

<b>Topic: Trampolining – Year 7</b>		<b>Duration: 6/7 weeks dependent on term</b>	<b>Composite:</b>
<b>Key vocabulary:</b>	<b>Core knowledge Components</b>	<b>Powerful knowledge components crucial to commit to long term memory</b>	<b>Links to previous and future topics</b>
Accuracy Improved Focussed Presentation Powerful Posture Resilience Fluency Resistance Visual Tension	<p><b>1. <u>Straight Jumping and stop.</u></b></p> <ul style="list-style-type: none"> <li>• Jumping on the cross to gain height</li> <li>• Control is shown by consistently focusing on the wall ahead or end of the safety mat.</li> <li>• Knees and hips bend and then push to straight, pointing toes, ankles together and arms held straight above head, displaying a perfectly straight body line.</li> <li>• Feet land on the trampoline slightly apart, with no arm swing.</li> <li>• Stopping: Knees and ankles flex, flattening the feet, absorbing the bounce of the trampoline through the bend of the knees.</li> <li>• On landing arms can be brought forward to balance.</li> </ul> <p><b>2. <u>Shaped Jumps</u></b></p> <ul style="list-style-type: none"> <li>• Straight jumps are modified to show a shape during flight.</li> <li>• Starting as a straight jump, once in the air shape is created, before returning to land back into a straight jump.</li> <li>• Tuck Shape: Legs together, knees and hips bent at 90° or less, hands grasp the shins below the knees before returning to straight shape - toes are pointed throughout.</li> <li>• Straddle Shape: Legs together, hips bent at 90° or less with knees straight and legs at least shoulder width apart with toes pointed. Hands ideally reach forward and out towards feet before returning to straight shape.</li> <li>• Pike Shape: Legs together, hips bent at 90° or less with knees straight and toes pointed, hands ideally reach forward as close to feet as possible before returning to straight shape.</li> </ul> <p><b>3. <u>Twisting Jumps</u></b></p> <ul style="list-style-type: none"> <li>• Straight jumps are modified by rotation around the twist axis, creating twists of 180° and 360°.</li> <li>• Twists are initiated by turning the head and shoulders in the direction of the twist during the takeoff phase.</li> <li>• Keep body upright and arms straight during twists.</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping on the cross to gain height and stability</li> <li>• Stopping: Absorbing the bounce of the trampoline through the bend of the knees</li> <li>• Vision on end of mat or wall spot throughout.</li> </ul> <ul style="list-style-type: none"> <li>• Shaped Jumps – Tuck, Straddle and Pike, with extension of limbs</li> <li>• Landing in straight position after flight, with arms extended above head.</li> <li>• Vision on end of mat or wall spot throughout, with core tension staying strong.</li> </ul> <ul style="list-style-type: none"> <li>• Twisting Jumps – ½ and Full turns created by movement of head, shoulders, and hips.</li> </ul>	<ul style="list-style-type: none"> <li>• Hand eye coordination</li> <li>• Spatial awareness</li> <li>• To identify visual triggers</li> <li>• Communication Healthy Active lifestyle               <ul style="list-style-type: none"> <li>• Health and safety</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• 1/2 twist Vision - Focus on the mat or wall ahead during takeoff and then on the mat or wall behind during the flight.</li> <li>• Full twist Vision - Focus on the mat or wall ahead during takeoff and then return focus back to the same mat or wall during the flight.</li> <li>• Practice twists with controlled low bounces before adding height.</li> </ul> <p><b>4. <u>Seat landing and swivel hips</u></b></p> <ul style="list-style-type: none"> <li>• This is a straight jump modified by a small amount of backward rotation to land in a sitting position.</li> <li>• Body remains straight until just before landing where the hips and legs create a pike position, allowing a landing seat position.</li> <li>• Hips should land on the cross with hands pressing down next to hips on the trampoline bed.</li> <li>• Hands push into the bed and hips move to straight, returning to the straight bounce position.</li> <li>• Arms start up and finish up on return to feet.</li> <li>• Swivel hips: seat landing to feet and 1/2 twist - Seat landing 1/2 twist to feet - Seat landing 1/2 twist to seat landing to feet.</li> </ul>	<ul style="list-style-type: none"> <li>• Vision on spot or mat, enables full rotation to occur without over rotation.</li> <li>• Core strength and tension allows control and fluency.</li> </ul> <ul style="list-style-type: none"> <li>• Landing on the cross in a seated (pike) position, legs extended and palms facing down next to hips.</li> <li>• On return to standing, arms come up from hip to straight position, creating a resistance.</li> <li>• Turning is generated from the hips, using vision to aid.</li> </ul>	
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<b><u>Topic: KS3 – Fitness Year 7</u></b>		<b><u>Duration:</u></b> 6/7 lessons	<b><u>Composite:</u></b>						
<b>Key vocabulary:</b>	<b>Core knowledge Components – Teaching Points</b>		<b>Powerful knowledge components crucial to commit to long term memory</b>						
<b><u>Importance of Health &amp; Fitness</u></b> Health Fitness Progression Physical Mental Social	<b><u>Understanding the importance of Health and Fitness relating to exercise</u></b> <ul style="list-style-type: none"> <li>• Understand health: “A complete state of <b>physical, mental and social</b> wellbeing and not merely the absence of disease or infirmity (illness)”</li> <li>• Understand Fitness: Ability to cope with and meet the specific demands of everyday life without undue fatigue.</li> <li>• Understanding the health benefits of regular exercise:</li> </ul> <table border="1" data-bbox="282 1361 1579 1501"> <thead> <tr> <th data-bbox="282 1361 719 1417"><b>Physical</b></th> <th data-bbox="719 1361 1146 1417"><b>Social</b></th> <th data-bbox="1146 1361 1579 1417"><b>Mental</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="282 1417 719 1501">Improves body shape: <b>lose weight / increase muscle mass</b></td> <td data-bbox="719 1417 1146 1501">Develops vital life skills: <b>teamwork and cooperation</b></td> <td data-bbox="1146 1417 1579 1501">Reduces and <b>relieves stress</b> (tension) – sleep better!</td> </tr> </tbody> </table>		<b>Physical</b>	<b>Social</b>	<b>Mental</b>	Improves body shape: <b>lose weight / increase muscle mass</b>	Develops vital life skills: <b>teamwork and cooperation</b>	Reduces and <b>relieves stress</b> (tension) – sleep better!	<b><u>Importance of Health &amp; Fitness</u></b> <ul style="list-style-type: none"> <li>• Understand effects of physical, mental and social wellbeing as a result of good fitness.</li> </ul>
<b>Physical</b>	<b>Social</b>	<b>Mental</b>							
Improves body shape: <b>lose weight / increase muscle mass</b>	Develops vital life skills: <b>teamwork and cooperation</b>	Reduces and <b>relieves stress</b> (tension) – sleep better!							
			<ul style="list-style-type: none"> <li>• Health active lifestyle</li> <li>• Wellbeing</li> <li>• Communication</li> <li>• Physical progression.</li> </ul>						

<p><b>Methods of Training</b> Circuit Continuous Weight Flexibility Fartlek</p> <p><b>Measuring HR</b> Resting Maximum Heart Rate</p> <p><b>Fitness Testing</b> Illinois Agility Dynamometer Vertical Abdominal</p>	<p><b>Increase physical fitness</b> – delays fatigue</p> <p>Improve efficiency of <b>vital organs</b> (heart / lungs) – less stress e.g. cardiac hypertrophy, bradycardia</p> <p>Improves <b>posture</b></p> <p>Decreases risk of some <b>illnesses; obesity, hypertension, type 2 diabetes</b></p>	<p><b>Socialise</b> with people / make new friends</p>	<p>Increase self-esteem and <b>confidence</b></p> <p>Help <b>prevent depression</b> – release of <b>serotonins</b></p> <p>Better at dealing &amp; <b>controlling emotions</b></p>	<ul style="list-style-type: none"> <li>• Recognising strengths and weaknesses</li> <li>• Planning and responsibility for personal fitness</li> </ul> <p><b>Methods of Training</b> Demonstrate all the different types of training by explaining 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><b>Fitness Testing</b> Identify and demonstrate fitness testing. Begin to link fitness tests to</p>	<p>Link to previous PE lessons to improve fitness. Including variety of training.</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</p>
	<ul style="list-style-type: none"> <li>• <b>Understanding the basic Methods of Training</b> <ul style="list-style-type: none"> <li>• Identify what Circuit training is, by explaining the positive and negatives of this type of training.</li> <li>• Identify what Continuous training is, by explaining the positive and negatives of this type of training.</li> <li>• Identify what Interval training is, by explaining the positive and negatives of this type of training.</li> <li>• Identify what weight training is, by explaining the positive and negatives of this type of training.</li> <li>• Identify what flexibility training, by explaining the positive and negatives of this type of training.</li> <li>• Identify what fartlek training, by explaining the positive and negatives of this type of training.</li> </ul> </li> <li>• <b>Measuring heart rate</b> <ul style="list-style-type: none"> <li>○ Identify how heart rate is taken.</li> <li>○ Understand why heart rate is taken.</li> <li>○ Attempt to justify the changes in heart rate after recording over a period of time.</li> </ul> </li> <li>• <b>Identifying Fitness testing</b> <ul style="list-style-type: none"> <li>○ Identify and carry out the following fitness tests: <ul style="list-style-type: none"> <li>- Multi stage fitness test</li> <li>- Sit and reach test</li> <li>- 30m Sprint test</li> <li>- Illinois Agility test</li> <li>- Vertical Jump test</li> <li>- Sit up and press up tests (Abdominal curl conditioning test)</li> <li>- Standing stork test</li> <li>- Ruler Drop test</li> <li>- Handgrip dynamometer test</li> </ul> </li> </ul> </li> </ul>				

<p><b><u>Effect of Exercise</u></b> Immediate Effect</p> <p><b><u>Muscles Groups</u></b> Quadricep Abdominals Triceps Biceps Hamstrings (Gastrocnemius) Deltoids Gluteus Maximus</p>	<p>- Wall toss test</p> <ul style="list-style-type: none"> <li>• <b><u>Effects of Exercise</u></b> <ul style="list-style-type: none"> <li>○ Identify the immediate effects of exercise</li> <li>○ Demonstrate the immediate effects of exercise throughout fitness lessons</li> <li>○ Begin to understand why these effects of exercise are happening</li> <li>○ Attempt to explain the long term effects of exercise.</li> </ul> </li> <li>• <b><u>Understanding and identifying muscle groups</u></b> <ul style="list-style-type: none"> <li>○ Understand the importance of warming up and cool down.</li> <li>○ Identify the basic muscles groups <ul style="list-style-type: none"> <li>- <b>Quadricep</b></li> <li>- <b>Abdominals</b></li> <li>- <b>Triceps</b></li> <li>- <b>Biceps</b></li> <li>- <b>Hamstrings (Gastrocnemius)</b></li> <li>- <b>Deltoids</b></li> <li>- <b>Gluteus Maximus</b></li> </ul> </li> </ul> </li> </ul>	<p>components of fitness, understanding why the requirement of fitness testing is needed.</p> <p><b><u>Effects of Exercise</u></b> Identify the link between anatomy and physiology during the immediate effects of exercise.</p> <p><b><u>Muscle Groups</u></b> Identify specific muscles groups and the movements required to isolate, stretch and work these muscle groups.</p>	<p>knowledge and fitness.</p> <p>Link to Biology, Anatomy and physiology.</p> <p>Link to Biology, Anatomy and physiology.</p>
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