



Key Stage 4 Framework for Learning Year 9 2018-2019: Happy Foundations



Curriculum Area: **PE GCSE**

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Syllabus</p>	<p>Component 1 Unit 3.1 The relationship between health and fitness and the role that exercise plays in both.</p> <p>Course introduction with focus on theory, practical in relationship to the weight of the course.</p> <ul style="list-style-type: none"> To gain an awareness of the overall course structure and its requirements. <p>3.1.1 Definitions of fitness, health, exercise and performance and the relationship between them.</p> <ul style="list-style-type: none"> To be able to define each term and how exercise impacts on both. <p>Unit 3.2 The components of fitness, benefits for sport and how fitness is measured and improved.</p> <p>3.2.1 Components of fitness</p> <ul style="list-style-type: none"> To be able to understand the health-related fitness components. To be able to identify 	<p>Component 1 Unit 3.5 The use of PARQ.</p> <p>Unit 3.5.1 The use of a PARQ to assess personal readiness for training.</p> <p>Unit 3.3 The principles of training and their application to personal exercise/training programmes.</p> <p>Training Principles</p> <ul style="list-style-type: none"> Understanding the different principles of training required to allow improvement in fitness. <p>Target Training Zones</p> <ul style="list-style-type: none"> Understanding Aerobic and anaerobic training. Different heart rates/training target zones. <p>3.3.2 Factors to consider when training</p> <ul style="list-style-type: none"> Deciding training methods and training intensities for different physical activities and sports. 	<p>Component 4 Personal Exercise Programme (PEP)</p> <p>PARQ - To be able to complete personal PARQ.</p> <p>Aim/ Component of Fitness & Fitness tests - Identify and justify a component of fitness as an area improvement using fitness testing.</p> <p>Training Methods - Able to select and justify the use of training methods.</p> <p>Principles of Training - Able to select and justify the use of principles of training.</p> <p>SMART - Able to use SMART targets.</p> <p>Training Thresholds - Able to identify and apply training thresholds.</p>	<p>Component 1 Unit 1.1 Musculo-Skeletal System</p> <p>1.1.1/1.1.2 Functions of the skeleton</p> <ul style="list-style-type: none"> Functions applied to performance Protection Movement Blood cell production Storage of minerals <p>1.1.2</p> <ul style="list-style-type: none"> Long & short Flat & irregular Applied in performance <p>1.1.3/1.1.4/1.1.5 Structure/ Classification of Joints/ Joints & Movement</p> <p>1.1.6 Role of Ligaments & Tendons</p> <ul style="list-style-type: none"> Link to performance. <p>1.1.7/1.1.8 Muscle Types/ 1</p> <ul style="list-style-type: none"> Classification and role of muscle types. <p>1.1.9/1.1.10 Antagonistic Pairs & Fast & Slow twitch Fibres</p>	<p>Component 1 Unit 1.2 Cardio-respiratory System</p> <p>1.2.1/1.2.2 Function & Structure of the CV System</p> <ul style="list-style-type: none"> O₂ transport Blood clotting CO₂ & nutrients Body temp reg Maintain blood circulation <p>1.2.3 Structure of Blood Vessels</p> <ul style="list-style-type: none"> Arteries Capillaries Veins Blood pressure Oxygenated/ deoxygenated blood <p>1.2.4 Blood-Redistribution</p> <ul style="list-style-type: none"> Role of mechanisms (vasoconstriction/ vasodilation). <p>1.2.5 Blood Cells</p> <ul style="list-style-type: none"> Function of red & white blood cells. 	<p>Component 1</p> <p>1.2.6 Inhaled & Exhaled Air</p> <p>1.2.7 Vital Capacity & Tidal volume</p> <p>1.2.8 Structure of Respiratory System</p> <p>1.2.9 Structure of Alveoli to enable gaseous exchange</p> <p>1.2.10/1.4.4 How CV & Resp Systems work together</p> <p>YEAR 10 Autumn 1 (or Extension Curriculum Component 1 Unit 1.4 Short & long-term effects of Physical Activity</p> <p>1.4.1/1.4.5 Effects of PA on Muscular System</p> <p>1.4.2/1.4.5/ 3.4.4 Effects of PA on CV System</p> <p>1.4.3/1.4.5 Effects of PA on Respiratory System</p> <p>3.4.3/1.4.5 Effects of PA</p>

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	<p>the importance of each of the skill-related components.</p> <p>3.2.2 & 3.2.4 Fitness tests:</p> <ul style="list-style-type: none"> The value & purpose of fitness testing. <p>Health-related fitness tests.</p> <ul style="list-style-type: none"> Understand and link Health-related fitness to how they are tested. <p>Skill-related fitness tests.</p> <ul style="list-style-type: none"> To link skill-related fitness tests. <p>3.2.3 Collection and interpretation of data from fitness test results</p> <ul style="list-style-type: none"> Collect test results and interpret, analyse and evaluate against normative data. 	<p>3.3.3 Using different training methods</p> <ul style="list-style-type: none"> Understand the different training methods used to improve each component of fitness. Fitness classes. Disadvantages & advantages of each. <p>3.6.1/ 3.6.2/3.6.3 Importance of warm Ups & cool downs/ phases and activities</p> <p>Component 2 Unit 2.2 2.2.1/2.2.2/2.2.3 SMART target & Goal Setting</p>		<p>1.1.11 How skeletal & Muscular Systems work together</p>		<p>on Skeletal System</p> <p>3.4.1/3.4.2 Effects of aerobic & anaerobic training</p> <p>YEAR 10 Autumn 2 Component 4 PEP</p> <ul style="list-style-type: none"> Analysis of Fitness Test Results <p>Evaluate Results</p>
<p>Knowledge</p>	<p>Component 3 Practical Performance</p> <p>Netball – (Girls)</p> <ul style="list-style-type: none"> Focus upon the ability to outwit opponents and teams using strategies and tactics. Select and apply more advanced skills in different situations 1v1 and to influence a game. Opportunities to referee/coach will develop communication and decision making skills. Use information gained from analysis of performance to influence and improve play. <p>Football – (Boys)</p> <ul style="list-style-type: none"> Should be able to recognise the importance of responding to changing situations within the game in attack and defence. Combine and perform more advanced football skills consistently applying accuracy and higher quality of technique. Constantly faced with strategic and tactical decisions. 	<p>Component 3 Practical Performance</p> <p>Basketball – (Boys)</p> <ul style="list-style-type: none"> Concise knowledge of the major rules and laws involved in Basketball. Opportunities to referee/coach will develop communication and decision making skills. Develop observation skills on peer performances, skills and techniques. Analyse effectiveness of these tactics. <p>Fitness PEP-</p> <ul style="list-style-type: none"> Discover ways of improving muscular strength and endurance. Become a reflective learner and plan training sessions. Recognize that different types of activities require different type of fitness. Record heart rate and reflect on progression/overload. Opportunities for pupils to self-assess own performance. 	<p>Component 3 Practical Performance</p> <p>Cricket–</p> <ul style="list-style-type: none"> Explore cricket or rounders using tactics to outwit opponents. Select key advanced skills in batting and bowling to execute past a precise fielding. Will learn to use basic principles of play when selecting and applying tactics for success Enhance advanced skills necessary to outwit opponents in batting, bowling and fielding. <p>Trampolining (Boys)-</p> <ul style="list-style-type: none"> Replicate more advanced shapes, turns, drops and rotational moves including somersaults . Demonstrate correct take off and landing technique, Refine skills into a 10 bounce routine. Suggest areas for improvement (self/peer). Use of ICT / Ipad to observe and improve the 			



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	<ul style="list-style-type: none"> Focus on movement off the ball into space. choice of skill execution. <p>Badminton</p> <ul style="list-style-type: none"> Identify different areas of the court and be able to move between these areas using a variety of shots. Develop the ability to outwit opponents using strategies and tactics. recognise the importance of responding to changing situations within the game in attack and defence. Opportunities to score/coach pupils or small groups will develop communication and decision making skills. 	<ul style="list-style-type: none"> Carry out fitness tests and record results. Carry out fitness tests and record results. <p>Trampolining (Girls)-</p> <ul style="list-style-type: none"> Replicate more advanced shapes, turns, drops and rotational moves including somersaults Demonstrate correct take off and landing technique, Refine skills into a 10 bounce routine Suggest areas for improvement (self/peer). Use of ICT/ Ipad to observe and improve the performance of self and others. 	<p>performance of self and others.</p> <p>Athletics –</p> <ul style="list-style-type: none"> Power/Speed/execution become the Individual focus on events through selection and assessment – Develop advanced athletic skills and accurately replicate techniques to achieve personal success and high performance in specific events. Further develop the skills of sprinting, sustained running, jumping and throwing concentrating on accurate technique to ensure sprinting style is using energy correctly, throwing arm is at high release and take off foot is used in the next phase of the jump. Gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. Success criteria conveyed through modeling & video recordings. 				
<p>Skills</p>	<p>Students will develop their evaluation skills through evaluating the advantages of a healthy, active lifestyle and the risks related to physical activities. They will develop how to critically analyse skills through critical analysis of theirs' and others performance. The students will develop the ability to select and communicate sound knowledge and understanding of factors which affect performance and the benefits of regular exercise on performance. They will develop Identify the main factors that influence taking part Describe reasons for taking part in physical activity. Explain specific terms and their effects on following a healthy active, lifestyle. Unit 2.1 Practical Performance The student will develop advanced skills, techniques and strategies for the activity in practice and competitive situations. They will also demonstrate</p>	<p>They evaluate the strengths and weaknesses in fitness. They create solutions to improve weaknesses and apply training principles and the risks related to physical activities. The students recall, select and communicate sound knowledge and understanding of factors which affect performance and the benefits of regular exercise on performance. Understand the terms of health, exercise and fitness and the link to performance. Know the 5 components of HRE. Identify the 6 components of skill related fitness and the importance of each test. Know. what is meant by a PAR-Q and how to assess physical readiness. Explain the principles and methods of training. Understanding how to use the FITT and Goal</p>	<p>Understand the links between exercise, diet and rest. Explain the a balanced diet. Understand how these factors affect a healthy lifestyle.</p> <p>Describe different body types and link them to specific sports. Outline why optimum weight is important and its effects. Explain specific terms associated with each topic above and their effects with examples. Be able to identify risks and act upon them.</p>	<p>Knowledge of the rules Key terms to support examples Observational To watch identify and improve Analytical Discuss the perfect model in comparison. Interpreting data Presenting key facts and how to use them to improve. Students will develop how to evaluate and critically analyse skills through critical analysis of theirs' and others performance. Develop observation skills. Create a Personal Exercise Programme and practice sessions to develop skills, fitness and tactics. Develop their written and communication skills.</p>	<p>Understand the impact of these systems on the body and the effects of sport. Explain the immediate and long term effects of the cardiovascular and respiratory system and how other factor contributes to the improvement or increased risk. Identify, apply and link the appropriate effects on the Cardiovascular & Respiratory system to immediate and regular exercise and how this impacts on performance.</p>	<p>Understand the impact of these systems on the body and the effects of sport. Explain the immediate and long term effects of the cardiovascular and respiratory system and how other factors contribute to the improvement or increased risk. Identify, apply and link the appropriate effects on the Muscular and skeletal systems to immediate and regular exercise and how this impacts on performance.</p>	












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	a clear understanding of the rules when taking part.	setting strategies. Describe with examples what SMART targets. Analyse different training zones to evaluate graphs.				
Assessment	<p>Marking Point 1 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 2 Written Home Learning Task- Test the knowledge & understanding of the Health related and Skill-related Components of fitness</p> <p>Marking Point 3 Practical Assessment in Activity 1 (Football or Netball)</p>	<p>Marking Point 4 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 5 Written Home Learning Task- Test the knowledge & understanding of Training Principles. Calculating your own Training Zone and completing a PARQ form based on your medical history.</p> <p>Marking Point 6 Autumn Written Progress Test on Units 3.1-3.3, 3.5 & 3.6, 2.2 & Practical Assessment in Activity 2 (Badminton or Football)</p>	<p>Marking Point 7 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 8 Written Home Learning Task- Test the knowledge & understanding of PEPs & Circuit Training</p> <p>Marking Point 9 Practical Assessment in Activity 3 (Basketball or Trampoline)</p>	<p>Marking Point 10 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 11 Written Home Learning Task- Test the knowledge & understanding of the Structure & Functions of the Cardiovascular System</p> <p>Marking Point 12 Spring Written Progress Test on 1.1-1.11 & Practical Assessment in Activity 4 (Basketball or Trampoline)</p>	<p>Marking Point 13 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 14 Written Home Learning Task- Test the knowledge & understanding of the Structure & Functions of the Respiratory System</p> <p>Marking Point 15 Practical Assessment in Activity 5 (Cricket, Athletics or Trampoline)</p>	<p>Marking Point 16 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 17 Written Home Learning Task- Test the knowledge & understanding of the Structure & Functions of the Skeletal System</p> <p>Marking Point 18 Summer Written Progress Test on Component 1 & Practical Assessment in Activity 6 (Cricket, Athletics or Trampoline)</p>
Cultural Enrichment	<p>READ BBC Bitesize/ GCSE PE/ Edexcel (www.bbc.com/education/subjects) Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite Rugby, Football or Netball fixtures/ competitions/ championships (both live or on TV) (eg Manchester Thunder Netball Team Sale Sharks Rugby, Broughton Park RUFC Manchester City FC, Manchester United FC, Stockport County FC, Chorlton & West Didsbury AFC Badminton Championships, Local sports teams (both professional or amateur)</p> <p>VISIT Broughton Park Rugby Club – Weds 6.00pm Sale Sharks RUFC- AJ Bell Stadium</p>	<p>READ BBC Bitesize/ GCSE PE/ Edexcel (www.bbc.com/education/subjects) Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite fixtures/ competitions/ championships (both live or on TV) (eg Manchester Mystics or Manchester Magics Basketball Team National Track Cycling Events, Badminton Championships Manchester Handball Team fixtures UK Table-Tennis Championships 19th Jan 2019 Local sports teams (both professional or amateur)</p> <p>VISIT Trafford Athletics (Longford Athletics Stadium) –see https://www.traffordac.co.uk</p>	<p>READ BBC Bitesize/ GCSE PE/ Edexcel (www.bbc.com/education/subjects) Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite Athletics / competitions/ championships (both live or on TV) (eg, Badminton Championships, Tennis Meets, Rugby and Football Fixtures- MCFE, MUFC, SCFC) Local sports teams (both professional or amateur) INF Netball World Cup (Liverpool) 12th-21st July 2019</p> <p>VISIT Trafford Athletics (Longford Athletics Stadium) –see https://www.traffordac.co.uk Southwest Cricket Club –see https://swmcc.org.uk/cricket</p>			



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			Southwest Cricket Club—see https://swmcc.org.uk/cricket			
Character	 <p>Qofs – Optimism Identify your own or general benefits of exercise. Plan a fitness day</p>	 <p>Qofs – Empathy Empathise with people who do not exercise and the difficult life cycle they are leading.</p>	  <p>Qofs – Creativity & Curiosity Creativity- Creating own personal exercise programme</p>	  <p>Qofs – Responsibility & Reflection Self-Responsibility- Taking ownership of own personal fitness level/ physical activity readiness Self-Help- Research and completing response boxes Reflection- Reflect on assessment pieces and next grade criteria</p>	  <p>Qofs – Practice & Resiliency Show resiliency when responding to wishes and carrying fitness lessons/ activities.</p>	 <p>Qofs – Motivation Motivation & Practice- Revision and past papers/ exam questions PLC based home learning tasks and improving grades.</p>



Key Stage 4 Framework for Learning

Year 9 2018-2019: Happy Foundations



Curriculum Area: **PE Core**










Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Syllabus	CORE PE		CORE PE		CORE PE	
Knowledge	<p>Netball – (Girls)</p> <ul style="list-style-type: none"> Focus upon the ability to outwit opponents and teams using strategies and tactics. Select and apply more advanced skills in different situations 1v1 and to influence a game. Opportunities to referee/coach will develop communication and decision making skills use information gained from analysis of performance to influence and improve play <p>Football – (Boys)</p> <ul style="list-style-type: none"> should be able to recognise the importance of responding to changing situations within the game in attack and defence combine and perform more advanced football skills consistently applying accuracy and higher quality of technique. constantly faced with strategic and tactical decisions focus on movement off the ball into space. choice of skill execution 		<p>Badminton (Boys & Girls)</p> <ul style="list-style-type: none"> Identify different areas of the court and be able to move between these areas using a variety of shots. Develop the ability to outwit opponents using strategies and tactics. recognise the importance of responding to changing situations within the game in attack and defence. Opportunities to score/coach pupils or small groups will develop communication and decision making skills. <p>Basketball –</p> <ul style="list-style-type: none"> Selection and application of advanced skills in passing around the back, at speed using outlet passing and fast break. Combined with cross over dribbling, pivoting and give and go within their selection and application of skills. Strategic and tactical decisions based on movement of the ball into space. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Use information gained from analysis of performance to influence and improve them Peer coaching, 'what makes good' questioning/demos & targeted questioning). 		<p>Rounders – (Girls)</p> <ul style="list-style-type: none"> Explore rounders using tactics to outwit opponents select key advanced skills in batting and bowling to execute past a precise fielding. Will learn to use basic principles of play when selecting and applying tactics for success Enhance advanced skills necessary to outwit opponents in batting, bowling and fielding. <p>Cricket/ Softball – (Boys)</p> <ul style="list-style-type: none"> Explore cricket or rounders using tactics to outwit opponents select key advanced skills in batting and bowling to execute past a precise fielding. Will learn to use basic principles of play when selecting and applying tactics for success Enhance advanced skills necessary to outwit opponents in batting, bowling and fielding. 	
Skills	<p>Refine, develop, apply, create, evaluate, analyse technique/ skill performance.</p> <p>The skills will include passing, shooting, tackling, blocking, control, catching, pivoting, dribbling, running with the ball, turning with the ball, crossing, volleying.</p> <p>Students select and combine advanced skills, techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques Official- will have the knowledge of the rules and</p>		<p>Refine, develop, apply, create, evaluate, analyse technique/ skill performance.</p> <p>The skills will include passing, shooting, tackling, blocking, control, catching, pivoting, dribbling and performing the lay-up Basketball</p> <p>Badminton- Overhead clear, overhead drop shot, drop shot, smash, net kill, forearm clear, backhand clear.</p> <p>Students select and combine advanced skills,</p>		<p>Refine, develop, apply, create, evaluate, analyse technique/ skill performance.</p> <p>The skills will include long barrier, batting (front & back foot), retrieving, pick up, throwing, catching (above & below shoulder), base/wicket running.</p> <p>Students select and combine advanced skills, techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques Official- will have the knowledge of the rules and methods of scoring and are able to implement them in a</p>	

ELE – 1 Day:

ELE – 3 Days



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	<p>methods of scoring and are able to implement them in a small-sided game/ full game. Leader- Will be able to lead a warm-up activity, small groups</p>		<p>techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques Official- will have the knowledge of the rules and methods of scoring and are able to implement them in a small-sided game/ full game. Leader- Will be able to lead a warm-up activity, small groups</p>		<p>small-sided game/ full game. Leader- Will be able to lead a warm-up activity, small groups</p>	
Assessment	Assessment ongoing on level of effort and engagement	Assessment ongoing on level of effort and engagement	Assessment ongoing on level of effort and engagement	Assessment ongoing on level of effort and engagement	Assessment ongoing on level of effort and engagement	Assessment ongoing on level of effort and engagement
Cultural Enrichment	<p>READ Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite Rugby, Football or Netball fixtures/ competitions/ championships (both live or on TV) (eg Manchester Thunder Netball Team Sale Sharks Rugby, Broughton Park RUFC Manchester City FC, Manchester United FC, Stockport County FC, Chorlton & West Didsbury AFC Badminton Championships, Local sports teams (both professional or amateur)</p> <p>VISIT Broughton Park Rugby Club – Weds 6.00pm Sale Sharks RUFC- AJ Bell Stadium</p>		<p>READ Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite fixtures/ competitions/ championships (both live or on TV) (eg Manchester Mystics or Manchester Magics Basketball Team National Track Cycling Events, Badminton Championships Manchester Handball Team fixtures UK Table-Tennis Championships 19th Jan 2019 Local sports teams (both professional or amateur)</p> <p>VISIT Trafford Athletics (Longford Athletics Stadium) –see https://www.traffordac.co.uk Southwest Cricket Club –see https://swmcc.org.uk/cricket</p>		<p>READ Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite fixtures/ competitions/ championships (both live or on TV) (eg Manchester Mystics or Manchester Magics Basketball Team National Track Cycling Events, Badminton Championships Manchester Handball Team fixtures UK Table-Tennis Championships 19th Jan 2019 Local sports teams (both professional or amateur)</p> <p>VISIT Trafford Athletics (Longford Athletics Stadium) –see https://www.traffordac.co.uk Southwest Cricket Club –see https://swmcc.org.uk/cricket</p>	
Character	 QofS – Optimism Identify your own or general benefits of exercise. Plan a fitness day	 QofS – Empathy Empathise with people who do not exercise and the difficult lifestyle they are leading.	  QofS – Creativity & Curiosity Creativity- Create a personal exercise programme	  QofS – Responsibility & Reflection Self-Responsibility- Taking ownership of own personal fitness level/ physical activity readiness	  QofS – Practice & Resiliency Show resiliency when performing skills and techniques incorrectly/ And or when you make mistakes Practice technique and skills	 QofS – Motivation Practice technique and skills Motivate to exercise regularly



Key Stage 4 Framework for Learning Year 9 2018-2019: Happy Foundations



Curriculum Area: PE- NCFE Health & Fitness

Year 9 Syllabus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	<p>Unit 1 – Introduction to body systems and principles of training in health and fitness (K/616/7093)</p> <p>1.1 Skeletal System 1.1.1 Structure of the skeleton</p> <ul style="list-style-type: none"> Know and understand the skeleton is divided into two sections. Learners should be able to locate bones in both sections. Axial & Appendicular <p>1.1.2 Functions of the skeletal system</p> <ul style="list-style-type: none"> Learners will know the 6 functions of the skeletal system <p>1.1.3 Types of bones</p> <ul style="list-style-type: none"> Learners will know and understand the types of bones in the body, their primary function and how they relate to movement. Learners will be able to give examples of long, flat, irregular and short bones <p>1.1.4 Types of joints</p> <ul style="list-style-type: none"> Learners will know and understand the types of joints in the body and will be able to give examples of each joint type 	<p>Unit 1 – Introduction to body systems and principles of training in health and fitness (K/616/7093)</p> <p>1.2 Muscular system 1.2.1 Type of muscle</p> <ul style="list-style-type: none"> To know and understand the types of muscle, where they are located, their characteristics and their functions Including – cardiac, smooth & skeletal <p>1.2.2 Structure of the muscular system</p> <ul style="list-style-type: none"> Learners will be able to locate the main muscles of the muscular system <p>1.2.3 Muscle movement and contraction</p> <ul style="list-style-type: none"> Learners will know and understand how muscles work in antagonistic pairs to produce movement at a joint and be able to apply the principle to specific actions in health and fitness (Agonist/ antagonist) Learners will know and understand the 	ELE – 1 Day:	<p>Unit 1 – Introduction to body systems and principles of training in health and fitness (K/616/7093)</p> <p>1.3 Respiratory System 1.3.1 Structure of the respiratory system</p> <ul style="list-style-type: none"> Learners will know and understand the pathway of air through the respiratory system (nose, mouth, pharynx, larynx, trachea, lungs, bronchi, bronchioles and alveoli) <p>1.3.2 Functions of the respiratory system</p> <ul style="list-style-type: none"> Learners will know and understand the mechanics of breathing The role of the intercostal muscles, the ribs and the diaphragm in breathing in/ out. Learners will know and understand the terms diffusion and gaseous exchange <p>1.3.3 Lung volumes</p> <ul style="list-style-type: none"> Learners will know and understand the following lung volumes and the changes that happen from rest to 	<p>Unit 1 – Introduction to body systems and principles of training in health and fitness (K/616/7093)</p> <p>1.4 Cardiovascular system 1.4.1 Structure and function of the blood vessels</p> <ul style="list-style-type: none"> Learners will know about the structure of the blood vessels and understand how structure relates to the functions of blood distribution (veins, arteries, capillaries) Learners will know and understand that the blood vessels redistribute blood (Vascular shunting) <p>1.4.2 Structure of the heart</p> <ul style="list-style-type: none"> Learners will know that the heart is divided into two sides Learners should be able to locate the atria, ventricles, pulmonary vein, pulmonary artery, aorta and vena cava <p>1.4.3 Cardiac cycle</p>	<p>Unit 1 – Introduction to body systems and principles of training in health and fitness (K/616/7093)</p> <p>1.5 Energy systems</p> <ul style="list-style-type: none"> Learners will know and understand the anaerobic and aerobic energy systems and will be able to apply these to health and fitness activities. <p>2.1 Effects of health and fitness activities on the body 2.1.1 Short term effects of health and fitness activities</p> <ul style="list-style-type: none"> Learners will know and understand the short term effects that occur and why when exercising (breathing rate, heart rate, blood pressure, body temperature, hydration levels, muscle fatigue, DOMS) Links to all body systems previously taught <p>2.1.2 Long term effects on health and fitness activities</p> <ul style="list-style-type: none"> Learners will know the long term effects of health and fitness 	ELE – 3 Days	<p>Unit 1 – Introduction to body systems and principles of training in health and fitness (K/616/7093)</p> <p>3.1 Health and fitness 3.1.1 Health and fitness</p> <ul style="list-style-type: none"> Learners will be able to know and understand the terms health and fitness and the relationship between them <p>3.2 Components of fitness 3.2.1 Health related components of fitness</p> <ul style="list-style-type: none"> Learners will know and understand the five components of health related fitness. Learners will be able to link these components to health and fitness activities and understand the effect that improvements to the components have on performance. (CVE, MS, ME, BC, F) <p>3.2.2 Skill related fitness</p> <ul style="list-style-type: none"> Learners will know and understand the six components of skill related fitness. Learners will be able to link these



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	<ul style="list-style-type: none"> Learners will be able to define each joint including fixed joints, slightly moveable joints & synovial joints. <p>1.1.5 Joint actions</p> <ul style="list-style-type: none"> Learners will know and understand the following types of movement, how they relate to ball and socket joint/ hinge joints Flexion/ extension/rotation/adduction/abduction <p>1.1.6 Structure of a synovial joint (knee)</p> <ul style="list-style-type: none"> Learners will be able to locate the following structures of the knee and understand their functions Articulating cartilage, ligaments, tendons, joint capsule, synovial fluid, hamstrings, femur, tibia and fibula <p>1.1.7 Structure of the spine and posture</p> <ul style="list-style-type: none"> Learners will know that the spine is divided into regions and will be able to locate each region Including – cervical, thoracic, lumbar, sacrum, coccyx Learners will need to know importance of posture and recognize posture changes including kyphosis and lordosis. 	<p>types of muscle contractions and be able to apply to specific actions</p> <ul style="list-style-type: none"> Isotonic – concentric/ eccentric Isometric <p>1.2.4 Muscle fibre types</p> <ul style="list-style-type: none"> Learners will know and understand the different fibre types and their characteristics (colour, contraction speed and fatigue speed) Type 1 (slow twitch) and type 2 (fast twitch) Learners will need to know that each type is suited to different types of health and fitness Learners will need to know and understand that individuals have differing number of type 1 or 2 muscle fibres and specific training can affect the performance of muscle types 	<p>participating in health and fitness activities.</p> <ul style="list-style-type: none"> (tidal volume/ residual volume/ vital capacity) 	<ul style="list-style-type: none"> Learners will know and understand the order of the cardiac cycle and pathway of deoxygenated and oxygenated blood around the heart <p>1.4.4 Cardiovascular measurements</p> <ul style="list-style-type: none"> Learners will know and understand the following cardiovascular measurements, including how they are measured and relevant to health and fitness (heart rate, maximal HR, stroke volume, cardiac output) <p>1.4.5 Blood pressure</p> <ul style="list-style-type: none"> Learners will know and understand the two types of blood pressure, the ranges of blood pressure classification and the factors that affect blood pressure Systolic, diastolic, the ideal range, high and low 	<p>activities on the body and why each effect occurs.</p> <ul style="list-style-type: none"> (cardiovascular endurance, efficiency to use oxygen, blood pressure, resting HR, muscular endurance, muscular strength, hypertrophy, RBC, flexibility, body shape) Links to all body systems previously taught 	<p>components to health and fitness activities and understand the effect that improvements to the components have on performance.</p> <ul style="list-style-type: none"> (agility, speed, coordination, power, balance, reaction time) <p>4.1 Principles of training</p> <p>4.1.1 The principles of training</p> <ul style="list-style-type: none"> Learners will know and understand the five principles of training (SPORT) and how they can be applied <p>4.1.2 Principles of FITT</p> <ul style="list-style-type: none"> Learners will know and understand the principles of FITT and how they can be adapted to optimize performance in health and fitness activities
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<p>Knowledge</p>	<p>Practical lessons – Health and fitness programme (Basis required for Unit 02)</p> <p>2.1 Fitness Testing Learners will know and understand how to prepare, carry out and collect data on the appropriate fitness test for each component of health related and skill related fitness.</p> <p>2.1.1 Health related fitness tests</p> <ul style="list-style-type: none"> Cardiovascular endurance Muscular strength Muscular endurance Body composition Flexibility <p>2.1.2 Skill related fitness tests</p> <ul style="list-style-type: none"> Agility Speed Coordination Power Balance Reaction time <p>2.1.3 Using data</p> <ul style="list-style-type: none"> Learners will know how to collect, use and analyse data to evaluate levels of fitness Includes normative and test/re-test 	<p>Practical lessons – Health and fitness programme (Basis required for Unit 02)</p> <p>2.2 Training methods</p> <ul style="list-style-type: none"> Learners will know and understand the different training methods and be able to apply them to support individual goals, through a health and fitness programme Interval training Circuit training Fartlek training Continuous training Cross training Resistance and weight training <p>2.3.1 Heart rate training zones</p> <ul style="list-style-type: none"> Learners will know and understand heart rate training zones and be able to apply them to support individual goals through a health and fitness programme Aerobic fitness between 60-80% of MHR Anaerobic fitness – between 80-100% MHR <p>2.3.2 Repetitions and sets</p> <ul style="list-style-type: none"> Learners will know and understand repetitions and set range and be able to apply them to support individual goals through a 	<p>(Basis required for Unit 02)</p> <p>4.1 Structure of a health and fitness programme Learners will know and understand the information that should be included in a health and fitness programme.</p> <ul style="list-style-type: none"> An overview of a health and fitness programme, with reference to client's goals and rest days Lifestyle analysis and action plan Fitness test results Session cards <p>4.1.1 The session card</p> <ul style="list-style-type: none"> Learners will know the information needed in a session card Warm up, main activity & cool down Training methods Activity type Time, reps, sets, weights, intensity levels and rest periods Heart rate training zone targets Targeted muscles 	<p>Practical lessons – Health and fitness programme (Basis required for Unit 02)</p> <p>4.1.2 Warm up/ Cool downs</p> <ul style="list-style-type: none"> Learners will know the purpose and importance of a warm up and cold down and be able to apply them to a health and fitness programme. Benefits of a warm up = gradually increases HR, mobilises joints, increases blood flow to the muscles, prepares muscles for health and fitness activities and prevents injury Phases of a warm up = mobilisation, pulse raiser, stretches (static/dynamic), practice movement Benefits of a cool down = allows breathing rate to return to normal, gradually decreases HR, gradually reduces body temp, removes waste products from muscles 	<p>Practical lessons – Health and fitness programme (Basis required for Unit 02)</p> <p>4.1.3 Main activity section</p> <ul style="list-style-type: none"> Learners will know and understand the components of the main activity section. Components (cardiovascular training, resistance training, core training) Learners will be able to demonstrate their understanding of why different methods of training are included in the main activity section with links to components of fitness. Learners will be able to demonstrate their understanding of how the principles of training and the principles of FITT are applied. <p>4.2 Health and Safety</p> <ul style="list-style-type: none"> Learners will know and understand the health and safety considerations needed for a health and fitness programme. Includes – environment, equipment checks and set up, appropriate footwear. 	<p>Practical lessons – Health and fitness programme (Basis required for Unit 02)</p> <p>Unit 02 Scenario work – pupils as fitness instructors developing and leading content developed over the year.</p>
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		<p>health and fitness programme</p> <ul style="list-style-type: none"> • Power 2-4 reps for 2-4 sets • Muscular strength 5-8 reps for 2-6 sets • Muscular endurance 12-20 reps 2-6 sets 					
<p>Skills</p>	<p>Describe (PASS criteria), Describe in detail (MERIT criteria) and Describe comprehensively (DISTINCTION criteria) Explain (PASS criteria), Explain in detail (MERIT criteria) and Explain comprehensively (DISTINCTION criteria) Create Planning and preparing Apply Demonstrate Design Evaluate</p>	<p>Describe (PASS criteria), Describe in detail (MERIT criteria) and Describe comprehensively (DISTINCTION criteria) Explain (PASS criteria), Explain in detail (MERIT criteria) and Explain comprehensively (DISTINCTION criteria) Create Planning and preparing Apply Demonstrate Design Evaluate</p>	<p>Describe (PASS criteria), Describe in detail (MERIT criteria) and Describe comprehensively (DISTINCTION criteria) Explain (PASS criteria), Explain in detail (MERIT criteria) and Explain comprehensively (DISTINCTION criteria) Revision Recall Describe Create Planning and preparing Apply Demonstrate Design Reflection Evaluate</p>				
<p>Assessment</p>	<p>Marking Point 1 <i>Classwork assessment piece</i> <i>Task- short answer questions on the skeletal system structure/functions</i></p> <p>Marking Point 2 <i>Written Home Learning</i> <i>Task- Test the knowledge & understanding of the skeletal system</i></p> <p>Marking Point 3 <i>Classwork Assessment Piece</i> <i>(Written QWC Extended Answer Question)</i> <i>Application to health and fitness activities</i></p>	<p>Marking Point 4 <i>Classwork assessment piece</i> <i>Task- short answer questions on the muscular system structure/functions</i></p> <p>Marking Point 5 <i>Written Home Learning</i> <i>Task- Test the knowledge & understanding of muscular system</i></p> <p>Marking Point 6 <i>Autumn Written Progress Test on Units 1.1 & 1.2</i></p>	<p>Marking Point 7 <i>Classwork assessment piece</i> <i>Task- short answer questions on the respiratory system structure/functions</i></p> <p>Marking Point 8 <i>Written Home Learning</i> <i>Task- Test the knowledge & understanding of the respiratory system</i></p> <p>Marking Point 9 <i>Classwork Assessment Piece</i> <i>(Written QWC Extended Answer Question)</i> <i>Application to health and fitness activities</i></p>	<p>Marking Point 10 <i>Classwork assessment piece</i> <i>Task- short answer questions on the cardiovascular system structure/functions</i></p> <p>Marking Point 11 <i>Written Home Learning</i> <i>Task- Test the knowledge & understanding of cardiovascular system</i></p> <p>Marking Point 12 <i>Spring Written Progress Test on Units 1.1, 1.2, 1.3 & 1.4</i></p>	<p>Marking Point 13 <i>Classwork assessment piece</i> <i>(Written QWC Extended answer question) on anaerobic and aerobic energy systems</i></p> <p>Marking Point 14 <i>Written Home Learning</i> <i>Task- Test the knowledge & understanding of short term and long term effects of exercise on the body systems</i></p> <p>Marking Point 15 <i>Classwork Assessment Piece</i> <i>(Written QWC Extended Answer Question)</i> <i>Long term effects of exercise on (one of) body system</i></p>	<p>Marking Point 16 <i>Classwork assessment piece</i> <i>To show understanding of the terms health and fitness and the relationship between them</i> <i>(Written QWC Extended Answer Question)</i></p> <p>Marking Point 17 <i>Written Home Learning</i> <i>Task- Test the knowledge & understanding principles of training</i></p> <p>Marking Point 18 <i>Summer Written Progress Test on Unit 1 – past paper</i></p>	







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Cultural Enrichment	READ	READ	READ	READ	READ	READ
<p>Cultural Enrichment</p>	<p>Bitesize – skeletal system https://www.bbc.com/education/guides/zkpv4wx/revision/1</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian.com/sport/uk-sport)</p> <p>Work-out session plans – The Body Coach https://www.theguardian.com/lifeandstyle/2016/jun/18/joe-wicks-body-coach-20-minute-hiit-workout-plan</p> <p>WATCH</p> <p>Understanding the Skeletal system https://www.youtube.com/watch?v=B4jQmSkgGom</p> <p>Local sports teams (both professional or amateur) whilst training</p> <p>Body Coach – HIIT sessions/ circuit training sessions/ Home work-outs http://www.womenshealthmag.co.uk/fitness/find-a-workout/3226/joe-wicks-cardio-shred-circuit/ https://www.youtube.com/watch?v=vz59KggOtb0</p> <p>VISIT</p> <p>Broughton Park Rugby Club – Weds 6.00pm (Training)</p> <p>Trafford Athletics (Longford Athletics Stadium) –see https://www.traffordac.co.uk</p>	<p>Bitesize- Muscular system https://www.bbc.com/education/guides/zpkq7ty/revision/1</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian.com/sport/uk-sport)</p> <p>Work-out session plans – The Body Coach https://www.theguardian.com/lifeandstyle/2016/jun/18/joe-wicks-body-coach-20-minute-hiit-workout-plan</p> <p>WATCH</p> <p>Ted Talks – How your muscular system works https://www.youtube.com/watch?v=VVL-8zr2hk4</p> <p>Local sports teams (both professional or amateur) whilst training</p> <p>Body Coach – HIIT sessions/ circuit training sessions/ Home work-outs http://www.womenshealthmag.co.uk/fitness/find-a-workout/3226/joe-wicks-cardio-shred-circuit/ https://www.youtube.com/watch?v=vz59KggOtb0</p> <p>VISIT</p> <p>Broughton Park Rugby</p>	<p>Bitesize Respiratory system http://www.bbc.co.uk/schools/gcsebitesize/pe/appliedanatomy/1_anatomy_respiratorysys_rev1.shtml</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian.com/sport/uk-sport)</p> <p>Work-out session plans – The Body Coach https://www.theguardian.com/lifeandstyle/2016/jun/18/joe-wicks-body-coach-20-minute-hiit-workout-plan</p> <p>WATCH</p> <p>Respiratory System - How The Respiratory System Works https://www.youtube.com/watch?v=UTR1IsX55dc</p> <p>Local sports teams (both professional or amateur) whilst training</p> <p>Body Coach – HIIT sessions/ circuit training sessions/ Home work-outs http://www.womenshealthmag.co.uk/fitness/find-a-workout/3226/joe-wicks-cardio-shred-circuit/ https://www.youtube.com/watch?v=vz59KggOtb0</p> <p>VISIT</p> <p>Broughton Park Rugby Club – Weds 6.00pm (Training)</p>	<p>Bitesize Circulatory system http://www.bbc.co.uk/schools/gcsebitesize/science/21c/keeping_healthy/heartdiseaserev1.shtml</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian.com/sport/uk-sport)</p> <p>Work-out session plans – The Body Coach https://www.theguardian.com/lifeandstyle/2016/jun/18/joe-wicks-body-coach-20-minute-hiit-workout-plan</p> <p>WATCH</p> <p>Exploring the Heart – Circulatory system https://www.youtube.com/watch?v=s5iCoCaofc</p> <p>Local sports teams (both professional or amateur) whilst training</p> <p>Body Coach – HIIT sessions/ circuit training sessions/ Home work-outs http://www.womenshealthmag.co.uk/fitness/find-a-workout/3226/joe-wicks-cardio-shred-circuit/ https://www.youtube.com/watch?v=vz59KggOtb0</p>	<p>Bitesize Energy Systems https://www.bbc.com/education/guides/zpw9j6f/revision/2</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian.com/sport/uk-sport)</p> <p>Work-out session plans – The Body Coach https://www.theguardian.com/lifeandstyle/2016/jun/18/joe-wicks-body-coach-20-minute-hiit-workout-plan</p> <p>WATCH</p> <p>Local sports teams (both professional or amateur) whilst training</p> <p>Body Coach – HIIT sessions/ circuit training sessions/ Home work-outs http://www.womenshealthmag.co.uk/fitness/find-a-workout/3226/joe-wicks-cardio-shred-circuit/ https://www.youtube.com/watch?v=vz59KggOtb0</p> <p>VISIT</p> <p>Broughton Park Rugby Club – Weds 6.00pm (Training)</p> <p>Trafford Athletics (Longford Athletics Stadium) –see https://www.traffordac.co.uk</p> <p>Broughton Park Rugby Club – Weds 6.00pm Pre</p>	<p>Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian.com/sport/uk-sport)</p> <p>Work-out session plans – The Body Coach https://www.theguardian.com/lifeandstyle/2016/jun/18/joe-wicks-body-coach-20-minute-hiit-workout-plan</p> <p>WATCH</p> <p>Local sports teams (both professional or amateur) whilst training</p> <p>Body Coach – HIIT sessions/ circuit training sessions/ Home work-outs http://www.womenshealthmag.co.uk/fitness/find-a-workout/3226/joe-wicks-cardio-shred-circuit/ https://www.youtube.com/watch?v=vz59KggOtb0</p> <p>VISIT</p> <p>Broughton Park Rugby Club – Weds 6.00pm (Training)</p> <p>Trafford Athletics (Longford Athletics Stadium) –see https://www.traffordac.co.uk</p> <p>Broughton Park Rugby Club – Weds 6.00pm Pre training season</p> <p>Univeristy of Salford – Sports Science and</p>



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	<p>k</p> <p>Broughton Park Rugby Club – Weds 6.00pm Pre training season</p> <p>Univeristy of Salford – Sports Science and Recreational Health http://www.sport.salford.ac.uk/</p> <p>Manchester University – Exercise Science & Athletic Training https://www.manchester.edu/academics/colleges/college-of-pharmacy-natural-health-sciences/academic-programs/exercise-science-athletic-training/exercise-science-athletic-training</p>	<p>Club – Weds 6.00pm (Training)</p> <p>Trafford Athletics (Longford Athletics Stadium) – see https://www.traffordac.co.uk</p> <p>Broughton Park Rugby Club – Weds 6.00pm Pre training season</p> <p>Univeristy of Salford – Sports Science and Recreational Health http://www.sport.salford.ac.uk/</p> <p>Manchester University – Exercise Science & Athletic Training https://www.manchester.edu/academics/colleges/college-of-pharmacy-natural-health-sciences/academic-programs/exercise-science-athletic-training/exercise-science-athletic-training</p>	<p>Trafford Athletics (Longford Athletics Stadium) – see https://www.traffordac.co.uk</p> <p>Broughton Park Rugby Club – Weds 6.00pm Pre training season</p> <p>Univeristy of Salford – Sports Science and Recreational Health http://www.sport.salford.ac.uk/</p> <p>Manchester University – Exercise Science & Athletic Training https://www.manchester.edu/academics/colleges/college-of-pharmacy-natural-health-sciences/academic-programs/exercise-science-athletic-training/exercise-science-athletic-training</p>	<p>VISIT</p> <p>Broughton Park Rugby Club – Weds 6.00pm (Training)</p> <p>Trafford Athletics (Longford Athletics Stadium) – see https://www.traffordac.co.uk</p> <p>Broughton Park Rugby Club – Weds 6.00pm Pre training season</p> <p>Univeristy of Salford – Sports Science and Recreational Health http://www.sport.salford.ac.uk/</p> <p>Manchester University – Exercise Science & Athletic Training https://www.manchester.edu/academics/colleges/college-of-pharmacy-natural-health-sciences/academic-programs/exercise-science-athletic-training/exercise-science-athletic-training</p>	<p>training season</p> <p>Univeristy of Salford – Sports Science and Recreational Health http://www.sport.salford.ac.uk/</p> <p>Manchester University – Exercise Science & Athletic Training https://www.manchester.edu/academics/colleges/college-of-pharmacy-natural-health-sciences/academic-programs/exercise-science-athletic-training/exercise-science-athletic-training</p>	<p>Recreational Health http://www.sport.salford.ac.uk/</p> <p>Manchester University – Exercise Science & Athletic Training https://www.manchester.edu/academics/colleges/college-of-pharmacy-natural-health-sciences/academic-programs/exercise-science-athletic-training/exercise-science-athletic-training</p>
<p>Character</p>	<p></p> <p>QofS – Optimism Identify your own or general benefits of exercise. Plan a fitness day</p>	<p></p> <p>QofS – Empathy Empathise with people who do not exercise and the difficult lifestyle they are leading.</p>	<p></p> <p>QofS – Creativity & Curiosity Creativity- Create a personal exercise programme</p>	<p></p> <p>QofS – Responsibility & Reflection Self-Responsibility- Taking ownership of own personal fitness level/ physical activity readiness</p>	<p></p> <p>QofS – Practice & Resiliency Show resiliency when performing skills and techniques incorrectly/ And or when you make mistakes Practice technique and skills</p>	<p></p> <p>QofS – Motivation Practice technique and skills Motivate to exercise regularly</p>