

<u>Topic: KS3 – Fitness Year 8</u>		<u>Duration:</u> 1 hour, 6/7 Lessons	<u>Composit</u> <u>e:</u> Practical assessme nt																		
Key vocabulary:	Core knowledge Components – Teaching Points	Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics																		
<u>Importance of Health & Fitness</u> Health Fitness Progression Physical Mental Social	<p><u>Understanding the importance of Health and Fitness relating to exercise</u></p> <ul style="list-style-type: none"> Understand health: “A complete state of physical, mental and social wellbeing and not merely the absence of disease or infirmity (illness)” Understand Fitness: Ability to cope with and meet the specific demands of everyday life without undue fatigue. Understanding the health benefits of regular exercise: <table border="1"> <thead> <tr> <th>Physical</th> <th>Social</th> <th>Mental</th> </tr> </thead> <tbody> <tr> <td>Improves body shape: lose weight / increase muscle mass</td> <td>Develops vital life skills: teamwork and cooperation</td> <td>Reduces and relieves stress (tension) – sleep better!</td> </tr> <tr> <td>Increase physical fitness – delays fatigue</td> <td>Socialise with people / make new friends</td> <td>Increase self-esteem and confidence</td> </tr> <tr> <td>Improve efficiency of vital organs (heart / lungs) – less stress e.g. cardiac hypertrophy, bradycardia</td> <td></td> <td>Help prevent depression – release of serotonins</td> </tr> <tr> <td>Improves posture</td> <td></td> <td>Better at dealing & controlling emotions</td> </tr> <tr> <td>Decreases risk of some illnesses; obesity, hypertension, type 2 diabetes</td> <td></td> <td></td> </tr> </tbody> </table>	Physical	Social	Mental	Improves body shape: lose weight / increase muscle mass	Develops vital life skills: teamwork and cooperation	Reduces and relieves stress (tension) – sleep better!	Increase physical fitness – delays fatigue	Socialise with people / make new friends	Increase self-esteem and confidence	Improve efficiency of vital organs (heart / lungs) – less stress e.g. cardiac hypertrophy, bradycardia		Help prevent depression – release of serotonins	Improves posture		Better at dealing & controlling emotions	Decreases risk of some illnesses; obesity, hypertension, type 2 diabetes			<p><u>Importance of Health & Fitness</u></p> <ul style="list-style-type: none"> Understand effects of physical, mental and social wellbeing as a result of good fitness. Know the importance of good health and fitness. Planning and responsibility for personal fitness by recognising strengths and weaknesses. 	<ul style="list-style-type: none"> Health active lifestyle Wellbeing Communication Physical progression.
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<u>Methods of Training</u> Circuit Continuous Weight Flexibility Fartlek	<ul style="list-style-type: none"> <u>Understanding the basic Methods of Training</u> <ul style="list-style-type: none"> Identify what Circuit training is, by explaining the positive and negatives of this type of training. Identify what Continuous training is, by explaining the positive and negatives of this type of training. Identify what Interval training is, by explaining the positive and negatives of this type of training. Identify what weight training is, by explaining the positive and negatives of this type of training. Identify what flexibility training, by explaining the positive and negatives of this type of training. 	<p><u>Methods of Training</u> Demonstrate all the different types of training by explaining</p>	<p>Link to previous PE lessons to improve fitness. Including variety of training.</p>																		

<p>Measuring HR Resting Maximum Heart Rate</p> <p>Fitness Testing Illinois Agility Dynamometer Vertical Abdominal</p> <p>Effect of Exercise Immediate Effect</p> <p>Muscles Groups Quadricep Abdominals Triceps Biceps Hamstrings (Gastrocnemius) Deltoids Gluteus Maximus</p>	<ul style="list-style-type: none"> • Identify what fartlek training, by explaining the positive and negatives of this type of training. • Measuring heart rate <ul style="list-style-type: none"> ○ Identify how heart rate is taken. ○ Understand why heart rate is taken. ○ Attempt to justify the changes in heart rate after recording over a period of time. • Identifying Fitness testing <ul style="list-style-type: none"> ○ Identify and carry out the following fitness tests: <ul style="list-style-type: none"> - Multi stage fitness test - Sit and reach test - 30m Sprint test - Illinois Agility test - Vertical Jump test - Sit up and press up tests (Abdominal curl conditioning test) - Standing stork test - Ruler Drop test - Handgrip dynamometer test - Wall toss test • Effects of Exercise <ul style="list-style-type: none"> ○ Identify the immediate effects of exercise ○ Demonstrate the immediate effects of exercise throughout fitness lessons ○ Begin to understand why these effects of exercise are happening ○ Attempt to explain the long term effects of exercise. • Understanding and identifying muscle groups <ul style="list-style-type: none"> ○ Understand the importance of warming up and cool down. ○ Identify the basic muscles groups <ul style="list-style-type: none"> - Quadricep - Abdominals - Triceps - Biceps - Hamstrings (Gastrocnemius) - Deltoids - Gluteus Maximus 	<p>the positive and negatives of each type of training. This can be explained verbally and physically depending on ability.</p> <p>Able to plot HR on graph and understand change in BPM depending on exercise.</p> <p>Fitness Testing Identify and demonstrate fitness testing. Begin to link fitness tests to components of fitness, understanding why the requirement of fitness testing is needed.</p> <p>Effects of Exercise Identify the link between anatomy and physiology during the immediate effects of exercise.</p> <p>Muscle Groups Identify specific muscles groups and the movements required to isolate, stretch and work these muscle groups.</p>	<p>Link to Numeracy and Science.</p> <p>Identifying strengths and weakness in physical abilities and link to specific methods of training. Clear focus on progress with knowledge and fitness.</p> <p>Link to Biology, Anatomy and physiology.</p> <p>Link to Biology, Anatomy and physiology.</p>
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Topic: Year 8 – Rugby		Duration: 6/7 Week	Composite: Uptake of knowledge via observation of skills.
Key vocabulary:	Core knowledge questions	Powerful knowledge crucial to commit to long term memory	Links to previous and future topics
<p>Push the ball No need to spin High elbow Follow through towards the target</p> <p>Steep Square Pace</p> <p>Line speed Stay connected Flatline</p>	<p><u>Early catch and pass in a variety of game scenarios</u></p> <ol style="list-style-type: none"> 1. Hold ball in front of body in two hands with fingers spread on either side. 2. To pass left– right hand for power (towards back of the ball) and left for aim (towards front of the ball). Keep power arm high (elbow up) for accuracy and distance. 3. Fluid motion to release the ball with arms swinging like a pendulum in front of the body, first away from then towards the intended target. Follow through with the hands pointing towards the receiver at point of release. 4. Players should nearly always look to carry the ball in two hands, ready to pass to supporting players either side of him. 5. Receivers should always have their hands up which is the target for the passer. 6. Catch the ball with your hands up and keep the ball in front of you in two hands. The ball can act like a wand and move would-be-defenders out of the ball carrier’s path, by dumying and pump faking. Try it in your next passing drill! <p><u>Structure and shape in attack</u></p> <ul style="list-style-type: none"> - Steep in attack - Should we line up in a steep or flat line? - what direction should your shoulders be pointing in - In attack you should see the full number or name of your teammate - come onto the ball at pace - fill the pitch in attack <p><u>Structure and shape in defence</u></p> <ul style="list-style-type: none"> - how does your shape differ to that in attack? - Flat or steep or line? - Stay connected as one - Do not shoot out the defensive line - Good line speed to close down your attacker 	<ul style="list-style-type: none"> - Two hands on the ball - Push the ball towards the target - Follow through with hands <ul style="list-style-type: none"> - Fill the pitch - Run onto the ball at pace - Do not cluster - Steep in attack <ul style="list-style-type: none"> - Do not let the attacker come to you - Stay connected with your teammates - Flat in defence 	<p>Hand eye coordination Spatial awareness To identify visual triggers Communication</p> <p>Links with shape in other team sports like football and hockey. Shape in tag rugby.</p> <p>Links with footballer in closing down the attackers. Communicating with your teammates.</p>

<p>Dominant Control Confident</p>	<h2><u>Dominant Tackle</u></h2> <ul style="list-style-type: none"> - Tackler makes contact below waste line or behind legs. - Drive through with shoulder, powering beyond the attackers legs. - Close the space you control the engagement - Feet close into the attacker (Split In half) - Grip tightly pulling attackers legs together - Drive the person backwards 	<ul style="list-style-type: none"> -Tower of power position -Aim for wasteband <p>- drive through the opponent once contact has been made</p>	<p>Body strength in team games. How to fall correctly can be linked to all sports.</p>
<p>Adapt Overcome Height Takeoff</p>	<h2><u>Group rucking</u></h2> <ul style="list-style-type: none"> - Bind to another player and drive over the ball - Drive from a low to high position - Win the battle - Grab hold of opponents - body position with two to three players - Every ruck is going to be different, so you must change footwork and entry into the ruck - 	<ul style="list-style-type: none"> - Get below your opponents - Hit with power - Always get hold of your opponent. 	<p>Links with tackling and scrummaging. Body position links with other contact sports they might do.</p>
<p>Safety Tower of power Chin on chest look through eyebrow Bind</p>	<h2><u>Scrummaging 3 v 3</u></h2> <h3>Re-cap over key safety considerations</h3> <ul style="list-style-type: none"> - Head up- chin off chest, look through eyebrows - Eyes focussed on the target area - Feet shoulders and hips all square - Weight on the balls of the foot - Stomach and chest pushed out, back straight - Shoulders above hips at all times - Hooker in the middle, props on the outside. - Head position on engagement. 	<ul style="list-style-type: none"> -Crouch, bind engage -Bind on shirts <p>-Rightey tightly, left loosey</p> <ul style="list-style-type: none"> -t-rex arms Flat back 	<p>Links with the five man scrum that can be carried out safely in year 9.</p>

