

Bilton School – Planning for progress over time. Fitness

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.

	Year 7					Year 8					Year 9					Year 10					Year 11				
	Big Picture- Understand basic principles of a healthy lifestyle. Using heart rates to understand the effect of exercise on the body systems. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big picture- able to understand how to develop a fitness program to improve fitness levels. Use fitness room equipment safely and effectively. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big Picture- To develop knowledge of the components of fitness and how they impact on individual fitness levels. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big Picture- To use the fitness room and equipment to develop and improve fitness levels independently. Evaluate their performances compared to previous ones demonstrating improvement in strength and cardio vascular levels.					Big Picture- to develop all round learners with the confidence to mentor others in the fitness room and work independently. Evaluate performances compared to previous ones demonstrating knowledge of healthy lifestyles.				
	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 SMART TARGETS- Planning clear goals	L2 Principles of Training- FITT & SPORT	L2 Components of Fitness- Skill Related	L2 Fitness Challenges-		L2 Principles of Training- FITT & SPORT	L2 Methods of Training- Weight Training	L2 Components of Fitness- Skill related Fitness Tests	L2 Fitness Challenges		L2 Methods of Training- Circuit	L2 Components of fitness- Physical	L2 Fitness planning using principles of training	L2 Fitness Plans/Challenges		L2 individual fitness plan	L2 individual fitness plan	L2 individual fitness plan	L2 individual fitness plan		L2 SPORT EDUCATION- specific fitness	L2 SPORT EDUCATION- specific fitness work	L2 SPORT EDUCATION – specific fitness work	L2 SPORT EDUCATION- specific fitness work	
	L1 Introduction to the gym- How to measure HR and activities that adjust HR	L1 Methods of Training- Circuit Training	L1 Components of Fitness- Physical Related	L1 Fitness Challenges- Fitness Bingo		L1 SMART TARGETS	L1 Methods of Training- Circuit Training	L1 Components of Fitness- Physical related fitness tests	L1 Fitness Challenges		L1 SMART TARGETS	L1 Methods of Training- Weight Training	L1 Components of fitness- Skill	L1 Fitness Plans/Challenges		L1 individual fitness plan	L1 individual fitness plan	L1 individual fitness plan	L1 individual fitness plan		L1 SPORT EDUCATION- specific fitness	L1 SPORT EDUCATION- specific fitness	L1 SPORT EDUCATION- specific fitness work	L1 SPORT EDUCATION- specific fitness work	
End point	At the end of this unit students will be able to; <ol style="list-style-type: none"> Find a pulse and take a heart rate Use the heart rate to monitor the effect of exercise on the body Understand what constitutes a healthy lifestyle They will be able to do this through; <ul style="list-style-type: none"> Developing an lifestyle through exercise Understanding the differences between the different components of fitness Using their heart rates to keep track of their progress 					At the end of this unit students will be able to; <ol style="list-style-type: none"> Name the basic muscles groups in the body Become familiar with some of the components of training and design a basic fitness plan Understand the different methods of training that can be used to develop fitness. They will be able to do this through; <ul style="list-style-type: none"> Setting appropriate goals for a fitness plan. Taking an active part in regular exercise either in / out of school Use the fitness equipment effectively to develop and improve fitness levels 					At the end of this unit students will be able to; <ol style="list-style-type: none"> Have a basic understanding of the principles of training and how they affect fitness levels Develop an effective fitness plan to improve fitness levels for their sport / activity Relate their fitness plan to be relevant to a sport or activity they participate in regularly They will be able to do this through; <ul style="list-style-type: none"> A regular use of a fitness regime either in school or in the community Reflect on the effects that a healthy lifestyle will have on the body in the future Taking regular exercise in the form of sport or individual activities, of through fitness clubs after school. 					At the end of this unit students will be able to; <ol style="list-style-type: none"> Demonstrate the various activities that can be included in a fitness plan, safely and effectively Use the fitness equipment safely, with good form and technique. Be able to change and modify a fitness program to suit the needs of their sport or activity. They will be able to do this through; <ul style="list-style-type: none"> Attending fitness clubs after school / in the community Researching exercise programs and seeking advice from professionals [PE staff / gym staff] Looking to join fitness clubs or community gyms, with a 					At the end of this unit students will be able to; <ol style="list-style-type: none"> Use all gym equipment safely and effectively with minimum supervision. Spot and assist others in the gym Demonstrate a variety of basic Olympic weight lifting techniques for the use in exercise programs Develop a fitness program which will directly influence their sport / activity in the community They will be able to do this through; <ul style="list-style-type: none"> Seeking help and advice from staff during lessons / after school Join a gym in the community to further develop their knowledge and skills 				

				view of becoming a qualified instructor when appropriate.	<ul style="list-style-type: none"> Look to help and assist others in the with the vision of becoming qualified instructors and / or competing in competitions when old enough
Progress and Assessment	<p><u>Head</u></p> <ul style="list-style-type: none"> Students will be assessed on their knowledge of different fitness terminology and how they can be used to improve their fitness. 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 on the techniques they can demonstrate of taught skills using the gym equipment. 	<p><u>Head</u></p> <ul style="list-style-type: none"> Students will be assessed on their knowledge of different fitness terminology and how they can be used to improve their fitness. 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 on the techniques they can demonstrate of taught skills using the gym equipment. 	<p><u>Head</u></p> <ul style="list-style-type: none"> Students will be assessed on their knowledge of different fitness terminology and how they can be used to improve their fitness. 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 on the techniques they can demonstrate of taught skills using the gym equipment. 	<p><u>Head</u></p> <ul style="list-style-type: none"> Students will be assessed on their knowledge of different fitness terminology and how they can be used to improve their fitness. Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <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 on the techniques they can demonstrate of taught skills using the gym equipment. 	<p><u>Head</u></p> <ul style="list-style-type: none"> Students will be assessed on their knowledge of different fitness terminology and how they can be used to improve their fitness. Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <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 on the techniques they can demonstrate of taught skills using the gym equipment.
Key Vocabulary/ Literacy	Heart rate Cardio vascular Fitness Resistance training Interval / continuous training	Components of fitness Aerobic / Anaerobic Major muscle groups Strength training – sets and repetitions	Oxygen debt Doms Principles of training – overloading Circuit training	FITT Components of fitness Overload Progression Aerobic	Components of fitness Principle of training Individual fitness planning Mentoring
Connected Knowledge <i>Connectives</i> <i>Theme/topic/year group?</i> <i>Cross-curricular themes?</i>	<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. Principles of training Methods of training SMART Targets 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. 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. Principles of training Methods of training SMART Targets 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. 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. Principles of training Methods of training SMART Targets 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. 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. Principles of training Methods of training SMART Targets 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. 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. Principles of training Methods of training SMART Targets 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. 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. 	<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 	<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. 	<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 	<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.

IMPLEMENTATION

	<ul style="list-style-type: none"> 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. 	<p>opinion, how you manage that is essential towards success.</p> <ul style="list-style-type: none"> 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. <p>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.</p>	<p>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?</p>	<p>wouldn't normally choose to, in order to achieve a common goal in sport.</p> <ul style="list-style-type: none"> Sharing, encouraging and setting boundaries to promote safety and wellbeing – through healthy competition in competitive team sports. 	<p>Evaluating how we can develop our levels of physical, mental health and wellbeing through sport and exercise.</p>
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. assessment				