

Health and Fitness Year 10 (Year 1)

INTENT

The Health and Fitness course offers students the opportunities to acquire a number of practical and technical skills that will help them to develop a broad understanding of the structure and function of body systems, identify the effects of health and fitness activities on the body, understand health and fitness and the components of fitness, apply the principles of training and the impact of lifestyle on health and fitness. They will learn how to test and develop components of fitness, and apply health and fitness analysis tools to set and plan goals, through an internal assessment they will develop and take part in a health and fitness programme and understand how to prepare safely.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Dates	2/9/2024 9/9/2024 16/9/2024 23/9/2024 30/9/2024 7/10/2024 14/10/2024 21/10/2024	4/11/2024 11/11/2024 18/11/2024 25/11/2024 2/12/2024 9/12/2024 16/12/2024	6/1/2025 13/1/2025 20/1/2025 27/01/2025 3/2/2025 10/2/2025	24/2/2025 3/3/2025 10/3/2025 17/3/2025 24/3/2025 31/3/2025	28/4/2025 5/5/2025 12/5/2025 19/5/2025	2/6/2025 9/6/2025 16/6/2025 23/6/2025 30/6/2025 7/7/2024 14/07/2024
Year 10	L1: Structure of the skeleton L2: Functions of the skeleton L3: Types of bone L4: Types of joint L5: Types of synovial joint L6: Joint Actions L7: Joint Actions L8: Structure of a synovial joint L9: The vertebral column and posture L10: Revision Lesson L11: End of Topic Test Skeletal System L12: DIRT /Types of Muscle L13: Structure of the Muscular System L14: Structure of the Muscular System L15: Antagonistic Muscle Pairs L16: Types of Muscle Contraction	L1: Muscle Fibre Types L2: Revision Lesson L3: End of Topic test Muscular System L4: DIRT L5: Structure of the respiratory System L6: Structure of the respiratory system L7: Functions of the respiratory system L8: Gaseous Exchange and Diffusion L9: Respiratory Measurements L10: Structure and Function of Blood Vessels L11: The Structure of the Heart L12: The Cardiac Cycle /Cardio Measurements L13: Blood Pressure L14: End of Topic Test	L3: DIRT/Short Term Effects of Exercise L4: Long Term Effects of Exercise L5: Health and Fitness L6: Health Related Components of Fitness L7: Skill Related Components of Fitness L8: Principles of Training L9: Revision Lesson L10: End of Topic Test – Health and Fitness L11: Health Related Fitness Tests L12: Skill Related Fitness Tests L3: Practical Health and Skill Related Fitness Tests L4: Practical Health and Skill Related Fitness Tests L5: Practical Health and Skill Related Fitness Tests L6: L6: Practical Health and Skill Related Fitness Tests L7: Analysis of Fitness Testing L8: End of Topic Test Fitness Testing L9: DIRT L10: Practical Lesson L11: PARQ L2: Lifestyle Questionnaire L3: Food Diary L4: Revision Lesson L5: End of Topic Test L6: DIRT	L7: SMART Targets L8: Assessment of tasks 1,2 and 3 of the NEA L9: No Lesson Bank Holiday L10: Health and Safety L11: Warm-ups and Cool-Downs L12: Methods of training L13: Methods of Training L14: Optimising/Rest and Recovery	L1: Designing a training program. L2: Explaining the choices in a training program L3: 2 week training program L4: 2 week training program L5: 2 week training program L6: 2 week training program L7: Retesting Fitness Levels L8: Effectiveness of the training program L9: Revision Lesson L10: End of Topic Test L11: DIRT L12: Reserve Lesson L13: Reserve Lesson L14: Reserve Lesson	
End Points	Students will be able to apply knowledge of the following content areas and apply this knowledge to examples from physical activity: <ul style="list-style-type: none"> how to locate the bones in the 2 sections of the skeleton the functions of the skeletal system and how they assist during sport/activity: the types of bones in the body, their primary function and how they relate to movement (where applicable): the function of joints and the different types of joints in the body: types of movement, how they relate to ball and socket and hinge joints and their application to specific actions in health and fitness: the structure of a synovial joint, the function of each component and how to identify the articulating bones of each synovial joint: how to locate the different regions of the vertebral column: the effects posture can have when performing health and fitness activities and how to recognise postural changes: the types of muscle, where they are located and their characteristics and functions: the structure of the muscular system by locating the main muscles of the muscular system and their relation to joint actions: how muscles work in antagonistic pairs to produce movement at a joint and how to apply this principle to specific actions in health and fitness: the types of muscle contractions and how to apply these to specific actions and muscles: 	Students will be able to apply knowledge of the following content areas and apply this knowledge to examples from physical activity: <ul style="list-style-type: none"> the different muscle fibre types and their characteristics, including colour, contraction speed and fatigue speed and which muscle fibre types are suited to different types of health and fitness activities: that individuals have differing numbers of type 1 and type 2 muscle fibres and how specific training can affect the performance of muscle fibre types: the pathway of air through the respiratory system and how to locate the following structures: the mechanics of breathing in (inhalation) and breathing out (exhalation) and the role of: The terms 'diffusion' and 'gaseous exchange' and the features of the alveoli that assist gaseous exchange: how to interpret the spirometer traces: the respiratory changes that happen from rest to participating in health and fitness activities: the structure of the blood vessels and how the structure relates to the functions of blood distribution: how the blood vessels redistribute blood (vascular shunt) during health and fitness activities: the 2 sides that the heart is divided into (left and right) and how to locate the following structures: the order of the cardiac cycle and the pathway of deoxygenated and oxygenated blood around the heart: the following cardiovascular measurements, including how they are measured (limited to maximal heart rate and cardiac output) and understand how they are relevant to health and fitness: the 2 different types of blood pressure, the ranges of blood pressure classification and factors that affect blood pressure: the anaerobic and aerobic energy systems and how to apply these to health and fitness activities: 	Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity <ul style="list-style-type: none"> the short-term effects that health and fitness activities can have on the body, how to link these to specific health and fitness activities and why each short-term effect occurs the long-term effects of health and fitness activities on the body, how to link these to specific health and fitness activities and why each long-term effect occurs: the terms 'health' and 'fitness' and the relationship between them: the 5 components of health-related fitness, their definitions, how to link the components to health and fitness activities (inclusive of sporting activities) and the effect that improvements to the components has on performance in the activity: the 6 components of skill-related fitness, their definitions, how to link these components to health and fitness activities (inclusive of sporting activities) and the effect that improvements to the components has on performance in the activity: the 5 principles of training (SPORT) and how they can be applied to meet the needs of individuals to optimise performance in health and fitness activities: the principles of overload (FITT) and how they can be applied to meet the needs of individuals to optimise performance in health and fitness activities: the purpose and procedure of health-related fitness tests: the purpose and procedure of skill-related fitness tests: 	Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity: <ul style="list-style-type: none"> the purpose and procedure of health-related fitness tests: the purpose and procedure of skill-related fitness tests health and fitness analysis tools, what information is collected, how to administer them and why they are used: 	Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity <ul style="list-style-type: none"> the acronym SMART in relation to goal setting and how to apply the SMART principles to set health and fitness goals: different training methods, how they may support different individual goals in a health and fitness programme and how to set up a basic training schedule for the following methods: the information that should be included in a health and fitness programme: the information that should be included in the session plan: the purpose, benefits and phases of a warm-up and cool-down and how these are applied to a health and fitness session/activity: the components of the main activity section and how the principles of training and the principles of FITT are applied to an activity session. The learner will also understand why different methods of training are included in an activity session and how they link to components of fitness: 	<ul style="list-style-type: none"> Students will get the opportunity to practice the previous years' NEA by undertaking a series of practical tasks that will be important for the beginning of Year 11.

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Progress & assessment	<p>Assessment will consist of:</p> <ul style="list-style-type: none"> AO1 style low stakes testing at the start of every lesson AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit <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 start of every lesson AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit <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 start of every lesson AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit <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 start of every lesson AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit <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 start of every lesson AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit <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 start of every lesson AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit <p>Progress tracked using NCFE grade boundaries for L1PMD + L2PMD, grades inputted into class PLC.</p>
Key Vocabulary/literacy opportunities	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
Connected Knowledge	<p>Links to practical Core PE – (Year 7-11) The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with V CERT Health and Fitness specification Links to other topics - Linked to 2.1.1 increased breathing rate and depth of breathing as a short term effect of exercise A Level PE – Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types 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) The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. 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Links to C+C				Healthy eating and lifestyle factors	Healthy eating and lifestyle factors	
Spiritual, Moral, Social and cultural.	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes	
British Values	Group work to encourage valuing others' opinions and building a mutual respect for others in the class	Group work to encourage valuing others' opinions and building a mutual respect for others in the class	Group work to encourage valuing others' opinions and building a mutual respect for others in the class	Group work to encourage valuing others' opinions and building a mutual respect for others in the class	Group work to encourage valuing others' opinions and building a mutual respect for others in the class	
Cultural Capital	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.	

IMPACT:

Students will learn the content that is assessed in 2 ways, through an internal and external assessment. Once all content has been covered students will undertake an internal assessment in the form of a synoptic project, this same content will then be assessed in an external assessment in the summer examination window. Students progress will be tracked through frequent assessment points for both the internal and external assessment, progress will be tracked using the NCFE grading calculator in the form of the vocational grading structure (L1PMD + L2PMD).

