

# Topic: KS3 – Fitness Year 9

**Duration:**6/  
7 Lessons  
1 hour

**Composite:**Practic  
al assessment

**Key vocabulary:**

**Core knowledge Components – Teaching Points**

**Powerful knowledge components crucial to commit to long term memory**

**Links to previous and future topics**

**Importance of Health & Fitness**  
Health  
Fitness  
Progression  
Physical  
Mental  
Social

- Understanding the importance of Health and Fitness relating to exercise
- 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, within a **3 week training programme**.

Physical	Social	Mental
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>Increase physical fitness</b> – delays fatigue	<b>Socialise</b> with people / make new friends	Increase self-esteem and <b>confidence</b>
Improve efficiency of <b>vital organs</b> (heart / lungs) – less stress e.g. cardiac hypertrophy, bradycardia		Help <b>prevent depression</b> – release of <b>serotonins</b>
Improves <b>posture</b>		Better at dealing & <b>controlling emotions</b>
Decreases risk of some <b>illnesses; obesity, hypertension, type 2 diabetes</b>		

**Importance of Health & Fitness**

- Understand effects of physical, mental and social wellbeing as a result of good fitness.
- Recognising individual strengths and weaknesses
- Be able to plan and be responsible for personal fitness

Healthy, active lifestyle.  
Wellbeing  
Physical progression.  
Linked to previous Fitness SOW.

**Methods of Training**  
Circuit  
Continuous  
Weight  
Flexibility  
Fartlek

- Understanding the basic Methods of and principles of Training
  - Identify and demonstrate what Circuit training is, by explaining the positive and negatives of this type of training.
  - Identify and demonstrate what Continuous training is, by explaining the positive and negatives of this type of training.
  - Identify and demonstrate what Interval training is, by explaining the positive and negatives of this type of training.
  - Identify and demonstrate what weight training is, by explaining the positive and negatives of this type of training.

**Methods of Training**  
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.

Link to previous PE lessons to improve fitness. Including variety of training.

<p><b>Measuring HR</b> Resting Maximum Heart Rate</p> <p><b>Fitness Testing</b> Illinois Agility Dynamometer Vertical Abdominal Cardiovascular Endurance</p> <p><b>Effect of Exercise</b> Immediate</p>	<ul style="list-style-type: none"> <li>• Identify and demonstrate what flexibility training, by explaining the positive and negatives of this type of training.</li> <li>• Identify and demonstrate what fartlek training, by explaining the positive and negatives of this type of training.</li> <li>• Understand the importance of frequency, intensity, time and type within a training session.</li> </ul> <ul style="list-style-type: none"> <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 and Components of Fitness</b></li> <li>• Understand Components of Fitness. <ul style="list-style-type: none"> <li>- Speed, agility, co-ordination, power, reaction time, muscular endurance, muscular strength, flexibility, balance, cardiovascular endurance, Body mass.</li> <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> <li>- Wall toss test</li> </ul> </li> <li>○ Begin to link fitness testing to specific components of fitness by explaining how the testing links with each component. <ul style="list-style-type: none"> <li>- Sit and reach test = Flexibility</li> <li>- 30m Sprint test = Speed</li> <li>- Illinois Agility test = Agility</li> <li>- Vertical Jump test = Power</li> <li>- Sit up and press up tests (Abdominal curl conditioning test) = Muscular endurance</li> <li>- Standing stork test = Balance</li> <li>- Ruler Drop test = Reaction time</li> <li>- Handgrip dynamometer test = Muscular strength</li> <li>- Wall toss test = Coordination</li> <li>- Multi stage fitness test = Cardiovascular Endurance.</li> <li>- Height and weight. = Body Mass</li> </ul> </li> </ul> </li> </ul>	<p>Work out maximum heart rate (220-age=MHR) Relate heart rate to training thresholds.</p> <p><b>Fitness Testing</b> Identify and demonstrate fitness testing. Link fitness tests to components of fitness, understanding why the requirement of fitness testing is needed.</p> <p><b>Effects of Exercise</b> Identify immediate effects of exercise. Know why these happen.</p> <p><b>Muscle Groups</b> 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>
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<b><u>Topic: KS3 – OAA Year 9</u></b>		<b><u>Duration:</u></b> 1 hour	<b><u>Composite: 6/7</u></b> Lessons
<b>Key vocabulary:</b>	<b>Core knowledge Components – Teaching Points</b> Year 9 – Orienteering (Securing / Powerful)	<b>Powerful knowledge components crucial to commit to long term memory</b>	<b>Links to previous and future topics</b>
<p>Communication Teamwork Empathy partnership</p> <p>Leadership Communication</p> <p>Preparation Evaluation Communication</p> <p>Preparation and execution Empathy Communication</p> <p>Reflection Evaluation Empathy Leadership</p>	<p><u>Lesson 1 (Course 2/3)</u> Re-Cap of OAA / Orienteering Basic orienteering term and concepts recapped Trust exercises recapped Map skills revisited Students complete different orienteering courses in school grounds using maps.</p> <p><u>Lesson 2 – Course 4</u> Combining Map Skills and Compass Work Map relay skills exhibited Compass work and activities Adjusting surroundings (unfamiliar) Reflection on compass skill exercises</p> <p><u>Lesson 3 – Course 5</u> Combining Orienteering and Navigation Planning different routes and journeys Micro routes complete assigning allocated roles Use of compass work within navigation to complete problem-solving tasks.</p> <p><u>Lesson 4 – Course 5 / out of school grounds</u> Navigation Explore different planned routes and journeys Reflect on route for ability and skill level</p> <p><u>Lesson 5</u> Preparation, problem solving and planning for Assessment Plan an orienteering route for specific audience Include navigation, problem solving and compass work within the task</p> <p><u>Lesson 6/ 7</u> Assessment – Adventure / Navigation Orienteering effectively in unfamiliar surroundings Team-work through planning and role allocation. Reflection on assessment task</p> <p>Hill Walking Expedition? (Wrekin/Ironbridge)</p>	<p>Securing Year 7 and year 8 CK / PK from OAA unit.</p> <p>Physically endure courses to embed learning.</p> <p>Grouping should be empathetic yet challenging for all individuals to ensure powerful knowledge is secured in long term memory.</p> <p>Planning and problem solving within a group to overcome strengths and weaknesses.</p> <p>Physical and independent accomplishment within a team to secure knowledge.</p>	<p>Recalling core knowledge from year 7 and 8 OAA unit of work.</p> <p>Link to geography through map reading skills, PE through teamwork. Previously learnt map reading skills, embedded in powerful knowledge (year 8). Developing independence for future lessons.</p> <p>Developing core and powerful knowledge by encouraging pupils out of their comfort zones and into an unfamiliar environment.</p> <p>Previous OAA units of work. Geography and Maths through route planning. Communication, resilience and empathy through group work.</p>

Teamwork Communication	Applying skills developed over unit Showing independence and implementing effective planning Judging difficulty against ability Communication pivotal.		
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