

Bilton School – Planning for progress over time OAA/ 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				
	Big Picture- Introduce the idea of problem solving with links to fitness Apply skills and characteristics of working well in a team and analysis of own and others work in completing problem solving activities. Understand what is meant by cardiovascular fitness and how we can apply to OAA														
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5
	L2 Problem solving activities	L2 Basic orienteering	L2 Problem solving activities	L2 Orienteering	L2 Assessment lesson	L2 Orienteering recap	L2 Problem Solving	L2 Orienteering with riddles	L2 Problem Solving	L2 Assessment lesson	L2 Problem Solving	L2 Orienteering recap with riddles	L2 Problem Solving	L2 Orienteering with Compass	L2 Assessment lesson

	<p>L1- What is cardiovascular fitness</p> <p>L1- How can cardiovascular fitness be linked to OAA</p> <p>L1- Mid way- ASSESSMENT</p> <p>L1- Progressive Overload</p> <p>L1- Fitness Testing- Cardiovascular Endurance</p>	<p>L1- Recap of Cardiovascular Fitness and SMART targets (Focus on Specific and Measurable)</p> <p>L1- FITT principle (focus on Frequency)</p> <p>L1- MID WAY ASSESSMENT</p> <p>L1- FIITT Principle (Frequency)</p> <p>L1- FITT Principle (Intensity)</p>	<p>L1- SMART Targets (Recap SM and cover ART)</p> <p>L1- FITT (Recap FI and cover TT)</p> <p>L1- MID WAY ASSESSMENT</p> <p>L1- SPORT (Specificity and Progressive Overload)</p> <p>L2- SPORT (Reversibility and Tedium)</p>
<p>End Point Progress and assessment</p>	<p>At the end of the year 7 OAA Fitness unit students will be able to begin to demonstrate:</p> <ol style="list-style-type: none"> 1. Some basic teamwork skills including communication and problem solving 2. Basic map reading skills 3. Understanding of roles within a team 4. An attempt to evaluate their own performance or of other performers. 5. Understand what is meant by Cardiovascular fitness and its links to OAA 6. Understand what is meant by Progressive Overload and how to add to a training programme 	<p>At the end of the year 8 OAA unit students will have improved their ability by demonstrating:</p> <ol style="list-style-type: none"> 1. Developing roles within a team 2. Working on communication and teamwork skills 3. Improved map reading skills 4. Start to understand principles of training including SMART and FITT 5. Apply principles of training to a training programme 	<p>At the end of the year 9 OAA unit students will be able to competently demonstrate:</p> <ol style="list-style-type: none"> 1. Continue to work on teamwork and roles within a team enabling students to work on problem solving 2. Continue to work on map reading skills with the use of compass' where appropriate. 3. Understand what is meant by principles of training including SMART, FITT and SPORT
<p>Key Vocabulary/ Literacy</p>	<p>Critical Leadership Teamwork Problem solving Awareness</p>	<p>Critical Leadership Teamwork Problem solving Awareness</p>	<p>Critical Leadership Teamwork Problem solving Awareness Compass</p>
<p>Connected Knowledge</p>	<p>V CERT Health and Fitness/GCSE Understanding cardiovascular Endurance and its links to the heart and respiratory systems</p> <p>BTEC Sport Level 3 Understanding cardiovascular Endurance and its links to the heart and respiratory systems</p> <p>A Level PE Understanding cardiovascular Endurance and its links to the heart and respiratory systems</p>	<p>Previous knowledge Understanding of the component of fitness cardiovascular endurance.</p> <p>V CERT Health and Fitness Components of fitness and Principle of training including SMART and FITT</p> <p>BTEC Sport Level 3 Components of fitness and Principle of training including SMART and FITT</p> <p>A Level PE Components of fitness and Principle of training including SMART and FITT</p>	<p>Previous knowledge MUnderstanding of the component of fitness cardiovascular endurance and SMART and FITT principles of training</p> <p>V CERT Health and Fitness Components of fitness and Principles of training including SMART, FITT and SPORT</p> <p>BTEC Sport Level 3 Components of fitness and Principles of training including SMART, FITT and SPORT</p> <p>A Level PE</p>

IMPLEMENTATION

			Components of fitness and Principles of training including SMART, FITT and SPORT
Cultural values	<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. Develop an understanding around factors which can impact on mental health and wellbeing, such as the social benefits of participating and socialising through dance clubs/being part of a team. 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 dance outside of school, setting goals to improve and achieve, to boost self-esteem. Learning discipline and self-motivation. 	<ul style="list-style-type: none"> Articulating informed and balanced opinions whilst participating as part of a troupe, while being respectful to all – other members of the troupe may have a difference in opinion, how you manage that is essential towards success. 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. Demonstrate their understanding of physical and mental health and wellbeing – the benefits of exercise and working as part of a troupe – weight loss, feeling better about yourself, boosting self-esteem, self-confidence. 	<ul style="list-style-type: none"> Forming an informed opinion, while showing respect for other's beliefs and values who are part of your troupe or just participating in the same sport as you. 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?
Spiritual, Moral, Social and cultural.	<p>Use of the imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences, both within and outside of school</p> <p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives</p> <p>Showing understanding of the consequences of their actions</p> <p>Willingness to participate in a variety of social settings, including charity events and cooperating well with others and being able to resolve conflicts effectively</p> <p>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.</p> <p>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.</p> <p>Rule of law – Pupils will consistently play by the rules and recognise why we have fair play. Pupils will be accountable for their actions.</p> <p>Tolerance of different cultures and religions</p> <p>Mutual respect – Pupils will learn to work together respectfully, regardless of differences. Creating a positive and inclusive school culture, showing the school values.</p> <p>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>		
Impact	<p>Links to NCPE of assessment and evaluation of own and peers skills. Links to NCPE using advanced techniques within a range of dance styles and forms</p>		