

Intent – For students to become competent, confident and masters in a broad range of physical activities and sport. To be able to analyse and evaluate their own and peer’s performance. Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life. To understand and apply long-term participation health benefits of physical activity that promotes an active healthy lifestyle.

IMPLEMENTATION

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit 1 - 1.1.1 – 1.2.3	Unit 1 – 1.2.4 – 1.4.4	Unit 1 – 1.5 – 3.2.2	Unit 1 – 4.1.1 – External Assessment	Mock Coursework	Mock Coursework
<p>Year 11 V CERT Health and Fitness (assessment week)</p> <p>Key:</p> <p>Blocked Yellow = Coursework Write-up lesson (assumed prior knowledge of content)</p> <p>Blocked Brown = Coursework write-up lesson (Assume no prior knowledge – teach before)</p> <p>Blocked Orange = Practical Task</p>	<p>L2 – 3.1 Health and Fitness</p> <p>L2 – 3.2.1 Health Related components of fitness</p> <p>L2 – 3.2.2 Skill Related components of fitness</p> <p>L2 – 4.1.1 The Principles of training</p> <p>L2 – Assessment</p> <p>L2 – 1.1.2 Functions of the skeleton</p> <p>L2 – 1.1.3 Types of joints</p> <p>L2 – 1.1.6 Structure of a synovial joint</p>	<p>L2 - Assessment</p> <p>L2 – 1.2.1 Types of muscle</p> <p>L2 – 1.2.3 Muscle movement and contraction</p> <p>L2 – Assessment of Skeletal and Muscular system</p> <p>L2 – 1.3.2 Functions of the respiratory system</p> <p>L1 – Assessment of Respiratory System</p> <p>L1 – 1.4.1 Structure and function of blood vessels</p>	<p>L1 – 1.4.3 The Cardiac Cycle</p> <p>L1 – Blood Pressure</p> <p>L2 – DIRT /Energy Systems</p> <p>L2 – Energy Systems</p> <p>L2 – 2.1.2 STE of Health and Fitness</p> <p>L2 – LTE of health and Fitness</p>	<p>EA Targeted Revision</p> <p>EA Targeted Revision</p> <p>External Assessment</p> <p>L2 – Task 1 Part 1 Mock CWK</p> <p>L2 – Task 1 Part 2 Mock CWK</p> <p>L2 – Task 1 Part 3 MOCK CWK</p>	<p>L2 – 3.1.1 Health and Fitness Analysis Tools</p> <p>L2 – Task 2 Part 1 Mock CWK</p> <p>L2 – 2.1.1 Health Related Fitness Testing</p> <p>L1.2 – Task 3 Part 1 Mock CWK</p> <p>L2 – 1.1.1 - 2 Activity Levels + Diet</p> <p>L2 – 4.1.1 + 4.1.2 Health and Fitness Programme and Session Card</p>	<p>L2 – 4.1.1 + 4.1.2 Health and Fitness Programme and Session Card</p> <p>L2 – 4.1.4 Main Activity Session</p> <p>L2 – Task 4 Part 2</p> <p>L2 – Task 4 – Part 3 Mock CWK</p> <p>L2 – Task 4 Part 4</p> <p>L2 – Task 4 Part 4</p>
	<p>L1 – 3.1 Health and Fitness</p> <p>L1 – 3.2.1 Health-Related Components of Fitness</p> <p>L1 – 3.2.2 Skills Related Components of fitness</p> <p>L1 – 4.1.1 The principles of training</p> <p>L1 – 4.2.2 Principles of FITT</p> <p>L1 – 1.1.1 Structure of the skeleton</p> <p>L1 – 1.1.3 Types of bones</p> <p>L1 – 1.1.5 Joint Actions</p>	<p>L1 – 1.1.7 Structure of the spine and posture</p> <p>L1 – 1.2.1 Types of muscle/DIRT</p> <p>L1 – 1.2.2 Structure of the Muscular System</p> <p>L1 – 1.2.4 Muscle Fibre Types</p> <p>L1 – DIRT/ 1.3.1 Structure of the respiratory system</p> <p>L1 – Lung Volumes</p> <p>L2 – 1.4.1 DIRT/ Structure of the heart</p>	<p>L2 – 1.4.2 Structure and function of blood vessels - Redistribution</p> <p>L2 – 1.4.4 Cardiovascular Measurements</p> <p>L2 – Assessment – Skeletal, muscular, respiratory, cardiovascular</p> <p>L1 – 1.5 Energy Systems</p> <p>L1 – 2.1.1 STE of Health and Fitness</p> <p>L1 – LTE of Health and Fitness</p>	<p>EA Targeted Revision</p> <p>EA Targeted Revision</p> <p>External Assessment</p> <p>L1 – Task 1 Part 1 Mock CWK</p> <p>L1 – Task 1 Part 2 Mock CWK</p> <p>L1 – 2.2.1 Methods of Training</p>	<p>L1 – Task 1 Part 3 Mock CWK</p> <p>L1 – 3.1.2 Goal Setting</p> <p>L1 – Tasks 2 Part 2 Mock CWK</p> <p>L1 – Skill Related Fitness Testing</p> <p>L1 – Task 3 Part 2 and 3 MOCK CWK</p> <p>L1 – 1.1.3+1.1.4 Rest and Recovery and Other Factors</p>	<p>L1 – 1.1.3+1.1.4 Rest and Recovery and Other Factors</p> <p>L1 – 1.1.3+1.1.4 Rest and Recovery and Other Factors</p> <p>L1 – 1.1.3+1.1.4 Rest and Recovery and Other Factors</p> <p>L1 – Task 4 Part 2</p> <p>L1 – Task 4 Part 2</p> <p>L1 – Task 4 Part 4</p> <p>L1 – Task 4 Part 4</p>
<p>End Point</p> <p>At the end of the first block Year 10 students will be able to:</p> <ol style="list-style-type: none"> Define Health and fitness, describe if an individual can be fit but not healthy Recall the 5 health related components of fitness and explain how they can be improved to improve sporting performance Recall the 6 skill related components of fitness and explain how they can be improved to improve sporting performance Recall the 5 principles of training and apply them to a training program Recall and define the 4 FITT principles and apply them to a training program Identify, Describe and explain the structures and functions of the skeletal system Recall the types of joints and describe the range of movement available at them Recall and describe the joint actions found at synovial joints 	<p>Holiday- 1 week</p> <p>By the end of the second block year 10 students will be able to:</p> <ol style="list-style-type: none"> Recall the regions of the spine and identify 3 postural deviations from normal. Recall and describe the three types of muscle Describe the structure of the muscular system Identify different types of muscle contraction and apply them to sporting movements Identify and describe the different muscle fibre types Identify the structures of the respiratory system. Identify and describe the functions of the respiratory system Define and identify different lung volumes Describe the structures and functions of blood vessels Identify the different structures of the heart 	<p>Holiday- 2 weeks</p> <p>By the end of the third block year 10 students will be able to:</p> <ol style="list-style-type: none"> Describe the cardiac cycle Identify different cardiovascular measurements Describe the 2 energy systems Identify and describe the 11 short term effects of exercise Identify and describe the 10 adaptations of exercise 	<p>Holiday- 1 week</p> <p>By the end of the fourth block year 10 students will be able to:</p> <ol style="list-style-type: none"> Recall, describe and explain the structure and function of the body systems, effects of exercise, components of fitness and principles of training. 	<p>Holiday- 2 Weeks</p> <p>By the end of the fifth block year 10 students will be able to:</p> <ol style="list-style-type: none"> Create, administer and analyse health and fitness tools Recall the elements of SMART targets and explain the importance of goal setting in health and fitness Recall the fitness tests used to test the 1 components of fitness, describe the method for each and analyse against national data. Identify recommended activity levels and diet requirement and describe their importance for beginning a training programme. 	<p>Holiday- 1 Week</p> <p>By the end of the sixth block year 10 students will be able to:</p> <ol style="list-style-type: none"> Describe the importance of rest and recovery in a training programme. Explain the impact that other factors can have upon a training programme. Describe the importance of a warm-up and cool down within a training session. Describe the components that make up the main activity of a training session. 	
<p>Progress and Assessment</p>	<p>Assessment will consist of:</p> <ul style="list-style-type: none"> AO1 style low stakes testing at the end of sub topics – or every 4th lesson. AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit (body system) Progress tracked using NCFE grade boundaries for L1PMD + L2PMD, grades inputted into class PLC. 	<p>Assessment will consist of:</p> <ul style="list-style-type: none"> AO1 style low stakes testing at the end of sub topics – or every 4th lesson. AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit (body system) <p>Progress tracked using NCFE grade boundaries for L1PMD + L2PMD, grades inputted into class PLC.</p>	<p>Assessment will consist of:</p> <ul style="list-style-type: none"> AO1 style low stakes testing at the end of sub topics – or every 4th lesson. AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit (body system) 	<p>Assessment will consist of:</p> <ul style="list-style-type: none"> AO1 style low stakes testing at the end of sub topics – or every 4th lesson. AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit (body system) 	<p>Assessment will consist of:</p> <p>Work being submitted at the end of every task (5 tasks in total)</p> <p>Progress tracked using NCFE grade bands (1-3) for unit 2 and converted to L1PMD + L2PMD so that grades can be inputted into class PLC.</p>	<p>Assessment will consist of:</p> <p>Work being submitted at the end of every task (5 tasks in total)</p> <p>Progress tracked using NCFE grade bands (1-3) for unit 2 and converted to L1PMD + L2PMD so that grades can be inputted into class PLC.</p>

				Progress tracked using NCFE grade boundaries for L1PMD + L2PMD, grades inputted into class PLC.		Progress tracked using NCFE grade boundaries for L1PMD + L2PMD, grades inputted into class PLC.		that grades can be inputted into class PLC.		
Key Vocabulary/Literacy	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding		Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding		Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding		Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding		Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding
Connected Knowledge Connectives to ?????? Theme/topic/year group? Cross-curricular themes?	<p>Links to practical Core PE – (Year 7-11) Structure and functions of the skeleton applied to sporting activities covered in the PE curriculum.</p> <p>Types of bones, joint and joint actions referred to in movement analysis and practical demonstrations in Core PE.</p> <p>Types of muscle – muscles referred to in practical PE and their role in health and fitness activities.</p> <p>Muscle movements and contractions referred to in sporting actions.</p> <p>Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with V CERT Health and Fitness specification</p> <p>Links to other topics - Linked to 2.1.1 production of synovial fluid as a short term effect of exercise</p> <p>A Level PE – Structure and function of the skeleton, types of bones, types of joint, joint action, structure of a synovial joint, postural deviations and the spine and types of muscle</p> <p>BTEC Sport Level 3 - Structure and function of the skeleton, types of bones, types of joint, joint action, structure of a synovial joint, postural deviations and the spine and types of muscle</p>	<p>Links to practical Core PE – (Year 7-11)</p> <p>The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups.</p> <p>Types of muscle – muscles referred to in practical PE and their role in health and fitness activities.</p> <p>Muscle fibre Types – referred to in Athletics – short and long distance events.</p> <p>Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with V CERT Health and Fitness specification</p> <p>Links to other topics - Linked to 2.1.1 increased breathing rate and depth of breathing as a short term effect of exercise</p> <p>A Level PE – Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</p> <p>BTEC Sport Level 3 - Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</p>	<p>Links to practical Core PE – (Year 7-11)</p> <p>Energy systems – links made to different sports and what energy sources they rely upon.</p> <p>Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with V CERT Health and Fitness specification</p> <p>A Level PE – Structure and function of the heart, the cardiac cycle, cardiovascular measurements and energy systems.</p> <p>BTEC Sport Level 3 - Structure and function of the heart, the cardiac cycle, cardiovascular measurements and energy systems.</p>	<p>Links to practical Core PE – (Year 7-11)</p> <p>Fitness Lessons – Principles of training lessons when creating training programmes. Applying to FITT to training programmes.</p> <p>Short term effects of the body systems – linked to warm-ups.</p> <p>Long term effects of exercise applied to fitness units and what we should expect to happen as a result of different types of training.</p> <p>Links to other topics – Short and long term effects of the body systems previously covered.</p> <p>A Level PE – Short and Long Term effects of exercise (acute and chronic), components of fitness. Principles of training and FITT.</p> <p>BTEC Sport Level 3 - Short and Long Term effects of exercise (acute and chronic), components of fitness. Principles of training and FITT.</p>	<p>Links to practical Core PE – (Year 7-11) Fitness Lessons – Principles of training lessons when creating training programmes. Applying to FITT to training programmes.</p> <p>Links to other topics – Components of fitness, fitness testing, short and long term effects of exercise, methods of training.</p> <p>A Level PE – Components of fitness, short and long term effects, fitness testing, principles of training and FITT.</p> <p>BTEC Sport Level 3 – Components of fitness, short and long term effects, fitness testing, principles of training and FITT.</p>	<p>Links to practical Core PE – (Year 7-11) Core Lessons – Warm-ups/cool downs.</p> <p>Fitness lessons – health and fitness programmes, session cards, warm ups and cool downs, the main activity and health and safety.</p> <p>Links to other topics – Components of fitness, methods of training, principles of training, FITT</p> <p>Character and Culture – (Year 7-11) Rest, recovery, sleep, recreational drugs, alcohol, stress and performance enhancing drugs.</p> <p>A Level PE – Components of fitness, short and long term effects, fitness testing, principles of training and FITT, planning training sessions, PED’s, rest and recovery, diet, activity levels.</p> <p>BTEC Sport Level 3 – Components of fitness, short and long term effects, fitness testing, principles of training and FITT, Components of fitness, short and long term</p>				
Links to C+C	<ul style="list-style-type: none"> Mental Health and well-being Mental Health – Body Image 						<ul style="list-style-type: none"> Healthy eating and lifestyle factors 		<ul style="list-style-type: none"> Importance of sleep and rest 	
Links to other subjects										
Impact										<ul style="list-style-type: none"> Recall knowledge and show understanding of the content covered in Unit 2 Apply knowledge and understanding to a variety of different real-life scenarios. Analyse and evaluate knowledge and understanding that develops analytical thinking to make reasoned judgements and reach conclusions about their own or a peer’s performance.