

PHYSICAL EDUCATION - FITNESS - CURRICULUM SEQUENCE GRID

Unit(s) (Tablet in 39week plan)	Fitness, Fitness Training Methods, Fitness Testing and Fitness Suite	
	Introducing and Developing	Applying, Evaluating and Analysing
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<p>Applied to all fitness areas – significant individual key terminology highlighted on individual schemes of work.</p> <ul style="list-style-type: none"> • What fitness includes – linking to the Btec course content • Definitions of fitness components – strength, stamina, speed, suppleness. Looking at the skill related fitness components, agility, balance, coordination, reactions and power. • How to test these components – looking at the advantages and disadvantages of the test. • Methods of training – to improve the fitness components. Weight training, circuit training, fartlek training, continuous training, speed training and plyometric training. 	<p>Applied to all fitness areas – significant individual key terminology highlighted on individual schemes of work.</p> <ul style="list-style-type: none"> • Revisit the learning from KS3 of fitness, what is fitness and its importance to you. • Retrieval of knowledge of specific fitness for specific sporting activities. • Retrieval of knowledge of the methods of how to improve all aspects of fitness. • Carry out different methods of training – Aerobic Endurance (Continuous, Fartlek, Interval, Circuit), Flexibility (Static, Ballistic PNF), Speed (Acceleration Sprints, Hollow, Interval), Strength (Free Weights, Circuit, Plyometrics) as well as to include step aerobics, aerobics, yoga and other dance fitness sessions. • Develop their own ideas to improve their fitness through planning training programmes, planning own circuits and developing ideas of aerobics/ step. • Strengths and weaknesses of self and others
Opportunities for Reading	<p>https://www.acefitness.org/education-and-resources/professional/expert-articles/1998/what-is-fitness https://www.quora.com/What-is-fitness-to-you</p>	
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<p>Significant national sport connections with certain sports – body building championships, Worlds strongest man, marathon runners Ethiopia, Kenya, South Africa Nations United Kingdom, Sweden, USA</p> <p>Character Education Develop learners love for physical activity, equipping them with skills to be active for the rest of their lives through games as well as skills that will support them for the next stage of their learning beyond their school life. Integral to this will be the idea of fitness for</p>	

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	health and fitness. Fitness will challenge the students to commit to the development of their character through determination, resilience, grit, confidence team building, support, empathy and the celebration of success.
Strategies to engage and maximise achievement of PP learners	Ensure students are placed into groups/ teams appropriately (ability and/or social) – pre-planned where necessary. Students placed in sets according to ability and gender. Support students struggling with kit issues. Encouragement and praise for effort and success achieved.
Cross Curricular Links (Authentic Connections with other curriculum)	Science: Discussion of basic changes to the body during warm up and exercise, highlighting bones and muscles used during stretches. Geography: Countries who are considered fit – Kenya, Ethiopia History: Historical start of how fitness has helped to develop a healthier conscious nation. WHO. English/ Oracy: Opportunities for students to communicate in groups to work as teams, discussion of their fitness test results and their importance to support other sports. Maths: Understanding how to record scores and interpret score
Key Assessments	Observations made at the end of 6 week unit of work (each activity area) based upon assessment criteria in y7 and 8 for LC data input.