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| **Fitness Key Stage 3 Scheme of Work** |
| **Aims:**  Students are expected to develop a level of competence and confidence in their own ability to experience success through Football. By mastering the techniques and developing an understanding of the strategic intentions of invasion games, students should make rapid and sustained progress in relation to their entry level. An appreciation of the health and fitness demands of football will also give students a greater appreciation of what elements contribute to success.  |
| PRIOR LEARNINGhelpful if the pupils have:* Experienced some fitness activities
* Demonstrated a basic technique
 | LANGUAGE FOR LEARNING/ICT/CITIZENSHIPPupils will be able to understand and use words relating to health and fitness, e.g. heart rate, recovery, cool down, lactic acid, fatigue and muscles name. Opportunities for pupils to record results will incorporate use of ICT. Communication; Speaking and Listening. Cooperation; Working together. | RESOURCES* Recording sheet/assessment booklets
* Pens
* Heart rate monitors (if available)
* Stereo/ICT equipment
* Overhead Projector
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| **Key Concepts and Processes:** |
| **Accurate replication:**Pupil will be introduced to basic fitness activities and develop an accurate replication of the required techniques. Pupils will develop the skills of sustained running, jumping and other fitness skills. Pupils should understand that different events demand different components of fitness and be able to adapt to the set task. Students should be able to describe the elements of an effective technique in a small circuit.  | **Developing Physical and Mental Capacity**Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. To recognise that different types of activities require different type of fitness. Warm ups aid as a useful fitness tool in developing a pupils physical capacity. To use images and task cards to develop skills and techniques. Understand the anatomy behind heart rate fluctuations and the basic reasoning for this. To record heart rate and scores in a range of tasks.  | **Developing Skills/Performance**Pupils will develop the skills necessary to compete in a number of fitness based events. To gain a baseline experience at a range of activities that involves sustained physical work. In all events, demonstration of accurate technique, depth of understanding and related performances will be assessed.  |

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| **Making and Applying Decisions**Pupils will develop and refine skills in order to complete set tasks. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Apply strategies for effective performance. Adapt & refine these strategies to suit the activity. To encourage the ability to become a reflective leaner. |  **Evaluating and Improving**Pupils will gain knowledge of the nature of fitness based activities and make effective evaluations of strength and weaknesses in their own and others performances. Use of self assessment worksheets. Success criteria conveyed through pupil or teacher modeling. Appropriate questioning on teaching points of the skills and processes developed. | **Leadership and Officiating**Students will be given opportunities to develop both roles through leading warm ups, leading practices, coaching their peers by providing clear and accurate feedback and designing practices to develop techniques.Correct protocol will be learned and used to gather accurate results. Students to learn that by not following correct protocol the results may be invalid.  |
| **Cross Curricular Links:** Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) |  **Assessment:** Q & A, Formative and summative assessment. Video analysis, notational analysis, spreadsheets |

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| **Student Outcomes****Level 5 students will:** Have a good level of fitness and maintain an accurate technique throughout most of the performance, technique may suffer due to lack of concentration and fatigue; contribute to the development of circuits and other fitness sessions; make observations about the quality of performance and technique in modified versions and full versions of fitness tests and methods, with support; show some correct form and technical accuracy in using a limited range of skills; work effectively with a partner, and monitor protocol using the correct instructions; take regular exercise; provide feedback to peers based on observation and on the strengths and weaknesses of their performance; identify strengths and weaknesses in individual performance. Students understand the concept of resting heart rate, maximum heart rate, working heart rate, intensity, FITT principle, reversibility and specificity. **Level 6 students will:** Have a very good level of fitness and maintain a consistent technique throughout most of the performance; make detailed observations about the quality of performance and technique in fitness tests and methods offering feedback to performer on technique and outcome; show correct form and technical accuracy in range of skills and methods of training; competently create own circuits and other fitness sessions; work effectively with a partner, and carry out all activities with accuracy and precision increasing the validity of performance; take regular exercise; provide detailed feedback to peers based on observation and results from tests; act upon feedback given to improve strengths and weaknesses within performance. Students understand and can explain most of the following concepts: resting heart rate, maximum heart rate, working heart rate, intensity, FITT principle, reversibility and specificity. | **Level 7 + students will :** Demonstrate an excellent level of fitness and maintain a consistent technique throughout all activities; use data and observations to make informed choices about the quality of work/performance; be creative and innovative when creating own circuits and other fitness sessions; work effectively as a leader and as part of a group, and carry out all activities with consistency, accuracy and precision increasing the validity of performance; take regular exercise; provide detailed feedback to peers based on data, or performance; act upon feedback given to improve strengths and weaknesses within performance. Students can explain and apply the following concepts within various methods of training consistently: resting heart rate, maximum heart rate, working heart rate, intensity, FITT principle, reversibility and specificity. |
| **Learning Experiences across the key stage** |
| **Year 7: Objectives:**1. To carry out a series of **fitness tests** and collect results of the group. This will be done with the Cooper test on the outside with the other tests on the inside. A laptop set up with a spreadsheet for data collection. Graphs can be made anonymously and results can be shared to compare against peers. Focus on PML.
2. Students to be introduced to **circuit training**. A prescribed circuit to be set up and students are to complete in pairs. The concept of progressive overload, working heart rate, FITT principle and maximum heart rates are discussed. Stop clock on wall for students to track their work and rest times. Focus on PML.
3. Students to be introduced to **continuous training**. Activities will include a steady intensity run where students are given time to reflect upon the experience as well as understand what a typical heart rate graph would look like. **Fartlek training** is a variation of continuous training so this will be experienced next. Outdoor in boots is preferable as the terrain can be changed. Either a follow my leader intensity change activity or teacher led. Reflect upon experience and consider heart rate readings.
4. Students to experience **interval training** and **plyometric training**. Half a sports hall each. Interval: short bursts of high intensity work using kick boards to turn. Appreciation of different intensities must be realised: high intensity short bursts with short rest, as well as lower intensity longer duration work with active rest for endurance athletes. Plyometric training: introduce the concept of plyometrics. A prescribed circuit on two leg bounding, one leg bounding and jumping exercises to be completed. Focus on PML.
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| **Year 8 Objectives:**1. To carry out a series of **fitness tests** and collect results of the group. This will be done with the Cooper test on the outside with the other tests on the inside. A laptop set up with a spreadsheet for data collection. Graphs can be made anonymously and results can be shared to compare against peers. Focus on PML.
2. Students to revisit **circuit training**. A prescribed circuit to be set up and students are to complete in pairs. Stop clock on wall for students to track their work and rest times. Second circuit where students can create some of the stations to suit their own sporting activities. They will decide upon work time and rest time, as well as intensity as they consider the following concepts. The concept of progressive overload, working heart rate and maximum heart rates, working heart rates and FITT principle are discussed. Focus on PML.
3. Students to revisit **continuous training**. Activities will include a steady intensity run where students are given time to reflect upon the experience as well as understand what a typical heart rate graph would look like. Students will attempt to work at different intensities of the heart rate maximum and attempt to perform for as long as possible towards the anaerobic threshold. **Fartlek training** is a variation of continuous training so this will be experienced next. Outdoor in boots is preferable as the terrain and speed can be changed. A follow my leader intensity change activity or design a map and highlight intensity changes. Reflect upon experience and consider heart rate readings. Focus on PML.
4. Students to revisit **interval training** and **plyometric training**. Half a sports hall each. Interval: short bursts of high intensity work using kick boards to turn. Appreciation of different intensities must be realised: high intensity short bursts with short rest, as well as lower intensity longer duration work with active rest for endurance athletes. Plyometric training: introduce the concept of plyometrics. Students to create a plyometric circuit with a focus on two leg bounding, one leg bounding and jumping exercises to be completed. Focus on PML.
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| **Year 9 Objectives:**1. To carry out a series of **fitness tests** and collect results of the group. This will be done with the Cooper test on the outside with the other tests on the inside. A laptop set up with a spreadsheet for data collection. Graphs can be made anonymously and results can be shared to compare against peers. Focus on PML.
2. Students to further explore **circuit training**. Stop clock on wall for students to track their work and rest times. Students to create a circuit relating to various sports performers (ie a power athlete, and an endurance athlete). They will decide upon activities that suit, intensities, work time and rest time as they consider the following concepts. The concept of progressive overload, working heart rate and maximum heart rates, reversibility, specificity, working heart rates and FITT principle are discussed. Focus on PML.
3. Students to further explore **continuous training**. Activities will include a steady intensity run where students are given time to reflect upon the experience as well as understand what a typical heart rate graph would look like. Students will attempt to work at different intensities of the heart rate maximum and attempt to perform for as long as possible towards the anaerobic threshold. **Fartlek training** is a variation of continuous training so this will be experienced next. Outdoor in boots is preferable as the terrain and speed can be changed. Students to look at sporting scenarios and make a fartlek session to suit. Reflect upon experience and consider heart rate readings. Focus on PML.
4. Students to further explore **interval training** and **plyometric training**. Half a sports hall each. Interval: short bursts of high intensity work using kick boards to turn. Appreciation of different intensities must be realised: high intensity short bursts with short rest, as well as lower intensity longer duration work with active rest for endurance athletes. Students to create their own interval session for an anaerobic or aerobic athlete. Plyometric training: introduce the concept of plyometrics. Students to create a plyometric circuit with a focus on two leg bounding, one leg bounding and jumping exercises to be completed. Focus on PML.
5. Introduction to **resistance training**. Access to the fitness suite is required and may need booking/clearing with leisure centre. Students to experience weight training with fixed/free weights, after an induction to the gym, and will focus their learning on power vs endurance athletes; the y need to appreciate the different methods to target muscular endurance and muscular strength. Focus on PML.
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**Extension & Enrichment**

Out of lessons, at home and in the community, pupils could be encouraged to:

• practice skills at breaks and lunchtimes and at home

• take part in school sport, either competitively or socially

• join clubs in the community and/or use local facilities

• watch live and recorded matches to appreciate high-quality performance

• search the internet to find information about sports and opportunities to take part in sports, *eg* [*www.english.sports.gov.uk*](http://www.english.sports.gov.uk)

# Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

• tactics and techniques, passing dribbling, shooting, heading, tackling, offside, defensive unit, overlapping runs, switching play, formations, strategies, game plan, success criteria, officiating/refereeing/assistant refereeing, adjustments/variations, anticipation, fitness

Speaking and listening – through the activities pupils could:

• solve a problem, consider alternatives, structure plans and organise group activity