

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

		Half Term 1							Half Term 2							Half Term 3							Half Term 4						Half Term 5						Half Term 6																																						
		Unit 1 – 1.1 – 1.2 Skeletal + Muscular							Unit 1 – 1.2 – 1.5 Muscular, Respiratory + CV Systems							Unit 1 – 1.5 – 3.2.1 – CV system - COF							3.2.2 – COF + 6.1 – Impact of Lifestyle						6.1, 7 + 8 – Lifestyle, Goal setting, Program						8 – The Training Programme.																																						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	1 Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39																																	
<p>Year 11 V CERT Health and Fitness (assessment week)</p> <p>Key:</p> <p>Assessment Dates</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>	TTD	L2 – Structure of the skeletal System	L2 – Types of Bone	L2 – Types of Synovial Joint	L2 – Structure of a synovial Joint	L2 - revision	L2 - DIRT	L2 – Structure of the Muscular system	Holiday- 1 week							L2 – Muscle Movement	L2 – Muscle Contractions	L2 – End of Topic Test Posture Recap	L2 – Functions of the respiratory system exchange	L1 – piratory measurements	L2 – DIRT/Structure of blood vessels	L2 – Structure of the heart	Holiday- 2 weeks							L2 – Cardiovascular measurements	L2 – Energy Systems	L2 – Short term Effects of exercise	L2 – Health and Fitness	STRIKE DAY	L2 – Principles of Training/FITT	L2 – Health Related Fitness tests	Holiday- 1 week						L2 – Skill Related Fitness tests	L2 – Methods of Training	L2 – Strike Day	L2 – Methods of Training Recap	L2 – End Of Topic Test	Holiday- 2 Weeks						L2 – Lifestyle Q	L2 – Diet Plan	L2 – Diet Plan	L2 – Analyse fitness testing data and SMART Targets	L2 – Components of a Training Programme – Lifestyle Areas to	L1 L2 – Components of a Training Programme – Health and Safety	Holiday- 1 Week						L2 – Components of a Training Programme – Levels of Progress	L2 – Components of a Training Programme – Clothing and Footwear	L2 – Components of a Training Programme – The session plan Main	L2 – Do the Session Plan	L2 – Do the session Plan	L2 – Do the session Plan	L2 – Do the session Plan	L2 – Do the session Plan
	L1 – Functions of the skeletal System	L1 – Types of Joint	L1 – Joint Actions	L1 – Vertebral Column and Posture	L1 – End of Topic Test	L1 – Types of Muscle	L1 – Structure of the muscular system	L1 – Muscle Movement	L1 – Muscle Fibre Types	L1 – 1.1.2 DIRT/Structure of the respiratory system	L1 – Diffusion and gaseous	L1 – End of topic test	L1 – Blood redistribution	L1 – The cardiac cycle	L1 – Blood Pressure	L1 – End of topic test	L1 – Long term effects of exercise	L1 – Health related components of fitness	L1 – 1.3.1 Skill Related Components of Fitness	1 – Health Related Fitness Tests	L1 – Skill Related Fitness Tests	L1 – Methods of Training	L1 – Training Methods	L1 – Fitness Testing Recap	L1 – Revision Lesson	L1 – PARq	L1 – Lifestyle Q	L1 – Diet Plan	L1 – Analyse Fitness Data + SMART Targets	L1 – Components of a Training Programme – Goals	L1 – Components of a Training Programme – PAR-q Areas to	L1 – Components of a Training Programme – Client Behaviour	L1 – Components of a Training Programme – Levels of Progress	L1 – Components of a Training Programme – The Session Plan WU	L1 – Components of a Training Programme – The session plan - CD	L1 – Make Changes to the session plan	L1 – Make changes to the session plan	L1 – Make changes to the session plan	L1 – Make changes to the session plan	L1 – Make changes to the session plan	L1 – Make changes to the session plan	L1 – Make changes to the session plan	L1 – Make changes to the session plan																														
	End Point	By the end of the second block year 10 students will be able to:							By the end of the third block year 10 students will be able to:							By the end of the fourth block year 10 students will be able to:							By the end of the fifth block year 10 students will be able to:						By the end of the sixth block year 10 students will be able to:																																												
	Progress and Assessment	Assessment will consist of:							Assessment will consist of:							Assessment will consist of:							Assessment will consist of:						Assessment will consist of:																																												
		<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.							<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.							<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.							Work being submitted at the end of every task (5 tasks in total) Progress tracked using NCFE grade bands (1-3) for unit 2 and converted to L1PMD + L2PMD so						Work being submitted at the end of every task (5 tasks in total) 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.																																												

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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
Connected Knowledge Connectives to ?????? Theme/topic/year group? Cross-curricular themes?		<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. Links to other topics - Linked to 2.1.1 increased breathing rate and depth of breathing as a short term effect of exercise Science (biology) – <i>The heart structure and function, the cardiac cycle, Structure and function of the respiratory system, links to diffusion and gaseous exchange</i> A Level PE – <i>Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</i> BTEC Sport Level 3 - <i>Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</i></p>	<p>Links to practical Core PE – (Year 7-11) Energy systems – links made to different sports and what energy sources they rely upon. Science (biology) –<i>chemical equations for energy production – aerobic and anaerobic</i> A Level PE – <i>Structure and function of the heart, the cardiac cycle, cardiovascular measurements and energy systems.</i> BTEC Sport Level 3 - <i>Structure and function of the heart, the cardiac cycle, cardiovascular measurements and energy systems.</i></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. Short term effects of the body systems – linked to warm-ups. Long term effects of exercise applied to fitness units and what we should expect to happen as a result of different types of training. Character and Culture – (Year 7-11) Health and wellbeing, types of health; physical, mental and social. Links to other topics – <i>Short and long term effects of the body systems previously covered.</i> A Level PE – Short and Long Term effects of exercise (acute and chronic), components of fitness. Principles of training and FITT. 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. Links to other topics – Components of fitness, fitness testing, short and long term effects of exercise, methods of training. Character and Culture – (Year 7-11) Activity levels and Diet – recommended guidelines for youths. A Level PE – Components of fitness, short and long term effects, fitness testing, principles of training and FITT. 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. Fitness lessons – health and fitness programmes, session cards, warm ups and cool downs, the main activity and health and safety. Links to other topics – Components of fitness, methods of training, principles of training, FITT Character and Culture – (Year 7-11) Rest, recovery, sleep, recreational drugs, alcohol, stress and performance enhancing drugs. 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. 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>

Impact

Spiritual, Moral, Social and cultural.	<p>Use of the imagination and creativity in their learning Willingness to reflect on their experiences, both within and outside of school Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives Showing understanding of the consequences of their actions Willingness to participate in a variety of social settings, including charity events and cooperating well with others and being able to resolve conflicts effectively Willingness to participate in, and respond to sporting opportunities</p>
British Values	<p>Physical education will be a valuable tool, pupils will learn the importance of the British values and how it can help shape their lives within the school community and leading into later life. Democracy – Pupils will learn to work as a team and cooperate with each other to be successful. Allowing freedom of speech, whilst upholding the school values. Rule of law – Pupils will consistently play by the rules and recognise why we have fair play. Pupils will be accountable for their actions. Tolerance of different cultures and religions Mutal respect – Pupils will learn to work together respectfully, regardless of differences. Creating a positive and inclusive school culture, showing the school values. Individual liberty – Pupils learn about their own rights, as well as the rights of others. Learn about responsible decision making and the impact this will have on others.</p>