

**Meden School Curriculum Planning**

<b>Subject</b>	CORE PE	<b>Year Group</b>	8	<b>Sequence No.</b>	N/A	<b>Topic</b>	Net and Wall
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Retrieval	Core Knowledge	Student Thinking
What do teachers need to <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<p>For net and wall games, students will have their own knowledge of the sports they regularly participate within outside of school or from primary school.</p> <p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>- Completed with a racket and a net</li> <li>- A point is scored when your opponent doesn't return the shuttle</li> <li>- the rules of serving</li> <li>- Can be singles or doubles</li> </ul>	<p>Within Year 8, students are introduced to the techniques required to be successful within two net and wall games.</p> <p><b>Badminton</b></p> <p><b>Forehand Serve</b></p> <ul style="list-style-type: none"> <li>○ Body should face the side of the court. Both feet pointing sideways.</li> <li>○ The racket is held in the dominant hand and is brought up to waist height to connect with the shuttle.</li> <li>○ The forearm should be presented to the net during the follow through of the serve.</li> </ul> <p><b>Backhand Serve</b></p> <ul style="list-style-type: none"> <li>○ Body should face the side of the court. With dominant hand and foot closer to the net</li> <li>○ The racket is held in the dominant hand with the shuttle 6-9 inches above this</li> <li>○ Drop the shuttle and flick the wrist, keeping the shoulder still</li> </ul> <p><b>Smash</b></p> <ul style="list-style-type: none"> <li>○ Body should face the side of the court.</li> <li>○ Both feet pointing sideways.</li> <li>○ The racket is held in the dominant hand and is brought up above the head so the arm is extended.</li> <li>○ The shuttle is hit at the highest point and the wrist is aimed downwards to force the shuttle to the ground on the opposite side of the net.</li> </ul> <p><b>Drop Shot</b></p>	<p>Each week, a key theme will run through all PE lessons linked to real life examples. These will be linked to the particular sport the students are on at the time and will be consistent across the department. The aim will be for students to develop their thinking within the sport, recognise the inequalities within the sport (linked to the topic) and do something about them. A large number of the key themes will come from the CNAT Sport and GCSE PE specification to prepare KS3 students for the option they can take within PE at KS4.</p> <ol style="list-style-type: none"> <li><b>1. Physical Activity Government Guidelines and Recommendations</b> - students should have 60 minutes of moderate to high intensity exercise every day. Do they get this? How?</li> <li><b>2. Barriers to Participation for Children and Teenagers</b></li> <li><b>3. Solutions to the Barriers</b></li> <li><b>4. Current Issues in Sport/Sport in the News</b> - Linked to the impact of PE on Mental, Physical or Social Health</li> <li><b>5. Physical Benefits of Sport and PE on the Body</b></li> <li><b>6. Social Benefits of Sport and PE on the Body</b></li> <li><b>7. ME in PE – Couch to 5km and Meden Park Run Challenge –</b> Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</li> <li><b>8. Popularity of Sport in the UK –</b> what are the current trends for the most popular sport in the UK. Why are they the most popular sports?</li> </ol>

<p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>-Completed with a racket and a net</li> <li>- A point is scored when your opponent doesn't return the ball</li> <li>- Knowledge of being able to play on an outdoor court</li> <li>-Can be singles or doubles</li> <li>- Some knowledge of role models within Tennis. E.g. Rafael Nadal and Emma Raducanu</li> <li>- Knowledge of Wimbledon which is hosted every year in the UK</li> </ul>	<ul style="list-style-type: none"> <li>○ Body should face the side of the court.</li> <li>○ Both feet pointing sideways.</li> <li>○ The racket is held in the dominant hand and is brought up in front of the body.</li> <li>○ The wrist is kept still so the racket forms a barrier to the shuttle. The aim is for the shuttle to drop over the net to the floor at the front of the court.</li> </ul> <p><b>Overhead Clear</b></p> <ul style="list-style-type: none"> <li>○ Body should face the side of the court.</li> <li>○ Both feet pointing sideways.</li> <li>○ The racket is held in the dominant hand and is brought up above the head so the arm is extended.</li> <li>○ The shuttle is hit at the highest point and hit long and high</li> </ul> <p><b>Tennis</b></p> <p><b>Serve</b></p> <ul style="list-style-type: none"> <li>○ Front foot positioned diagonally to the service line whilst the back foot faces sideways.</li> <li>○ Throw the ball into the air just above head height.</li> <li>○ Contact the ball at the highest point by bringing the racket arm up above their head and keep the racket straight.</li> <li>○ Aim for the ball to go down into the court on the opposite side. Ensure the ball travels diagonally across the court.</li> </ul> <p><b>Volley</b></p> <ul style="list-style-type: none"> <li>○ Get to the ball before it bounces</li> <li>○ Make contact with the ball about waist height</li> <li>○ Stand sideways onto the ball</li> <li>○ Keep a firm wrist as it makes contact</li> </ul>	<ol style="list-style-type: none"> <li>9. <b>Emerging/Growing Sports in the UK</b> – which sports are new to the UK? How can we make them more popular?</li> <li>10. <b>National Governing Bodies</b> – What is their role within a sport? What are the key NGB's for each sport?</li> <li>11. <b>Major Sporting Events</b> – What are they? When and where do they occur?</li> <li>12. <b>Olympic Creed and Olympic Values</b></li> <li>13. <b>Current Issues in Sport/Sport in the News</b> – Linked to new sports, growing sports or a major sporting event occurring</li> <li>14. <b>ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</li> <li>15. <b>Sporting Values – Excellence</b> – Linked to Role Models and demonstrating excellence within a sport</li> <li>16. <b>Sporting Values - Tolerance and Respect</b></li> <li>17. <b>Sporting Values – Fair play</b></li> <li>18. <b>Sporting Values – Teamwork and Inclusion</b></li> <li>19. <b>Sporting Values - Citizenship</b></li> <li>20. <b>ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</li> <li>21. <b>Performance Enhancing Drugs</b> – What are they and why are they taken?</li> <li>22. <b>Gamesmanship and Deviance</b></li> <li>23. <b>Sportsmanship and Success of Teams</b></li> <li>24. <b>Current Issues in Sport/ Sport in the News</b> – linked to examples of athletes demonstrating sportsmanship, gamesmanship or taking performance enhancing drugs</li> <li>25. <b>ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</li> <li>26. <b>Money in Sport</b> – Wage disparity between certain sports and genders. Amateur vs professional sport</li> </ol>
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