

# LEVEL OF LEARNING THRESHOLD GRID Year 8

DEPARTMENT/SUBJECT: PE



BOURNEMOUTH SCHOOL  
FOR GIRLS

Assessment area	Developing	Secure	Excellent
<p><b>COGNITIVE SKILLS;</b></p> <p>Problem solving, ideas generating, analytical making capacity, decision making capabilities</p>	<ul style="list-style-type: none"> <li>• Understand ways to judge performance</li> <li>• Can identify specific parts of performance to work upon</li> <li>• Can use awareness of space &amp; others to make good decisions</li> <li>• Can at times change things to make activities more fun or challenging.</li> </ul>	<ul style="list-style-type: none"> <li>• Can set own criteria to judge performance using specific vocabulary</li> <li>• Often have an idea of how to develop own &amp; others work</li> <li>• Frequently recognise &amp; suggest patterns of play which will increase chances of success</li> <li>• Usually adapt &amp; adjust skills, movements or tactics so they are different from others</li> </ul>	<ul style="list-style-type: none"> <li>• Can read and react to different game situations as they develop</li> <li>• Can review, analyse and evaluate my own strengths and weaknesses</li> <li>• Can adapt &amp; adjust skills, movements or tactics so they are effective</li> </ul>
<p><b>PHYSICAL COMPETENCE;</b></p> <p>Physical literacy, sports specific competence, trainability, physical performance</p>	<ul style="list-style-type: none"> <li>• Link actions together so they flow &amp; develop longer sequences</li> <li>• Perform movements with good body tension</li> <li>• Often perform a range of skills with good control &amp; consistency</li> <li>• Complete the set task showing competence and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a variety of skills fluently and accurately in practice situations</li> <li>• Use a combination of skills confidently</li> </ul>	<ul style="list-style-type: none"> <li>• Can begin to perform a variety of skills more effectively in challenging situations</li> <li>• Can effectively transfer skills and movements across a range of activities</li> </ul>

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<p><b>PERSONAL AND SOCIAL SKILLS;</b></p> <p>Self-awareness and responsibility, Determination and resilience, communication, empathy and social awareness, leadership and influence, collaboration, aspiration, integrity and self-respect</p>	<ul style="list-style-type: none"> <li>• Often persevere with a task &amp; improve performance through practice</li> <li>• Often recognise strengths &amp; weaknesses &amp; can set targets</li> <li>• At times help a partner/team/group make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-motivated, committed to practice &amp; show a clear desire to improve</li> <li>• See new activities as a challenge &amp; not a threat</li> <li>• Make changes once own or others performance has been evaluated</li> </ul>	<ul style="list-style-type: none"> <li>• Can accept critical feedback and act on it</li> <li>• Take responsibility for own learning and can create own learning</li> <li>• Can negotiate and collaborate with others</li> </ul>
<p><b>CREATIVE SKILLS;</b></p> <p>Recognise and respond to different stimuli, refine and change ideas, adapt and improvise</p>	<ul style="list-style-type: none"> <li>• Performance reflects the rhythm &amp; mood of the stimulus</li> <li>• Link actions &amp; develop sequences that express ideas</li> <li>• Change things to make activities more fun or challenging</li> <li>• Choreograph a routine or sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Can respond imaginatively to different situations</li> <li>• Can create sequences that communicate with the audience</li> <li>• Can adapt or adjust skills, movements or tactics so they are different from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use a variety of personal expression to engage the audience</li> <li>• Can respond imaginatively to different situations</li> <li>• Sometimes can improvise in order to achieve required outcome</li> </ul>
<p><b>HEALTH RELATED FITNESS;</b></p> <p>Understanding my body during exercise, activity specific fitness, planning fitness programmes</p>	<ul style="list-style-type: none"> <li>• Select appropriate warm up and cool down activities</li> <li>• Explain why regular safe exercise is good for long term health &amp; fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Know how often &amp; for how long you should exercise to be healthy</li> <li>• Know how to record &amp; monitor how hard you are working including taking own pulse</li> <li>• Describe different fitness tests</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how individuals need different types &amp; levels of fitness to be effective</li> <li>• Describe basic fitness components</li> <li>• Can plan an effective warm up for others</li> </ul>