

Health and Fitness Year 11 (Year 2)

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									
Year 11																																								
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	7/4/2025	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 11	No Lessons	L1 - Fitness testing L2 - Fitness Testing Practical	L1 - Food Diary Analysis L2 - Lifestyle Analysis	L1 - Goal Setting (assessed) L2 - Methods of Training	L1 - Diet L2 - Internal Assessment NEA - Notes	Internal Assessment - NEA - Notes	Internal Assessment - NEA - Notes	Internal Assessment - NEA	Internal Assessment - NEA	Internal Assessment - NEA	Internal Assessment - NEA	Internal Assessment - NEA	Internal Assessment - NEA	Internal Assessment - NEA	Internal Assessment - NEA	Internal Assessment - NEA	Internal Assessment - NEA	Internal Assessment - NEA	Internal Assessment - NEA	Internal Assessment - NEA	External Assessment Revision - Body Systems	External Assessment Revision - Body Systems	External Assessment Revision - Body Systems	External Assessment Revision - Body Systems	External Assessment Revision - Effects of Exercise	External Assessment Revision - Components of Fitness	External Assessment Revision - Principles of Training	External Assessment Revision - Testing Fitness Levels	External Assessment Revision - Testing Fitness Levels	External Assessment Revision - Impact of Lifestyle	External Assessment Revision - Goal Setting	External Assessment Revision - Structure of a Programme	External Assessment Revision - Structure of a Programme	External Assessment Revision - Structure of a Programme	External Assessment Window	External Assessment Window	External Assessment Window	External Assessment Window	External Assessment Window	External Assessment Window
End Points	<p>The internal assessment/Non-Examined Assessment (NEA) is assessed against 5 Assessment Objectives (AO1-AO5) – students will need to apply the following content areas against the assessment objectives:</p> <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: 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: 								<p>The internal assessment/Non-Examined Assessment (NEA) is assessed against 5 Assessment Objectives (AO1-AO5) – students will need to apply the following content areas against the assessment objectives:</p> <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: 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: the requirements for reviewing the activity session 						<p>The internal assessment/Non-Examined Assessment (NEA) is assessed against 5 Assessment Objectives (AO1-AO5) – students will need to apply the following content areas against the assessment objectives:</p> <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: 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: the requirements for reviewing the activity session 					<p>Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity:</p> <p>how to locate the bones in the 2 sections of the skeleton</p> <p>the functions of the skeletal system and how they assist during sport/activity:</p> <p>the types of bones in the body, their primary function and how they relate to movement (where applicable):</p> <p>the function of joints and the different types of joints in the body:</p> <p>types of movement, how they relate to ball and socket and hinge joints and their application to specific actions in health and fitness:</p> <p>The structure of a synovial joint, the function of each component and how to identify the articulating bones of each synovial joint:</p> <p>how to locate the different regions of the vertebral column:</p> <p>the effects posture can have when performing health and fitness activities and how to recognise postural changes:</p> <p>the types of muscle, where they are located and their characteristics and functions:</p> <p>the structure of the muscular system by locating the main muscles of the muscular system and their relation to joint actions:</p> <p>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:</p> <p>the types of muscle contractions and how to apply these to specific actions and muscles:</p> <p>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:</p> <p>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:</p> <p>the pathway of air through the respiratory system and how to locate the following structures:</p> <p>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:</p> <p>how to interpret the spirometer traces:</p> <p>the respiratory changes that happen from rest to participating in health and fitness activities:</p>					<p>Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity:</p> <p>the structure of the blood vessels and how the structure relates to the functions of blood distribution:</p> <p>how the blood vessels redistribute blood (vascular shunt) during health and fitness activities:</p> <p>the 2 sides that the heart is divided into (left and right) and how to locate the following structures:</p> <p>the order of the cardiac cycle and the pathway of deoxygenated and oxygenated blood around the heart:</p> <p>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:</p> <p>the 2 different types of blood pressure, the ranges of blood pressure classification and factors that affect blood pressure:</p> <p>the anaerobic and aerobic energy systems and how to apply these to health and fitness activities:</p> <p>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</p> <p>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:</p> <p>the terms 'health' and 'fitness' and the relationship between them:</p> <p>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:</p> <p>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:</p> <p>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:</p> <p>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:</p>						<p>Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity:</p> <p>the purpose and procedure of health-related fitness tests:</p> <p>the purpose and procedure of skill-related fitness tests:</p> <p>the purpose and procedure of health-related fitness tests:</p> <p>the purpose and procedure of skill-related fitness tests:</p> <p>health and fitness analysis tools, what information is collected, how to administer them and why they are used:</p> <p>the acronym SMART in relation to goal setting and how to apply the SMART principles to set health and fitness goals:</p> <p>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:</p> <p>the information that should be included in a health and fitness programme:</p> <p>the information that should be included in the session plan:</p> <p>the purpose, benefits and phases of a warm-up and cool-down and how these are applied to a health and fitness session/activity:</p> <p>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:</p>									

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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 <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 <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 <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 <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	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	<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.	Learning to listen to other members of the class, put themselves in their shoes to understand strengths and weaknesses to then create them a plan to follow.	Learning to listen to other members of the class, put themselves in their shoes to understand strengths and weaknesses to then create them a plan to follow.	Learning to listen to other members of the class, put themselves in their shoes to understand strengths and weaknesses to then create them a plan to follow.	Learning to listen to other members of the class, put themselves in their shoes to understand strengths and weaknesses to then create them a plan to follow.	Learning to listen to other members of the class, put themselves in their shoes to understand strengths and weaknesses to then create them a plan to follow.	
British Values	Working with a peer within the class, learning to work together so that both can succeed in the roles of trainer and client	Working with a peer within the class, learning to work together so that both can succeed in the roles of trainer and client	Working with a peer within the class, learning to work together so that both can succeed in the roles of trainer and client	Working with a peer within the class, learning to work together so that both can succeed in the roles of trainer and client	Working with a peer within the class, learning to work together so that both can succeed in the roles of trainer and client	
Cultural Capital	Students take on the role of a personal trainer and attempt to demonstrate the skills they would need to possess to be successful in that role and what they would need to do to motivate a client	Students take on the role of a personal trainer and attempt to demonstrate the skills they would need to possess to be successful in that role and what they would need to do to motivate a client	Students take on the role of a personal trainer and attempt to demonstrate the skills they would need to possess to be successful in that role and what they would need to do to motivate a client	Students take on the role of a personal trainer and attempt to demonstrate the skills they would need to possess to be successful in that role and what they would need to do to motivate a client	Students take on the role of a personal trainer and attempt to demonstrate the skills they would need to possess to be successful in that role and what they would need to do to motivate a client	

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).