

KEVICC KS3 Curriculum:	Subject: Physical Education	Key terms and vocabulary.
Year: 7	Topic: Tag Rugby	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<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> <p><b>Essential knowledge in this topic:</b></p> <ol style="list-style-type: none"> <li><b>Developing Core Skills</b></li> <li><b>Simple Game play, tactics and Strategies</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 core skills involved in Tag Rugby such as Evasive Running, Passing and Tackling (Tagging). These will be developed in difficulty matching the needs of the group as appropriate. The skills and game situations will be chosen and developed where appropriate to meet the needs of the students.</li> <li>Students will also begin to develop an understanding of attacking principles and how they are used to outwit an opponent in a range of situations.</li> <li>Students will begin to develop an understanding of simple tactics and strategies and how they can be linked with the core skills and attacking principles to outwit an opponent.</li> <li>Students will begin to develop an understanding of what contributes towards a healthy active lifestyle and the role of Physical Activity within this. Students will begin to gain an awareness of how the skills they are using could help them to be active in extra-curricular opportunity.</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>Students will also cover the key content in the extended learning content.</p> <p><b>Offside</b>  <b>Tag Belt</b>  <b>Tagging</b>  <b>Turnover</b>  <b>Try</b>  <b>Dummy</b>  <b>Defensive Line</b>  <b>Touch line</b>  <b>Ball Carrier</b>  <b>Territory</b>  <b>Knock on</b>  <b>Off load</b>  <b>Penalty</b>  <b>Advantage</b>  <b>No Contact</b>  <b>Support</b>  <b>Over load</b>  <b>Width</b>  <b>Speed</b>  <b>Phase</b>  <b>Movement</b>  <b>Creativity</b></p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students will have a range of experiences from primary school. They should have a sound understanding of the fundamental movement skills required to perform a range of skills. This will develop in to a range of core skill and further in to more complex skill.</p>	<p><b>How does this content link to future learning?</b></p> <p>Students to learn the importance of core skills within each activity and how they underpin complex skills moving forward. Students also to learn the basic tactics and strategies and how to implement them during game related situations. Students will learn a key aspect of the extended learning which will enhance their knowledge and understanding of key topics with Physical Education</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></p>

<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i></p>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i></p>	<p><b>Communicators Kind</b></p>
<p><b>Review:</b>  <b><i>How will learning be reviewed?</i></b>  Learning will be reviewed frequently within lessons through mini plenaries, questioning and technical feedback from self and peers. 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 with the group.  <b><i>How will feedback be received?</i></b>  Feedback will be given through student feedback, teacher feedback and performance outcomes. Opportunities for modelling will be a key aspect for student understanding.</p>		