

Ultimate Frisbee

Intent-

- Use a range of tactics to overcome opponents in Ultimate Frisbee
- To develop the knowledge and understanding to be able to analyse students own and a peer's performance.

• Impact	Year 7				Year 8				Year 9				Year 10				Year 11			
	Big Picture- Introduce basic skills in Ultimate Frisbee including; Backhand Passing, Catching, Forehand Pass, Pivoting, Cutting, Stacking, Attacking, Defending and Long Range Passing.				Big picture- Embed skills previously covered in year 7 by looking at progressing each student's basic skills in Ultimate Frisbee including; Backhand Passing, Catching, Forehand Pass, Pivoting, Cutting, Stacking, Attacking, Defending and Long Range Passing.				Big Picture- To master skills covered in both year 7 and 8, including; Backhand Passing, Catching, Forehand Pass, Pivoting, Cutting, Stacking, Attacking, Defending and Long Range Passing.				Big Picture- To Master the skills learnt in years 7-9 and analyse the performance of peers' in a Sport Education model lesson. To Master the principles of play and apply them within the Sport Education model style lesson.				Big Picture- to develop all round learners with the use of Sport Education with the development of a team mentality.			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
	L2 Catching	L2 Pivoting	L2 Attacking - Stacking	L2 Assessment Lesson	L2 Catching	L2 Pivoting	L2 Attacking - Stacking	L2 Assessment Lesson	L2 Catching	L2 Pivoting	L2 Attacking - Stacking	L2 Assessment Lesson	L2 Catching	L2 Pivoting	L2 Attacking - Stacking	L2 Assessment Lesson	L2 Catching	L2 Pivoting	L2 Attacking - Stacking	L2 Assessment Lesson
	L1 Backhand Passing	L1 Forehand Pass	L1 - Cutting	L1 Defence - Marking	L1 Backhand Passing	L1 Forehand Pass	L1 - Cutting	L1 Defence - Marking	L1 Backhand Passing/Longer Passing	L1 Forehand Pass	L1 - Cutting	L1 Defence - Marking	L1 Backhand Passing	L1 Forehand Pass	L1 - Cutting	L1 Defence - Marking	L1 Backhand Passing	L1 Forehand Pass	L1 - Cutting	L1 Defence - Marking
End Point	At the end of the year 7 football unit students will be able to begin to demonstrate : <ol style="list-style-type: none"> 1. Some core skills including Backhand Passing, Catching, Forehand Pass, Pivoting, Cutting, Stacking, Attacking, Defending and Long Range Passing. 2. Some physical fitness that is required to participate in a competitive situation. 3. Using appropriate skills in some correct situations 				At the end of the year 8 football unit students will have improved their ability by demonstrating : <ol style="list-style-type: none"> 1. many core skills including Backhand Passing, Catching, Forehand Pass, Pivoting, Cutting, Stacking, Attacking, Defending and Long Range Passing. 2. A few Advanced skills such as Ball control using: Using chest, thigh, non-dominant foot passing, Dominant foot shooting: Use of swerve, Volleys Non-dominant foot shooting, Dribbling, Ability to beat opponent, Defensive or attacking Marking: Player without the ball. 				At the end of the year 9 football unit students will be able to competently demonstrate : <ol style="list-style-type: none"> 1. Most core skills including Backhand Passing, Catching, Forehand Pass, Pivoting, Cutting, Stacking, Attacking, Defending and Long Range Passing.. 2. Some Advanced skills such as Ball control using: Using chest, thigh, non-dominant foot passing, Dominant foot shooting: Use of swerve, Volleys Non-dominant foot shooting, Dribbling, Ability to beat opponent, Defensive or 				At the end of the year 10 football unit students will be advanced at demonstrating the following: <ol style="list-style-type: none"> 1. All core skills including Backhand Passing, Catching, Forehand Pass, Pivoting, Cutting, Stacking, Attacking, Defending and Long Range Passing. 2. Many Advanced skills such as Ball control using: Using chest, thigh, non-dominant foot passing, Dominant foot shooting: Use of swerve, Volleys Non-dominant foot shooting, Dribbling, Ability to beat opponent, Defensive or 				At the end of the year 11 football unit students will have mastered the ability to demonstrate: <ol style="list-style-type: none"> 1. All core skills including Backhand Passing, Catching, Forehand Pass, Pivoting, Cutting, Stacking, Attacking, Defending and Long Range Passing. 2. Almost all Advanced skills such as Ball control using: Using chest, thigh, non-dominant foot passing, Dominant foot shooting: Use of swerve, Volleys Non-dominant foot shooting, Dribbling, Ability to beat opponent, Defensive or 			

	<ol style="list-style-type: none"> 4. Applying strategies and tactics to competitive situations rarely. 5. Some awareness of the rules/regulations of a game of Frisbee 6. Attempts some communication with other performers. 7. An attempt to evaluate their own performance or of other performers. 	<ol style="list-style-type: none"> 3. Sufficient physical fitness that is required to participate in a competitive situation. Effectively. 4. Using appropriate skills in some correct situations 5. Apply strategies and tactics to competitive situations on occasions. 6. An improved awareness of a range of rules/regulations of a game of football 7. communication with a range of other performers 8. An attempt to evaluate the skills that they or a peer uses in their performances. 	<p>attacking Marking: Player without the ball.</p> <ol style="list-style-type: none"> 3. Appropriate physical fitness that is required to participate in a competitive situation effectively. 4. Using appropriate skills successfully on occasions 5. Applies appropriate strategies and tactics to competitive situations showing a good understanding of the activity. 6. A good awareness of the rules/regulations of a game of football 7. Applies good communication skills with other performers. 8. Can make an accurate assessment of the skills they or a peer uses in a game. 	<p>attacking Marking: Player without the ball.</p> <ol style="list-style-type: none"> 3. Appropriate physical fitness that is required to participate in a competitive situation very effectively. 4. Using appropriate skills successfully on many occasions. 5. Applies appropriate strategies and tactics to competitive situations showing a very good understanding of the activity. 6. A very good awareness of the rules/regulations of a game of football 7. Applies very good communication skills with other performers. 8. Can make an accurate assessment of the skills they or a peer uses in a game. 	<p>attacking Marking: Player without the ball.</p> <ol style="list-style-type: none"> 3. Appropriate physical fitness and psychological control that is required to participate in a competitive situation very effectively. 4. Using appropriate skills successfully on almost all occasions. 5. Applies appropriate strategies and tactics to competitive situations showing an excellent understanding of the activity. 6. An excellent awareness of the rules/regulations of a game of football 7. Applies excellent communication skills with other performers. 8. Can make an accurate and thorough assessment of the skills they or a peer uses in a game.
Progress and Assessment	<p><u>Head</u></p> <ul style="list-style-type: none"> • The use of freeze-frames to assess student's ability to break down skills into preparation, execution, and recovery where appropriate. • Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> • Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport • Students will be assessed on the techniques they can demonstrate of 	<p><u>Head</u></p> <ul style="list-style-type: none"> • The use of freeze-frames to assess student's ability to break down skills into preparation, execution, and recovery where appropriate. • Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> • Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport • Students will be assessed on the techniques they can demonstrate of taught skills in a team sport. 	<p><u>Head</u></p> <ul style="list-style-type: none"> • The use of freeze-frames to assess student's ability to break down skills into preparation, execution, and recovery where appropriate. • Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> • Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport • Students will be assessed on the techniques they can demonstrate of taught skills in a team sport. 	<p><u>Head</u></p> <ul style="list-style-type: none"> • The use of freeze-frames to assess student's ability to break down skills into preparation, execution, and recovery where appropriate. • Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> • Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport • Students will be assessed on the techniques they can demonstrate of taught skills in a team sport. 	<p><u>Head</u></p> <ul style="list-style-type: none"> • The use of freeze-frames to assess student's ability to break down skills into preparation, execution, and recovery where appropriate. • Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> • Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport • Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.

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Key Vocabulary/ Literacy	Backhand Passing, Catching, Forehand Pass, Pivoting, Cutting, Stacking, Attacking, Defending and Long Range Passing.	Backhand Passing, Catching, Forehand Pass, Pivoting, Cutting, Stacking, Attacking, Defending and Long Range Passing.	Backhand Passing, Catching, Forehand Pass, Pivoting, Cutting, Stacking, Attacking, Defending and Long Range Passing.	Backhand Passing, Catching, Forehand Pass, Pivoting, Cutting, Stacking, Attacking, Defending and Long Range Passing.	Backhand Passing, Catching, Forehand Pass, Pivoting, Cutting, Stacking, Attacking, Defending and Long Range Passing.
Connected Knowledge within Physical Education	<p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p> <p>A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>
Links to Character and Culture	<ul style="list-style-type: none"> Develop understanding of the importance of maintaining good health and diet. The three different types of health. Explore what the term 'wellbeing' means. The different types of wellbeing. Develop an understanding around factors which can impact on mental health and wellbeing, such as the social benefits of participating and socialising through team sports. Encourage to get involved with wellbeing events and charity events at school or within the wider community including extra-curricular clubs – socialising with others in sport outside of sport, setting goals to improve and achieve, to boost self-esteem. 	<ul style="list-style-type: none"> Articulating informed and balanced opinions whilst participating as part of a team, while being respectful to all – other members of a sports team may have a difference in opinion, how you manage that is essential towards success. Becoming involved in citizenship whole school/character and culture events or in wider extra-curricular activities – taking part in school competitions to earn points towards house totals. Demonstrate their understanding of physical and mental health and wellbeing – the benefits of exercise and working as part of a team – weight loss, feeling better about yourself, boosting self-esteem, self-confidence. 	<ul style="list-style-type: none"> Forming an informed opinion, while showing respect for other's beliefs and values who are part of your team or just participating in the same sport as you. Understand what positive relationships are – building relationships through team sports. What is the common link – between relationships with team mates in sport and those you interact with in or outside of sport? 	<ul style="list-style-type: none"> Understand about positive relationships and wellbeing – how does this translate over to sport? Encouraging relationships that foster trust and respect – working with others that you wouldn't normally choose to, in order to achieve a common goal in sport. Sharing, encouraging and setting boundaries to promote safety and wellbeing – through healthy competition in competitive team sports. 	<ul style="list-style-type: none"> Demonstrate an understanding of what is meant by 'good' health and physical & mental wellbeing and the role that exercise and physical activity can play in maintaining it. Evaluating how we can develop our levels of physical, mental health and wellbeing through sport and exercise.

Links to other Subjects	<ul style="list-style-type: none"> Year 7 Science Topic – Lungs and the respiratory system – both will be covered in Term 1 Block 3 (in home learning tasks and embedded into LO's for practical lessons) 	<ul style="list-style-type: none"> Year 8 science topic – Energy Systems both will be covered in Term 2 Block 1 (in home learning tasks and embedded into LO's for practical lessons) Year 8 Science Topic – Skeletal System + Muscular System – both will be covered in Term 3 Block 1 (in home learning tasks and embedded into LO's for practical lessons) Joint Year 8 Respiratory homework project with science 	•	•	•

Impact: Links to NCPE of assessment and evaluation of own and peers skills. Links to NCPE with Use a range of tactics to overcome opponents in a team sport.