner but rarely act upon such feedback.	own individual performance, but I might struggle to select and apply tactics in team/group performance. I am developing my knowledge and understanding of the qualities of an effective leader both within sport and beyond. I am developing my confidence to lead small groups of my peers in some roles (e.g. skills coach, fitness coach, official/referee). I can coach and officiate my peers effectively in some sporting contexts by applying basic knowledge and understanding of rules and/or coaching points.	lacks in detail, accuracy and specificity. I am able to receive constructive feedback in a mature manner but rarely act upon such feedback. I am developing my problem-solving skills. I can select and apply basic tactics across some sporting contexts. Basic tactics can be applied to my own individual performance, but I might struggle to select and apply tactics in team/group performance.	developing my confidence to lead small groups of my peers in some roles (e.g. skills coach, fitness coach, official/referee). I can coach and officiate my peers effectively in some sporting contexts by applying basic knowledge and understanding of rules and/or coaching points. I am my developing knowledge and understanding of what makes high quality feedback. I am able to provide some feedback to my peers but it often lacks in detail, accuracy and specificity. I am able to receive constructive feedback in a mature manner but rarely act upon such feedback.	own individual performance, but I might struggle to select and apply tactics in team/group performance. I am developing my knowledge and understanding of the qualities of an effective leader both within sport and beyond. I am developing my confidence to lead small groups of my peers in some roles (e.g. skills coach, fitness coach, official/referee). I can coach and officiate my peers effectively in some sporting contexts by applying basic knowledge and understanding of rules and/or coaching points.
---	---	--	--	---	--