

KEVICC KS3 Curriculum:	Subject: Physical Education	Key terms and vocabulary.
Year: 8 Term:	Topic: Fitness/HRE	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 8 overall focus:</b></p> <ul style="list-style-type: none"> <li>Developing core skills and some advanced skills</li> <li>Exercising safely</li> <li>Evaluate their own fitness and work towards improving an aspect of it</li> <li>Develop an understanding of what contributes towards a Healthy active lifestyle</li> </ul> <p><b>Essential knowledge in this topic:</b></p> <ul style="list-style-type: none"> <li>Students will continue to develop their technique to perform fitness activities with some consistency, accuracy, fluency and control.</li> <li>Students will understand how to exercise safely and demonstrate this consistently.</li> <li>Students will begin to evaluate their own and potentially other's fitness levels using appropriate testing and begin to apply some understanding of fitness components and types of training towards being able to improve an aspect of their fitness.</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 continue to develop confidence and competence.</li> </ul> <p><b>In year 8 students will cover an extended amount of learning which will support the 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> <ul style="list-style-type: none"> <li>Components of Fitness and Testing Methods</li> <li>Health, Social, Emotional benefits</li> <li>Components of healthy balanced lifestyle</li> <li>Movement at a joint.</li> </ul>		<p>Students will also cover the key content in the extended learning content.</p> <p><b>Components of Fitness:</b> power, CV endurance, muscular endurance, flexibility, balance, speed and agility</p> <p><b>Methods of training:</b> continuous, fartlek, interval, circuit, weight, High intensity interval training, plyometric</p> <p><b>Safety</b>  <b>Individual targets/goals</b>  <b>Record results</b>  <b>Evaluate fitness</b>  <b>Testing</b>  <b>Healthy active lifestyle</b></p> <p>Courage  Respect  Equality  Excellence  Determination  Confidence  Resilience  Inclusive  Communicators  Kind</p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students have previously learned from a range of fitness activities covering measuring and using HR to monitor fitness and intensity, how to exercise safely and use the fitness suite appropriately. They would have been introduced to some fitness components, types of fitness training and potentially fitness testing. They will have been encouraged to develop resilience and perform to their best and to overload their performance to improve.</p>	<p><b>How does this content link to future learning?</b></p> <p>Students will move towards a deeper understanding of fitness components, types of training and fitness testing and then develop this further with a knowledge of principles of training to enable them to work towards a more individualised and personalised learning experience focusing on more personalised training goals. They will also develop an ability to work effectively with resistance aids such as weights. In addition to this, they will evaluate their fitness more thoroughly and learn how to improve specific aspects of it.</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>	
<p><b>Review:</b></p> <p><b><i>How will learning be reviewed?</i></b></p> <p>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.</p> <p><b><i>How will feedback be received?</i></b></p> <p>Feedback will be given through student feedback, teacher feedback and performance outcomes. Opportunities for modelling will be a key aspect for student understanding.</p>		