


<p>Year: 8 Subject: Core PE</p>	<p>Curriculum Intent: 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.</p>					
	Term 1		Term 2		Term 3	
Topic Titles	Head & Hands	Heart & Head	Hands & Heart	Head & Hands	Heart & Head	Hands & Heart
Key concepts	<p>Feedback Understanding the importance of feedback in sport, exercise & beyond. Developing the ability to provide and receive high quality feedback.</p> <p>Tactics Developing problem solving skills by applying a range of tactics (individual and team) within different sporting contexts.</p>	<p>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.</p> <p>Feedback Understanding the importance of feedback in sport, exercise & beyond. Developing the ability to provide and receive high quality feedback.</p>	<p>Tactics Developing problem solving skills by applying a range of tactics (individual and team) within different sporting contexts.</p> <p>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.</p>	<p>Feedback Understanding the importance of feedback in sport, exercise & beyond. Developing the ability to provide and receive high quality feedback.</p> <p>Tactics Developing problem solving skills by applying a range of tactics (individual and team) within different sporting contexts.</p>	<p>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.</p> <p>Feedback Understanding the importance of feedback in sport, exercise & beyond. Developing the ability to provide and receive high quality feedback.</p>	<p>Tactics Developing problem solving skills by applying a range of tactics (individual and team) within different sporting contexts.</p> <p>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.</p>
Learning vehicles	<p>Boys Indoor: Basketball Outdoor: Football</p> <p>Girls Indoor: Gym Outdoor: Netball</p>	<p>Boys Indoor: Gymnastics Outdoor: Rugby</p> <p>Girls Indoor: Badminton Outdoor: Handball</p>	<p>Boys Indoor: Handball Outdoor: Hockey</p> <p>Girls Indoor: Dance Outdoor: Football</p>	<p>Boys Fitness</p> <p>Girls Hockey/Running</p>	<p>Boys Indoor: Cricket Outdoor: Athletics</p> <p>Girls Indoor: Rounders Outdoor: Athletics</p>	<p>Boys Indoor: Tennis Outdoor: Athletics/Softball</p> <p>Girls Indoor: Cricket Outdoor: Athletics</p>

	<ul style="list-style-type: none"> • Provide feedback across most contexts covered to date, using more advanced sport/situation specific terminology. The quality of this feedback (e.g., accurate, detailed and specific) might be higher in some contexts than others. (Feedback). • Provide feedback which is accurate in most situations but inaccurate in a few others (Feedback). 	<ul style="list-style-type: none"> • Provide feedback across most contexts covered to date, using more advanced sport/situation specific terminology. The quality of this feedback (e.g., accurate, detailed and specific) might be higher in some contexts than others. (Feedback). • Provide feedback which is accurate in most situations but inaccurate in a few others (Feedback). 	<ul style="list-style-type: none"> • Provide feedback across most contexts, using more advanced sport/situation specific terminology. The quality of this feedback (e.g., accurate, detailed and specific) is higher in some contexts than others. (Feedback). • Provide feedback which is accurate in most situations but might be inaccurate in a few others (Feedback).
<p style="text-align: center;">Assessment</p>	<ul style="list-style-type: none"> • Demonstrate acquired knowledge of many more advanced tactics (both team and individual) across a wide range of situations within the sporting contexts covered to date (Tactics). • Apply acquired tactics with consistency and success most of the time. Furthermore, the student can apply tactics and effect team/individual performance in some of the sporting contexts covered so far (Tactics). 	<ul style="list-style-type: none"> • Demonstrate acquired knowledge of many more advanced tactics (both team and individual) across a wide range of situations within the sporting contexts covered to date (Tactics). • Apply acquired tactics with consistency and success most of the time. Furthermore, the student can apply tactics and effect team/individual performance in some of the sporting contexts covered so far (Tactics). 	<ul style="list-style-type: none"> • Demonstrate acquired knowledge of many more advanced tactics (both team and individual) across a wide range of sporting contexts (Tactics). • Apply acquired tactics with consistency and success most of the time. Furthermore, the student is able to apply tactics and effect team/individual performance in some sporting contexts (Tactics).

	<ul style="list-style-type: none"> Show consistent levels of responsibility and organisation of their PE kit and is familiar with the routines associated with PE (Denbigh PE Values). 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of many qualities of a good leader and is able to give examples of some leadership roles within sport (Leadership). Demonstrate leadership qualities (guidance, coaching, communication) in many sporting contexts (including larger groups of peers). The student might show more leadership confidence in some contexts when compared to others and is able to adapt their leadership in some situations (Leadership). 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of many qualities of a good leader and is able to give examples of some leadership roles within sport (Leadership). Demonstrate leadership qualities (guidance, coaching, communication) in many sporting contexts (including larger groups of peers). The student might show more leadership confidence in some contexts when compared to others and is able to adapt their leadership in some situations (Leadership).
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