**Subject: Physical Education**

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|  | | **Year 8 – Novice** | **Year 8 – Capable** | **Year 8 – Expert** |
| **Performance** | **Netball** | **Students should be able to:**   * Pass and receive the ball with a basic level of accuracy. * Apply footwork with a basic level of control. * Move into space with a basic level of fluency and awareness of other players. * Apply shooting technique with a basic level of accuracy. * Demonstrate defending and marking with a basic level of precision and apply to some competitive situations. * Contribute to open play with some influence on the performance of the team. * Demonstrate some awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * Identify some of the different rules, positions and know where they are allowed on court. | **Students should be able to:**   * Pass and receive the ball with a competent level of accuracy and precision. * Apply footwork with a competent level of control and precision. * Move into space with a competent level of fluency, awareness of other players and timing. * Apply shooting technique with a competent level of accuracy and precision. * Demonstrate defending and marking with a competent level of precision and apply to most competitive situations. * Contribute to open play, often able to influence the performance of the team * Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions. * Describe some of the different rules, positions, where they are allowed on court and who they mark. | **Students should be able to:**   * Pass and receive the ball with a good level of accuracy and precision. * Apply footwork with a good level of control and precision. * Move into space with a good level of fluency, awareness of other players and timing. * Apply shooting technique with a good level of accuracy and precision. * Demonstrate defending and marking with a good level of precision and apply to most competitive situations. * Contribute to open play competently and able to influence the performance of the team. * Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play. * Distinguish between and explain different rules, positions, where they are allowed on court, who they mark and recognise when a player is offside. |
| **Health Related Fitness** | **Students should be able to:**   * State some of the methods of training. * Identify some of the benefits for each method of training. * Recall some of the components of fitness. * Identify some fitness tests and of components of fitness measured. * Demonstrate a sufficient level of physical fitness in different methods of training and fitness tests. | **Students should be able to:**   * Identify many of the methods of training and state some of the characteristics for each. * Identify the benefits for different training methods. * Describe the different components of fitness and link to sporting examples. * Identify the different fitness tests and describe some of the components of fitness measured. * Demonstrate a competent level of physical fitness in different methods of training and fitness tests. | **Students should be able to:**   * Describe and identify the characteristics of all the methods of training covered and what these sessions could include. * Identify the benefits for different training methods and link to specific sporting examples. * Describe most of the components of fitness and link to more than one sporting example. * Explain different fitness tests, describe some of the components of fitness measured and recall the protocol for most tests. * Demonstrate a good level of physical fitness in different methods of training and fitness tests. |
| **Football** | **Students should be able to:**   * Pass and receive the ball with a basic level of accuracy. * Move and run with the ball showing a basic level of control. * Turn with the ball showing a basic level of precision. * Apply shooting and striking technique with a basic level of accuracy. * Demonstrate defending and tackling with a basic level of precision. * Contribute to open play with some influence on the performance of the team. * Demonstrate some awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * Identify some of the different rules, positions and tactics with some application to competitive situations. | **Students should be able to:**   * Pass and receive the ball with a competent level of accuracy and precision. * Move and run with the ball showing a competent level of control and fluency. * Turn with the ball showing a competent level of precision and fluency. * Apply shooting and striking technique with a competent level of accuracy and precision. * Demonstrate defending and tackling with a competent level of precision and fluency. * Contribute to open play, often able to influence the performance of the team. * Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions. * Describe some of the different rules, positions and tactics with application to most competitive situations. | **Students should be able to:**   * Pass and receive the ball with a good level of accuracy and precision. * Move and run with the ball showing a good level of control and fluency. * Turn with the ball showing a good level of precision and fluency. * Apply shooting and striking technique with a good level of accuracy and precision. * Demonstrate defending and tackling with a good level of precision and fluency. * Contribute to open play competently and able to influence the performance of the team. * Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play. * Explain most of the different rules, positions and tactics with application to competitive situations when under pressure. |
| **Table Tennis** | **Students should be able to:**   * Apply the correct grip and ready position with a basic level of accuracy. * Move at and around the table with a basic level of fluency. * Serve using the forehand and backhand technique with a basic level of accuracy. * Demonstrate a forehand and backhand push shot with a basic level of precision. * Apply a forehand and backhand topspin with a basic level of precision. * Demonstrate a slice shot with a basic level of accuracy and precision. * Demonstrate some awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * Identify some of the different rules used in singles games and score with some confidence. | **Students should be able to:**   * Apply the correct grip and ready position with a competent level of accuracy and precision. * Move at and around the table with a competent level of fluency and control. * Serve using the forehand and backhand technique with a competent level of accuracy and precision. * Demonstrate a forehand and backhand push shot with a competent level of precision and fluency. * Apply a forehand and backhand topspin with a competent level of precision and fluency. * Demonstrate a slice shot with a competent level of accuracy and precision. * Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions. * Describe some of the different rules used in singles games and score with confidence. | **Students should be able to:**   * Apply the correct grip and ready position with a good level of accuracy and precision. * Move at and around the table with a good level of fluency and control. * Serve using the forehand and backhand technique with a good level of accuracy and precision. * Demonstrate a forehand and backhand push shot with a good level of precision and fluency. * Apply a forehand and backhand topspin with a good level of precision and fluency. * Demonstrate a slice shot with a good level of accuracy and precision. * Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play. * Explain most of the different rules used in singles games, score confidently and apply consequences of rule breaks. |
|  | **Handball** | **Students should be able to:**   * Pass and receive the ball with a basic level of accuracy. * Apply footwork with a basic level of control. * Move and dribble with the ball showing a basic level of fluency. * Demonstrate shooting technique with a basic level of accuracy. * Apply attacking techniques with a basic level of fluency. * Demonstrate defending and blocking with a basic level of precision. * Contribute to open play with some influence on the performance of the team. * Demonstrate some awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * Identify some of the different rules, positions and tactics with some application to competitive situations. | **Students should be able to:**   * Pass and receive the ball with a competent level of accuracy and precision. * Apply footwork with a competent level of control and precision. * Move and dribble with the ball showing a competent level of fluency and accuracy. * Demonstrate shooting technique with a competent level of accuracy and precision. * Apply attacking techniques with a competent level of fluency and accuracy. * Demonstrate defending and blocking with a competent level of precision and accuracy. * Contribute to open play, often able to influence the performance of the team. * Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions. * Describe some of the different rules, positions and tactics with application to most competitive situations. | **Students should be able to:**   * Pass and receive the ball with a good level of accuracy and precision. * Apply footwork with a good level of control and precision. * Move and dribble with the ball showing a good level of fluency and accuracy. * Demonstrate shooting technique with a good level of accuracy and precision. * Apply attacking techniques with a good level of fluency and accuracy. * Demonstrate defending and blocking with a good level of precision and accuracy. * Contribute to open play competently and able to influence the performance of the team. * Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play. * Explain most of the different rules, positions and tactics with application to most competitive situations when under pressure. |
|  | **Badminton** | **Students should be able to:**   * Apply the forehand and backhand grip and ready position with a basic level of accuracy. * Move around the court with a basic level of fluency. * Serve using the low and high technique with a basic level of accuracy, * Demonstrate overhead shots with a basic level of precision. * Apply a net shot and drop shot with a basic level of accuracy. * Demonstrate a smash shot with a basic level of accuracy. * Demonstrate some awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * Identify some of the different rules, court lines used in singles games and score with some confidence. | **Students should be able to:**   * Apply the forehand and backhand grip and ready position with a competent level of accuracy and precision. * Move around court with a competent level of fluency and control. * Serve using the low and high technique with a competent level of accuracy and precision. * Demonstrate overhead shots with a competent level of precision. * Apply a net shot and drop shot with a competent level of accuracy and fluency. * Demonstrate a smash shot with a competent level of accuracy and precision. * Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions. * Describe some of the different rules, court lines used in singles games and score with confidence. | **Students should be able to:**   * Apply the forehand and backhand grip and ready position with a good level of accuracy and precision. * Move around court with a good level of fluency and control. * Serve using the low and high technique with a good level of accuracy and precision. * Demonstrate overhead shots with a good level of precision. * Apply a net shot and drop shot with a good level of accuracy and fluency. * Demonstrate a smash shot with a good level of accuracy and precision. * Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play. * Explain most of the different rules used in singles games, score confidently and apply consequences of rule breaks. |
|  | **OAA** | **Students should be able to:**   * Describe some of the basic terminology used in OAA e.g., leadership, teamwork etc. * Communicate regularly within a group to share ideas. * Solve problems with a basic level of efficiency. * Work in a group with a basic level of efficiency, trust and cooperation. * Apply map reading skills with a basic level of precision. * Employ 4 figure and 6 figure grid references with a basic level of accuracy to find control points on a map. * Apply compass reading with a basic level of precision. | **Students should be able to:**   * Explain some of the basic terminology used in OAA e.g., leadership, teamwork etc. * Communicate ideas easily and consistently within a group to share thoughts and ideas. * Solve problems with a competent level of efficiency. * Work in a group with a competent level of efficiency, trust and cooperation. * Apply map reading skills with a competent level of precision. * Employ 4 figure and 6 figure grid references with a competent level of accuracy to find control points on a map. * Apply compass reading with a competent level of precision. | **Students should be able to:**   * Explain most of the basic terminology used in OAA e.g., leadership, teamwork etc. * Lead the communication consistently within a group to share thoughts and ideas, guiding the group to a conclusion. * Solve problems with a good level of efficiency. * Work in a group with a good level of efficiency, trust and cooperation. * Apply map reading skills with a good level of precision. * Employ 4 figure and 6 figure grid references with a good level of accuracy to find control points on a map. * Apply compass reading with a good level of precision. |
|  | **Gymnastics** | **Students should be able to:**   * Identify terminology linked to gymnastics e.g., counterbalance, extension and tension. * Demonstrate individual balances with a basic level of control and accuracy and occasionally sustaining balances for 3 seconds with tension. * Perform partner balances with a basic level of control, coordination and timing and occasionally sustaining balances for 3 seconds with tension. * Work collectively to demonstrate group balances with a basic level of control, coordination and timing and occasionally sustaining balances for 3 seconds with tension. * Demonstrate some rolls and shapes with a basic level of control and fluency. * Choreograph a gymnastics routine incorporating different transitions, balances and skills e.g., travel, rolls and jumps and perform some of the routine with confidence. | **Students should be able to:**   * Describe terminology linked to gymnastics e.g., counterbalance, extension and tension. * Demonstrate individual balances with a competent level of control and accuracy and mostly sustaining balances for 3+ seconds with tension. * Perform partner balances with a competent level of control, coordination and timing and mostly sustaining balances for 3+ seconds with tension. * Work collectively to demonstrate group balances with a competent level of control, coordination and timing and mostly sustaining balances for 3+ seconds with tension. * Demonstrate different rolls and shapes with a competent level of control and fluency. * Choreograph a gymnastics routine incorporating different transitions, balances and skills e.g., travel, rolls and jumps and perform most of the routine with confidence. | **Students should be able to:**   * Explain terminology linked to gymnastics e.g., counterbalance, extension and tension. * Demonstrate advanced individual balances with a good level of control and accuracy and sustain these for 3+ seconds with tension. * Perform partner balances with a good level of control, coordination and timing and mostly sustaining balances for 3+ seconds with tension. * Work collectively to demonstrate group balances with a good level of control, coordination and timing and sustaining balances for 3+ seconds with tension. * Demonstrate advanced rolls and shapes with a good level of control and fluency. * Choreograph a gymnastics routine incorporating different transitions, balances and skills e.g., travel, rolls and jumps and perform the whole routine with confidence. |
|  | **Basketball** | **Students should be able to:**   * Pass and receive the ball with a basic level of accuracy. * Apply footwork with a basic level of control. * Move and dribble with the ball showing a basic level of fluency. * Demonstrate shooting technique with a basic level of accuracy. * Apply attacking techniques with a basic level of fluency. * Demonstrate defending and blocking with a basic level of precision. * Contribute to open play with some influence on the performance of the team. * Demonstrate some awareness and attempt to adapt to tactical changes in response to their opponents’ actions. * Identify some of the different rules, positions and tactics with some application to competitive situations. | **Students should be able to:**   * Pass and receive the ball with a competent level of accuracy and precision. * Apply footwork with a competent level of control and precision. * Move and dribble with the ball showing a competent level of fluency and accuracy. * Demonstrate shooting technique with a competent level of accuracy and precision. * Apply attacking techniques with a competent level of fluency and accuracy. * Demonstrate defending and blocking with a competent level of precision and accuracy. * Contribute to open play, often able to influence the performance of the team. * Demonstrate some effective attempts to adapt to tactical changes in response to their opponents’ actions. * Describe some of the different rules, positions and tactics with application to most competitive situations. | **Students should be able to:**   * Pass and receive the ball with a good level of accuracy and precision. * Apply footwork with a good level of control and precision. * Move and dribble with the ball showing a good level of fluency and accuracy. * Demonstrate shooting technique with a good level of accuracy and precision. * Apply attacking techniques with a good level of fluency and accuracy. * Demonstrate defending and blocking with a good level of precision and accuracy. * Contribute to open play competently and able to influence the performance of the team. * Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play. * Explain most of the different rules, positions and tactics with application to competitive situations when under pressure. |
|  | **Athletics** | **Students should be able to:**   * Perform sprint technique with a basic level of posture, stride length and coordination of the legs and arms. * Demonstrate sprint starts with a basic level of accuracy and reaction time. * Apply a basic level of pacing during middle to long-distance race. * Perform jumps with a basic level of speed, coordination and rhythm between the different phases. * Demonstrate throws with a basic level of precision, timing and movement. * Identify some of the different rules and techniques for track and field events. * Time and measure distances with some confidence across track and field events. | **Students should be able to:**   * Perform sprint technique with a competent level of posture, stride length and coordination of the legs and arms. * Demonstrate sprint starts with a competent level of accuracy and reaction time. * Apply a competent level of pacing during middle to long-distance race. * Perform jumps with a competent level of speed, coordination and rhythm between the different phases. * Demonstrate throws with a competent level of precision, timing and movement. * Identify most of the different rules and techniques for track and field events. * Officiate some competitive events and time and measure distances with some confidence across track and field events. | **Students should be able to:**   * Perform sprint technique with a good level of posture, stride length and coordination of the legs and arms. * Demonstrate sprint starts with a good level of accuracy and reaction time. * Apply a good level of pacing during middle to long-distance race. * Perform jumps with a good level of speed, coordination and rhythm between the different phases. * Demonstrate throws with a good level of precision of grip, timing and movement. * Explain and apply most of the different rules and techniques for track and field events. * Officiate varying competitive events and time and measure distances with confidence. |
|  | **Striking and Fielding** | **Students should be able to:**   * Throw and catch with a basic level of accuracy. * Apply batting technique with a basic level of accuracy and timing. * Demonstrate bowling/pitching technique with a basic level of precision and fluency. * Contribute to fielding play with a basic level of movement in outfield and/or when covering posts/bases. * Run between posts/bases with a basic level of efficiency and awareness of the game and other players. * Communicate with others showing some influence on the performance of the team. * Demonstrate some awareness and attempt to adapt to tactical changes in response to the opposing team’s actions. * Identify some of the different rules, positions and tactics with some application to game play. | **Students should be able to:**   * Throw and catch with a competent level of accuracy. * Apply batting technique with a competent level of accuracy and timing. * Demonstrate bowling/pitching technique with a competent level of precision and fluency. * Contribute to fielding play with a competent level of movement in outfield and/or when covering posts/bases. * Run between posts/bases with a competent level of efficiency and awareness of the game and other players. * Communicate with others and is often able to influence the performance of the team. * Demonstrate some effective attempts to adapt to tactical changes in response to the opposing team’s actions. * Describe some of the different rules, positions and tactics with application to most game situations. | **Students should be able to:**   * Throw and catch with a good level of accuracy. * Apply batting technique with a good level of accuracy and timing. * Demonstrate bowling/pitching technique with a good level of precision and fluency. * Contribute to fielding play with a good level of movement in outfield and/or when covering posts/bases. * Run between posts/bases with a good level of efficiency and awareness of the game and other players. * Communicate with others effectively and able to influence the performance of the team. * Demonstrate effective attempts to adapt to tactical changes in response to their opponents’ actions, with some successful changes in play. * Explain most of the different rules, positions and tactics with application to game situations when under pressure. |
| **Development and Coaching** | | **Students should be able to:**   * Identify one way to improve own and others’ performance. * Identify one strength in own and others’ performance. * Identify basic rules used in various sports and can apply some to competitive games. * Lead one other student in an activity. * Communicates regularly within a group to share ideas. * Acknowledge fair play in a team scenario and apply this in competitive situations. | **Students should be able to:**   * Explain numerous ways to improve own and others’ performance. * Explain numerous strengths in own and others’ performance. * Describe basic rules used in various sports and can apply many to competitive games. * Lead a small group in an activity. * Communicate ideas easily and consistently within a group to share thoughts and ideas. * Work collaboratively with team and helps to guide others and make decisions collectively. | **Students should be able to:**   * Analyse own and others’ performance using sport-specific terminology, implementing improvements where possible. * Analyse strengths in own and other’s performance using sport-specific terminology. * Explain and apply rules in various sports and can apply this in competitive games and umpire short games. * Lead a bigger group in an activity. * Communicate with ease in a group and can involve and motivate other students. * Take on different roles in a team scenario and drive decisions in group. |
| **Theoretical Elements** | | **Students should be able to:**   * State and name some of the methods of training. * Identify some of the components of fitness developed in various methods of training. * Locate some of the joints in the body. * Classify some of the joints in the body. * Recognise some of the ranges of movement available at specific joints. * State the terms flexion and extension. * Identify some of the short-term effects of exercise on the different systems. | **Students should be able to:**   * Identify most of the methods of training covered. * Identify the components of fitness developed in various methods of training. * Locate the joints in the body and know what a joint is. * Classify most of the joints in the body. * Link most of the joint classifications to the range of movement available. * Recognise what most of the movement types look like in practice. * Identify numerous short-term effects of exercise on the different systems. | **Students should be able to:**   * Identify the different methods of training and what these sessions could include. * Evaluate the best training method for developing different components of fitness. * Locate the different joints in the body, define a joint and apply to different sports examples. * Classify all the joints in the body and spell the joint classifications correctly. * Identify the range of movement available at all the joint classifications. * Apply all the movement types to different sporting examples. * Identify numerous short-term effects of exercise on the different systems and relate to practical situations. |