

## Year 8 Topics

In year 8 we teach the following modules over the course of the year. Each module draws on prior learning from Year 7 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.

Year 8 Boys Topics				
Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
Rugby	Rugby is taught to develop pupils' physical skills, teamwork, and tactical understanding within a safe and inclusive game. Simplified rugby with tackling and ball presentation allows students to apply core techniques in a controlled environment, while building communication, resilience, and decision-making skills that extend beyond sport.	Recap passing and refine handling skills: To know that passes must travel sideways or backwards, never forwards. To know that keeping two hands on the ball improves accuracy and decision-making. To know that moving towards the target when passing helps generate power and direction. To know how to use a spin pass for longer distances and a pop pass for short, quick passes. To know how to catch by forming a target with the hands and bringing the ball into the body.	Ball in two hands, pop pass, spin pass, cushion, target, backwards pass, forwards pass	A unit of work on rugby skills, culminating in a simplified game with safe tackling and ball presentation, provides pupils with the opportunity to develop a broad range of physical, technical, and social skills. Pupils acquire core movement and ball-handling skills, including passing, catching, evasion, tackling, and presenting the ball, alongside tactical understanding such as positioning, decision-making, and creating space. The introduction of simplified rugby as the culminating activity allows pupils to apply these skills within a safe, controlled, and inclusive game-based context. In addition to physical competence, pupils also enrich their personal development by enhancing teamwork, communication, resilience, and problem-solving — qualities that are transferable beyond sport and contribute to their wider education and personal growth.
		Introduce front tackle: To know how to tackle safely using the correct technique to reduce the chance of injury. To know that tackling takes practice to get the right timing and technique. To know how to increase confidence by tackling at higher speeds once the basics feel secure.	Ready position, crouch, target thigh, shoulder contact, wrap arms, cheek to cheek, drive legs	
		Ball presentation in tackle: To know that once tackled, you must release the ball so play can continue. To know that keeping the ball available helps your team keep possession. To know that protecting the ball prevents the opposition from winning it. To know how to fall safely and turn your body to face your own team. To know how to stretch your arms and place the ball back towards your teammates. To know how to keep the ball close to the body before presenting it.	Long arms, stretch, protect head, ball control, turn body	
		Pass from breakdown: To know that the breakdown is the contest for the ball straight after a tackle. To know that the first pass from the breakdown sets the pace of the attack. To know that accuracy and speed are vital to keep possession and create space. To know that the ball must be passed sideways or backwards, never forwards. To know how to approach the ball with a low, stable body position. To know how to scan the field before passing to choose the best option. To know how to deliver a quick, accurate pass to a supporting teammate.	Breakdown, support play, target hands, swing arms, point fingers, scan	

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		Ball presentation and pass from breakdown refinement: To know how to present the rugby ball to your own team and how to develop phases of play.	Long arms, protect head, ball control, turn body, support play, target hands, swing arms, point fingers, phases of play, possession	
		Competitive games: To know that keeping formation helps the team stay organised in attack and defence. To know that spreading out creates more space and passing options. To know that bunching together makes it easier for defenders to stop the attack. To know that a flat line in defence makes it harder for attackers to break through. To know how to move up and back together as a team when defending. To know how to support the ball carrier by running in parallel lines. To know how to communicate with teammates to keep the shape of the team.	Rules, defensive lines, attacking lines, communication	
Badminton	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	Recap low serve and high serve and ready position: To know that the shuttle must be hit below the waist and with the racket pointing downwards when serving. To know that a good low serve makes it harder for the opponent to attack. To know how to hold the racket correctly for a low serve. To know how to stand in the correct position when serving. To know how to swing the racket gently so that the shuttle just clears the net. To know that the high serve is used mainly in singles to push the opponent to the back of the court. To know that the shuttle must be hit underarm, below the waist, and travel high and deep into the opponent's service box. To know that the high serve gives the server more time to prepare for the next shot	Serve, low serve, shuttlecock (shuttle), service box, racket face, grip, contact point, trajectory, fault, receiver, consistency, high serve, underarm action, service box, trajectory, depth	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
		Recap the overhead clear shot: To know that the overhead clear is a defensive shot played from the back of the court to send the shuttle high and deep. To know that this shot is used to move the opponent away from the net and create space. To know that the overhead clear has a similar action to a throwing motion. To know how to prepare with the racket up and behind the head	High serve, underarm action, service box, trajectory, depth, fault, overhead clear, back boundary line, contact point, follow through, preparation, recovery, highest point, hit, hard, back of court, stance	

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	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.	before striking. To know how to contact the shuttle at the highest point for maximum control and distance. To know how to follow through with the racket to complete the shot smoothly.		students to apply learned skills in a structured, competitive context. This approach supports skill acquisition, decision-making, and engagement, while promoting physical literacy and cooperative learning.
		Smash shot: To know that the smash is an attacking shot used to win points by hitting the shuttle downwards with speed and power. To know that the smash is most effective when the shuttle is high in the air and in front of the body. To know that a smash is harder for the opponent to return compared to a clear or drop shot. To know how to prepare with the racket high and behind the head before striking. To know how to contact the shuttle at the highest point to generate a steep downward angle. To know how to use body rotation and follow-through to add power to the shot.	Smash, overhead action, contact point, follow-through, angle, power, rotation, throw racket head, highest point, hit, hard, stance, downwards, attacking shot	
		Refine smash shot: To know how to recover quickly after playing a smash to be ready for the next shot.	Smash, overhead action, contact point, follow-through, angle, power, rotation, throw racket head, highest point, hit, hard, stance, downwards, attacking shot, recovery, ready position	
		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.	Low serve, high serve, overhead clear, smash, service box, net, fault, scoring, weakness, tactics, rules, attacking, defending, agile, ready position, singles, disguise, centre court	
		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.	Low serve, high serve, overhead clear, smash, service box, net, fault, scoring, weakness, tactics, rules, attacking, defending, agile, ready position, singles, disguise, centre court	
Hockey	The Year 8 unit builds on these foundations by	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	Speed dribble, accuracy, pressure, pace, transition	In Year 8, students refine their technical ability by learning more powerful skills such as the

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	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 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.	know how to perform a speed dribble with control. To know how to pass at pace during attacking movement.		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 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.
		Introduction to hitting (slap hit, basic hit for distance): 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.	Hit, slap hit, power, follow-through, safety	
		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	
		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	
		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	
		Small-sided games with emphasis on passing, shooting and defence: To know that linking passing, dribbling, and shooting improves attacking play. To know that team shape in defence and attack supports overall performance. To know how to apply all core skills in competitive games. To know how to work cooperatively in a team setting.	Attack, defence, transition play, team shape, possession	

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Gymnastics- basic skills and balances	This unit develops students' strength, control, and confidence through progressive gymnastics skills. It begins with supports and rolls before moving to inverted skills such as handstands and cartwheels. Students then build balance individually, with a partner, and through linked balances, requiring trust and coordination. These skills are applied in group performance work, using formations, levels, and synchronisation, and culminate in a final routine that emphasises technical accuracy	Basic gymnastic skills introduction: To know that supports, rolls, and basic floor shapes form the foundation of gymnastics. To know that correct body tension and alignment help maintain control and safety. To know how to perform front and back supports with correct positioning. To know how to execute a controlled forward and backward roll.	Front support, back support, forward roll, backward roll, body tension, feedback, movement, balance	By completing this unit, students will develop core gymnastic skills such as supports, rolls, handstands, cartwheels, and a range of balances, improving their strength, coordination, and body control. They will also learn how to link movements smoothly into sequences and apply performance qualities including focus, timing, and expression. Beyond technical ability, the unit enriches students' wider development by fostering teamwork, trust, and communication through partner and group work, while encouraging resilience and problem-solving as they practise and refine more challenging skills. These experiences build confidence and creativity, ensuring progression from the fundamental movement work introduced at KS2 towards more complex, performance-based gymnastics at KS3.
		Basic gymnastic skills development: To know that weight transfer and balance are key to inverted skills. To know that hand placement and body alignment affect the success of handstands and cartwheels. To know how to perform a handstand and headstand with safe technique. To know how to complete a cartwheel with correct entry, travel, and exit.	Handstand, headstand, cartwheel, movement, balance, feedback, weight transfer, hand placement	
		Balance – Individual/Partner work: To know that balance relies on a stable base of support and strong core control. To know that safety and trust are essential when performing balances with a partner. To know how to hold individual balances with stillness and control. To know how to perform simple partner balances with stability and coordination.	Body tension, balance, time, feedback, base of support, counterbalance, symmetry, asymmetry, core stability	
		Balance – Partner linked balances: To know that linking balances creates flow and visual interest in performance. To know that timing and communication are important when transitioning between balances. To know how to link a sequence of partner balances smoothly. To know how to coordinate movement with a partner to achieve synchronisation.	Body tension, balance, time, movement, cannon, unison, aesthetic awareness, feedback, transition, sequence, trust	
		Performance – Group work: To know that choreography involves combining skills, balances, and transitions into a sequence. To know that formations and levels enhance the visual impact of group routines. To know how to contribute ideas and skills to a group sequence. To know how to perform as part of a group using timing, spacing, and synchronisation.	Timing, communication, feedback, control, choreography, levels, canon, unison	

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	and performance qualities. The unit also enriches learning by promoting teamwork, resilience, and communication, while extending the physical literacy foundations established at KS2.	Final routine performance: To know that performance skills (focus, confidence, and expression) enhance the overall quality of a routine. To know that refining transitions creates a smoother and more professional performance. To know how to perform a complete routine with accuracy and control. To know how to demonstrate focus, timing, and presentation in front of an audience.	Timing, communication, feedback, control, projection, timing, presentation	
Football	This unit builds upon skills learnt in Yr 7, allowing students to think more tactically and work effectively in teams. Emphasising passing, receiving, and support play develops cooperation and decision-making. Activities such	Basic passing techniques: To know that passing helps maintain possession. To know that inside of the foot gives accuracy. To know that first touch sets up the next action. To know how to pass with inside, outside, and laces. To know how to control ball with different parts of foot. To know how to pass and move into space.	Control, close, side foot, outside, laces, cushion, 1 <sup>st</sup> touch, movement	Building on the individual control and confidence gained in Yr 7, the principles of passing, receiving, and support play are introduced. This moves students from focusing primarily on their own technical ability to recognising the importance of cooperation within a team. By developing accuracy, first touch, and movement off the ball, students gain a deeper appreciation of teamwork and learn how to contribute effectively to collective objectives. Activities such as possession games highlight the need for communication, anticipation, and awareness,
		Passing on the move: To know that movement creates passing options. To know that passing while moving supports attack. To know that weight of pass affects control. To know how to pass on the run. To know how to time pass into teammate's stride. To know how to receive while moving into space.	Outside, inside, laces, close control, head up, cushion, attack, space	
		Support play: To know that off-the-ball runs are essential for teamwork. To know that creating angles supports possession. To know that spacing prevents crowding. To know how to make supporting runs. To know how to provide a passing angle. To know how to stay open for the ball.	Off-the-ball, angles, open, space, support play	
		Decision making in passing: To know that choosing pass or dribble depends on pressure. To know that poor choices lead to	Decision, passing, dribble, turnover, awareness, scan, possession	

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	as possession games encourage awareness, movement, and teamwork, helping students transition from individual technique to collective play.	turnovers. To know that awareness of defenders influences decisions. To know how to scan before passing/dribbling. To know how to switch between passing and dribbling. To know how to retain possession.		which not only improve tactical understanding but also encourage interpersonal skills. The challenges of keeping possession under pressure help students to develop problem-solving abilities and resilience, while learning to adapt to different situations within a game builds flexibility and confidence. This unit therefore enriches students' personal growth by promoting collaboration, responsibility, and shared decision-making alongside football-specific skills.
		Passing to break defensive lines: To know that forward passes break defensive shape. To know that receiving under pressure needs quick decisions. To know that accuracy over distance is key to keeping possession. To know how to pass into advanced areas. To know how to receive with a defender close. To know how to play through or around opposition.	Pass, defensive line, accuracy, through ball, outside foot, shield, space	
		Small-sided games: To know that possession requires teamwork. To know that passing unlocks defences. To know that supporting runs sustain attacks. To know how to combine passing & movement in matches. To know how to switch play effectively. To know how to keep possession in small-sided games.	Tactics, passing, dribbling, attack, defence, teamwork, supporting run, switch	
Basketball	The Year 8 unit builds on these foundations by developing skills under pressure and introducing tactical play. Lessons focus on advanced dribbling, fast breaks, shooting in contested situations, team attacking	Dribbling under pressure: To know that protecting the ball reduces the chance of losing possession. To know that changes of pace and direction can beat a defender. To know how to dribble using a crossover and change of pace. To know how to keep control of the ball when under defensive pressure.	Crossover, change of pace, ball protection, turnover, pressure defence	In Year 8, students extend their technical ability by refining skills such as dribbling, passing, and shooting in pressured situations and by applying more advanced concepts including fast breaks, screens, and help defence. They also develop tactical awareness, decision-making, and leadership within team play. This unit enriches learning by fostering problem-solving, adaptability, and confidence as students take on greater responsibility in competitive games and
		Passing and movement development: To know that quick, accurate passing supports fast breaks. To know that movement off the ball creates attacking opportunities. To know how to execute passes at speed under pressure. To know how to support a teammate by moving into space.	Fast break, passing lane, support play, transition play, decision making	
		Shooting under pressure: To know that shooting under pressure requires quick decision-making. To know that balance and body position affect accuracy in lay-ups and jump shots. To know how	Jump shot, release point, contest (defend shot), shot selection, rebound	

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	strategies, and defensive principles such as help defence and rebounding. The unit culminates in full game play, where students demonstrate tactical awareness, leadership, and communication. This progression ensures students move from mastering core techniques to applying them effectively in competitive team situations.	to shoot effectively after receiving a pass. To know how to attempt a lay-up while being defended.		officiating roles. Building directly on the Year 7 foundation, it ensures students progress from mastering individual techniques to applying them as part of a coordinated team strategy.
		Team attacking strategies: To know that spacing the court creates passing lanes and scoring chances. To know that using screens can help free up a teammate. To know how to position themselves effectively in attack. To know how to use a simple screen to support team play.	Spacing, screen (pick), cutting, passing options, offence	
		Defensive principles: To know that help defence provides cover if a teammate is beaten. To know that rebounding is vital to regain possession. To know how to position themselves to block passes or shots. To know how to perform a defensive rebound safely.	Help defence, recovery, box out, defensive rebound, turnover creation	
		Game play: To know that applying tactics improves overall team performance. To know that effective communication and leadership strengthen team play. To know how to work as part of a team in a full-sided game. To know how to officiate or support a game fairly and confidently.	Tactics, communication, leadership, officiating	
Health Related Fitness	In Year 8, students focus on the five health-related components of fitness, experiencing	Components of fitness overview: To know that the main health-related components are cardiovascular endurance, muscular endurance, strength, flexibility, and body composition. To know that each component supports health and performance differently. To know how to identify exercises that train each component. To know how to complete a circuit demonstrating all 5 components.	Cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition	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

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	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 relate to specific aspects of fitness.	Cardiovascular endurance: To know that cardiovascular endurance is the ability of the heart and lungs to supply oxygen for sustained exercise. To know that aerobic exercise improves cardiovascular endurance. To know how to train CV endurance using aerobic machines (bike, treadmill, rower). To know how to measure CV endurance using fitness tests such as the Cooper run.	Aerobic capacity, VO <sub>2</sub> max, stroke volume, cardiac output, aerobic exercise	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 changes to specific aspects of fitness, creating a more detailed understanding that prepares them to design and evaluate training programmes in Year 9.
		Muscular strength and endurance: To know that muscular strength is the maximum force a muscle can exert. To know that muscular endurance is the ability to repeatedly contract without fatigue. To know how to use weights machines and dumbbells to train strength and endurance safely. To know how to adjust sets/ reps for strength (high weight, low reps) vs endurance (low weight, high reps).	Hypertrophy, resistance training, repetition (rep), set, muscular fatigue	
		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.	Range of movement, static stretching, dynamic stretching, elasticity, joint mobility	
		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.	Validity, reliability, normative data, protocol, specificity	
		Review and reflection: To know that different activities develop different components of fitness. To know that strengths and weaknesses vary between individuals. To know how to combine components in a mixed circuit. To know how to evaluate personal fitness strengths and areas for development.	Self-assessment, strengths, weaknesses, goal setting, development plan	

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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 ensures students can	Map symbols running game: To know that map symbols remain consistent across different orienteering maps. To know that recognising less familiar symbols improves route planning. To know how to recall and use a wider range of map symbols under time pressure. To know how to use map symbols to help you plan how to move safely and efficiently between checkpoints.	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 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.
		Cone orienteering: To know that accurate orientation is essential for efficient navigation. To know that symbols, shapes, and distances relate to scaled ground features. To know how to align the map using north and visual landmarks. To know how to navigate a cone course with greater precision and speed.	Map alignment, orientation, distance estimation, navigation, bearing	
		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	
		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	
		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	

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	apply their knowledge with greater accuracy and develop teamwork and resilience in more demanding environments.	Team anagrams: To know that teamwork requires clear communication and task-sharing. To know that strategic planning supports success in team navigation challenges. To know how to allocate roles and responsibilities within a team. To know how to combine clues efficiently to solve a collective challenge.	Anagram, cooperation, strategy, role allocation, team coordination, leadership	
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	Batting: To know that timing is important when striking a moving ball. To know that aiming into gaps makes it harder for fielders to stop runs. To know how to strike a ball fed by an underarm throw. To know how to place a shot into space.	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 they will consolidate skills and apply them in more competitive situations.
		Bowling: To know that overarm bowling is the main method used in cricket. To know that accuracy matters more than speed at this stage. To know how to bowl with a straight arm for overarm deliveries. To know how to aim consistently towards the stumps.	Overarm, action, seam, length, legal delivery	
		Fielding: To know that the long barrier helps stop the ball effectively. To know that quick returns reduce the batting team's runs. To know how to perform a long barrier safely. To know how to return the ball quickly to a teammate.	Barrier, retrieval, return throw, accuracy, reaction	
		Running between wickets: To know that calling "yes," "no," and "wait" supports teamwork. To know that quick running between wickets adds runs. To know how to call clearly and respond to a partner. To know how to run safely between wickets with awareness.	Call ('yes, no wait'), wickets, crease, partnership, communication	
		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.	Diamond cricket, strike, target play, inclusive play, tactics	

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Topic	Rationale	Knowledge acquisition: <i>To know that (Declarative) how to (Procedural) when to ..</i>	Key Tier 3 Vocabulary	Skills and enrichment
	improving communication and decision-making. This progression develops greater consistency and prepares students for applying their skills in more competitive formats in Year 9.	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.	Match, score, out, umpire, spirit of game	
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	Sprinting (100m-200m): To know that sprinting involves drive, transition, and maximum speed phases. To know that a crouch start improves acceleration at the beginning of a race. To know how to drive powerfully from the start. To know how to maintain sprint form under pressure.	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.
		Middle distance (400m-800m): To know that tactical pacing is used to conserve energy for the finish. To know that stride length and rhythm support efficient running. To know how to judge pace using split times or markers. To know how to finish with a strong sprint in the final stages.	Negative split, aerobic capacity, stride frequency, tactical running, finishing kick	
		Relays (4x100m, 4x200m): To know that the baton must be exchanged within the takeover zone. To know that visual and non-visual passes are both used in relays. To know how to perform a sprint changeover at speed. To know how to coordinate timing with teammates.	Takeover mark, acceleration zone, deceleration zone, exchange technique, incoming runner	

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	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.	Long jump: To know that flight technique helps maintain balance and distance. To know that a fast run-up generates more momentum. To know how to apply the hang style in flight. To know how to improve consistency by adjusting run-up marks.	Hang technique, flight phase, height vs distance, consistency, board take-off	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.
		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.	Fosbury flop, curved run-up, arch, clearance, uprights	
		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.	Glide (shot), angle of release, rotation, aerodynamics, follow-through	
Tennis	In Year 8, students revisit core strokes to consolidate	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.	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

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	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 scenarios. This progression ensures students refine the basics from Year 7 while starting to understand how tactics influence play.	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.	Overarm serve, toss, service motion, fault, legal serve	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 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.
		Rallying consistency: To know that rallies develop timing, positioning, and anticipation. To know that recovery between shots keeps players balanced. To know how to sustain forehand and backhand rallies over a net. To know how to move back to ready position after each shot.	Timing, anticipation, rhythm, recovery, rally length	
		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	
		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	
		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	
	In Year 8, students revisit	Recap rules and fielding roles: To know that fielders have specific roles and responsibilities in each play. To know that	Positioning, infield, outfield, cut-off player, coverage	In Year 8, students refine the basic techniques of batting,

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Striking and fielding - variations	core softball skills with greater emphasis on consistency, tactical understanding, and 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	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.		fielding, and base running, while developing tactical understanding through more structured game play. They begin to 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.
		Throwing and catching under pressure: To know that quick, accurate throws prevent runners from advancing. To know that communication helps coordinate fielding plays. To know how to field the ball quickly and make controlled throws. To know how to react to moving balls in different game situations.	Quick release, accuracy, relay throw, reaction, coordination	
		Batting development (moving ball): To know that timing and contact are key when hitting a moving ball. To know that correct stance and grip improve control and accuracy. To know how to hit an underarm pitched ball using correct technique. To know how to follow through and run safely after striking.	Timing, contact, underarm pitch, power, placement	
		Base running and decision making: To know that runners must judge when to run based on where the ball is hit. To know that calling and awareness support safe running between bases. To know how to decide when to run or stay at a base. To know how to run efficiently and safely around the diamond.	Base path, tag, stepping off, call, awareness	
		Game tactics, batting and fielding: To know that tactics can improve both attack and defence. To know that communication helps coordinate fielding strategy. To know how to position tactically in attack and defence. To know how to apply tactics during small-sided games.	Tactical play, defence, offense, backing up, strategy	
		Competitive whole game: To know that strategy and teamwork are essential in competitive games. To know that fair play and cooperation lead to enjoyable match play. To know how to participate in a full softball game using all key skills. To know how to apply rules, tactics, and communication in a competitive setting.	Teamwork, communication, scoring system, respect, umpire	

