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| **Unit Overview: Football and Circuit Training** | | | | | | | | | |
| **Half- Term:** | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | **No of Lessons:** | **14** |
| **Key Focus for Unit:**  *What is the key knowledge being delivered?*  *What is the intent of this unit?* | | | | | | | | | |
| In the Autumn term, Year 9 will learn moderation drills, practices and games through football. There is also an opportunity here to develop your knowledge of exercise and the impact that this has on the body. Using terms, you have learnt through year 7 and 8, you will develop your own circuit training plan that will aim to improve specific areas of your physical fitness. During this term you will you will be encouraged to think about tactics and strategies, as well as the importance of fair competition. | | | | | | | | | |
| **Key Knowledge and Big Ideas:**  *What* ***Powerful Knowledge*** *and* ***Big Ideas*** *are explored in this Unit?*  *How have these progressed from previous learning? What* ***gaps in knowledge*** *have you identified from* ***baselining*** *and how are the being closed?* | | | | | | | | | |
| **Big idea(s):**   * **Outwitting Opponents as a Team** * **Challenging healthy, active lifestyles**   **Key Knowledge and skills**  What makes a safe training session? How to use equipment effectively when exercising. Tackling for contact in rugby as well as passing and running with ball.  How can we transfer games-based skills learnt in rugby, hockey and netball, into football?  Knowledge of how to exercise safely has been built in since year 7, in this unit you will be in control of planning this yourself. | | | | | | | | | |
| **Unit Assessment:**  *How will this unit be assessed?*  *What is the frequency of assessments – baselines etc?* | | | | | | | | | |
| Students will be assessed on their practical performance at the end of the unit of work. This will be demonstrated through the completion of a 6-week exercise program, in which students will need to evaluate and demonstrate physical progression and challenge. Students will also be performing in competitive situations through football, demonstrating an ability to perform and officiate.  Students will receive weekly MS Teams quizzes to challenge them on their knowledge of these topics and key vocabulary. | | | | | | | | | |
| **Key Skills Explored** | | | **Vocabulary Selected for DVI** | | | | **Links to Previous Unit** | | |
| * Tactics * Officiating as a referee in football * Performing as a player in football * Planning an appropriate training session for a selected area of fitness. * Evaluating your own performance to make improvements. * Understanding how exercise effects the body**.** | | | * Tactics * Feedback * Progressive overload * Fitness * Heart rate * Offside | | | | Students have taken part in games-based sports throughout year 7 and year 8. Introducing football in year 9 provides them with an opportunity to transfer and master skills in a different scenario.  Students are consistently made aware of how to exercise safely and also the importance of staying active. This will provide the students with an opportunity to plan their own physical training sessions. | | |
| **Links to Careers/Employability** | | | **How does this unit prepare students for the next unit?** | | | | | | |
| * Personal training * Coach * Referee * Self-discipline * Resilience * leadership | | | Students will be using the fundamental movements skills (running, jumping, balance and coordination) in all sports.  Students who select GCSE PE as an option subject will be required to plan, compete and evaluate a personal training session as part of their coursework.  Students will be completing 2 more games-based sports this year that they can transfer skills and knowledge to from football. | | | | | | |