

KEVICC KS3 Curriculum:	Subject: Physical Education	Key terms and vocabulary.
Year: 8	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 8 overall focus:</b></p> <ol style="list-style-type: none"> <li>1. Developing core skills and some advanced skills</li> <li>2. Developing attacking principles</li> <li>3. Developed game play, tactical awareness and Strategies</li> <li>4. Develop an understanding of what contributes towards a Healthy active lifestyle</li> </ol> <p><b>Essential knowledge in this topic:</b></p> <ul style="list-style-type: none"> <li>• Students will develop an improved level of consistency and accuracy in core skills such as Evasive Running, Passing and Tagging and will begin to develop a range of advanced skills where appropriate. Should it be necessary staff will ensure mastery of core skills is complete before moving on to new skills.</li> <li>• Students will implement an understanding of attacking principles with a greater understanding and application of all principles.</li> <li>• Students will develop a greater range of tactical awareness and strategies to overcome situations applying attacking principles and strategies with an increased level of effectiveness.</li> <li>• Students will begin to develop an 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.</li> </ul> <p><b>In year 8 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>1. Components of Fitness and Testing Methods</li> <li>2. Health, Social, Emotional benefits</li> <li>3. Components of healthy balanced lifestyle</li> <li>4. Movement at a joint.</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 have learned basic techniques of running with the ball, passing, and tagging with some games based application. Students have spent time learning how they might approach a game in terms of tactics and strategy.</p>	<p><b>How does this content link to future learning?</b></p> <p>Students will have a developed understanding of core and some advanced skills. Students will be able to apply appropriate tactics and strategies to a range of situations. Students will have a knowledge of how to play full games of Tag Rugby and how they can influence a game with their decisions.</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>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>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>		