



SOUTH WILTS GRAMMAR SCHOOL

Year 8 Dance Standards – Physical Education

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 8	Working at SWGS Standard for end of Year 8	Working beyond SWGS Standard for end of Year 8
FUNDAMENTALS			
Skill development	Performs core skills such as stepping, jumps, leaps, travel with African styles with some consistency in set pieces. Is able to perform these solo and begins to apply these in group work. Demonstrates some rhythm in relation to the music and group. Is starting to apply some stylised gesture, dynamics and movements within their own performance and can explain choreographic devices using variations such as changing levels and direction	Performs core skills with African styles consistently in set pieces. Uses the African tempo in set pieces to show strength and flow. Dances with energy and rhythm. Uses choreographic devices such as variations of a motif (levels, group formations, altering the focus, changing direction, tempo) in freestyle choreography and tells the story of the dance through movement. These are applied with some accuracy, control and fluency and can be performed under pressure of performing in front of class. Beginning to attempt advanced skills with improving levels of consistency and can apply some stylised gesture, dynamics and movements within their own performance.	Performing core skills and advanced skills such as tribal leaps, stomps, hand gestures coordinated with the legs, consistently in set pieces. Performs with attitude to suit genre and energy and rhythm. Applies choreographic devices such as variations of a motif (levels, group formations, altering the focus, changing direction, tempo) in freestyle choreography. These are performed with fluency, control and flair whilst under pressure of performing and is able to apply stylised gesture, dynamics and movements within their own performance.
Knowledge and Understanding	Has a good understanding of the characteristics and genre of African dance. Is beginning to contribute to creating structure phrases and motifs in group.	Has a very good understanding of the characteristics and genre of African dance. Contributes to creating structure phrases and motif.	Has an excellent understanding of the characteristics and genre of African dance. Makes a good contribution to creating structure phrases and motifs in group. This knowledge is shared successfully amongst other performers in the group.





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FITNESS			
Physical development and Fitness	Demonstrates some level of physical fitness. Shows an adequate understanding of the components of fitness and how these can be applied across all sports.	Demonstrates a good level of physical fitness to perform across a variety of activities. Shows a thorough understanding of the components of fitness and how these can be applied across all sports and the importance of each.	Demonstrates an excellent level of physical fitness to perform effectively across a variety of activities. Shows a thorough understanding of the components of fitness and how these can be applied and improved across all sports.
PSYCHOLOGICAL AND SOCIAL			
Communication, Leadership and Feedback	Can verbally communicate clearly to others with empathy and understanding and is willing to take safe risks. Is beginning to take on different roles such as choreographer within a group. Beginning to apply principles of effective performance to improve their own and to others' work.	Can verbally communicate effectively to others to improve group performance and is confident taking on the role of choreographer. Is able to successfully apply principles of effective performance to improve their own and others' work.	Communicates effectively to improve group performance, motivate and inspire others. Demonstrates excellent leadership qualities and group management within different roles e.g. choreographer, warm up leader Applies principles of effective performance to improve their own and others' work with suggestions to improve.
Effort and Attitude	Shows good commitment to the subject and consistently demonstrates positive learning behaviours and attitudes in each activity while developing resilience.	Shows very good commitment to the subject consistently demonstrates positive learning behaviours and attitudes across all activities. May show good commitment to sport beyond the curriculum.	Shows excellent commitment to the subject, acts as a good role model to others and often goes above and beyond. Determined to improve on own performance and to challenge and make progress and may show excellent commitment to sport beyond the curriculum.
Decision making	More consistently making the correct decisions at the right time and finding solutions to problems they may encounter. Responds to stimuli such as videos and music.	Consistently making correct decisions whilst under pressure.	Consistently making correct decisions under pressure and in different situations. Ability to adapt decisions in order to perform effectively.





SOUTH WILTS GRAMMAR SCHOOL

Year 8 Fitness Standards – Physical Education

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 8	Working at SWGS Standard for end of Year 8	Working beyond SWGS Standard for end of Year 8
FUNDAMENTALS			
Skill development	Can attempt fitness tests by correctly following set protocols to ensure they are repeatable and measurable. Participates in an array of fitness activities that give insight into different components of fitness and types of training.	Can complete fitness tests by correctly following set protocols to ensure they are repeatable and measurable. Can perform consistently across most components of fitness tests and may show improvements on test scores in comparison to previous year. Can act as a test administrator, ensuring the correct protocol is followed.	Can complete fitness tests by correctly following set protocols to ensure they are repeatable and measurable. Can perform consistently across all components of fitness tests and may show improvements on test scores from previous year. Can act as a test administrator, ensuring the correct protocol is followed.
Knowledge and Understanding	Shows an adequate understanding of how different components of fitness underpin health and sporting performances and how to perform each test. Shows some understanding of different training types and how these can improve different components of fitness.	Is developing a good understanding of how different components of fitness underpin health and sporting performances. Can identify all components of fitness, the test used for each and can explain how these are important across different sports. Has a good understanding of different training types and how these can be used to improve different components of fitness.	Has a very good understanding of which components of fitness are important for specific skills within a sport and can identify all tests used for each component. Are beginning to identify areas of weakness in their own and other's performances and is able to suggest specific training types to improve.
FITNESS			
Physical development and Fitness	Demonstrates some level of physical fitness with most scores being below average for their age.	Demonstrates a good level of physical fitness with most scores being within the normal range for their age.	Demonstrates an excellent level of physical fitness with two or more scores being above the normal range for their age.





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PSYCHOLOGICAL AND SOCIAL			
Communication, Leadership and Feedback	Can communicate verbally and non-verbally and is able to identify and share some of their own strengths and weaknesses.	Can communicate verbally and non-verbally and is able to share ideas with the class. Can lead a partner or small group drill/warm up. Can evaluate and share some strengths and weaknesses to their performance.	Can verbally communicate clearly to others with empathy and understanding and is willing to take safe risks. Always willing to challenge themselves and is confident in some leadership roles. Is beginning to apply principles of effective performance to improve their own and others' work.
Effort and Attitude	May have inconsistencies in effort but shows willingness to improve in the subject. Beginning to demonstrate positive learning behaviours and attitudes.	Shows good commitment to the subject and consistently demonstrates positive learning behaviours and engagement while developing resilience.	Shows excellent commitment to the subject, acts as a good role model to others and demonstrates a positive attitude in fitness lessons. Determined to improve own performance and may make a good contribution to the sport beyond the curriculum.
Decision making	Thinking about making the correct decisions in relation to the use of fundamental skills, time and space.	More consistently making the correct decisions at the right time and beginning to find solutions to problems they may encounter.	Consistently making correct decisions. Ability to find solutions to problems and evaluating own and others' performances with strategies to improve.





SOUTH WILTS GRAMMAR SCHOOL

Year 8 Football Standards – Physical Education

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 8	Working at SWGS Standard for end of Year 8	Working beyond SWGS Standard for end of Year 8
FUNDAMENTALS			
Skill development	Explores and repeats fundamental and core skills with some co-ordination and control. Begins to select and apply appropriate skills such as passing and receiving (using both feet), turning with ball, tackling, marking, dribbling and shooting.	Performs fundamental and core skills such as passing and receiving (using both feet), turning with the ball, tackling, shooting (short range) and heading in football with increasing levels of consistency. Shows accuracy, control and fluency in isolated drills and is able to apply in games and when under pressure. Attempts at some advanced skills such as crossing, volleying and shooting over a long range.	Performing core skills and some advanced skills such as passing and receiving (using both feet), turning with the ball, tackling, jockeying, shooting (short and long range), crossing and heading in football consistently. These are performed with fluency, control and flair and adaptable to different situations whilst under pressure.
Knowledge and Understanding	Is beginning to develop knowledge and understanding of the rule of football such as handball, free kicks, fouls, throw ins, corner kicks, goal kicks and scoring system. Have some understanding of the responsibilities of each position.	Is developing and has a good understanding of the rules in football such as handball, free kicks, fouls, throw ins, corner kicks, goal kicks and scoring system. Has a good understanding of positioning, roles and responsibilities of all players and is able to apply this in games and under pressure. Is beginning to apply individual tactics within a game as well as knowledge on how to beat an opponent.	Has a very good understanding of the rules in football such as handball, free kicks, fouls, throw ins, corner kicks, goal kicks, scoring system and is beginning to show an understanding of the offside rule. Has a good understanding of positioning and is able to apply a range of tactics and strategies to make individual and team performance more effective. This knowledge can be shared successfully amongst teammates.
FITNESS			





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Physical development and Fitness	Demonstrates some level of physical fitness. Shows an adequate understanding of the components of fitness and how these can be applied in football.	Demonstrates a good level of physical fitness to perform in football. Shows a thorough understanding of the components of fitness and how these can be applied across all sports and the importance of each.	Demonstrates an excellent level of physical fitness to perform effectively in football. Shows a thorough understanding of the components of fitness and how these can be applied and improved across all sports.
PSYCHOLOGICAL AND SOCIAL			
Communication, Leadership and Feedback	Can communicate verbally and non-verbally and is able to identify and share some of their own strengths and weaknesses.	Can communicate verbally and non-verbally and is able to share ideas with the class. Can lead a partner or small group drill/warm up. Can evaluate and share some strengths and weaknesses to their performance.	Can verbally communicate clearly to others with empathy and understanding and is willing to take safe risks. Willing to challenge themselves to use communication to improve team performance and is confident in some leadership roles. Is beginning to apply principles of effective performance to improve their own and others' work.
Effort and Attitude	May have inconsistencies in effort but shows willingness to improve in the subject. Beginning to demonstrate positive learning behaviours and attitudes.	Shows good commitment to the subject and consistently demonstrates positive learning behaviours and engagement while developing resilience.	Shows excellent commitment to the subject, acts as a good role model to others and demonstrates a positive attitude in netball. Determined to improve own performance and may make good contributions to the sport beyond the curriculum.
Decision making	Thinking about making the correct decisions in relation to the use of fundamental skills, time and space.	More consistently making the correct decisions at the right time and beginning to find solutions to problems they may encounter.	Consistently making correct decisions under pressure and in different situations. Ability to find solutions to problems and evaluating own and others' performances with strategies to improve.





SOUTH WILTS GRAMMAR SCHOOL

Year 8 Gymnastics Standards – Physical Education

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 8	Working at SWGS Standard for end of Year 8	Working beyond SWGS Standard for end of Year 8
FUNDAMENTALS			
Skill development	Performs fundamental movements such as 1-2-2 step pattern, leap frog to straddle vault, through vault on horse, handstand flatbacks and forward rolls across box top with some consistency. Is able to perform these with some accuracy, control and fluency.	Performs fundamental movements such as 1-2-2 step pattern, leap frog to straddle vault, through vault on horse, handstand flatbacks and forward rolls across box top consistently. Is able to perform these with accuracy, control and fluency. Beginning to attempt more advanced skills such as through vault over box and partner assisted flight and dive rolls with improving levels of consistency.	Performing fundamental movements and advanced movements such as through vault over box, partner assisted flight and dive rolls consistently. These are performed with fluency, control, flair and aesthetically pleasing in isolation and during performance.
Knowledge and Understanding	Has a good understanding of step patterns (1-2-2) and shows some consistency when refining body shape whilst in flight and when securing landings. Is developing knowledge around whole body control whilst in flight and demonstrates an understanding of what aids and improves flight. Has knowledge of how to safely carry and use apparatus.	Has a very good understanding of step patterns (1-2-2) and is able to consistently refine body shape whilst in flight and when securing landings. Demonstrates good knowledge around whole body control whilst in flight and what can aid and improve this. Has knowledge of how to safely carry and use apparatus.	Has an excellent understanding of step patterns (1-2-2) and is able to consistently refine body shape whilst in flight and when securing landings during fundamental and advanced movements. Demonstrates excellent knowledge around whole body control whilst in flight, how this can be improved and is able to apply this to their own performance as well as others.
FITNESS			
Physical development and Fitness	Demonstrates some level of physical fitness. Shows an adequate understanding of the	Demonstrates a good level of physical fitness to perform in gymnastics. Shows a thorough	Demonstrates an excellent level of physical fitness to perform effectively in gymnastics. Shows a





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	components of fitness and how these can be applied in gymnastics.	understanding of the components of fitness and how these can be applied in gymnastics and the importance of each.	thorough understanding of the components of fitness and how these can be applied and improved.
PSYCHOLOGICAL AND SOCIAL			
Communication, Leadership and Feedback	Can verbally communicate clearly to others with empathy and understanding and is willing to take safe risks. Is beginning to take on different roles and responsibilities within a group. Beginning to apply principles of effective performance to their own and to others' work.	Can verbally communicate effectively to others to improve performance and is confident taking on various roles including leadership roles. Is able to successfully apply principles of effective performance to their own and others' work.	Communicates effectively to improve performance, motivate and inspire others. Demonstrates excellent leadership qualities. Applies principles of effective performance to improve their own and others' work with suggestions to improve.
Effort and Attitude	Shows good commitment to the subject and consistently demonstrates positive learning behaviours and attitudes in each activity while developing resilience.	Shows very good commitment to the subject consistently demonstrates positive learning behaviours and attitudes across all activities. Shows good commitment to sport beyond the curriculum.	Shows excellent commitment to the subject, acts as a good role model to others and often goes above and beyond. Determined to improve on own performance and to challenge and make progress and may show good commitment to sport beyond the curriculum.
Decision making	More consistently making the correct decisions at the right time and finding solutions to problems they may encounter.	Consistently making correct decisions and adapting to changing circumstances.	Consistently making correct decisions in different situations. Ability to adapt decisions in order to perform effectively.





SOUTH WILTS GRAMMAR SCHOOL

Year 8 Netball Standards – Physical Education

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 8	Working at SWGS Standard for end of Year 8	Working beyond SWGS Standard for end of Year 8
FUNDAMENTALS			
Skill development	Explores and repeats fundamental and core skills with some co-ordination and control. Begins to select and apply appropriate skills such as different passing and receiving, footwork and mobility, getting free, marking player with and without ball, and shooting.	Performs fundamental and core skills with increasing levels of consistency. Shows accuracy, control and fluency in isolated drills and is developing application in games and when under pressure. Attempts at some advanced skills such as 'running footwork', split landings, receiving the ball and turning in the air, rolls and pivots.	Performing core skills and some advanced skills such as 'running footwork', split landings, receiving the ball and turning in the air, rolls and pivots consistently. These are performed with fluency, control and flair and adaptable to different situations whilst under pressure.
Knowledge and Understanding	Is beginning to develop knowledge and understanding of the rules such as footwork, held ball, offside, replayed ball, throw ins, contact and obstruction. Have some understanding of the roles and responsibilities of each position. Understand starting positions for centre pass and scoring/consequent centre passes.	Is developing and has a good understanding of the rules such footwork, held ball, offside, replayed ball, throw ins, contact, obstruction and short pass. Has a good understanding of positioning, roles and responsibilities of all players and more in-depth knowledge for a first and second choice position. Is beginning to apply individual tactics within a game as well as knowledge on how to beat an opponent. Understands how to create and move into space effectively.	Has a very good understanding of the rules such as footwork, held ball, offside, replayed ball, throw ins, contact, obstruction and short pass. Has a good understanding of positioning and is able to apply a range of tactics and strategies to make individual and team performance more effective. This knowledge is shared successfully amongst teammates.
FITNESS			
Physical development and Fitness	Demonstrates some level of physical fitness. Shows an adequate understanding of the	Demonstrates a good level of physical fitness to perform in netball. Shows a thorough	Demonstrates an excellent level of physical fitness to perform effectively in netball. Shows a





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Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 8	Working at SWGS Standard for end of Year 8	Working beyond SWGS Standard for end of Year 8
	components of fitness and how these can be applied in netball	understanding of the components of fitness and how these can be applied across all sports and the importance of each.	thorough understanding of the components of fitness and how these can be applied and improved across all sports.
PSYCHOLOGICAL AND SOCIAL			
Communication, Leadership and Feedback	Can communicate verbally and non-verbally and is able to identify and share some of their own strengths and weaknesses.	Can communicate verbally and non-verbally and is able to share ideas with the class. Can lead a partner or small group drill/warm up. Can evaluate and share some strengths and weaknesses to their performance.	Can verbally communicate clearly to others with empathy and understanding and is willing to take safe risks. Willing to challenge themselves to use communication to improve team performance and is confident in some leadership roles. Is beginning to apply principles of effective performance to improve their own and others' work.
Effort and Attitude	May have inconsistencies in effort but shows willingness to improve in the subject. Beginning to demonstrate positive learning behaviours and attitudes.	Shows good commitment to the subject and consistently demonstrates positive learning behaviours and engagement while developing resilience.	Shows excellent commitment to the subject, acts as a good role model to others and demonstrates a positive attitude in netball. Determined to improve own performance and may make good contributions to the sport beyond the curriculum.
Decision making	Thinking about making the correct decisions in relation to the use of fundamental skills, time and space.	More consistently making the correct decisions at the right time and beginning to find solutions to problems they may encounter.	Consistently making correct decisions under pressure and in different situations. Ability to find solutions to problems and evaluating own and others' performances with strategies to improve.

