



QPHS Year 8 (KS3) Physical Education Curriculum Map

Title	Unit summary	Assessment
Football	s - passing, receiving, shooting, dribbling, ball control, defending k - principles of attack and defence, finding space, decision making, application of game rules	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Netball	s - passing, receiving, ball handling, footwork, shooting, defending k - rules, finding space, principles of attack and defence.	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Rugby/Tag Rugby	s - passing, receiving, tackling, dodging, evading, kicking k - principles of attack and defence, understanding sports specific terminology, application of game rules	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Basketball	s - ball control, dribbling, footwork, passing, receiving, lay-up, defending stance k - principles of attack and defence, finding, creating and using space, decision making, application of game rules.	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Gymnastics	s - cartwheel, rolls, handstand, handspring, side and through vault, jumps and flight movement. k - explore flight based movement using apparatus, develop understanding of weight bearing movements, how to set up apparatus safely.	Demonstrate skills and technique, and apply them to a performance routine.
Badminton	s - forehand, backhand, clear, drop shot, flick shot, smash. k - shot selection, using space, strategies to outwit opponent, application of game rules.	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Table tennis	s - grip, stance, push - forehand/backhand, drive - forehand/backhand, serve k - shot selection, use of deception to outwit opponents, application of game rules, understanding sequence of play.	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Health related fitness	s - circuits, tests for components of fitness, boxercise, continuous. k - understanding of a warm up, understanding of a cool down, short term effects of exercise.	Demonstrate skills and technique (conditioned game play), and apply the knowledge of healthy active lifestyle.
Dodgeball	s - dodge, throwing and catching, jumping, diving. k - understanding of basic ruling, application of basic ruling and ability to officiate a conditioned dodgeball game.	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Problem Solving	s - team building, communication, resilience, decision making and brainstorming. k - understanding the importance of teamwork, to follow instructions and take on a number of different roles.	Demonstrate teamworking skills and apply problem solving strategies.
Volleyball	s - dig, set, volley, serve, block. k - shot selection, use of deception to outwit opponent, understanding and application of rules.	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Hockey	s - passing, receiving, dribbling, ball control, shooting, defending. k - principles of attack and defence, finding and creating space, application of game rules.	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Athletics	s - sprinting, speed, pacing, starts, take off, flight, throwing actions, relay. k - application of rules when competing, understanding own strengths and limitations, knowledge of personal running, jumping and throwing capacity.	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Cricket	s - batting drive and pull shot, bowling, fielding, positioning. k - application of technique in a competitive context, sport specific terminology	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Tennis	s - grip, stance, footwork, forehand, backhand, volley, serve. k - shot selection in a conditioned game, use of deception to outwit opponent, use of specific terminology.	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Rounders	s - battling, bowling, fielding, backstop, positioning. k - application of rules in a conditioned game, strategies to outwit opponent, application of rules.	Demonstrate skills and technique (conditioned game play), and apply tactics and strategies.
Dance	s - transition between sequencing, advanced rhythm, gestures link to interpretation of music. k - compose a sequence, evaluative other performances	Demonstrate skills and technique, and apply them to a performance routine.
Theory HT1 & 2 (IA1)	cumulative knowledge -muscles, warm up, sporting behaviour, health fitness and wellbeing, careers new knowledge - bones, classification of bones and joints, movements,	Assessment of sporting theoretical knowledge and understanding
Theory HT3, 4, 5 (IA2)	cumulative knowledge -muscles, warm up, sporting behaviour, bones, health fitness and wellbeing, careers, movements, lifestyle, classification of bones and joints new knowledge - lifestyle, guidance, type of muscles	Assessment of sporting theoretical knowledge and understanding



KS3 curriculum overview

Throughout the year, students will participate in the broad range of activities detailed above. The timing of activities may depend on factors such as availability of facilities, weather and upcoming competitions. Detailed timings for individual groups can be found on the following page.

Progression in KS3 – students will revisit sports and activities throughout their KS3 learning journey. This allows students to build on prior skills and knowledge. Typically, in year 7 the focus is on **isolated drills and technique**, in year 8 **conditioned practices**, year 9 **competitive games for understanding coupled with a focus on strategy and tactics**.

Queen's Park High School physical education department shares the purpose of the **National curriculum** in England which aims to ensure that all pupils:

- ✓ Inspired to succeed.
- ✓ build character and help to embed values such as fairness and respect.
- ✓ develop competence to excel in a broad range of physical activities.
- ✓ are physically active for sustained periods of time.
- ✓ engage in competitive sports and activities.
- ✓ become physically confident in a way which supports their health, fitness and active lives.

In Key stages 3, we deliberately place an emphasis on the importance of practical aspects of physical education, so that students can develop the skills and attributes underlined above by the national curriculum. That said, we also recognise the need to prepare students for the knowledge they will require at key stage 4. Therefore, the assessment objectives (AO) for KS3 make a direct link to the demands of the GCSE.

In KS3 PE, the majority of our assessments link to the practical criteria, as we feel this is the best way to meet the demands of the national curriculum and inspire students.

It is important to note that many of the assessment criteria have theoretical connotations (The knowledge and skills for these will be addressed as part of the practical classes and knowledge will be further developed through set homework. Some of the assessment will also take place during practical lessons via verbal conversations and practical demonstrations of understanding. In addition, these may be assessed by written activities. Whilst we hold the importance of developing these theoretical skills in high regard, the assessment for these learning objectives will be less frequent. This will take the form of a theoretical assessment prior to IA1 and IA2. This will allow us to track student progress.

This is a conscious decision to maximise the time given for students to engage in practical development of their sporting knowledge, whilst recognising the need to prepare students for the demands of KS4.



		Autumn half term 1	Autumn half term 1	Autumn half term 2	Autumn half term 2	Spring term 1	Spring term 1	Spring term 2	Spring term 2	Summer term 1	Summer term 1	Summer term 2	Summer term 2
Teaching start date		2 nd Sept	30 th Sept	4 th Nov	2 nd Dec	6 th Jan	27 th Jan	24 th Feb	17 th Mar	21 st Apr	5 th May	2 nd June	30 th June
Year 8 (three classes)	Group1 (Girls)	Netball	Problem solving & orienteering	Dodgeball	Health Related Fitness, gymnastics & dance	Table tennis (school hall)	Badminton	Dodgeball	Volleyball	Athletics	Football	Rounders	Tennis
	Group2 (Boys)	Football	Rugby	Badminton	Basketball	Health Related Fitness, gymnastics & dance	Table tennis (school hall)	Volleyball	Problem solving, orienteering & dodgeball	Athletics	Tennis	Cricket	Rounders
	Group 3	Tag Rugby	Basketball	Problem solving, orienteering & dodgeball (school hall)	Table tennis (school hall)	Badminton	Health Related Fitness, gymnastics & dance	Football (outside)	Hockey (outside)	Volleyball	Athletics	Tennis	Rounders