

KEVICC KS3 Curriculum:	Subject: Physical Education	Key terms and vocabulary.
Year: 9	Topic: 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 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 an improved level of consistency and accuracy in core and advanced skills such as Tackling, Passing, Rucking. Mauling and Set Pieces (Line out, Scrum) Students will begin to demonstrate expertise in certain positions (Forward, Backs) and carry out the roles and responsibilities of the position with accuracy and control.</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 understand the qualities and values that enable them to be a positive leader and member of a group. Students will referee their own games and take responsibility for scoring effectively. They will also evaluate performance and encourage others to improve with constructive feedback..</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>Tower of Power Break-down Bind on Through the Gate Advantage Offside Gain line Rucking Mauling Jackal Lineout Set piece Turnover Shoulders above hips Wide base Try Conversion Drop Kick Dummy Forward Back Touch line Knock on Mark Off load Penalty Over load Width Strength Power Phase Speed Movement Creativity Scenario</b></p>

<p><b>What prior learning supports understanding of this content?</b>  Students have developed a sound knowledge of core skills around passing, tackling and rucking. Students have developed an understanding of how to referee with some accuracy and be able to respond to situations using a small range of tactics and strategies. Students would have begun to develop a small range of advanced skills to help outwit their opponent and this will vary in terms of consistency and accuracy.</p>	<p><b>How does this content link to future learning?</b>  Students will develop an increased level of consistency and accuracy that enables them to respond to a range of created and responsive situations to outwit their opponents using a range of core and advanced skills. Students will develop the confidence and competence to referee their own games and evaluate performance.</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>How will learning be reviewed?</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>How will feedback be received?</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>		