

Topic: Trampolining- Year 10		Duration:	Composite:
Key vocabulary:	Core knowledge Components	Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Accuracy Focus Presentation Posture Aesthetic Control Momentum Resistance Power	<p>Front landing and turn table</p> <ul style="list-style-type: none"> • Front landing technique from year 9 • Front landing 90 degree turn to hands and knees. Head turns in the direct you want to go, and your hands push the opposite way. • Front landing 180 degree turn to hand and knees • Front landing 180 degree turn to hand and knees, then to front drop position. • Front landing 180 degrees turn to front drop. (Turn table) <p>Back landings and cradle</p> <ul style="list-style-type: none"> • Back landing technique from year 9 • Back landing half twist to feet. Ensure hips are push up, head and shoulder turn in the preferred direction • Back landing half twist to feet to back landing • Back landing half twist to back landing (Cradle) <p>Front Somersault</p> <ul style="list-style-type: none"> • Forward roll down the line • Kneeling forward roll- looking for tuck shape • Kneeling forward roll with bounce- tuck shape with minimal travel • Standing bounce to hands and knees to forward roll- looking to land on back and bounce up • Standing bounce to landing on back to standing (pushing matt in) • Teacher support standing somersault • Gradually reduce support and aim for somersault without support. <p>Linking Move and Routines</p> <ul style="list-style-type: none"> • Competitions is about performing skills consecutively to score the highest traffic you can • Each skill is worth points the harder the skill the higher the points • Pupils will be provided with set routine to complete with control, precision, and aesthetic. • Pupils will them create their own routine with a difficulty score of their chose and ability (8-10 Bounce routine) • Peer will judge and work out the tariff score for each other's routines 	<ul style="list-style-type: none"> • Landing on the cross in the seat drop (Belly button on the cross) • Rotation is produces by push on the bed with hands and turn head in the direction desired. <ul style="list-style-type: none"> • Ensure hips push up to generate height to twist • Twisting motion is created from hip, shoulder and head movements • Ensure body is straight and in control <ul style="list-style-type: none"> • Tuck position is evident during the somersault • Yours eyes to spot landing • Tuck position with generate rotation <ul style="list-style-type: none"> • Moves are linked with 1 bounce in-between • Core strength, control and aesthetic is evident in routine • Power and height generated with bounce in-between moves. 	<ul style="list-style-type: none"> - Hand eye coordination links to all ball game sports like netball, tennis, rugby. - Spatial awareness from dance, netball, rugby - Health and safety from KS3 - Communication from sports like netball, rugby, basketball, badminton. - Skills learnt in year 9 trampolining

				<ul style="list-style-type: none"> Twisting motion is created correctly depending on the move. Understand the tariff ratings for each skill 	
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:	
<ul style="list-style-type: none"> Use of skills cards Use of skill acquisition check list and breakdown 	<ul style="list-style-type: none"> Recall the impressive vocabulary and use the words to answer questions that are being asked. Recall coaching points to aid peer assessment 	<ul style="list-style-type: none"> Creating routine 	<ul style="list-style-type: none"> Stretch and challenge to complete the next skill. Overcoming fear. Keep trying until successfully completed skill 	<ul style="list-style-type: none"> Showing resilience and determination Listening to instructions and reacting to them Understanding healthy and safety Working independently Supporting and helping others when required. 	
Communication and Interaction Cognition and Learning SEMH Physical/Sensory		<ul style="list-style-type: none"> Modelling of skills (Teacher, Student, or action figure) Progression through skills broken into several sections before building the whole rounded skill (CHUNKING) Visual and written skill cards can be provided. Check list of skill acquisition 			

Topic: KS4 – HRE Year 10

Duration:
6/7 Lessons

Composite:

Key vocabulary: Core knowledge Components – Teaching Points

Powerful knowledge components crucial to commit to long term memory

Links to previous and future topics

Importance Health & Fitness
Health
Fitness
Progression
Physical
Mental
Social
Benefits

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 4-6 week training programme.**
- Analyse the results from a specific training programme and the effects it has on the **physical, mental, and social** aspects of the athlete.

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		

Importance of Health & Fitness

- Understand effects of physical, mental and social wellbeing as a result of good fitness.
- Recognising strengths and weaknesses
- Planning and responsibility for personal fitness
 - Adapting a training programme for specific goals.

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

Methods of Training
Circuit
Continuous

- 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.

Methods of Training

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

<p>Weight Flexibility Fartlek Cross Training Interval Training HIIT training</p>	<ul style="list-style-type: none"> • 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. • Identify and demonstrate what flexibility training, by explaining the positive and negatives of this type of training. • Identify and demonstrate what fartlek training, by explaining the positive and negatives of this type of training. • Identify and demonstrate what Cross training, by explaining the positive and negatives of this type of training. • Identify and demonstrate what Interval training, by explaining the positive and negatives of this type of training. • Identify and demonstrate what HIIT training, by explaining the positive and negatives of this type of training. • Understand the importance of frequency, intensity, time, and type within a training session. 	<p>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. Compare these benefits and restrictions of different types of training.</p>	<p>Link to Numeracy and Science, especially using the physiological aspects and data received from the training.</p>
<p>Measuring HR Resting Maximum Heart Rate Heart rate zones.</p>	<ul style="list-style-type: none"> • <u>Measuring heart rate</u> <ul style="list-style-type: none"> ○ Identify how heart rate is taken. ○ Understand why heart rate is taken. ○ Able to justify the changes in heart rate after recording over a period in relation to change in physical state, depending on exercise. ○ Use of training thresholds to link FITT and SPORT to training programme. 	<p><u>Heart Rate</u> Relate heart rate to training thresholds.</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>Fitness Testing Illinois Agility Dynamometer Vertical Abdominal Cardiovascular Endurance Strength</p>	<ul style="list-style-type: none"> • <u>Identifying Fitness testing</u> <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 	<p><u>Fitness Testing</u> Identify and demonstrate fitness testing. Begin to link fitness tests to components of fitness,</p>	<p>Link to Biology, Anatomy and physiology.</p>

<p>Power</p>	<ul style="list-style-type: none"> - Handgrip dynamometer test - Wall toss test o 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"> - Sit and reach test = Flexibility - 30m Sprint test = Speed - Illinois Agility test = Agility - Vertical Jump test = Power - Sit up and press up tests (Abdominal curl conditioning test) = Muscular endurance - Standing stork test = Balance - Ruler Drop test = Reaction time - Handgrip dynamometer test = Muscular strength - Wall toss test = Coordination - Multi stage fitness test = Cardiovascular Endurance. - 1 RM in all aspects of resistance training 	<p>understanding why the requirement of fitness testing is needed. Be able to analyse simple data from the specific fitness tests.</p>	<p>Link to Biology, Anatomy and physiology.</p>
<p>Effect of Exercise Immediate Effect Fatigue DOMS</p>	<ul style="list-style-type: none"> • <u>Effects of Exercise</u> <ul style="list-style-type: none"> o Identify the immediate effects of exercise o Demonstrate the immediate effects of exercise throughout fitness lessons o Begin to understand why these effects of exercise are happening o Attempt to explain the long term effects of exercise. o Begin to explore different ways of recovery from the effects of exercise 	<p><u>Effects of Exercise</u> Identify the link between anatomy and physiology during the immediate effects of exercise.</p>	<p>ALL OF THE ABOVE EMBEDDED WITHIN A 4-6 WEEK TRAINING PROGRAMME.</p>
<p>Muscles Groups Quadricep Abdominals Triceps Biceps Hamstrings (Gastrocnemius) Deltoids Gluteus Maximus Agonist</p>	<ul style="list-style-type: none"> • <u>Identifying muscle groups</u> <ul style="list-style-type: none"> o Understand the importance of warming up and cool down. o Identify muscles groups and explain how to stretch them individually, within a warmup. o Able to demonstrate specific fitness exercises with muscle groups o Begin to link together muscle groups when one is in flexion and its pair in contraction <p>ALL OF THE ABOVE WITHIN A 4 – 6 WEEK TRAINING PROGRAMME</p>	<p><u>Muscle Groups</u> Identify specific muscles groups and the movements required to isolate, stretch and work these muscle groups. Identify which muscle work</p>	

Antagonist				together to move bones/joints.	
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:	
<ul style="list-style-type: none"> Understand and recall of data. 	<ul style="list-style-type: none"> Sharing and collaborating fitness test procedures, principles of training and methods of trainings in group work and assessments. 	<ul style="list-style-type: none"> Recording of data and scores, then interpreting this information to plan and implement training sessions (homework). 	Implementing and completing raining programme.	Organisation, planning, communication.	
<p><u>SEND</u></p> <ul style="list-style-type: none"> -Quantity of instructions given at once. - Language given in explanations. - Demonstrations given at all times. - Positive discrimination towards those than need it. - Sensitively placing groups together. -Adjusting language and speed of explanation when needed. 					