

| KEVICC KS3 Curriculum: | Subject: Physical Education | Key terms and vocabulary. |
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| Year: 9 | Topic: Football | |
| <p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <p>Year 9 overall focus:</p> <ol style="list-style-type: none"> 1. Develop basic leadership skills 2. Develop advanced skills in game contexts. 3. Develop effectiveness game play, tactical awareness and Strategies 4. Develop an understanding of what contributes towards a Healthy active lifestyle <p>Essential knowledge in this topic:</p> <ul style="list-style-type: none"> • Students evaluating the effectiveness of their performance and evaluating how they can improve performance collectively and individually. Students will use their knowledge of Attacking principles, defensive strategies, tactics and strategies to overcome a range of situations. • Students will take a great leadership role within activities and a sports education module may be used within year 9 where appropriate creating an opportunity for increase leadership roles. Students will demonstrate effective awareness of the qualities and values that allow them to be an effective leader. • Students will reflect upon how the core and advanced skills will allow them to be successful in changing situations and contexts. • Students will also begin to develop an understanding of position specific movements in larger games where appropriate. • Students to reflect on how active they are and the balance they may have in their healthy active lifestyle and whether taking an active role in Football could contribute towards this. <p>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:</p> <ol style="list-style-type: none"> 1. Short and Long term effects of exercise. (Resp/Cardio/Muscle) 2. Difficulty and Environmental continuum 3. Analysing and evaluating performance. 4. Components of a healthy balanced lifestyle 5. Qualities and values | | <p><i>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</i></p> <p>Students will also cover the key content in the extended learning content.</p> <p>Space Width Movement Creativity Speed Time Overlap Counter attack Cover Control in to space Pass appreciation Position specific movement Cover Good space Space=Time</p> <p>Courage Respect Equality Excellence Determination Confidence Resilience Inclusive Communicators Kind</p> |
| <p>What prior learning supports understanding of this content?</p> <p>Students have developed a level of core and small range of advanced skills. They have started to respond to a range of situations with an understanding of tactics and strategies.</p> | <p>How does this content link to future learning?</p> <p>Students will begin to use an increased range of advanced skills to demonstrate a knowledge of position specific movement. Students will be able to use an advanced level of strategies and tactics and will be able to apply</p> | |

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| | them to a range of sporting situations. | |
| Reading: <i>Where in the unit are students supported to read complex academic text?</i> | Writing: <i>Independent writing tasks and how they are structured</i> | |
| Review: <i>How will learning be reviewed?</i> 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. <i>How will feedback be received?</i> <i>Feedback will be given through student feedback, teacher feedback and performance outcomes. Opportunities for modelling will be a key aspect for student understanding.</i> | | |