**­­Year 8 - Physical Education Curriculum Overview 2025/26**

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| **YR****8** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **Invasion Games***(suggested activities)** Football
* Basketball
* Tag Rugby
 | **Net / Wall Games***(suggested activities)** Badminton
* Pickleball
 | **Health & Fitnes***(suggested activities)** Circuit Training
* Fitness Challenges
 | **Targeting Games***(suggested activities)** Curling
* Dodgeball
* Darts
* Boules
 | **Athletics***(suggested activities)** Track & Field Events
 | **Striking & Fielding***(suggested activities)** Rounders
* Cricket
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| **Key new knowledge** | Improving passing and dribbling techniques under light defensive pressure.Using simple attacking strategies, such as overlapping runs, to create opportunities.Understanding basic defensive principles, including marking and tracking opponents. | Developing consistency in forehand and backhand strokes during rallies.Positioning dynamically to respond to opponents' shots more effectively.Applying simple tactics, like targeting open spaces, to gain an advantage. | Describing how different exercises target specific components of fitness.Performing a variety of exercises with improved technique and control.Understanding the short-term effects of exercise, such as increased heart rate and breathing. | Performing accurate throws at moving targets with developing control.Reacting quickly to opponents' movements to gain a tactical advantage.Demonstrating respect and adherence to the rules while competing in games. | Refining sprinting form to improve speed and efficiency.Executing basic jumping and throwing techniques with better precision and power.Exploring pacing strategies for middle-distance running with a focus on stamina. | Adapting batting and fielding techniques to create scoring or defensive opportunities.Performing accurate throws and catches to support team play.Understanding simple tactics, such as positioning, to improve gameplay. |
| **Assessments** |  |  |  |  |  |  |