



MSF Year 8 Subject
Evening
Physical Education
A Hirst

Content

- Curriculum
- Assessment
- Feedback
- Homework
- Support
- Queries

What we have covered

- **Badminton.** High Serve, Low Serve, Overhead Clear and Drop Shot.
- **Football.** Short passing, control and dribbling.
- **Hockey.** Push pass, control (open side and reverse), Indian dribble
- **All activities.**
 - Leading a warm up
 - Muscle names
 - Officiating
 - Tactical awareness
 - Use of HEART Principle in Physical Activity and Sport

Curriculum map

HT1

HT2

HT3

Football/Hockey

Badminton/Fitness

Gymnastics/Rugby

HT4

HT5

HT6

Basketball/Handball

Athletics/Softball

Cricket/Rounders

Assessment

- What makes a reflective learner in Physical Education
 - Pursues excellence always working hard, with the highest expectations & aspirations
 - Approach to learning is excellent and demonstrates a commitment that regularly exceeds expectations that leads him to develop the skills to outwit opponents.
 - analyses his performances compared to previous ones and demonstrates improvement to achieve his personal best
 - Is able to confidently lead a warm up for a group of students
 - Develops a positive working relationship with staff and students
 - Attends extra-curricular opportunities

Feedback - Strengths

- **Badminton**

- Using a range of shots in practice situations
- Understanding of the rules for singles play

- **Hockey**

- Holding the stick correctly
- Passing, using the correct technique in practice situations
- Control using open stick side

- **Football**

- Passing accuracy with stronger foot
- Movement to receive pass in practice situations

- **All activities**

- Use of HEART Principle in Physical Activity and Sport

Feedback – Areas of development

- **Badminton**

- To use the full range of shots in competitive situations
- To take account of opponents position when deciding on choice of shot

- **Hockey**

- To use the Indian dribble
- Control using reverse stick
- Maintain correct technique in competitive situations
- To be able to names muscle during the warm up

- **Football**

- To improve passing accuracy with weaker foot
- To improve tactical awareness and decision making in competitive situations
- To be able to names muscle during the warm up

Feedback – expectations/ exemplars

Year 8

<ul style="list-style-type: none"> I can recall some muscles in a warm up. I can identify some reasons as to why I need to complete a warm up. I know and can describe some skills and rules in some sports. I am beginning to have some understanding of techniques. 	<ul style="list-style-type: none"> I understand how the body reacts during exercise. I can lead a warm up to a partner. I can identify and describe tactics in some sporting activities. I understand techniques, which can help me to improve my own performance. I can begin to give feedback to others about their performance. 	<ul style="list-style-type: none"> I have a sound knowledge of the importance of taking part in a warm up and can apply this during regular physical activity. I can explain the benefits to the body and mind of regular participation. I can apply my knowledge of rules and tactics of several different sports. I can give some feedback to my peers and teams overall performance. 	<ul style="list-style-type: none"> I can accurately explain in-depth the advantages of following an active and healthy lifestyle on physical, mental and social wellbeing. I can lead and officiate matches showing a good understanding of the rules. I can analyse performance of myself and peer in order to improve skills, techniques and/or fitness levels. 	<ul style="list-style-type: none"> I can evaluate and justify different training methods for performers sporting needs. I display an excellent understanding and justify how skills and tactics could improve the quality of performance. I can lead others in activities and warm ups to enhance students learning.
<ul style="list-style-type: none"> I can lead my own warm up but lack confidence to lead others. I sometimes demonstrate resilience and effort. I sometimes demonstrate respect for equipment and others. 	<ul style="list-style-type: none"> I can demonstrate confidence and understand effective communication within discussions and activities. I give 100% effort to every activity and am often resilient when faced with challenging tasks. I consistently demonstrate respect of equipment and others. 	<ul style="list-style-type: none"> I can confidently lead a group of people, applying a variety of roles: official, coach, teacher and captain. I demonstrate empathy and respect for my peers and can support and motivate them to improve performance. 	<ul style="list-style-type: none"> I demonstrate good leadership qualities both in lesson and afterschool clubs. I display clear communication skills, empathy and patience. I am respected and respectful, and I have developed a positive working relationship with staff and students across the school. 	<ul style="list-style-type: none"> I am hardworking and helpful in lessons and at after school clubs. I have great leadership qualities and an active leader, in lessons and after school. I can be a positive role model, demonstrating commitment; I participate in school and inspire others.
<ul style="list-style-type: none"> I can demonstrate, with some accuracy and success, basic skills, techniques and tactics in passive practices. I can complete a 2-min run. 	<ul style="list-style-type: none"> I can demonstrate, with some accuracy and success, skills, techniques and tactics across a variety of activities in high pressured practices. I can complete a 3- min run. 	<ul style="list-style-type: none"> I can demonstrate, with consistent accuracy and success, skills, techniques and tactics across a variety of sports in competitive activities. I can complete a 7-min run. 	<ul style="list-style-type: none"> I can demonstrate, with precision, control and fluency, an extensive range of appropriative skills, techniques and tactics in very challenging activities. I can complete a 15-minute run. 	<ul style="list-style-type: none"> I can demonstrate, with consistent precision, control and fluency, an extensive range of appropriative skills, techniques and tactics in very challenging activities. I can complete a 20-minute run.

Supporting your child

- Ensure he has the correct kit for each lesson
- Encourage him to do some form of exercise outside school. For example,
 - Join a local sports team
 - Take part in an enrichment physical activity/sports club
 - Become a member at a gym
 - Take up an individual sport
 - Go on bike rides
 - Have a walk with family, or friends
 - Walk, or bike to school
 - Do a physical activity on the park with friends, or family

Knowledge organisers for HT2

Hands

- Serves - low and short, high and deep,
- Overhead Clear shot – forehand
- Drop shot

Head

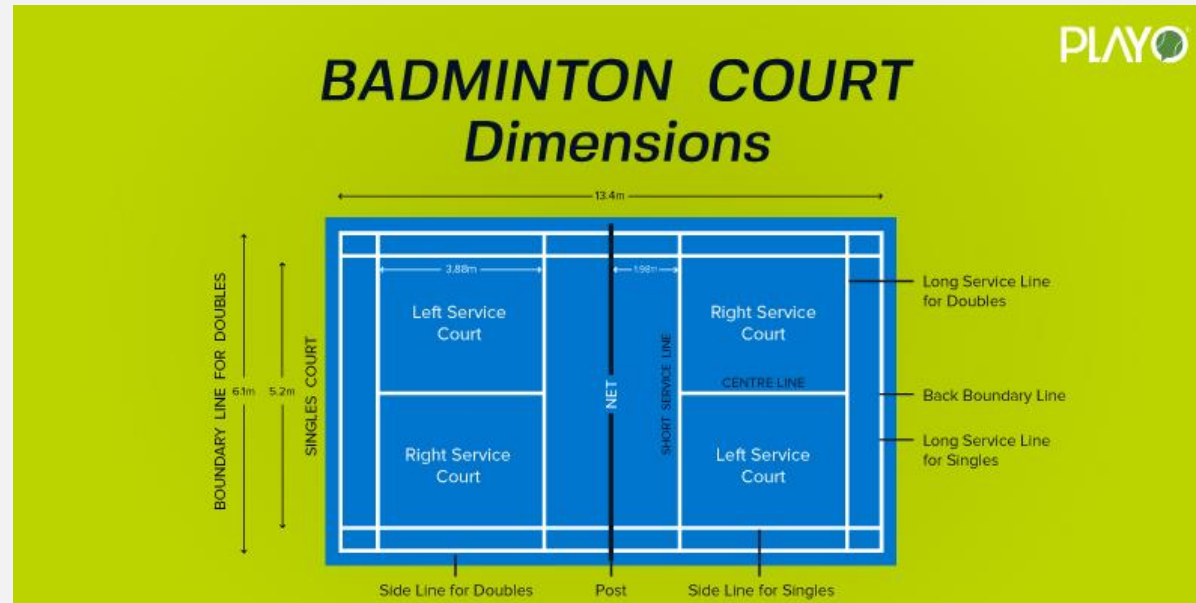
Appropriate choice of shot in relation to situation.

- Application of skills/techniques in tactics: movement pressure, deception, serving, attack/defensive formations in doubles
- Appropriate shot selection with length, height, speed and angle
- Taking into account a range of factors that impact on success such as strengths and weaknesses of opponent
- Adhering to rules, health and safety guidelines

Heart

- Officiating other games
- Honesty when officiating own game

Knowledge organisers for HT2



Q&A

- Please use our [online form](#) to share any queries, these will be directed towards and addressed by the relevant member of the team.