

Topic: <u>Physical Education – Netball – Year 8</u>		Duration: 6/7 Weeks Permitted in Term	Composite: Uptake of knowledge via observation of skills.
Key vocabulary:	Core knowledge Components	Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
<p><u>Pass</u> Power Timing In front Accurate Power Bounce Chest Shoulder</p> <p><u>Receive</u> Drive Signal Aware Alert Focussed Vision Signal Shout</p> <p><u>Footwork</u> Fluid Quick Balance Stability Rule 'Free pass'</p> <p><u>Pivot</u> Angle Timing Height Turn Spin</p>	<p><u>Passing:</u> -Drawing in knowledge from last year regarding types of pass, now more focus on what makes a pass successful. - Timing of pass is crucial if mistimed may be intercepted. - Power of pass is vital to ensure the ball gets to its destination. - Emphasis on passing in front where the payer is moving towards. - Difference now between shoulder pass and overhead pass. Shoulder can be fast and flat, yet overhead would be over an opponent. - Here introduce the rule about passing over a third being a rule break.</p> <p><u>Receiving:</u> -Ball will now be received on the move, and not in a static position. -Link dodging moves into 'move signal shout' idea to ensure you get the ball into space. -Introduce the term 'drive into space' -Ball must be received in permitted area ensuring the player in inside. - Show basic examples of this driving into space with signal and shout. - Show 'Dodge, Move, Signal, Shout, Space'</p> <p><u>Introduce Running Footwork:</u> -Players now learn they may land, 1-2, or just 2. - Speed must be encouraged to receive the ball, then play the pass quickly before the 'running foot' touches the ground. -Split line practice drill should be taught and understood.</p> <p><u>Pivot/Turning in the Air</u> - You may spin/turn on your landing foot to face a different direction eg. Another player, the post or the middle of the court. - Now you can attempt jumping to receive and angling yourself in the position of the space, the free player and the goal, -You can always pivot to turn away from the defender.</p>	<p>-Timing and power of the pass will ensure the pass is successful to avoid interception. - Now focus on passing in the direction the person is moving in. -Difference between overhead and shoulder pass - Over a third rule introduced.</p> <p>-You must be on the move when you receive the ball, showing a signal and shouting to indicate you are free. -Never receive the ball in a static position. - Drive into space understood. -Dodge to get free and into space.</p> <p>-Running footwork to show a quick fluid movement should be attempted. - Prevents likelihood of interception due to speed of pass. -Do not move with the ball. -The landing foot must not be placed again other then when it first touches the ground.</p> <p>-You can turn on your landing foot, this is called 'pivoting' - You can turn in the air if you jump to receive this saves time pivoting. - Pivot so you face the person or direction you will be passing or shooting in next.</p>	<p>Links to Receive and Shooting based on techniques.</p> <p>Link to throwing sports such as rounders, cricket due to aim and accuracy idea.</p> <p>Links to other catching sports such as rounders, basketball.</p> <p>Some link to badminton referring to 'ready position'.</p> <p>Link to dance choreography being in control of placing one foot at a time. Timing is also associated with dance.</p> <p>Again, link to artistic sports by almost practicing a routine, jump, land 1-2, then pivot. This will be taught in isolation before moving on.</p>

<p>Marking</p> <p>Meter Obstruction Rule Umpire Penalty</p>	<p>Marking/Defending</p> <ul style="list-style-type: none"> - All players will mark and defend even if they are attacking players, - Play will change over due to possession and you will be either attacking or defending play. - To stop the other team from getting the next pass you can 'mark' them. This involves staying and close to them as possible when they haven't got the ball. And 1m away from them when they do. You can do this with your arms up trying to block the shot or pass. - If you are too close to the defender then you will be called up by the umpire for 'obstruction' this means you are less than 1m away when they have the ball. This will mean you have to give them a penalty pass. - A penalty pass is where you stand by their side until the shot is made, you must not move or talk. 	<ul style="list-style-type: none"> - This food must not be lifted and placed again, this is footwork. - Your main aim is to stop the other team from passing the ball to each other. - You must make sure you are meter away from the player when they have the ball – if not this is called obstruction. - An obstruction results in a penalty pass where you stand by the side of any nominated player until the pass is made. 	<p>Link to other invasion games where 1v1 marking is shown.</p>
<p>Dodge:</p> <p>Ready Alert Space Deception</p>	<p>Methods of Dodging:</p> <ul style="list-style-type: none"> - Remain on your toes at all times, alert and ready to move. - Try to trick the person trying to follow you and do what you can to get into space. - You must not physically contact them. - Your main aim is to get into space to receive the ball. - Slowly introduce dodge, double dodge, and front cut (if ready). - Change of direction and change of speed - Add feint and deception. - When in the space use your signal, and shout! 	<ul style="list-style-type: none"> - The aim of dodging is to get in to space to receive the ball. - This can be done in a variety of ways, but you must not contact the player when doing so. - Front cut, double and single dodge should now be in your repertoire. - Move, signal, shout! 	<p>As above.</p>
<p>Set Play</p> <p>Backline Sideline Centre Pass Trick Feign Demonstrate</p>	<p>Set Plays:</p> <ul style="list-style-type: none"> - Understanding of when the following set plays occur: back line (attacking and defensive), centre pass and side line passes. - Play as a centre and complete a technically correct centre pass – understanding 'delaying play and 'footwork in the circle rule' - Understanding of who should take these passes, and who could receive them. - Underline line rule 'contact with with court', step up to and not on the line. - Use these set plays when placed in a competitive situation. - Sequences may be used off the backline, and centre pass such as 'sports' – and multiple sequences of attacking centre pass. 	<ul style="list-style-type: none"> - Backlines and Centre passes are crucial moments in the game where rules (line rule) should be followed - Set players take these back lines and player sequences can be used to get the ball to the D for shooting. - Set plays should be practiced with and without defenders then used within the game. 	<p>Sequencing also linked to mathematics and numeracy with patterns.</p>
<p>Shoot</p> <p>Attacking Feeding In Accurate Aim Power Technique</p>	<p>Shooting and Attacking Play:</p> <ul style="list-style-type: none"> - Split tactic may now be used to get closer to the post. - WA and C can pass the ball in, and out of the D quickly to allow the shooters to get into space and get closer to the post. – 'Feeding In' - How to work out shooting percentages. - You may only shoot from within the 'd' or semi-circle. - The only players that can shoot are the GA & GS 	<ul style="list-style-type: none"> - Shoot from the D only. - Only GA & GS can shoot. - WA & C are the main players that usually feed the ball in to the circle. - You can't catch a rebound if it doesn't touch the post first. 	<p>Sports that require aim and accuracy, knowledge of this technique as covered in Year 7</p>

<p>Gameplay:</p> <p>Position Rule Obstruction Footwork Contact Relaying Offside</p>	<p>-You must not catch the ball if it doesn't 'rebound' off the post' -Use the BEEF technique.</p> <p>Gameplay</p> <p>-Basic Rules and Knowledge of the Game. - Ability to umpire within a small sided game. - Knowledge of the free/penalty pass infringements associated with playing the game. - List of the positions involved GS, GA, WA,C,WD,GD,GK and now what their main aim is within the games. - Basic understanding of areas permitted and the ability to play within these positions. - Contact, Obstruction, Footwork, Relaying, Offside, Contact with the court, delaying play and footwork in the circle Rule Knowledge. -An attempt to play 7v7 game whilst showing the ability to play in a variety of positions.</p>	<p>-BEND, ELBOW, EXTEND, FOLLOW THROUGH.</p> <p>-7V7 game played with 2 teams. -list of positions. - Use of set plays for sidelines, backlines and centre passes. - Awareness of rules Contact, Obstruction, Footwork, Relaying , Offside, Contact with the court, delaying play and footwork in the circle Rule Knowledge including penalty/free pass infringement. -An attempt to play 7v7 game whilst sticking -Must stick to set areas. -If not this is offside. -Game starts with a centre pass, then alternate centre passes thereafter.</p>	<p>Any links of rules with other sports that are similar?</p> <p>Knowledge of these rules as with Year 7.</p>
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Topic: <u>Physical Education – Dance – Year 8</u>		Duration: Between 6 & 8 Lessons Per Year.	Composite:
Key vocabulary:	Core knowledge Components	Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Graffiti Gang B-boy Banksy Tag Flare Flow Levels	<u>Graffiti – Topic 1</u> -Graffiti comes from the b-boy culture, artists use their ‘tags’ to show their presence in various towns and cities across the world. - Banksy is a famous graffiti artist but mainly displays images rather than ‘tags’ alone. -Graffiti is used to show dominance in cities and towns. Graffiti artists can often be attached to gangs – they can use their tag to represent gang names to be used as ‘marketing’. - In dance a ‘tag can be interpreted by movement, creating a signature/name using your finger. - Students draw tag in the air showing swift and flowing movements, and use of levels. (Star high, finish low etc)	-Graffiti is used to show dominance in cities and towns. Graffiti artists can often be attached to gangs – they can use their tag to represent gang names to be used as ‘marketing’. -In dance a ‘tag can be interpreted by movement, creating a signature/name using your finger.	Design linking to KS3 art lessons. Music linking to genres of music in KS3 music
Tempo Speed Slow Flow Control Extension Energy	<u>Replicate pre-existing tags & match the music</u> -Students will be shown a variety of tags on the board. The aim will be to replicate them changing speed, and tempo. Students will have to use a variety of speeds which match the music. For example fast music – quickly complete tag, slow music soft and flowing tag, rock music – heavy jagged edges in tag. Development of close and loose control.	Students will be shown a variety of tags on the board. The aim will be to replicate them changing speed, and tempo.	Year 7 Dance developing character and emotion through use of body language and music.
Jump Turn Travel Gesture Stillness Levels (Rise & Fall)	<u>Six basic dance actions introduced</u> -Jump -Turn -Travel -Gesture -Stillness -Levels (Rise & Fall)	Six basic dance actions introduced -Jump -Turn -Travel -Gesture -Stillness -Levels (Rise & Fall)	Link back to Y7 dance routines designed. Links to KS3 Drama with freeze-frame ideas.
Start position End position Linking Formation Aesthetic	<u>Adding tag to other dance moves / Dance formulation</u> -Students are to formulate a dance in groups of threes or fours. Students are to add the following to their dances: - Frozen start and end - Tags of all members of their group -Linking moves between tags – turns, jumps, travel, locomotion. -Change of formation – line, row, triangle, and arrow head. Experiment with different formations and assess which looks most impressive.	Start position End position Linking Formation Aesthetic	Start and End position covered in gymnastics and Year 7 Dance. Aesthetics linked to art and design.
Aesthetics Canon	<u>Development of aesthetic appreciation</u>		Art and design.

<p>Union Mirror Action Reaction Energy Costume Staging</p>	<p>_Understand that if we enjoy watching something, maybe for a variety reasons – this makes it aesthetically pleasing. Costume, energy, staging, music, emotion. _Students to discuss a variety of ways that can make something aesthetically pleasing. - Students pick a piece of music to evoke the emotion they wish to create in the dance. Either a welcome to our patch idea – welcoming new visitors to their part of town. Or a ‘back off/steer clear’ kind of emotion?</p>	<p>Understand that if we enjoy watching something, maybe for a variety reasons – this makes it aesthetically pleasing. Costume, energy, staging, music, emotion.</p>	
<p>Mobster Gangster Prohibition Gang Speakeasy Rival Bugsy</p>	<p><u>Topic 2: Bugsy Malone background</u> -Bugsy Malone is a gangster based In the 1920s America. This was in the prohibition era of USA where Alcohol was banned and was being illegally sold. -Bugsy was a boxing promoter with no money. Bugsy is enlisted to help support the owner of the ‘Speakeasy’ bar protect it from being taken over by another rival gang. Fat Sam’s bar versus the gang of Dandy Dan. - ‘Fat Sam’s Grand Slam’ was a busy night at the bar which involved music and dancing. -A speakeasy bar was a bar that illegally sold alcohol at a huge price! - ‘Splurge’ guns are used to wash people up. This was in the prohibition era of USA where Alcohol was banned and was being illegally sold.</p>	<p>Bugsy is a gangster in 1920s America. Bugsy got caught up in gang warfare over the use of a speakeasy club in New York.</p>	<p>History referencing the prohibition era in 1920s USA.</p>
<p>Character Body language Action Reaction Open/Closed Flapper girl Mobster Brawl</p>	<p><u>Characterisation-</u> Number of ways we can display our character without body movements, annoyed stamp of food, closed body position – negative body language. Positive body language – open body position – arms wide, open to stage front. Students should be able to express a variety of emotions with their body. Flapper Girl Routine – replicate and follow. Feminine movements, show girl dancers. Used to entertain. Action & Reaction Fight Scene – Dance Fighting, replicate number of dance moves.</p>	<p>Number of ways we can display our character without body movements, annoyed stamp of food, closed body position – negative body language.</p>	<p>Year 7 dance – Friends and Enemies.</p>
<p>Partner Lift Turn Balance Counter</p>	<p><u>Speakeasy Dance:</u> Partner work should be done in time and based on 1920s music and dancing. Include partner work, lifts and turns.</p>		<p>History lessons looking at prohibition and 1920s America.</p>
<p>Proud Confident</p>	<p><u>Performance Skills</u> -No talking, no laughing, carry on if you go wrong, head up, be proud.</p>	<p><u>Performance Skills</u> -No talking, no laughing, carry on if you go wrong, head up, be proud.</p>	<p>Developing on from Year 7 Dance and performance skills.</p>
<p>Extension Timing</p>	<p><u>Technical Skills</u> -Good extension, good timing, frozen end and start position.</p>	<p><u>Technical Skills</u> -Good extension, good timing, frozen end and start position.</p>	

