



# Western Australian Curriculum

## Physical Education

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Sample teaching and learning outline | Year 8

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## Overview

The sample teaching and learning outline provides a sequential series of content areas through which the Physical Education component of the Western Australian Curriculum: Health and Physical Education can be taught. Consistent with the rationale of the Health and Physical Education curriculum, this outline supports students' acquisition of movement skills, concepts and strategies to enable them to confidently, competently and creatively participate in a range of physical activities in various contexts and settings.

The sample teaching and learning outline includes an array of focus areas through which students can apply their competence and understanding of key skills and concepts. These key focus areas are suggested as mediums for teaching and learning.

## Year 8 Year level description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Health and Physical Education provides opportunities for students to build on their prior learning. A major influence on students is the world around them, and during this time their peers become a key source of motivation and support when managing their health and wellbeing.

In Year 8, students develop skills and strategies to promote health, safety and wellbeing, including assertive responses and refusal skills, and apply them to a range of situations, including online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of movement skills and knowledge of tactical thinking and apply these to an expanding array of physical activity contexts. They build on skills to analyse performance and describe the impact of regular participation on health, fitness and wellbeing. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play and contribute to positive team cohesion.

## Year 8 Achievement standard

By the end of the year:

### **Health Education**

Students identify skills and strategies to manage change, and promote all aspects of their own and others' health. They make informed decisions, using assertive responses, and make contingency plans to avoid and prevent risks to health. Students identify the impact power and coercion can have on relationships and describe how these can be influenced by stereotypes.

### **Physical Education**

Students perform a variety of individual movement skills and sequences demonstrating improved control, accuracy and efficiency in their performance. In various contexts, they implement a range of tactics to achieve an intended outcome. Students provide simple descriptions of how to measure heart rate and breathing rate in response to changes in physical activity. They implement or interpret verbal, physical or situational cues to appropriately respond to others when working in a group.

## Physical Education Year 8 Sample teaching and learning outline

Week	Curriculum content	Key teaching concepts	Lesson content
Week 1	<p>Movement skills and sequences within different physical activity contexts and settings with a focus on:</p> <ul style="list-style-type: none"> <li>increased efficiency in skill performance</li> <li>control of balance and stability</li> </ul> <p><i>Note: The above content is ongoing and will be addressed throughout the skill development teaching and learning activities</i></p> <p>Physical activities to enhance health, fitness and wellbeing, including moving in natural environments</p>	<p><b>Introduction</b></p> <p>Concept/characteristics of sports categories/families:</p> <ul style="list-style-type: none"> <li>invasion</li> <li>net</li> <li>striking/fielding</li> <li>modified game play</li> </ul>	
Weeks 2–3	<p>Physical activities to enhance health, fitness and wellbeing, including moving in natural environments</p>	<p><b>Invasion sports</b></p> <ul style="list-style-type: none"> <li>fundamental skill development to enable passing, receiving, moving when in possession, e.g. dribbling</li> </ul>	<p><b>Focus on</b></p> <ul style="list-style-type: none"> <li>increased accuracy and efficiency</li> <li>control of balance and stability</li> </ul>
Weeks 4–6	<p>Selection of strategic and tactical skills in the manipulation of effort, space, time, objects and people in a variety of movement contexts</p>	<p><b>Strategies to create and use space</b></p> <p><b>Strategies to defend space</b></p> <p><b>Strategies to regain possession</b></p>	<p><b>Creating space</b></p> <ul style="list-style-type: none"> <li>goal-side positioning</li> <li>position between passer and receiver</li> <li>adjusting width of the pass</li> <li>evasion of opponents</li> </ul> <p><b>Defending space</b></p> <ul style="list-style-type: none"> <li>positioning between opponent and the goal</li> <li>using the body to block a pass or scoring attempt</li> <li>defending the goal</li> </ul>

Week	Curriculum content	Key teaching concepts	Lesson content
			<b>Possession tactics/strategies</b> <ul style="list-style-type: none"> <li>tackle/steal</li> <li>intercept</li> <li>force the ball or opponent out of bounds</li> </ul>
Weeks 7–8	Measurement of the body’s response to physical activity: <ul style="list-style-type: none"> <li>heart rate</li> <li>breathing/respiration</li> </ul>	<b>Game-based challenges</b>	<b>Game challenges</b> <ul style="list-style-type: none"> <li>time clock</li> <li>odd numbered games</li> <li>movement zones</li> </ul> <b>Understanding movement concepts</b> <ul style="list-style-type: none"> <li>measurement of heart rate and respiration rate in response to physical activity</li> </ul>
Weeks 9–10	Modification of rules, equipment or scoring systems to allow for fair play, safety and inclusion of all participants	<b>Transferring concepts to different context</b>	<b>Variants</b> <ul style="list-style-type: none"> <li>different object/ball</li> <li>method of passing (hand, foot, implement)</li> <li>scoring method (target, goal, zone)</li> </ul>
Weeks 11–13	Modification of rules, equipment or scoring systems to allow for fair play, safety and inclusion of all participants	<b>Striking/fielding sports</b> <ul style="list-style-type: none"> <li>characteristics of striking/fielding sports</li> <li>fundamental skill development to enable striking, e.g. batting in baseball and fielding (retrieving and throwing)</li> </ul>	<b>Striking/fielding</b> <ul style="list-style-type: none"> <li>striking object from a delivery versus a batting tee</li> <li>fielding ball from ground versus in the air</li> </ul> <b>Focus on</b> <ul style="list-style-type: none"> <li>increased accuracy and efficiency</li> <li>control of balance and stability</li> </ul>
Week 14	Verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group	<b>Using space</b>	<ul style="list-style-type: none"> <li>hitting object to where fielders are not defending</li> <li>hitting object out of playing area</li> <li>advancing a runner</li> </ul>

Week	Curriculum content	Key teaching concepts	Lesson content
Week 15	Selection of strategic and tactical skills in the manipulation of effort, space, time, objects and people in a variety of movement contexts	<b>Defending space</b>	<ul style="list-style-type: none"> <li>fielding positions</li> <li>variety in delivery of ball</li> <li>where to throw ball after being hit</li> </ul>
Week 16	Selection of strategic and tactical skills in the manipulation of effort, space, time, objects and people in a variety of movement contexts	<b>Solving movement challenges</b>	<b>Game challenges</b> <ul style="list-style-type: none"> <li>changing batting stance</li> <li>position of fielders (density)</li> <li>delivery of the ball</li> </ul>
Weeks 17–19	Modification of rules, equipment or scoring systems to allow for fair play, safety and inclusion of all participants	<b>Game play</b>	<ul style="list-style-type: none"> <li>modifying rules</li> <li>modifying playing area</li> </ul>
Weeks 20–24	Use of games, recreational activities and outdoor pursuits to enhance activity levels and achieve health and wellbeing outcomes	<b>Net sports</b> <ul style="list-style-type: none"> <li>characteristics of net sports</li> <li>fundamental skill development to enable a variety of passing methods to teammate or sending object to opponent</li> </ul>	<b>Focus on</b> <ul style="list-style-type: none"> <li>increased accuracy and efficiency</li> <li>control of balance and stability</li> <li>attacking versus defending</li> </ul>
Week 25	Use of games, recreational activities and outdoor pursuits to enhance activity levels and achieve health and wellbeing outcomes	<b>Using space</b>	<ul style="list-style-type: none"> <li>controlling midcourt/advantageous position on court</li> <li>moving opponent</li> <li>placement of shot</li> </ul>
Weeks 26–27	Use of games, recreational activities and outdoor pursuits to enhance activity levels and achieve health and wellbeing outcomes	<b>Solving movement challenges</b>	<ul style="list-style-type: none"> <li>playing area</li> <li>number of players on court</li> <li>with a racquet versus without a racquet</li> </ul>
Weeks 28–30	Modification of rules, equipment or scoring systems to allow for fair play, safety and inclusion of all participants	<b>Game play</b>	<ul style="list-style-type: none"> <li>modifying rules and scoring systems to enable fair play and inclusion of all participants</li> </ul>