

Topic: Effects of Exercise		Duration: 5 x 1hour lessons		Composite: Synoptic task		
Key vocabulary:	Core knowledge Components			Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics	
Hydration Fatigue DOMS Efficiency Hypertrophy Endomorph Ectomorph Mesomorph	<p>2.1.1 Short-term effects of health and fitness activities Learners will know the short-term effects that health and fitness activities can have on the body and understand why each short-term effect occurs. This includes:</p> <ul style="list-style-type: none"> • Breathing rate • Heart rate, stroke volume and cardiac output • Blood pressure • Body temperature (sweating) • Hydration levels • Muscle fatigue • Delayed onset of muscular soreness (DOMS). <p>2.1.2 Long-term effects of health and fitness activities Learners will know the long-term effects of health and fitness activities on the body and understand why each long-term effect occurs. This includes:</p> <ul style="list-style-type: none"> • Cardiovascular endurance • Efficiency to use oxygen • Blood pressure • Resting heart rate • Muscular endurance • Muscular strength • Muscle hypertrophy • Red blood cells • Flexibility • Body shape – endomorph, ectomorph, mesomorph. 			<p>Increase in breathing rate Increase in heart rate Increase in blood pressure Increase in body temperature</p> <p>Increase in cardiovascular endurance Reduction in blood pressure Reduction in resting heart rate Change in body shape</p>	<p>Links to year 9 introduction booklet. Links to KS3 & 4 HRE unit of work.</p>	
Impressive reading		Impressive speaking	Impressive writing	Resilience		Employability via:
<ul style="list-style-type: none"> • Reading text from whiteboard and textbooks 		<ul style="list-style-type: none"> • Writing several pieces of extended writing with a wide range of key words 	<ul style="list-style-type: none"> • Develop student's ability to learn effectively. To 	<ul style="list-style-type: none"> • Re-submit work following feedback to progress the 		<ul style="list-style-type: none"> • Communication – group and paired activities • Independent thinking • Problem solving

<p>which includes correct terminology.</p> <ul style="list-style-type: none"> • Key words identified and used regularly within the topics. 	<p>and use of impressive Physical Education vocabulary.</p>	<p>provide constructive feedback for students to improve and develop their written work</p>	<p>work to a better standard.</p> <ul style="list-style-type: none"> • Pupils can re-sit the exam. 	<ul style="list-style-type: none"> • Working under time pressure.
<p>Communication and Interaction Cognition and Learning SEMH Physical/Sensory</p>	<ul style="list-style-type: none"> • Follow HAD seating plan policy. • Ensure work is printed and modified to specific needs of the pupils. • Teacher to use targeted questioning technique to identify understanding and to assess learning. • Teacher to communicate with TA and provide guidance. 			

Topic: Energy Systems		Duration: 4x 1hour lessons		Composite: Unit Exam	
Key vocabulary:	Core knowledge Components			Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Anaerobic Aerobic By-product Lactic	Learners will know and understand the anaerobic and aerobic energy systems and be able to apply these to health and fitness activities. This includes: <ul style="list-style-type: none"> • Anaerobic energy system – non-oxygen dependent, short duration activities between 1 second and 60 seconds, lactic acid is a by-product. • Aerobic energy system – oxygen dependent, long duration activities, more than 1 minute, carbon dioxide and water are by products. 			Aerobic energy system – low intensity for a long time Anaerobic – High intensity for a short time.	Links to fitness training plan – synoptic task. Links to HRE units at KS3 & 4.
Impressive reading		Impressive speaking	Impressive writing	Resilience	Employability via:
<ul style="list-style-type: none"> • Reding text from whiteboard and textbooks which includes correct terminology. • Key words identified and used regularly within the topics. 		<ul style="list-style-type: none"> • Writing several pieces of extended writing with a wide range of key words and use of impressive Physical Education vocabulary. 	<ul style="list-style-type: none"> • Develop student’s ability to learn effectively. To provide constructive feedback for students to improve and develop their written work 	<ul style="list-style-type: none"> • Re-submit work following feedback to progress the work to a better standard. Pupils can re-sit the exam. 	<ul style="list-style-type: none"> • Communication – group and paired activities • Independent thinking • Problem solving • Working under time pressure.
Communication and Interaction Cognition and Learning SEMH Physical/Sensory		<ul style="list-style-type: none"> • Follow HAD seating plan policy. • Ensure work is printed and modified to specific needs of the pupils. • Teacher to use targeted questioning technique to identify understanding and to assess learning. • Teacher to communicate with TA and provide guidance. 			

Topic: Health and Fitness		Duration: 8 x 1hour lessons	Composite: Unit Exam
Key vocabulary:	Core knowledge Components	Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Dynamic Explosive Composition Coordination Agility	<p>Health and fitness o Learners will be able to know and understand the terms health and fitness and the relationship between them. This includes:</p> <ul style="list-style-type: none"> • Health • Fitness • The relationship between health and fitness. <p>3.2 Components of Fitness Learners will know and understand that components of fitness are categorised as either health-related or skill-related.</p> <p>3.2.1 Health-related fitness 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 component(s) have on performance in the activity. This includes:</p> <ul style="list-style-type: none"> • Cardiovascular endurance • Muscular strength – static, dynamic and explosive • Muscular endurance • Body composition • Flexibility. <p>3.2.2 Skill-related fitness Learners will know and understand the six components of skill-related fitness. Learners will be able to link these components to health and fitness activities and understand the effect that improvements to the component(s) have on performance in the activity. This includes:</p> <ul style="list-style-type: none"> • Agility • Speed • Coordination • Power • Balance • Reaction time. 	<p>Health – mental, social and physical wellbeing</p> <p>Fitness – able to meet the needs of the environment</p> <p>Health – Cardiovascular endurance, Muscular strength, Muscular endurance, body composition & Flexibility. Skill – Agility, Speed, Coordination, Power, Balance & reaction time.</p> <p>Cardiovascular endurance – perform for longer at a higher intensity.</p> <p>Speed – ability to move from A B quickly Power – Strength x speed</p>	<p>Links to KS3 & KS4 HRE units of work. Links to year 9 introduction booklets.</p>

Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:
<ul style="list-style-type: none"> • Reding text from whiteboard and textbooks which includes correct terminology. • Key words identified and used regularly within the topics. 	<ul style="list-style-type: none"> • Writing several pieces of extended writing with a wide range of key words and use of impressive Physical Education vocabulary. 	<ul style="list-style-type: none"> • Develop student's ability to learn effectively. To provide constructive feedback for students to improve and develop their written work 	<ul style="list-style-type: none"> • Re-submit work following feedback to progress the work to a better standard. <p>Pupils can re-sit the exam.</p>	<ul style="list-style-type: none"> • Communication – group and paired activities • Independent thinking • Problem solving • Working under time pressure.
Communication and Interaction Cognition and Learning SEMH Physical/Sensory		<ul style="list-style-type: none"> • Follow HAD seating plan policy. • Ensure work is printed and modified to specific needs of the pupils. • Teacher to use targeted questioning technique to identify understanding and to assess learning. • Teacher to communicate with TA and provide guidance. 		