



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

Key Stage 3 – Year 8 – Physical Education - Practical



Timothy 4:7

*I have fought the good fight, I have finished
the race, I have kept the faith.*

Year 8 – Practical Physical Education - Scheme of Work Overview

<p>Sequencing of Topics</p>	<p><i>*Sequencing topics are designed around weather and facilities – All sports are selected based on pathways for students in terms of GCSE Physical Education and BTEC Sport. Specific sports have also been included after listening to student feedback around their enjoyment, participation and engagement*</i></p> <p><u>Autumn Term 1:</u> Football (Boys) / Football (Girls) / Rugby (Boys) / Netball (Girls) / Basketball (Boys) / Basketball (Girls)</p> <p><u>Autumn Term 2:</u> Football (Boys) / Football (Girls) / Rugby (Boys) / Netball (Girls) / Basketball (Boys) / Basketball (Girls)</p>	<p><u>Spring Term 1:</u> Badminton (Boys) / Badminton (Girls) / Table Tennis (Boys) / Dodgeball (Girls) / Handball (Boys) / Handball (Girls)</p> <p><u>Spring Term 2:</u> Badminton (Boys) / Badminton (Girls) / Table Tennis (Boys) / Dodgeball (Girls) / Handball (Boys) / Handball (Girls)</p> <p><u>Summer Term 1:</u> Athletics / Fitness</p> <p><i>*Boys to participate in Softball & Girls to participate in Rounders*</i></p> <p><u>Summer Term 2:</u> Athletics / Softball / Rounders</p>
<p>Career Links</p>	<p>Various Career Pathways will be introduced throughout the year in relation to Core Physical Education. Students will participate in a variety of roles during lessons, with careers contextualised consistently to deepen student awareness and understanding –</p> <p align="center">Performance Analyst Sports Coach Official</p> <p align="center">Careers Board to be displayed in Physical Education area to widen student awareness around potential Career Links – Demonstrating various pathways to engage students in the thinking process around their future.</p>	
<p>Calendared Assessments</p>	<p align="center">Students to be assessed against the EDSM (Emerging / Developing / Securing / Mastering) at the end of each sporting rotation.</p> <p align="center"><i>Students to be assessed internally consistently to monitor knowledge and understanding.</i></p>	
<p>Personal Development (Cross Curricular, Jesuit Values, SMSCV, Cultural Capital)</p>	<p>Cross Curricular links can be made with the following subjects – English (Implementation of school Literacy Focus – ‘Word of the Week’ to facilitate student understanding. Application of subject specific terminology within Physical Education contexts - Students challenged on their application and understanding of subject specific terminology). Science (Links with specific topic areas such as the heart, the role that the heart plays in physical exercise and methods to increase effectiveness of the heart). Mathematics (Students utilising scoring systems in a range of sports as well as data analysis when analysing performance). Geography (Exploring the origins of various sports, understanding how sports have developed over time and the impact this has had on numerous countries). Health Studies (Exploring the impact of a healthy lifestyle and how nutrition supports physical performance).</p> <p>Saint John Wall Values – The values are incorporated throughout lessons, constant reference to the values promotes and develops student understanding. Sporting contexts are linked to specific Values, with students understanding which values are fundamental to the activities they are participating in.</p> <p>SMSCV – Student development holistically is a key focus within practical Physical Education – Lessons are planned around four key areas to facilitate student development holistically – See LOT Folders for this information.</p> <p>SJW Values</p> <ul style="list-style-type: none"> • Attentive and Discerning – How do I fit into the wider world? Can you notice the big and small things in relation to performance? • Active and Curious – How can I influence others? Can I implement leadership to influence my peers? Open minded approach when participating in new sports / games. • Compassionate and Loving – How can I attract others into my life to be positive? When I analyse my peer’s performance can I be considerate in terms of the language and choice of words that I use? • Learned and Wise – How can I be a director to help those around me? Can I respond to feedback from my teacher and peers so I can reflect on and improve my performance? • Grateful and Generous – Am I thankful for the special moments I have in my life? Am I grateful for the opportunities I am given in Physical Education? • Faith Filled and Hopeful - How can I spread hope to all those I encounter? Can I remain positive during challenging times in lessons? Can I demonstrate resilience? 	

- **Prophetic and Intentional** – Do I remember my role in the wider world? Do I recognise my role in the team?
- **Eloquent and Truthful** – How can I live out my life in the best way? Am I honest during competitive situations? Can I demonstrate sportsmanship consistently?

Cultural Capital – Lessons encourage varied social interactions and leadership opportunities for students. The Department is one of the strongest in Birmingham in terms of providing Extra-Curricular opportunities for students – Clubs and Fixtures. External companies are used to provide a different dimension for students (Sports For Champions and Guest Speakers). Educational Visits are also organised for students to further explore opportunities.

Progression Model	What knowledge will pupils develop? <i>(Including Key Terminology)</i>	What skills will pupils develop? <i>(Including Literacy & Numeracy)</i>
	<p>Students will develop their knowledge around Technical, Tactical and Analytical components.</p> <p>Technical - Students will be able to articulate how to execute specific technical components. They will be able to share this knowledge in order to demonstrate their understanding. Students can apply this knowledge to their own performance, facilitating their ability to self-assess and identify areas for development.</p> <p>Tactical – Students will be able to explain a variety of tactical components that support performance. Students will be able to select appropriate tactics specific to the situation / environment, detailing how and why the tactic will support performance.</p> <p>Analysis – Students will be able to review, evaluate and analyse sporting performances. Students will take ownership over learning, articulating how to improve / develop performance. Students will apply their knowledge of technical and tactical components; this will underpin their analysis of performance.</p> <p>Student knowledge and understanding are crucial aspects of learning. Our philosophy supports the development of student knowledge to facilitate independent learners. Students are able to review and analyse performance, assessing how they can further develop – Giving students ownership over their learning.</p>	<p>Leadership – Student-Led learning will be a crucial component of student development. Students will learn to take ownership over their learning – Assessment and Progress.</p> <p>Students will also participate in leadership opportunities to facilitate their development holistically. Students will have opportunities to develop their social and psychological skills.</p> <p style="text-align: center;">Key Skills –</p> <p>Students will acquire and understand the basic skills / techniques required in order to successfully perform in a variety of game situations. Students will select and combine skills, techniques and ideas, using them in a widening range of familiar and unfamiliar physical contexts. Students should perform with consistent precision, control and fluency. Students should apply their technical / tactical skills in response to changing circumstances.</p> <p>Students will develop their analytical skills, demonstrating their ability to reflect and review in order to develop performance.</p> <p>Literacy – Students will develop their literacy competency through consistent cross-curricular links. Subject specific terminology will be embedded throughout student learning. Students will be challenged to implement high level language that articulates their thoughts and opinions, especially when analysing performance.</p> <p>Numeracy – Students will implement Mathematical skills to support their performance within Physical Education. Students will interpret and analyse data when reviewing performance.</p>
<p>Development Homework</p>	<p>Students are provided with a range of tasks termly in order to further stretch and challenge their knowledge. Students are also provided with ‘Flipped Learning’ opportunities, allowing them to explore aspects of learning prior to their next lesson to further facilitate their understanding.</p> <p>Careers – Students provided with research tasks around potential Career Pathways in Physical Education – These tasks will inform class discussions to deepen knowledge and understanding.</p>	



<https://targetcareers.co.uk/careers-advice/choosing-your-career/1034364-careers-in-sports>

<https://careers-in-sport.co.uk/>

https://www.jobmonkey.com/sports/types_of_sports_jobs/

<https://thebestschools.org/careers/top-sports-careers-non-athletes/>

<https://www.learnhowtobecome.org/career-resource-center/careers-in-sports/>