

Plan Of Learning For The Year (Unit/Topic/Project Context)

Half Term 1 – Chapter 1 (paper 1)

- Course introduction – expectations, overview of content, sporting backgrounds and choices from the list.
- Bones of skeleton and 4 types of bones – long, short, flat and irregular.
- Structure of skeletal system and function – support, movement, protection.
- Types and locations of joints – Hinge and ball and socket (shoulder, elbow, hip, knee and ankle)
- Types of synovial joints that allow movements. How Joints differ to allow different types of movement eg. Flexion, extension.
- Structure of synovial joints, tendons and ligaments.
- Muscles of the body.
- Muscles and movement – antagonistic pairs and muscle contractions.

Half Term 2– Chapter 1 (paper 1)

- Recap of all learning so far / revision week looking at how to answer particular questions.
- Formal assessment 1 – Review of structure of skeleton – muscular system. Followed by review of score and recap of content.
- The heart and pathway of blood including blood vessels.
- Cardiac output, stroke volume, heart rate, blood pressure, vasoconstriction and vasodilation.
- Pathway of air and the mechanics of breathing – Gaseous exchange.

Half Term 3 – Chapter 1/3 (paper 1)

- Spirometer trace
- Aerobic exercise and anaerobic exercise, maximum heart rate and training thresholds.
- Effects of exercise – immediate, short term, long term and recovery process.
- Start of chapter 3 – health and fitness, reasons for and limitations of fitness testing.

- Components of fitness: cardiovascular endurance, muscular endurance, strength (4 types) and flexibility – how to test each component.
- Components of fitness – agility, balance, co-ordination, power, reaction and speed – definitions and how to test each.

Half Term 4 - Chapter 3 (paper 1)

- Formal assessment 2 - Review of health and fitness and fitness testing. Followed by review of score and recap of content.
- Principles of training – SPORT and principle of training -FITT.
- Types of training: continuous, fartlek, interval – advantages and disadvantages for using with various sports.
- Types of training: circuit, plyometric, high altitude - advantages and disadvantages for using with various sports.

Half term 5 - Chapter 1/3 (paper 1)

- Types of training: stretching, weight training - advantages and disadvantages for using with various sports.
- Considerations for injury – warm up, cool down and seasonal aspects.
- Review recap and revision.
- Formal assessment 3 – unit 1 and unit 3 combined.

Half Term 6 – Chapter 6 (paper 2)

- The meaning of health and fitness.
- Consequences of a sedentary lifestyle.
- A balanced diet – role of carbohydrates, fat, protein, vitamins and minerals.
- Energy use – reasons for maintaining water (hydration) and further applications of topic area.

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • Self and peer assessment • On-going formative assessment during lessons by teacher • Student/teacher one-to-one discussions • Termly teacher assessed tasks • Termly formal assessments • Regular vocabulary learning homework and quizzing 	<ul style="list-style-type: none"> • Links to media / news articles around factors which affect health and wellbeing. • Links to professional athletes – observe documentaries of their success. • Use of videos to analyse performances and utilise these to develop own practical performance. 	<ul style="list-style-type: none"> • Learning about other countries, cultures and traditions of how some countries may produce athletes which will be 'better' at other sports due to the countries natural facilities. • Cultural factors that affect an individual's lifestyle factors. • Working independently, in pairs and in groups. • Understanding the role of individuals in a team. • Develop understanding of individual differences and the impact people may face due to these.

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Differentiating between training methods and training styles. • Application of written notes and how to apply these to exam style questions. • Understanding command words of exam questions. • Understanding mark schemes to use correct terminology. 	<ul style="list-style-type: none"> • Regular revisiting of core vocabulary, grammar, opinions, key verbs in new contexts. • Planning / preparing revision material for frequent review of learning. 	<ul style="list-style-type: none"> • Core vocabulary list with key words and terminology defined. • Regular use of scaffolds and structured practice. • Clearly defined success criteria and use of clear feedback to model a perfect answer. • Stretch activities built into each lesson