

KEVICC KS3 Curriculum:	Subject: Physical Education	Key terms and vocabulary.
Year: 9 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 9 overall focus:</b></p> <ol style="list-style-type: none"> <li>1. Develop basic leadership skills</li> <li>2. Develop advanced skills in game contexts.</li> <li>3. Develop effectiveness 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 their technique to perform fitness activities with consistency, accuracy, fluency and control.</li> <li>• Students will demonstrate a developed understanding of how to exercise safely, particularly with the use of weights/resistance aids</li> <li>• Students will evaluate their own and other's fitness levels using appropriate testing and be able to apply an understanding of fitness components, principles of training and types of training towards being able to improve an aspect of their fitness.</li> <li>• Students will develop their leadership skills and understanding of 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> <ol style="list-style-type: none"> <li>1. Short and Long term effects of exercise. (Resp/Cardio/Muscle)</li> <li>2. Difficulty and Environmental continuum</li> <li>3. Analysing and evaluating performance.</li> <li>4. Components of a healthy balanced lifestyle</li> <li>5. Qualities and values</li> </ol>		<p>Students will also cover the key content in the extended learning content.</p> <p><b>Components of Fitness:</b> power, reaction, CV endurance, muscular endurance, balance, flexibility, agility, coordination, strength, speed</p> <p><b>Principles of training:</b> progression, overload, reversibility, specificity, Frequency, intensity, time and type</p> <p><b>Methods of training:</b> continuous, fartlek, interval, circuit, weight, High intensity interval training, plyometric</p> <p><b>Safety</b> 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 have previously learned from a range of fitness activities covering varying aspects of fitness components, types of fitness and fitness testing. They would have developed their understanding of safe exercise and working towards more individual goals within this unit. They will have been encouraged to develop resilience, 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 more individualised and personalised learning within HRE/Fitness following the experiences in KS3, and gaining the necessary knowledge and understanding to enable them to do so. Moving into KS4 is more personalised training goals; working on more specific aspects of training and experiencing more varied ways to exercise, such as recent trends, to encourage lifelong healthy active lifestyles.</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, and begin to look at exercise programme design if progress allows.</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>		