

## The Warriner School Year 8 SWIMMING Curriculum Map

Subject: <b>PHYSICAL EDUCATION</b>	Year Group: <b>Year 8</b>	Unit: <b>SWIMMING</b>
Unit objectives: (NC Statements) <ul style="list-style-type: none"><li>• Develop and improve water confidence.</li><li>• Learn how to enter and leave the pool safely</li><li>• Learn the correct body position, leg action, arm action for the</li><li>• Learn the following strokes</li></ul> Front Crawl Back Crawl Breaststroke Butterfly		
Context for study: Unit for KS3 – there will be lots of different starting points <ul style="list-style-type: none"><li>• First Unit in Year 7 – there will lots of different levels of competencies. Pupils will be able to complete skills either (un)aided by floatation devices. Pupils will work in water depth that they are confident but challenged in. Pupils will be invited to attend targeted lunchtime sessions.</li></ul>		



Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Know the **dangers** associated with **swimming**.

Know the **rules** of the **pool**.

Know what to do when **three whistles** sound.

Know how to **enter** the **pool safely** from the side.

Know the four main **swimming strokes**.

Know how to **push and glide** on top of the water.

Know how to **push and glide under the water**.

Know how to effectively perform a **front crawl** and **back crawl leg kick**.

Know the correct movement pattern for a **breaststroke leg kick** action.

Know the correct **leg action- dolphin kick** for **butterfly**.

Know the correct **movement pattern** for **butterfly**;

Know what is meant by an **undulating** action.

Know how to perform **breaststroke leg action** on back and front.

Know the **arm action** for **front crawl**.

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Know the **arm action for back crawl**  
Know the **arm action for breaststroke**.  
Know the **arm action for butterfly**.  
Know the importance of **streamlining**.  
Know the impact their **head position** in the water, has on the **efficiency** of their **stroke**.

### Water skills

Know how to perform a **star-float** on front and back  
Know how to produce a **mushroom float**.  
Know how to **push and glide** with a 360° spin.  
Know how to rotate from swimming on front, onto back.  
Know how to **submerge** and pick up an object with two hands.  
Know how to **propel** a ball in the water.  
Know how to **tumble turn** of front and back.  
Know how to **transition** into a **tumble turn** from **stroke**.  
Know how to **transition** out of a **tumble turn**.  
Know how to turn for **simultaneous strokes**.  
Know how to **transition** out into **breaststroke and butterfly** after a **two-handed turn**.  
Know how to swim through a **submerged hoop**.

### Diving and Turns

Know how to perform **feet first** entry's, including **pencil**, **tuck** and **pike** shaped.  
Know how to perform a **head first surface dive**.  
Know how to perform a **feet first surface dive**.  
Know how to perform a **seated dive** from the side of the pool.  
Know how to perform a **track dive**.  
Know how to **plunge dive**.

### Personal Survival

Know the importance of **treading water**.  
Know that the **breaststroke leg action** can be used in **treading water**.  
Know how to use an **egg-beater leg kick** to tread water  
Know the **arm action** to help **tread water** effectively.

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Know how to perform a **straddle entry** into the pool  
Know the importance of keeping their head dry during survival.  
Know how to adopt the **HELP position**,  
Know what **HELP** represents. (Heat, Escape, Lessening Position).

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*  
Pupils have missed out on swimming at Primary School as a result of Covid 19 pandemic. Pupils consequently have missed out on developing water confidence and swimming confidence.  
Regular formative assessment through Water skills cards, timed swim's and completion of isolated skill practice for each stroke.  
Do not rush through a lesson or move on to the next lesson if knowledge is not secure. More than 1 lesson will be needed to secure knowledge and techniques will need revisiting every lesson.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Students to learn how to swim and develop stroke technique and water confidence.  
Those students not swimming will be able to complete a selection of worksheets to develop knowledge and understanding.

Literacy and Oracy development opportunities:  
*Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*  
Explicit teaching of Tier 2/3 vocabulary.  
Relevance to mathematics' with counting stokes, lengths, breathing and timings.  
Clear success criteria used to support teaching of core skills.  
Student demonstrations and feedback when peer assessing their partner's stroke technique.