

Year 8






Athletics



At Malbank we will teach a variety of both field and track events. By the end of Year 8 students will be able to demonstrate the key field and track event skills and techniques for running, jumping and throwing and apply appropriate rules for these events. They will be able to achieve their personal bests in each event and compare to normative data from the ESSA award scheme and school records. They will be able to analyse their own performance and know how to improve in the future

Prior Knowledge	Current	Future	
<p>Pupils should have:</p> <p>To develop knowledge and understanding of basic, techniques, rules and regulations of all athletics events.</p> <p>Develop performance of the basic techniques in sprinting, long-distance running, throwing and jumping events.</p> <p>Develop knowledge and understanding of advanced skills and techniques associated with each event.</p> <p>Apply knowledge and understanding of the factors that affect performance in these events.</p> <ul style="list-style-type: none"> Communicates and work collaboratively with others to plan effective tactics for Athletics Confidently lead a small group warm up or activity suitable for Athletics Assists with officiating in 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>To further, develop knowledge and understanding of advanced skills, techniques, rules and regulations of all Athletic activities and apply them in competitive situations.</p> <p>Develop performance of the advanced techniques in sprinting, long-distance running, throwing and jumping events.</p> <p>Apply knowledge and understanding of the factors that affect performance in these events in competition.</p> <ul style="list-style-type: none"> Communicates and work collaboratively with others to plan effective tactics for Athletics Confidently lead a small group warm up or activity suitable for Athletics Assists with officiating in lessons for example starting and timing a race Listens to and responds to feedback from others Joins in with all activities even when they find them difficult Shows fair play, respect and 	
	<p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p> <p>To develop knowledge and understanding of basic, techniques, rules and regulations of all athletics events.</p> <p>Develop performance of the basic techniques in sprinting, long-distance running, throwing and jumping events.</p> <p>Develop knowledge and understanding of advanced skills and techniques associated with each event.</p> <p>Apply knowledge and understanding of the factors that affect performance in these events.</p>		
	<p>HEART - Personal Development</p>		
<p><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></p> <ul style="list-style-type: none"> Communicates and work collaboratively with others to plan effective tactics for Athletics Confidently lead a small group warm up or activity suitable for Athletics Assists with officiating in lessons for example starting and timing a race Listens to and responds to feedback from others Joins in with all activities even when they find them difficult Shows fair play, respect and support for other pupils in the class Willing to ask for help when needed Answers questions in front of peers Demonstrates self control and responsibility Controls feelings when winning or losing 			
<p>HAND - Skills</p>			
<p><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></p> <ul style="list-style-type: none"> To demonstrate further consistency and speed for long and triple jump and develop the flight take off for high jump To demonstrate a developed preparation, release and follow through phase for the shot and discus 			

At Malbank we will use a variety of activities to explore fitness and its connection to health and lifestyle.



Prior Knowledge	Current	Future
<p>Pupils should know the safety rules and regulations of the fitness suite and have developed knowledge of how to safely use the cardio equipment, how to safely perform basic strength activities, how to increase the intensity of work to increase fitness, know the different muscles and components of fitness</p> <p>They should be able to discuss positive and negatives in performance, take turns fairly on equipment and be able to continue to work even when activities become physically challenging</p> <p>They should also be able to use accurate techniques to improve muscular strength and be able to improve their cardiovascular endurance through the effective use of the cardio machines</p>	<h3>HEAD - Knowledge</h3>	<p>Pupils should go on to:</p> <p>Learn what aerobic and anaerobic fitness are and how %MHR can be used to improve fitness. They will also develop their knowledge of improving muscular strength and muscular endurance through reps and sets</p> <p>confidently perform a variety of endurance and strength activities to improve fitness. They will provide constructive feedback to other, set realistic and challenging goals and will remain motivated when working at high intensities</p> <p>Improve their levels of fitness by planning and implementing a personalised fitness training programme, by applying their knowledge of MHR, training zones, reps and sets</p>
	 <p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of MHR and how it can be used to improve cardiovascular fitness • Knowledge of how to increase the intensity of strength exercises (squats, lunges, press-ups, plank) • Knowledge of which muscles contribute to lower body movements in cardio and strength activities • Knowledge of the difference between muscular strength and muscular endurance activities 	
	<h3>HEART - Personal Development</h3>  <p><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></p> <ul style="list-style-type: none"> • Is confident in the use of the different cardio machines • Discusses the positive and negative aspects of a performance with others • Joins in with all activities even when they find them difficult • Shows consideration, respect and support for other pupils in the class • Answers questions in front of peers • Can remain motivated when activities become physically demanding 	
<h3>HAND - Skills</h3>  <p><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></p> <ul style="list-style-type: none"> • Accurately perform strength exercises for increasing amounts of time and with maintained form • Improve their cardiovascular endurance by applying their knowledge of MHR • Improve their muscular strength by using a variety of methods to increase the intensity of strength exercises 		



Invasion Games



At Malbank we will use a variety of invasion games like Football, Rugby, Netball, Basketball, Handball or Hockey to develop positional play and tactics in a competitive team environment




Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Developed a knowledge and understanding of basic skills by recognising and demonstrating the basic techniques (accuracy and consistency), rules and regulations (as set out by the respective NGB's) of all invasion game activities.</p> <p>Developed a knowledge of performance of the basic skills of passing, shooting, footwork, turning, dribbling, tackling and ball control</p> <p>Developed knowledge and understanding of basic rules, tactics, scoring and positional play.</p>	<div data-bbox="568 408 2007 472" style="background-color: #FFD700; padding: 5px;">HEAD - Knowledge</div> <div data-bbox="568 472 2007 508" style="text-align: center;"><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></div> <div data-bbox="568 508 2007 808">  <p>To further develop knowledge and understanding of basic, techniques, rules and regulations of all invasion games.</p> <p>To further develop knowledge of performance of the basic skills of passing, shooting, footwork, turning, dribbling, tackling and ball control and to develop advanced knowledge in these areas.</p> </div> <div data-bbox="568 808 2007 893">  <p>Develop knowledge and understanding of advanced rules, tactics, scoring and positional play.</p> </div> <div data-bbox="568 893 2007 958" style="background-color: #8B0000; color: white; padding: 5px;">HEAD @ Personal Development</div> <div data-bbox="568 958 2007 1001" style="text-align: center;"><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></div> <div data-bbox="568 1001 2007 1296"> <ul style="list-style-type: none"> Can organise small groups and works well with others for example in small sided games. Discusses the positive and negative aspects of a performance with others Consistently warms up with others and suggests ideas on what to include for invasion games. Consistently follows rules Begins to answer questions in front of peers Positive attitude to learning in all lessons Controls own behaviour and considers others Developing an initial understanding of fair play and respect in sport </div>	<p>Pupils should go on to:</p> <p>To further, develop knowledge and understanding of advanced skills, techniques, rules and regulations of invasion games and to apply them in competitive situations.</p> <p>Apply advanced skills in long-range passing, shooting, footwork, turning, dribbling and ball control in competitive situations.</p> <p>Develop and demonstrate a clear knowledge and understanding of advanced attacking and defending tactics in competitive situations</p>
	<div data-bbox="568 1296 2007 1368" style="background-color: #003366; color: white; padding: 5px;">HEAD SKILLS</div> <div data-bbox="568 1368 2007 1420" style="text-align: center;"><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></div>	



Movement Exploration



At Malbank we will teach a variety of movement exploration sports such as trampolining, gymnastics and dance. By the end of year 8 students will be able demonstrate a variety of skills, techniques and rules related to these sports. They will have been physically active during these lessons and be able to demonstrate how to apply skills and techniques during closed skill practices and competitive situations. Students will be able to lead some stages of a warm up to small groups and explain it's purpose. They will be able to analyse their own performance and know how to improve in the future.




Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Can organise small groups and works well with others</p> <p>Discusses the positive and negative aspects of a performance with others</p> <p>Consistently warms up with others and suggests ideas on what to include</p> <p>Consistently follows rules</p> <p>Begins to answer questions in front of peers</p> <p>Positive attitude to learning in all lessons</p> <p>Controls own behaviour and considers others</p> <p>Developing an initial understanding of fair play and respect in sport</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> Leads others with little support when organising or officiating activities Provides constructive feedback to others Sets realistic and challenging goals Regularly volunteers to help others Manages emotions during challenging situations Demonstrates sportsmanship in competitive situations Be resilient even when they find things difficult or make mistakes Uses their own experience to support others
	 <p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p> <p>To use creativity to develop/ choreograph routines and sequences whilst demonstrating an understanding of aesthetics in performance.</p> <p>To develop sequences based on balance as individuals and in groups using different parts of the body and level.</p>	
	<p>HEART - Personal Development</p>  <p><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></p> <ul style="list-style-type: none"> Communicates and works collaboratively with others Confidently leads a small group warm up or activity Assists with officiating in lessons Listens to and responds to feedback from others Joins in with all activities even when they find them difficult Shows fair play, respect and support for other pupils in the class Willing to ask for help when needed Answers questions in front of peers Demonstrates self control and responsibility Controls feelings when winning or losing 	
	<p>HAND - Skills</p>  <p><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></p> <p>To demonstrate skills and techniques in pressured practice.</p> <p>To link skills together in across a variety of activities with success.</p> <p>To demonstrate a routine with some accuracy and success in a competitive situation.</p>	



Net /Wall Games



At Malbank we will provide a broad and balanced curriculum utilizing a variety of sports across all 6 themes throughout the year. Pupils can expect to participate in sports like Volleyball, Badminton, Tennis and Table Tennis under the “Net/Wall Games Theme”

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> developed knowledge and understanding of basic skills by recognising and demonstrating, techniques (accuracy and consistency), rules and regulations (as set out by the respective NGB) of all activities. Developed performance of the basic skills of serving, forehand and backhand Developed knowledge and understanding of basic tactics and positional play and identify opportunities to demonstrate these within a game. <i>For example; pupils should be able to play ½ court badminton, applying the tactics of long and short, whilst using a variety of different shot types to win points.</i> <p>It is expected that pupils will be able to;</p> <ul style="list-style-type: none"> Organise small groups and work well with others Discuss the positive and negative aspects of a performance with others Confidently answer questions in front of peers Show a positive attitude to learning in all lessons Control own behaviour and consider others Develop an initial understanding of fair play and respect in sport 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> Further, develop knowledge and understanding of advanced skills, techniques, rules and regulations of all activities and apply them in competitive situations. Apply the advanced skills of serving, forehand and backhand in competitive situations. Develop knowledge and understanding of advanced skills and techniques including slice and spin. Apply knowledge and understanding of advanced tactics and positional play in competitive situations. Leads others with little support when organising or officiating activities Provides constructive feedback to others Sets realistic and challenging goals Regularly volunteers to help others Manages emotions during challenging situations Demonstrates sportsmanship in competitive situations Be resilient even when they find things difficult or make mistakes Uses their own experience to support others
	 <p><i>Knowledge, Tactical, Decision Making, Analysis, Rules</i></p> <ul style="list-style-type: none"> Further develop knowledge and understanding of basic skills, techniques, rules and regulations of all activities and apply them in competitive situations. Develop knowledge and understanding of advanced skills and techniques. Apply knowledge and understanding of basic tactics and positional play in competitive situations. <i>For example; in Volleyball pupils will be able to serve, know where to position themselves to receive serve, pass to teammate and volley over the net in attack</i> 	
	<p>HEART - Personal Development</p>	
 <p><i>Leadership, Effort, Commitment, Respect, Motivation, Resilience, Confidence, LORIC</i></p> <ul style="list-style-type: none"> Communicates and works collaboratively with others Confidently leads a small group warm up or activity Assists with officiating in lessons Listens to and responds to feedback from others Joins in with all activities even when they find them difficult Shows fair play, respect and support for other pupils in the class Willing to ask for help when needed Answers questions in front of peers Demonstrates self control and responsibility Controls feelings when winning or losing 		
<p>HAND - Skills</p>		
 <p><i>Fitness levels, Skill Development, Technique, Skill Application, Competitive, Problem Solving</i></p> <ul style="list-style-type: none"> Apply the basic skills of serving, forehand and backhand in competitive situations in Badminton, Tennis or Table Tennis, the overhead serve in Volleyball along with the volley, set, pass and hit. Pupils will develop hand eye coordination and be able to apply it across a variety of different skills and techniques. Pupils will apply their fitness levels for sustained periods of time in competitive games. Pupils will take responsibility for their own progress, and how to make progress through self evaluation and practice. <i>For example; Pupils will be able to practice their Volleyball serve repeatedly without the effects of fatigue whilst being able to self evaluate their performance and make the changes required to make progress.</i> 		