

KEVICC KS3 Curriculum:	Subject: Physical Education	Key terms and vocabulary.
Year: 7	Topic: Fitness HRE	
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p><b>Year 7 overall focus:</b></p> <ol style="list-style-type: none"> <li><b>Developing Core Skills</b></li> <li><b>Exercising safely and understanding how to use fitness equipment appropriately</b></li> <li><b>Develop an understanding of what contributes towards a Healthy active lifestyle</b></li> </ol> <p><b>Essential knowledge in this topic</b></p> <ul style="list-style-type: none"> <li>Students will learn safe and effective technique to perform fitness activities with varying levels of consistency, accuracy, fluency and control, depending on group progress and ability.</li> <li>Students will learn to exercise safely through safe warm up, cool down and safe use of equipment and a thorough fitness suite induction.</li> <li>Students will begin to evaluate their own fitness levels using HR and will be introduced to basic fitness components and some types of training</li> <li>Students will begin to develop their understanding of what contributes towards a healthy active lifestyle and how high levels of activity and confidence to take part in physical activities will contribute towards this. Students will access extra-curricular opportunities to begin to develop confidence and competence.</li> </ul> <p><b>In year 7 students will cover an extended amount of learning which will support them beyond their practical understanding and application. Students will cover one of the following topics identified and planned by the member of staff to ensure application of knowledge is appropriate during the unit of work:</b></p> <ol style="list-style-type: none"> <li><b>Components of a warm up and cool down</b></li> <li><b>Benefits of a warm up and cool down</b></li> <li><b>Location of Bones</b></li> <li><b>Location of Muscles</b></li> <li><b>Ethics, values and Qualities in sport</b></li> </ol>		<p><i>Which words will be explicitly taught &amp; how frequently will understanding be checked? How will assimilation of new vocab be checked?</i></p> <p><b>Students will also cover the key content in the extended learning content.</b></p> <p><b>Components of Fitness: CV endurance, muscular endurance</b></p> <p><b>Methods of training: continuous, fartlek, interval, circuit, High intensity interval training,</b></p> <p><b>Safety</b> Appropriate use of equipment Individual targets/goals Record results Evaluate fitness Testing Healthy active lifestyle</p> <p><b>Courage</b> <b>Respect</b> <b>Equality</b> <b>Excellence</b> <b>Determination</b> <b>Confidence</b> <b>Resilience</b> <b>Inclusive</b> <b>Communicators</b> <b>Kind</b></p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students prior learning will be varied, but based on primary school information from SSCO experience, students will have been introduced to the concept of healthy active lives and will have experienced some form of fitness exercise from walking, jogging and/or basic circuit style sessions.</p>	<p><b>How does this content link to future learning?</b></p> <p>Students will move to understanding a range of fitness components, types of training and fitness testing as they move into Year 8. They will develop their ability to evaluate their own levels of fitness and begin to understand how to improve some aspects of their fitness more specifically. They will know how to exercise safely and this will develop as they experience different methods of fitness training.</p>	
<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Written LO on whiteboard using key vocab, use of task cards on stations, recording results sheets using specific vocab on fitness components</p>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i></p> <p>N/A</p>	

**Review:*****How will learning be reviewed?***

Learning will be reviewed frequently within lessons through mini plenaries, questioning and technical feedback from self, peer and teacher. There may be the opportunity to use mini whiteboards where appropriate and give whole class feedback on performance or for students to share their knowledge within a group.

***How will feedback be received?***

Feedback will be given through student feedback, teacher feedback and performance outcomes. Opportunities for modelling will be a key aspect for student understanding.