



Year 8 Girls Physical Education (2019-20)

Autumn I	Spring I	Summer I
<p>Tag Rugby</p> <p>Q: How do you perform the technical skills in isolation? Passing, catching, offloading, running with the ball, rucking/recycling.</p> <p>Q: How do you apply these skills under pressure in conditioned gameplay and then competitive situations? Ineffective, basic, competent, good, very good</p>	<p>Football</p> <p>Q: How do you perform the technical skills in isolation? Short and long passes, Running with the ball, Tackling, Heading, Turning with the ball Shooting and goalkeeping skills</p> <p>Q: How do you apply these skills under pressure in conditioned gameplay and then competitive situations? Ineffective, basic, competent, good, very good</p>	<p>Cricket</p> <p>Q: How do you perform the technical skills in isolation? Throwing and catching, fielding, bowling, batting, wicket keeping</p> <p>Q: How do you apply these skills under pressure in conditioned gameplay and then competitive situations? Ineffective, basic, competent, good, very good</p>
Autumn II	Spring II	Summer II
<p>Fitness/Zumba</p> <p>Q: How do you perform the technically in fitness performances? Circuit, interval, fartlek, speed, plyometric training, Zumba/aerobics/fitness to music</p> <p>Q: What intensity are you working at and able to maintain? Can you explain the body's effect of exercise?</p>	<p>Basketball/Netball</p> <p>Q: How do you perform the technical skills in isolation? Passing and receiving, shooting, dribbling, rebounding, footwork.</p> <p>Q: How do you apply these skills under pressure in conditioned gameplay and then competitive situations? Ineffective, basic, competent, good, very good</p>	<p>Athletics</p> <p>Q: How do you perform the technical skills in isolation? Sprinting, long distance events, long jump, high jump, discus, javelin, shotput</p> <p>Q: How do you apply these skills under pressure in competitive situations?</p>
<p><u>Assessment 1: (Predominantly AO2)</u></p> <p>Gamesmanship, sportsmanship, deviant behaviour p.169-176</p> <p>Participation Gender, age, socio-economic, ethnicity, disability pp156-164</p>	<p><u>Assessment 2: (Predominantly AO2)</u></p> <p>Methods of training p83-p88</p>	<p><u>Assessment 3: (Predominantly AO2)</u></p> <p>Wellbeing p.114 Lifestyle choices diet, Alcohol and smoking</p>

*Theory assessments will take place via a termly exam paper converted into a percentage.

AO1: *Describe and understand* the factors that underpin performance and involvement in physical education

AO2: *Apply knowledge* of the factors that underpin performance and involvement in physical education

AO3: *Analyse and evaluate* the factors that underpin performance and involvement in physical education

*Practical assessments will be conducted by PE teachers using the departmental 9-1 criteria. *Students may study activities in a different order as we respond to the availability of the most suitable facility space. In addition, some boy's groups will study table tennis or trampolining in response to the profile of the group and the facility space available.