

KEVICC KS3 Curriculum:	Subject: Physical Education	Key terms and vocabulary.
Year: 9	Topic: Badminton	
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p><b>Year 9 overall focus:</b></p> <ul style="list-style-type: none"> <li>• Develop basic leadership skills</li> <li>• Develop advanced skills in game contexts.</li> <li>• Develop effectiveness game play, tactical awareness and Strategies</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 develop an improved level of core skills such as serving, overhead clear, smash and drop shot as well as an increased range of advanced skills where appropriate, such as a range of backhand shots and a drive shot with good levels of accuracy and consistency.</li> <li>• Students will implement an understanding of attacking principles consistently demonstrating a clear knowledge of how they can be applied across a range of sports and activities. Students will develop a greater range of tactical awareness and strategies to overcome situations applying attacking principles and strategies with a good level of effectiveness.</li> <li>• Students will demonstrate a developed understanding of tactics and strategies implementing them effectively within a range of situations.</li> <li>• Students will develop their leadership skills and understanding the qualities and values that enable them to be a positive leader and member of a group.</li> <li>• Students will know 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 9 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> <ul style="list-style-type: none"> <li>• Short and Long term effects of exercise. (Resp/Cardio/Muscle)</li> <li>• Difficulty and Environmental continuum</li> <li>• Analysing and evaluating performance.</li> <li>• Components of a healthy balanced lifestyle</li> <li>• Qualities and values</li> </ul>		<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>Overhead clear Smash Drop shot Serve Under arm clear Ready position/ cooperative rally.</b></p> <p><b>Speed Space Width Movement Creativity</b></p> <p><b>Short and long Planning shot sequences Angles and Depth</b></p> <p><b>Courage Respect Equality Excellence Determination Confidence Resilience Inclusive Communicators Kind</b></p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students have previously learned a range of core skills and some advanced skill and have used a number of strategies and tactics to outwit their opponents.</p>	<p><b>How does this content link to future learning?</b></p> <p>Students will take a leadership role to guide others towards effective tactics and strategies. Students be able to respond to a range of situations by transferring their</p>	

	knowledge of effective decision making .	
<b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i>	<b>Writing:</b> <i>Independent writing tasks and how they are structured</i>	
<b>Review:</b> <b><i>How will learning be reviewed?</i></b> Learning will be review 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.		