

Year 8 Girls Topics

In year 8 we teach the following modules over the course of the year. Each module draws on prior learning from previous years and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
Football	To build on the individual skills developed in Year 7 by focusing on passing, movement, and use of space. This introduces the tactical foundations of football, encouraging teamwork, communication, and decision-making to prepare for more advanced tactical play in Year 9..	<p>1. Passing technique</p> <p>To know that accuracy depends on body position, non-kicking foot placement, and contact point.</p> <p>To know that pass weight influences teammate control.</p> <p>To know how to deliver a short, accurate inside-foot pass.</p> <p>To know how to adjust pass weight for distance and speed.</p>	Accuracy, Weight of pass, Technique, Contact point	<ul style="list-style-type: none"> - Improve teamwork, communication, and leadership through cooperative play - Strengthen decision-making under pressure with passing choices - Develop spatial awareness by using width and depth in attack - Apply passing and movement combinations in competitive games - Encourage resilience and adaptability when possession is lost - Recognise the importance of supporting others off the ball
		<p>2. Receiving & first touch</p> <p>To know that first touch sets up the next action.</p> <p>To know that cushioning reduces defensive pressure.</p> <p>To know how to take a first touch into space.</p> <p>To know how to use different surfaces (inside, outside, sole) to control.</p>	First touch, Cushioning, Control, Receiving	
		<p>3. Movement off the ball</p> <p>To know that support runs create passing options.</p> <p>To know that angles of support make passing safer.</p> <p>To know how to move into space after passing.</p> <p>To know how to create diagonal runs to support play.</p>	Support, Angle, Movement, Passing option	
		<p>4. Passing under pressure</p> <p>To know that scanning before receiving improves decision-making.</p> <p>To know that quick passing disrupts defenders.</p> <p>To know how to use one-touch or two-touch passing under pressure.</p> <p>To know how to combine with teammates using wall passes/1-2s.</p>	One-touch, Two-touch, Combination play, Pressing	
		<p>5. Creating space (width & depth)</p> <p>To know that width stretches defences, depth supports structure.</p> <p>To know that switching play opens attacking options.</p> <p>To know how to position wide/deep to support teammates.</p>	Width, Depth, Switch play, Stretching defence	

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		To know how to switch play with accurate longer passes. 6. Passing in small sided games To know that teamwork increases chances of scoring. To know that possession is maintained by constant movement. To know how to combine passing and movement in a game. To know how to identify and exploit space when attacking.	Possession, Exploit, Teamwork, Movement off the ball	
Gymnastics	To develop control, strength, balance, and creativity through fundamental floor gymnastics. Students build on expressive movement from dance (Year 7) by learning floor tension exercises, static and dynamic balances, rotations, travelling actions, and jumps. These skills are linked into sequences, preparing students for apparatus work in Year 9.	1. Floor tension & shapes To know that tension and body control underpin gymnastics skills. To know that gym shapes (tuck, star, pike, straddle, dish, arch) form the foundation of gymnastics. To know how to hold tension in floor shapes with control and accuracy. To know how to perform static exercises (dish/arch hold) to develop core strength.	Tension, Dish, Arch, Pike, Straddle	<ul style="list-style-type: none"> - Develop tension and control through gym shapes (tuck, star, pike, straddle, dish, arch) - Perform balances (front support, back support, shoulder stand, arabesque, Y-balance) - Perform rotations (forward roll, backward roll, teddy bear roll, log roll) - Perform jumps (tuck, star, straight, split leap) - Apply travelling and transitions to link skills into sequences - Build confidence, resilience, and creativity in floor performance
		2. Balances (individual and pair) To know that balances require core strength and stability. To know that front support, back support, and shoulder stand are fundamental balances. To know how to perform balances such as front support, back support, shoulder stand, arabesque, and Y-balance. To know how to hold balances with control for 3s.	Balance, Front support, Back support, Shoulder stand, Arabesque	
		3. Rotations (rolls) To know that rolls (forward, backward, teddy bear, log) require correct technique. To know that head tuck ensures safety in rotations. To know how to perform forward, teddy bear, and log rolls with control. To know how to attempt backward rolls with teacher support.	Forward roll, Backward roll, Teddy bear roll, Log roll	

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		<p>4. Travelling & jumps To know that travelling links skills and adds variety. To know that jumps require flight, extension, and safe landings. To know how to perform travelling actions (cartwheel, step, chasse). To know how to perform jumps such as tuck, star, straight, and split leap.</p>	Travelling, Cartwheel, Chasse, Tuck jump, Split leap	
		<p>5. Linking into sequences To know that sequences require a beginning, middle, and end. To know that transitions link movements fluently. To know how to combine balances, rolls, and jumps into a routine. To know how to use transitions to ensure fluency.</p>	Sequence, Transition, Flow, Routine	
		<p>6. Performance To know that performance requires clarity, fluency, and projection. To know that rehearsal refines accuracy and confidence. To know how to perform a floor routine with balances, rolls, travelling, and jumps. To know how to evaluate and refine performance.</p>	Performance, Fluency, Projection, Rehearsal	
Rugby	To build on Y7 fundamentals by focusing on backward passing, evasion, and decision-making to outwit opponents. Emphasis is on teamwork, safe introduction to defensive skills through	<p>1. Passing backwards under pressure To know that passes must always travel backwards. To know that timing is key to keeping possession. To know how to pass backwards accurately under defensive pressure To know how to time passes to avoid turnovers.</p>	Backwards pass, Timing, Possession, Turnover	<ul style="list-style-type: none"> - Improve backward passing accuracy under pressure - Develop support play and teamwork - Perform safe two-hand tagging as an introduction to defence - Build tactical awareness in attack and
		<p>2. Support play To know that supporting players provide options for the ball carrier. To know that running onto the ball creates momentum.</p>	Support, Momentum, Option, Continuity	

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	two-hand touch on the waist, and tactical awareness in small-sided games.	To know how to move into supporting positions after passing. To know how to run onto the ball at pace.		defence - Apply skills in structured small-sided games - Encourage resilience, inclusion, and adaptability
		3. Defensive skills – two-hand tagging To know that two-hand touch on the waist replaces tackling. To know that a successful touch simulates stopping the ball carrier. To know how to use two hands to tag an opponent on the waist safely. To know how to reset play quickly after a successful tag.	Two-hand touch, Defence, Reset, Pressure	
		4. Outwitting opponents To know that attackers use evasion, passing, and support to beat defenders. To know that defenders use positioning to limit space. To know how to combine evasion and passing to create space. To know how to defend effectively by closing down attackers.	Attack, Defence, Pressure, Space	
		5. Small-sided games To know that teamwork and communication build effective play. To know that outwitting opponents leads to scoring chances. To know how to apply passing, support, and two-hand tagging in games. To know how to play within simplified rules.	Communication, Teamwork, Rules, Score	
		6. Performance & evaluation To know that game play requires decision-making and awareness. To know that feedback improves performance. To know how to play a structured two-hand touch rugby game. To know how to reflect on individual and team strengths/areas to improve.	Decision-making, Evaluation, Awareness, Game play	

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Netball	To build on Year 7 by developing teamwork and tactical play. Students refine passing, movement, and shooting skills, while understanding support play and attacking strategies. Competitive small-sided games are used to embed positional awareness and decision-making.	<p>1. Recap fundamentals (footwork, passing, positions)</p> <p>To know that rules ensure possession and fairness.</p> <p>To know that accurate passing is the foundation of attacking play.</p> <p>To know how to apply correct footwork and pivoting.</p> <p>To know how to perform chest, bounce, and shoulder passes effectively.</p>	Footwork, Pivot, Possession, Position	<ul style="list-style-type: none"> - Refine footwork, passing, and positioning - Develop support play and attacking strategies - Improve shooting technique - Apply rules and tactics in competitive games - Build resilience and adaptability in different positions - Strengthen teamwork and decision-making
		<p>2. Attacking strategies</p> <p>To know that quick passing and movement into space outwit defenders.</p> <p>To know that shooting opportunities come from strong attacking play.</p> <p>To know how to combine dodging, passing, and movement into space.</p> <p>To know how to create chances for shooters.</p>	Support, Triangle, Option, Continuity	
		<p>3. Attacking focus (incorporate shooting technique)</p> <p>To know that attacks start from the centre pass.</p> <p>To know that timing and positioning create scoring chances.</p> <p>To know how to build attacks from centre passes.</p> <p>To know how to use quick passing into shooting areas.</p> <p>To know how to create chances for shooters.</p>	Attack, Movement, Opportunity, Outwit	
		<p>4. Defensive techniques</p> <p>To know that Defenders use marking, intercepting, and restricting space.</p> <p>To know that contact and obstruction rules must be followed.</p> <p>To know how to mark opponents effectively with body positioning.</p> <p>To know how to Intercept passes legally.</p>	Marking, Interception, Obstruction, Contact	
		<p>5. Attack v Defence strategies (defence emphasis)</p>	Pressure, Turnover, Restriction	

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		<p>To know that defence aims to restrict space, apply pressure, and regain possession.</p> <p>To know that attack looks to create space, but defensive units can work together to stop scoring chances.</p> <p>To know how to organise defensive units to reduce attacking options.</p> <p>To know how to apply principles of marking, anticipation, and pressure to disrupt attacking play.</p>		
		<p>6. Performance</p> <p>To know that communication and teamwork are vital for success.</p> <p>To know how to play in competitive 7v7 games.</p>	Communication, Feedback, Strategy, Teamwork	
Orienteering	In Year 8, students consolidate and refine their core navigation skills while learning to make more efficient route choices and work with increasing independence. Lessons are structured around small-group and paired challenges that require communication, tactical awareness, and decision-making under time pressure. This progression from Year 7	<p>1. Map symbols running game:</p> <p>To know that map symbols remain consistent across different orienteering maps.</p> <p>To know that recognising less familiar symbols improves route planning.</p> <p>To know how to recall and use a wider range of map symbols under time pressure.</p> <p>To know how to use map symbols to help you plan how to move safely and efficiently between checkpoints.</p>	Symbol recognition, terrain feature, scale, key, map memory	In Year 8, students build on their foundational knowledge by improving accuracy, efficiency, and independence in navigation. They learn to make tactical route choices, pace themselves effectively, and reflect on their performance. The unit develops higher-level thinking, as students must apply map-reading skills under greater time
		<p>2. Cone orienteering:</p> <p>To know that accurate orientation is essential for efficient navigation.</p> <p>To know that symbols, shapes, and distances relate to scaled ground features.</p> <p>To know how to align the map using north and visual landmarks.</p>	Map alignment, orientation, distance estimation, navigation, bearing	

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	ensures students can apply their knowledge with greater accuracy and develop teamwork and resilience in more demanding environments.	To know how to navigate a cone course with greater precision and speed.		pressure while working cooperatively in pairs or small teams. Enrichment comes through developing perseverance, spatial awareness, and communication, as well as fostering mutual trust and teamwork during outdoor problem-solving activities.
		3. Map walk: To know that map orientation and distance judgement are transferable navigation skills. To know that contour lines and terrain affect route choice. To know how to identify map features in a more complex environment. To know how to pace and track distance while maintaining map orientation.	Contour, gradient, elevation, terrain, feature identification	
		4. Star exercise North or South: To know that choosing efficient routes reduces overall time. To know that maintaining concentration and accuracy are key performance skills. To know how to complete multiple short navigation tasks quickly and accurately. To know how to use previous control points to plan smoother routes.	Route efficiency, time management, route sequence	
		5. Star exercise North or South: To know that self-reflection can improve future navigation decisions. To know that small adjustments to map handling can increase accuracy. To know how to refine map-reading and route-planning skills through repetition. To know how to evaluate route choices and improve efficiency.	Accuracy, adaptation, reflection, evaluation, improvement	
		6. Team anagrams: To know that teamwork requires clear communication and task-sharing.	Anagram, cooperation, strategy, role allocation, team coordination, leadership	

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		<p>To know that strategic planning supports success in team navigation challenges.</p> <p>To know how to allocate roles and responsibilities within a team.</p> <p>To know how to combine clues efficiently to solve a collective challenge.</p>		
Health Related Fitness	<p>In Year 8, students focus on the five health-related components of fitness, experiencing how each can be trained and tested through aerobic exercise, resistance work, and flexibility training. Lessons on fitness testing and reflection encourage students to assess their strengths and weaknesses while linking each component to health and performance. This develops on Year 7's heart rate knowledge by showing how the body's physiological responses</p>	<p>1. Fitness induction & recap on HRs:</p> <p>To know how to use equipment safely.</p> <p>To know how to take HR accurately and track it during exercise.</p>	HR, resting HR, training zone, recovery HR	<p>In Year 8, students extend their knowledge by exploring the five health-related components of fitness: cardiovascular endurance, muscular endurance, strength, flexibility, and body composition. They learn how to train and test each component, linking their experiences to health benefits and sports performance. This unit develops teamwork, communication, and self-awareness as students complete group circuits and compare results to normative data. Building on Year 7's focus on heart rate and exercise response, students now connect physiological</p>
		<p>2. Cardiovascular endurance:</p> <p>To know that cardiovascular endurance is the ability of the heart and lungs to supply oxygen for sustained exercise.</p> <p>To know that aerobic exercise improves cardiovascular endurance.</p> <p>To know how to train CV endurance using aerobic machines (bike, treadmill, rower).</p> <p>To know how to measure CV endurance using fitness tests such as the Cooper run.</p>	Aerobic capacity, VO ₂ max, stroke volume, cardiac output, aerobic exercise	
		<p>3. Muscular strength and endurance:</p> <p>To know that muscular strength is the maximum force a muscle can exert.</p> <p>To know that muscular endurance is the ability to repeatedly contract without fatigue.</p> <p>To know how to use weights machines and dumbbells to train strength and endurance safely.</p> <p>To know how to adjust sets/reps for strength (high weight, low reps) vs endurance (low weight, high reps).</p>	Hypertrophy, resistance training, repetition (rep), set, muscular fatigue	

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	relate to specific aspects of fitness.	<p>4. Flexibility: To know that flexibility is the range of movement at a joint. To know that good flexibility reduces injury risk and improves performance. To know how to perform static and dynamic stretches safely. To know how to use sit-and-reach and stretching drills to measure and improve flexibility.</p>	Range of movement, static stretching, dynamic stretching, elasticity, joint mobility	changes to specific aspects of fitness, creating a more detailed understanding that prepares them to design and evaluate training programmes in Year 9.
		<p>5. Fitness testing: To know that fitness tests provide data about different components. To know that normative data allows comparison against standards. To know how to carry out standardised fitness tests (e.g., sit-ups, sit & reach, handgrip dynamometer). To know how to record, compare, and interpret fitness test results.</p>	Validity, reliability, normative data, protocol, strengths, weaknesses	
		<p>6. Circuit training: To know that circuit training can develop a variety of components of fitness. To know how to combine components in a mixed circuit.</p>	Development plan, sets / reps / time Work to rest ratio	
Hockey	The Year 8 unit builds on these foundations by refining control and introducing more advanced techniques such as the slap hit, shooting, and the jab tackle. Lessons also develop the use of space in attack and positional	<p>1. Recap dribbling and passing – introduction to speed dribble: To know that keeping control at speed is essential in attacking play. To know that accuracy of passing is key even under pressure. To know how to perform a speed dribble with control. To know how to pass at pace during attacking movement.</p>	Speed dribble, accuracy, pressure, pace, transition	In Year 8, students refine their technical ability by learning more powerful skills such as the slap hit and shooting at goal, while also exploring defensive techniques like the jab tackle and the use of space in attack. They will apply these in small-sided games that encourage
		<p>2. Introduction to hitting (slap hit, basic hit for distance):</p>	Hit, slap hit, power, follow-through, safety	

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	play in defence, giving students greater tactical awareness. Small-sided games reinforce skill application under pressure, preparing students for more structured tactical scenarios in Year 9.	To know that a slap hit is used for power and accuracy over longer distances. To know that correct body position improves hitting technique. To know how to perform a slap hit safely using the flat side. To know how to strike the ball with follow-through for accuracy.		decision-making and positional awareness. Enrichment comes through enhanced tactical thinking, cooperation, and adaptability as students learn to attack and defend as a unit. This progression builds directly on Year 7 by moving from core skill development to applying them in more dynamic and competitive contexts.
		3. Shooting at goal (accuracy, technique, follow through): To know that accuracy and direction are more important than power in shooting. To know that the follow-through directs the ball towards target. To know how to perform a controlled shot on goal. To know how to position the body correctly when shooting.	Shooting circle (D), accuracy, shot selection, target, follow through	
		4. Defensive play – jab tackle, delaying attacker: To know that the jab tackle is used to disrupt or delay an attacker. To know that good defensive positioning reduces attacking options. To know how to perform a jab tackle safely. To know how to delay an attacker by maintaining distance and stance.	Jab tackle, delay, defensive stance, recovery, channelling	
		5. Attacking principles – creating width and space: To know that creating width spreads defenders and creates options. To know that moving into space supports attacking play. To know how to use the full width of the pitch to attack. To know how to support teammates by moving off the ball.	Width, depth, space creation, passing lane, overload	
		6. Small-sided games with emphasis on passing, shooting and defence: To know that linking passing, dribbling, and shooting improves attacking play.	Attack, defence, transition play, team shape, possession	

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		<p>To know that team shape in defence and attack supports overall performance.</p> <p>To know how to apply all core skills in competitive games.</p> <p>To know how to work cooperatively in a team setting.</p>		
Badminton	<p>Teaching badminton by recapping the serve and overhead clear before introducing the smash and simplified game play gives students the chance to consolidate core skills while developing new attacking techniques. This progression builds confidence, tactical understanding, and the ability to apply shots in realistic situations. The focus also strengthens coordination, decision-making, and teamwork, while promoting resilience and enjoyment that support lifelong participation in physical activity.</p>	<p>1. Recap low and flick serve. Intro to high serve: Low serve - To know that a good low serve makes it harder for the opponent to attack. To know how to swing the racket gently so that the shuttle just clears the net. Flick serve- To know that the flick serve is used to push the opponent to the back of the court. To know that the shuttle must be hit below the waist and driven to back of court. High serve - To know that the shuttle must be hit high to the back of court. To know that the high serve gives the server more time to prepare for the next shot. To know the high serve is similar to the underarm shot.</p>	<p>Serve, low serve, flick serve shuttlecock (shuttle), service box, racket face, grip, contact point, trajectory, fault, receiver, consistency, high serve, underarm action, service box, trajectory, depth</p>	<p>This unit is designed to develop students' technical proficiency and tactical understanding in badminton through a progressive teaching approach. Initial lessons will consolidate prior learning by revisiting the serve and overhead clear—two fundamental strokes that underpin effective gameplay and court coverage. Once competence in these areas is demonstrated, students will be introduced to the smash, a more advanced attacking shot that requires precision, timing, and spatial awareness. The unit will culminate in simplified game play scenarios, enabling students to apply learned skills in a structured, competitive context. This approach supports skill</p>
		<p>2. Overhead clear: To know how to aim for a specific area at the back of the court to improve accuracy and make it harder for your opponent to return. To know how to refine technique to increase power on shuttle to reach back of court. To know how to play the overhead clear: side on, racket behind head, contact highest point, follow through, weight transfers from back foot to front foot.</p>	<p>Overhead clear, highest point, hit, hard, back of court, sideways stance, transfer of weight.</p>	
		<p>3. Drop shot: To know that the drop shot is an attacking shot played softly from the back or mid-court to land close to the net, reducing the opponent's time to react. To know how to aim for space just over the net, using disguise and accuracy to make the shuttle difficult to return.</p>	<p>Drop shot, highest point, soft touch, sideways stance, transfer weight, disguise</p>	

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		<p>To know how to play the overhead drop shot: side on preparation, racket behind the head, controlled contact at the highest point, short follow-through, and weight transfer from back foot to front foot.</p>		<p>acquisition, decision-making, and engagement, while promoting physical literacy and cooperative learning.</p>
		<p>4. Net Play: To know that net play involves shots played close to the net, such as net drops, net lifts, and net kills, which are used to control the pace and positioning of the rally. To know how to perform a basic net drop with controlled racket movement and minimal follow-through to keep the shuttle low and tight to the net. To know how to execute a net lift when under pressure, using correct technique to send the shuttle high and deep into the opponent's court. To know how to apply appropriate footwork patterns to approach the net quickly and recover efficiently after playing a net shot.</p>	<p>Soft touch, step into net, short, lunge, net shot, net drop, net kill, net lift, control, anticipation, deception</p>	
		<p>5. Outwitting opponents game play singles: To know that to win, I need to select a variety of shots to move my opponent around the court. To know how to use quick decision making to select the most appropriate shot. To use effective footwork to move around the court quickly to reach the shuttle before it hits the ground.</p>	<p>Low serve, high serve, flick serve, overhead clear, drop shot, service box, net, fault, scoring, rules, attacking, defending, agile, ready position, singles, disguise, centre court</p>	
		<p>6. Outwitting opponents game play singles: To know that to win, understanding your opponent's weaknesses can be to your advantage. To know how to change your shots to take advantage of your opponent's weaknesses.</p>	<p>Low serve, high serve, overhead clear, drop shot, service box, net, fault, scoring, weakness, tactics, rules, attacking, defending, agile,</p>	

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			ready position, singles, disguise, centre court	
Developing athletics skills	In Year 8, students revisit the same athletic disciplines with a focus on refining technique and introducing more advanced elements such as crouch starts, hang style in long jump, and the Fosbury flop in high jump. The unit is structured in flexible blocks to address logistical challenges like multiple classes using facilities and weather constraints. This ensures all disciplines are covered while allowing teachers to adapt the sequence. Students build on Year 7 foundations by improving control and introducing tactical awareness in running events.	<p>1. Sprinting (100m-200m):</p> <p>To know that sprinting involves drive, transition, and maximum speed phases.</p> <p>To know that a crouch start improves acceleration at the beginning of a race.</p> <p>To know how to drive powerfully from the start. To know how to maintain sprint form under pressure.</p>	Crouch start, drive phase, transition, maximum velocity, reaction time	In Year 8, students refine their core athletic skills and begin to explore more advanced techniques, such as crouch starts in sprinting, hang style in long jump, and the introduction of the Fosbury flop in high jump. They will also learn how pacing, tactics, and technique influence performance across all disciplines. Enrichment comes through problem-solving, adaptability, and communication as students apply tactics in races and coordinate in relay teams. Building on the basic skills from Year 7, this unit equips students with the ability to control and improve their performance in more demanding athletic activities.
		<p>2. Middle distance (400m-800m):</p> <p>To know that tactical pacing is used to conserve energy for the finish.</p> <p>To know that stride length and rhythm support efficient running.</p> <p>To know how to judge pace using split times or markers.</p> <p>To know how to finish with a strong sprint in the final stages.</p>	Negative split, aerobic capacity, stride frequency, tactical running, finishing kick	
		<p>3. Relays (4x100m, 4x200m):</p> <p>To know that the baton must be exchanged within the takeover zone.</p> <p>To know that visual and non-visual passes are both used in relays.</p> <p>To know how to perform a sprint changeover at speed.</p> <p>To know how to coordinate timing with teammates.</p>	Takeover mark, acceleration zone, deceleration zone, exchange technique, incoming runner	
		<p>4. Long jump:</p> <p>To know that flight technique helps maintain balance and distance.</p> <p>To know that a fast run-up generates more momentum.</p> <p>To know how to apply the hang style in flight.</p> <p>To know how to improve consistency by adjusting run-up marks.</p>	Hang technique, flight phase, height vs distance, consistency, board take-off	

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		<p>5. High jump: To know that the Fosbury flop uses a curved run-up and back-first clearance. To know that scissor and flop techniques both require a one-foot take-off. To know how to perform a safe scissor jump. To know how to attempt a basic flop if confident.</p>	Fosbury flop, curved run-up, arch, clearance, uprights	
		<p>6. Throwing (shot put/javelin/discus): To know that release angle influences distance in throwing events. To know that power is transferred from legs through the body to the implement. To know how to perform a safe, controlled shot put or javelin throw. To know how to introduce the discus with correct grip and release.</p>	Glide (shot), angle of release, rotation, aerodynamics, follow-through	
Tennis	In Year 8, students revisit core strokes to consolidate accuracy and consistency, while extending their skills through the introduction of volleys, tactical decision-making, and the development of the overarm serve. Conditioned games encourage longer rallies and application of skills in simplified match	<p>1. Recap forehand and backhand: To know that consistency is key to sustaining rallies. To know that correct preparation improves accuracy. To know how to use a capital "C" swing for both strokes. To know how to direct the ball into target areas.</p>	Letter C, lift ball of the water, groundstroke, target area, accuracy, preparation, consistency	In Year 8, students consolidate their forehand and backhand groundstrokes, improve rallying consistency, and develop their serving with the introduction of an overarm action. They are also introduced to volleying and begin to apply simple attacking and defensive tactics in conditioned games. Enrichment comes through communication
		<p>2. Serving development: To know that the serve must land in the diagonal service box. To know that overarm serving adds variety and progression. To know how to perform an underarm serve with consistency. To know how to attempt a simple overarm serve for accuracy.</p>	Overarm serve, toss, service motion, fault, legal serve	
		<p>3. Rallying consistency: To know that rallies develop timing, positioning, and anticipation. To know that recovery between shots keeps players balanced.</p>	Timing, anticipation, rhythm, recovery, rally length	

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Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
	scenarios. This progression ensures students refine the basics from Year 7 while starting to understand how tactics influence play.	To know how to sustain forehand and backhand rallies over a net. To know how to move back to ready position after each shot.		and cooperation in doubles play, decision-making when choosing to attack or defend, and problem-solving to adapt during rallies. This unit builds on Year 7 by increasing control, tactical awareness, and independence, preparing students for competitive match play in Year 9.
		4. Net play (volley basics): To know that a volley is played before the ball bounces. To know that short, controlled swings improve accuracy at the net. To know how to perform a basic forehand volley with control. To know how to perform a basic backhand volley with control.	Volley, block, reaction, net play, control	
		5. Attacking and defending: To know that deep and wide shots put opponents under pressure. To know that defending means keeping the ball in play safely. To know how to aim shots into space to attack. To know how to return the ball consistently when defending.	Depth, width, attack, defend, placement	
		6. Conditioned games: To know that adapted rules encourage longer rallies and inclusion. To know that teamwork and communication support learning in doubles. To know how to play in a conditioned game with simple scoring. To know how to use forehand, backhand, and serves in play.	Conditioned rules, inclusion, rally target, adaptation, communication	
Striking and fielding - variations	In Year 8, students revisit core bucketball/rounders skills with greater emphasis on consistency, tactical understanding, and	1. Recap rules and fielding roles: To know that fielders have specific roles and responsibilities in each play. To know that understanding the rules helps improve team performance. To know how to position effectively as an infielder or outfielder. To know how to rotate roles to understand different positions.	Positioning, backstop infield, outfield, half rounder, full rounder,	In Year 8, students refine the basic techniques of batting, fielding, and base running, while developing tactical understanding through more structured game play. They begin to

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Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
	teamwork. The unit introduces more dynamic gameplay, encouraging communication and quicker decision-making during batting and fielding scenarios. Lessons progress from skill consolidation to tactical awareness, allowing students to apply their learning in competitive yet supportive game situations.	<p>2. Throwing and catching under pressure:</p> <p>To know that quick, accurate throws prevent runners from advancing.</p> <p>To know that communication helps coordinate fielding plays.</p> <p>To know how to field the ball quickly and make controlled throws.</p> <p>To know how to react to moving balls in different game situations.</p>	Quick release, accuracy, relay throw, reaction, coordination	make quicker decisions under pressure, improving communication and cooperation when working as a team in attack and defence. Enrichment is provided through problem-solving in real game contexts, showing respect for teammates and opponents, and demonstrating perseverance as game complexity increases. This unit builds on Year 7 by improving consistency, game awareness, and confidence in competitive situations.
		<p>3. Batting development (moving ball):</p> <p>To know that timing and contact are key when hitting a moving ball.</p> <p>To know that correct stance and grip improve control and accuracy.</p> <p>To know how to hit an underarm pitched ball using correct technique.</p> <p>To know how to follow through and run safely after striking.</p>	Timing, contact, underarm pitch, power, placement	
		<p>4. Base running and decision making:</p> <p>To know that runners must judge when to run based on where the ball is hit.</p> <p>To know that calling and awareness support safe running between bases.</p> <p>To know how to decide when to run or stay at a base.</p> <p>To know how to run efficiently and safely around the bases.</p>	Base, decision making, awareness, calling	
		<p>5. Game tactics, batting and fielding:</p> <p>To know that tactics can improve both attack and defence.</p> <p>To know that communication helps coordinate fielding strategy.</p> <p>To know how to position tactically in attack and defence.</p> <p>To know how to apply tactics during small-sided games.</p>	Tactical play, defence, offense, backing up, strategy	
		<p>6. Competitive whole game:</p>	Teamwork, communication, scoring system, respect, umpire	

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		<p>To know that strategy and teamwork are essential in competitive games.</p> <p>To know that fair play and cooperation lead to enjoyable match play.</p> <p>To know how to participate in a full rounders game using all key skills.</p> <p>To know how to apply rules, tactics, and communication in a competitive setting.</p>		
Cricket	The Year 8 unit builds on core skills by introducing more control and game awareness, including overarm bowling, shot placement, running between wickets, and small-sided tactical play. Lessons encourage students to apply skills in realistic situations while improving communication and decision-making. This progression develops greater consistency and prepares students for applying their skills in more competitive formats in Year 9.	<p>1. Batting:</p> <p>To know that timing is important when striking a moving ball.</p> <p>To know that aiming into gaps makes it harder for fielders to stop runs.</p> <p>To know how to strike a ball fed by an underarm throw.</p> <p>To know how to place a shot into space.</p>	Timing, placement, shot, contact, drive	In Year 8, students build on their introductory experiences by improving control, timing, and accuracy in batting, bowling, and fielding. They also develop new elements such as overarm bowling, running between wickets, and applying tactics in small-sided games. These activities help students make decisions under pressure and work more effectively with teammates. Enrichment comes through improved resilience, communication, and decision-making, as well as the ability to apply skills in realistic game contexts. This prepares students for Year 9, where
		<p>2. Bowling:</p> <p>To know that overarm bowling is the main method used in cricket.</p> <p>To know that accuracy matters more than speed at this stage.</p> <p>To know how to bowl with a straight arm for overarm deliveries.</p> <p>To know how to aim consistently towards the stumps.</p>	Overarm, action, seam, length, legal delivery	
		<p>3. Fielding:</p> <p>To know that the long barrier helps stop the ball effectively.</p> <p>To know that quick returns reduce the batting team's runs.</p> <p>To know how to perform a long barrier safely.</p> <p>To know how to return the ball quickly to a teammate.</p>	Barrier, retrieval, return throw, accuracy, reaction	
		<p>4. Running between wickets:</p> <p>To know that calling "yes," "no," and "wait" supports teamwork.</p> <p>To know that quick running between wickets adds runs.</p>	Call ('yes, no wait'), wickets, crease, partnership, communication	

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		<p>To know how to call clearly and respond to a partner. To know how to run safely between wickets with awareness.</p> <p>5. Small-sided cricket games: To know that modified formats make cricket faster and more inclusive. To know that teamwork improves success in small-sided games. To know how to rotate through batting, bowling, and fielding roles. To know how to use basic tactics during play.</p> <p>6. Match play: To know that matches involve batting to score and bowling/fielding to stop runs. To know that applying rules ensures fair play. To know how to play in a simplified match setting. To know how to demonstrate teamwork and sportsmanship in a game.</p>	<p>Diamond cricket, strike, target play, inclusive play, tactics</p> <p>Match, score, out, umpire, spirit of game</p>	<p>they will consolidate skills and apply them in more competitive situations.</p>