

“How can I use body tension to improve performance?”

PE, Year 8, Gymnastics

What previous learning am I building on?			
In year 7 students will have learnt and be building on: • developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • performing dances/gymnastic routines using advanced dance techniques • comparing their performances with previous ones and demonstrate improvement to achieve their personal best		By the end of this unit, I will: • Understand [basic shapes landings and rotations in vaulting and trampolining and use them in a gymnastics routine. • Know [how fitness components such as: balance, strength, flexibility and improve your performance] • Be able to [Create a gymnastics routine on the vault and trampoline incorporating shapes and techniques of increasing difficulty]	
Learning Journey – lesson title and main activities			
1 Basic shapes, turns & stopping safely Be able to: • Perform basic shapes (tuck, pike & straddle) • Perform half and full turns with control • Kill the bounce Explain the importance of body tension to create strong lines of the body		1 Take off and landing Be able to: • Control a quick run up • Take off with power and coordination • Demonstrate a safe landing with balance	
2 Seat drop Demonstrate a seat drop with full leg extension Add a rotation into or out of the seat drop Work towards “swivel hips”		2 Through vault Demonstrate through vault progressions showing coordination and strength. Use a powerful take off to generate the momentum to perform a through vault.	
3 Front drop Demonstrate a front drop with good body tension and balance Add a rotation into or out of the front drop Work towards “turn table”		3 Straddle vault (long vault) Demonstrate straddle vault progressions showing coordination and strength. Use a powerful take off to generate the momentum to perform a straddle vault. Work towards a long vault through progressive practices.	
4 Back drop Demonstrate a back drop with good coordination and balance Add a rotation into or out of the back drop Work towards “cradle”		4 Handspring progressions Demonstrate coordination and body tension in the hand placement on the vault. Handspring progressions at different vault heights. Work towards landing on your feet	
5 Rotations Develop the rotations: • Swivel hips • Turn table • Cradle Work towards somersaults		5 Handspring Add speed and power to your run up and take off to generate flight in your vault. Demonstrate a balanced landing on 2 feet. Work towards a handspring at full vault height.	
6 5 – 10 bounce routine Combine skills learned into a 5 – 10 bounce routine Perform the routine under competition rules Evaluate peer performance stating WWW and EBI’s Act on EBI’s set in evaluation		6 Performance vault Explain different tactics behind vault order in competition Perform 3 competition vaults with clear start and end Evaluate peer performance stating WWW and EBI’s Act on EBI’s set in evaluation	
How will I be assessed at the end of this unit?			
Students will be assessed on their core skills and competition performance against the assessment criteria.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Learning specific vocabulary and definitions: body		Join gymnastics club to improve skills and fitness club to improve	Attend gymnastics club in TALACA and gymnastics club at WES.

tension, balance, strength, flexibility etc. Using this vocabulary to evaluate peer performance		components of fitness needed for gymnastics.	
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“Is it sometimes better to be tackled than not in rugby?”

PE, Year 8, Rugby

What previous learning am I building on?	What am I learning that is new?
In year 7 students will have learnt and be building on: - Key vocabulary and concepts such as offside, tackle, ruck, pass types, support play, and game structure. - The rules of rugby, the principles of safe tackling, and what to do when in possession or defending. - Passing and catching on the move, staying onside, tackling safely, rucking effectively, and applying all skills in a small-sided games.	By the end of this unit, I will: - Use key vocabulary to discuss rules and tactics in rugby. - Be able to attack and defend as part of a team, showing knowledge of player roles and positioning during different phases of play. - Attempt to use advanced skills like offloads, hand offs or sidesteps to outwit your opponents and continue attacks.
Learning Journey – lesson title and main activities	
1 Pendulum Pass To be able to pass and catch the ball on the move Pass to a teammate in a skill game	
2 Tackling Demonstrate a tackle from standing Tackle a moving player in a gauntlet from standing Hold/tackle a player on a game situation building to tackling a player on a game situation	
3 Rucking Describe what to do once you have been tackled Hold onto and present the ball after being tackled in a gauntlet Use an uncontested ruck in a gauntlet	
4 Contested Rucking and Quick Rucking Hold onto and present the ball after the tackle in a game Hold a ruck in a gauntlet or game Present the ball quickly or support the tackled player quickly for a fast ruck	
5 Dummy Pass/Side Step Use a dummy or sidestep in a gauntlet Use a successful dummy or sidestep in a game situation	
6 Hand off Use a hand off in a gauntlet Use a successful hand off in a game situation	
7 Assessment lesson	
How will I be assessed at the end of this unit?	

You will be assessed on your ability to effectively demonstrate the taught skills in a game situation and your ability to use them correctly with fluidity and speed.

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will learn key words from the following areas of the game as well as key game terminology. 1. Ball handing and passing 2. Tackling 3. Rucking 4. Strategy 5. Attacking Use this vocabulary to evaluate peer performance	Homework is not usually given in core PE, but you may be given videos to watch to help develop your understanding of the skills and the game.	Watch live rugby on TV or videos on YouTube. Join in with rugby club after school. Join a local team, the local team to WES is Hampstead Rugby Club	Any PE teacher, a student in an older year group. The rugby coach from Hampstead Rugby Club who runs training after school.

“How does a team's formation choice effect the game?”

PE, Year 8, Handball

What previous learning am I building on?	What am I learning that is new?
In year 7 students will have learnt and be building on: - Key vocabulary such as overarm pass, jump shot, 3-step rule, piston movement and tactical concepts like attack and defence formations - The rules of handball, including the 3-step rule, dribbling regulations, and when to use a standing shot, hip shot or jump shot, as well as the positions on a handball team. - Skills such as passing and catching while moving, dribble legally, execute various shots (including jump shots), apply team formations, and use fast breaks effectively in game situations. There is some cross over on catching technique and defensive principles from the rugby unit	By the end of this unit, I will: - Key vocabulary such as overarm pass, jump shot, 3-step rule, piston movement, fast break, and tactical concepts like attack and defence formations. - Be able to use a variety of passing and shooting techniques in a game situation. - Be able to evaluate different formations and suggest when it is best to use them. - Have started to attempt fast breaks in a game situation.
Learning Journey – lesson title and main activities	
1 Passing and receiving Demonstrate a hip pass to a partner Catch the ball using 2 hands on the move Use 2 or more types of pass in a game situation	
2 Dribbling & rules Demonstrate a legal dribble at pace in a drill Use 3 steps at the end of most dribbles to create space and speed	
3 3 Steps Use 3 steps around the area to keep possession of the ball Use 3 steps to create space for a shot in a game	
4 Shooting Demonstrate correct jump shot technique Demonstrate jump shot technique into the goal crease Demonstrate a quick hip shot that is on target Demonstrate a spike shot over a defender's hands Use 2 or more types of shot in a game situation	
5 Formations & rules (defence & attack) Describe the 5-1 defensive formation Explain the pro's and con's of a 5-1 formation compared to a 6-0 (learnt in year 7) Apply a 5-1 formation in a game situation	

Describe a 4-2 formation Explain when you would use a 4-2 formation Use a 4-2 formation in a game situation			
6 Piston movement (attack to defence movement) & fast breaks Use the piston movement as a team quickly and consistently in a game situation in relation to positions Organise your team's piston movement			
7 Fast Breaks Use a flat shoulder pass for a quick break (avoid parabolic throws) Use fast breaks effectively to get a shot in a game situation			
How will I be assessed at the end of this unit?			
You will be assessed on your ability to effectively demonstrate the taught skills in a game situation and your ability to use them correctly with fluidity and speed			
How will my literacy skills be developed? You will learn key works from the following areas of the game as well as key game terminology. 1. Ball handing and passing 2. Dribbling 3. Defending 4. Strategy 5. Use this vocabulary to evaluate peer performance	What homework will I be set? Homework is not usually given in core PE, but you may be given videos to watch to help develop your understanding of the skills and the game.	How can I learn more/stretch myself? Watch live handball on TV or videos on YouTube. Join in with rugby club after school. Join a local team, the local team to WES is Islington Handball Club	Where can I go for more help? Any PE teacher, a student in an older year group.

"What's more important; the defensive set up or getting more rebounds?"

PE, Year 8, Basketball

What previous learning am I building on?	What am I learning that is new?
In year 7 students will have learnt and be building on: - Using key vocabulary and concepts such as set shot, lay-up, triple threat position, travelling, man-to-man marking, and zonal defence - The rules and principles of basketball, including permitted footwork, types of defence, when to use different types of passes or shots, and the advantages and disadvantages of each defensive systems. - Performing a range of basketball skills including set shots, lay-ups (dominant and non-dominant), dribbling, passing, and defensive techniques, and apply them effectively in competitive game situations. There are some cross over in core skills from rugby.	By the end of this unit, I will: - Be able to defend using two different team tactics and be able to explain when and why a team would use them. - Be able to perform a range of basketball skills including set shots, jump shots and lay-ups (dominant and non-dominant). - Develop dribbling by using crossovers to create space and develop passing and defensive techniques, and apply them effectively in competitive game situations. - Work towards catching rebounds in a game situation.
Learning Journey – lesson title and main activities	
1 Set shot Demonstrate a set shot in both isolation and during a game situation Use a set shot in a game situation	
2 Individual Defending Be able to explain the difference between man to man and zonal marking. Be able to defend within the rules of basketball (no over guarding or contact fouls)	
3 Team Defending To be able to explain what components makes a team's defence effective Be able to work within a zonal defence	
4 Lay up (inc. non dominant hand) Describe how and when to perform a lay-up shot during a game situation Demonstrate a lay-up from your dominant side and attempt to perform a lay-up from the non-dominant side.	
5 Dribbling Demonstrate the ability to dribble with either one or both hands, preferably without looking at the ball, while moving. Work towards using a crossover or hesitation to outwit an opponent.	

6 Rebounding

To be able to explain why going in for a rebounding is important

Demonstrate the correct position and stance to go for a rebound

Demonstrate an understanding of zonal positions in basketball

7 Jump Shot

Demonstrate a jump shot in both isolation and during a game situation

How will I be assessed at the end of this unit?

You will be assessed on your ability to effectively demonstrate the taught skills in a game situation and your ability to use them correctly with fluidity and speed.

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will learn key works from the following areas of the game as well as key game terminology. 1. Shooting 2. Ball handing and passing 3. Dribbling 4. Defending 6. Strategy Use this vocabulary to evaluate peer performance	Homework is not usually given in core PE, but you may be given videos to watch to help develop your understanding of the skills and the game.	Watch live basketball on TV or videos on YouTube to help with your vocabulary. Join in with basketball club after school. Join a local team, the local team to WES is The Camden Knights	Mr Bossinga (basketball coach) Any PE teacher, a student in an older year group.

"What component of fitness is most important in athletics"

PE, Year 8, athletics

What previous learning am I building on?	What am I learning that is new?
At Year 7 students will have learnt and be building on: Basic technique for: • Running speeds • Relay handover • Jumping events • Throwing events There are some cross over in core skills from team sports.	By the end of this unit, I will: Understand the basic technique involved in the athletics events: Sprinting, long-distance running, shot put, javelin, discus, long jump and high jump. Be able to define components of fitness associated with different athletics events
Learning Journey – lesson title and main activities	
Running Demonstrate a good sprint start technique. To be able to define fitness components: speed, reaction time, coordination, power. Use a proper sprint start technique in track sprint events. Long distance – 1500m & 3000m (Hampstead Heath Lido loop & Figure 8*) To be able to define fitness components: cardiovascular fitness Show resilience when completing a long-distance run	
Relay change over baton technique. Demonstrate a proper change over baton technique. To be able to define fitness components: coordination, speed Apply correct technique during relay races.	
Throws Shot Put – delivery phase only Demonstrate a good and safe throwing technique. To be able to define fitness components: strength, power, coordination. Use the correct technique during the delivery phase of shot put. Discus – technique of the final delivery phase only. Demonstrate a safe throwing technique Use the correct technique to throw a discus forward Javelin - technique of the final delivery phase only. Demonstrate the correct throwing technique and release	
Jumps	

Long jump – stride technique (hitch kick & hang technique if there's access to the sandpit)

Demonstrate correct take-off, flight and safe landing technique.

To be able to define fitness components: power, coordination, flexibility.

Use a proper technique during long jump event.

High jump – Fosbury flop technique

Demonstrate the correct take off, flop and safe landing technique

Be able to define the fitness components: Power, co-ordination and flexibility

Use the Fosbury flop technique in a high jump competition

7 Assessment Lesson

How will I be assessed at the end of this unit?

You will be assessed on your technique in each individual discipline of athletics and your ability to demonstrate the taught skills in a competition situation.

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will learn key words from the following areas of athletics, as well as key terminology. • Grips • Throwing • Jumping • Running Use this vocabulary to evaluate peer performance	Homework is not usually given in core PE, but you may be given videos to watch to help develop your understanding of the skills and competition.	Watch live athletics on TV or videos on YouTube to help with your vocabulary. Join in with athletics club after school. Join a local team, the local team to WES is Highgate Harriers	Any PE teacher, a student in an older year group.

“How can we score runs and stop the other team scoring in cricket?”

PE, Year 8, Cricket

What previous learning am I building on?			
It is helpful if the pupils have: ➤ Batting stance and stepping to the ball ➤ Basic bowling technique ➤ Catching and stopping the ball ➤ Rules ➤ Different versions of game play		By the end of this unit, I will: • Bowl with fluency • Be able to hit balls bowled at different lengths • Field from different positions in the field • Throw a ball at a target • Score runs in pairs cricket	
Learning Journey – lesson title and main activities			
1. Bowling To be able to bowl from a short approach Demonstrate bowling with consistent line Work towards bowling with consistent length			
2. Batting - front foot Demonstrate a front foot shot in a batting drill Play a front foot shot in against a bowled ball Be able to keep the ball low when playing an attacking shot			
3. Batting – back foot To be able to show effective footwork to play a shot on the back foot Demonstrate a pull shot in a batting drill Be able to spot a short ball and play a pull shot in a game			
4. Fielding To be able to show a long barrier to stop a rolling ball To be able to pick up a moving ball coming towards you To be able to pick up a ball on the move Demonstrate a pickup and throw at a target Demonstrate how to “back up” in the field			
5. Batting in pairs – Rules and running Use the correct calls to signal when to run and wait Demonstrate how to support the batter at the non-strikers end Bat in a pair in a game situation			
6. Match play Define cricket specific terms Locate 3 different fielding positions To be able to explain why different fielders need to be in different positions			
How will I be assessed at the end of this unit?			
Students will be assessed on their performance against the assessment criteria, for the 3 key areas (Batting, bowling, fielding and their effectiveness in a game.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?

• Learning specific vocabulary and definitions: <i>coordination, speed, balance and reaction time</i> • Sport specific vocabulary: <i>Crease, wicket, over, stumps, wide, no ball, bye, leg bye etc.</i>		Join cricket club to improve skills and fitness club to improve components of fitness needed for cricket. Join a cricket club outside of school.	Attend cricket club after school. Ask a member of the PE team
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PE, Year 8, Outdoor Education

What previous learning am I building on?		What am I learning that is new?	
In year 8 students will have learnt and will be building on:		By the end of this unit, I will: • Recognising features on a map • Planning a route on a map • Walking a planned route on a map • Sticking to time deadlines	
Learning Journey – lesson title and main activities			
1			
2			
3			
4			
5			
6			
7 Assessment Lesson			
How will I be assessed at the end of this unit?			
You will be assessed on your ability to effectively demonstrate the taught skills during navigation and their ability to work as a group to solve problems and navigate and walk a route as speed. You will be given extra credit for showing leadership qualities within your selected groups.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will learn key works from the following areas as well as key game terminology. Tent building Cooking outside Map reading Directions Use this vocabulary to communicate with peers and staff.	Homework is not usually given in core PE, but you may be given videos to watch to help develop your understanding of the skills needed to complete tasks.	Take on leadership roles and responsibilities in your group. Opt in for the Bronze Duke of Edinburgh Award at year 9 camp.	Mr Hallam (Head of Outdoor Education) Any PE teacher, a student in an older year group.