NCFE Health & Fitness SCHEME OF WORK

Key Objectives	Prior Knowledge
LO1 Understand the structure and function of body systems and how they apply to health and fitness LO2 Understand the effects of health and fitness activities on the body LO3 Understand health and fitness and the components of fitness LO4 Understand the principles of training	• Key words cemented within KS3 Core PE lessons • Healthy, active lifestyle benefits outlined in KS3 Core PE lessons and reinforced through enrichment/extra-curricular programme of activities • Heart rates and Recovery rates taught in KS3 Fitness unit of work • Benefits of warm-ups and cool downs PLUS body part names in all warm-ups and cool downs of KS3 Core PE lessons • Components of fitness in KS3 Core PE lessons
Key vocabulary	
SKELETAL MUSCULAR CARDIOVASCULAR RESPIRATORY ENERGY TRAINING FLEXION EXTENSION AEROBIC ANAEROBIC SYNOVIAL ARTICULATING TENDON LIGAMENT ALVEOLI CAPILLARIES ARTERY STROKE VOLUME TIDAL VOLUME MINUTE VOLUME MAXIMUM HEART RATE	
Literacy/Numeracy/SMSC opportunities	**Skills developed & Careers link**
Literacy*:** Key word/glossary developments with SPAG embedded within PE Theory. Extended writing development through exam-style questions. ***Numeracy*:** Calculating MHR and minute volume / interpreting and analysing graphs & normative data / monitoring changes in Pulse Rate / Calculating Aerobic + Anaerobic training thresholds ***Spiritual, Moral, Social and Cultural (SMSC): Support students with their personal and social development through the adoption of different roles in selected activities and working with others demonstrating cooperation, leadership skills, social skills, resolving conflict within their sports teams or theory groups and respecting the laws of the different sports, whilst respecting people's views on tactics selected and choice of training method.	**Skills developed**: Knowledge of the human body and understanding of lifestyle choices & consequences, presentation skills, communication skills, ability to debate and evaluate. Students will also have the opportunity to understand how to plan a training programme. **Careers links:** Fitness instructor, Personal Trainer, Sports coach, PE Teacher, NHS staff, Physiotherapist, Dietitian.
Resources	**Assessment**
PowerPoints, student work books, worksheets, revision packs, extended answer questions, past papers, mark schemes, diagrams, video links and starter tasks all located on FUS central T-drive and student resources. In addition to this, there are textbooks and revision books for all students.	- Q&A / Mini Plenaries / Plenaries / Class Feedback / Student Reflections / Homework Marking / Exam Style Questions / End of Unit & Assessment / Week Tests / Short Q & A / Mini plenaries / Traffic Light Cards - Tennis Ball Throw for Q & A differentiated method / Ask 5 answer 5

VCERT Health & Fitness - Scheme of Learning

Year 9 (after May half term)

1.1 Skeletal System				
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
1	1.1.1 Structure of the skeleton	Learners will know and understand that the skeleton is divided into two sections and should be able to locate bones listed below: □ Axial – cranium, sternum, ribs and vertebrae (Structure of the spine and posture) □ Appendicular – clavicle, scapula, humerus, radius, ulna, carpals, tarsals, pelvis, femur, tibia, fibula and phalanges.	Use of definitions with diagrams. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets (colouring in skeleton sheets), writing notes in exercise books.	1.1.1.Structure of the skeleton To understand how the two sections of the skeleton work together.
2 **3**	1.1.2 Functions of the skeletal system	Learners will know and understand the functions of the skeletal system. This includes: □ Support □ Movement □ Protection of vital organs □ Storage of minerals □ Blood cell production □ Shape Learners will know and understand the types of bone in the body, their primary function and how they relate to movement (as applicable).	Use of definitions, descriptions and sporting examples. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets (tables), writing notes in exercise books, group work and individual work.	1.1.2 Functions of the skeleton To understand the roles of the 6 functions of the skeleton and how they help our bodies to work in sport. Extended answer question

	1.1.3 Types of bones	Learners should be able to give examples of each type of bone. This includes: □ Long - humerus, femur □ Flat - ribs, sternum, scapula □ Irregular - vertebrae □ Short - carpals, tarsals □ Sesamoid – patella.	Use of definitions, descriptions and sporting examples. Why do we need different types of bones in our bodies? Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets (tables), writing notes in exercise books, group work and individual work.	1.1.3 Types of bones To understand that there are groups of bones and all have different jobs to perform.
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
4	1.1.4 Types of joints	Learners will know and understand the types of joints in the body and be able to give examples of each Type of joint. This includes: □ Definition of a joint □ Fixed joints - skull, pelvis □ Slightly moveable joints - spine □ Synovial joints o pivot - vertebrae o condyloid - wrist o saddle - thumb o gliding - clavicle o ball and socket - shoulder and hip o hinge - elbow and knee. Learners will be able to link ball and socket and hinge joints to joint actions (see section 1.1.5 Joint actions).	Use of definitions, descriptions and sporting examples. How can joints effect how we do sport? Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets (tables), writing notes in exercise books, group work and individual work.	1.1.4 Types of joints To understand that there are three different types of joints and that the most important for sport are synovial joints – of which there are 6 types.
5	1.1.5 Joint actions	Learners will know and understand the following types of movement, how they relate to ball and socket and hinge joints (see section 1.1.4 Types of joints) and their application to	Try to teach this is a practical way by getting the students to stand up and copy your movements. Also, give them	1.1.5 Joint actions

		specific actions in health and fitness. This includes: □ Flexion □ Extension □ Rotation □ Adduction □ Abduction.	definitions, descriptions and diagrams to help them learn the 5 movement types. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, group work and individual work.	To understand how the different types of synovial joints move.
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
6	1.1.6 Structure of a synovial joint (knee)	Learners will know and be able to locate the following structures of the knee joint and understand what their functions are. This includes: □ Articulating cartilage □ Ligaments □ Tendons □ Joint capsule □ Synovial membrane □ Synovial fluid □ Hamstrings □ Femur, Tibia and Fibula. **Learners will not be required to draw the knee joint.**	Give the students a coloured diagram to label and give suitable explanations of the important parts. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, group work and individual work.	1.1.6 Structure of the knee To understand the different components of the knee.
	1.1.7 Structure of the spine and posture	Learners will know that the spine is divided into regions and be able to locate each region. This includes: □ Cervical □ Thoracic □ Lumbar □ Sacrum □ Coccyx.	Give the students a diagram of the spine to label and give suitable explanations of the important parts. Explain how posture effects it. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, group work and individual work.	1.1.7 Structure of the spine and posture To understand the different components of the spine. To understand how posture can effect everyday life and sport. To

		Learners will not be required to know how many vertebrae are in each region. Learners will know and understand the importance of posture when performing health and fitness activities. This includes: □ Posture. Learners will be able to recognise postural changes. This includes: □ Kyphosis □ Lordosis □ Scoliosis.		know the three main types of posture changes.
7	**ASSESSMENT 1 & REVISION**	**ASSESSMENT 1 & REVISION**	**ASSESSMENT 1 & REVISION**	**ASSESSMENT 1 & REVISION**

Year 10

Week	Topic	Content & learning outcomes – What?	Pedagogy Teaching activities & delivery tips – how?	Assessment & skills developed – Why?
1.1 Skeletal System (RECAP)				
1	Recap the following: 1.1.1 Structure of the skeleton 1.1.2 Functions of the skeletal system. 1.1.3 Types of bones	Learners will know and understand that the skeleton is divided into two sections and should be able to locate all the bones listed above. Learners will know and understand the functions of the skeletal system Learners will know and understand the types of bone in the body, their primary function and how they relate to movement (as applicable). Learners should be able to give examples of each type of bone	Revision of notes in exercise books and diagrams drawn and labelled. Revision sheets and recapping of important points via PowerPoint, starter questions, discussions, Q & A, mini tests.	1.1.1 1.1.2 1.1.3 Recapping and revising all major elements covered in Year 9.
2 & 3	1.1.4 Types of joints 1.1.5 Joint actions 1.1.6 Structure of a synovial joint (knee) 1.1.7 Structure of the spine and posture	Learners will know and understand the types of joints in the body and be able to give examples of each. Learners will know and understand the following types of movement, how they relate to ball and socket and hinge joints (see section 1.1.4 Types of joints) and their application to specific actions in health and fitness. Learners will know and be able to locate the following structures of the knee joint and understand what their functions are.	Revision of notes in exercise books and diagrams drawn and labelled. Revision sheets and recapping of important points via PowerPoint, starter questions, discussions, Q & A, mini tests.	1.1.4 1.1.5 1.1.6 1.1.7 Recapping and revising all major elements covered in Year 9.

		Learners will know that the spine is divided into regions and be able to locate each region.		
1.2 Muscular System				
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
4	1.2.1 Types of muscle	Learners will know and understand the types of muscle, where they are located, their characteristics and functions. This includes: Cardiac: o found in the heart o oxygen dependent, involuntary o aids blood flow through the heart. Smooth: o found in multiple locations including digestive tract, blood vessels, and lungs, contracts in all directions o can work without oxygen, involuntary o aids digestion, helps the distribution of blood. Skeletal: o found around the body (see section 1.2.2 Structure of the muscular system) o can work with or without oxygen, works voluntarily o aids with movement.	Use of definitions, descriptions and sporting examples. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, group work and individual work.	1.2.1 Types of muscle To understand that there are three types of muscle in the human body. To be able to give examples of each.

Week	Topic	Content & learning outcomes – What?	Pedagogy Teaching activities & delivery tips – how?	Assessment & skills developed – Why?
5	1.2.2 Structure of the muscular system	Learners will be able to locate the main muscles of the muscular system. This includes: □ Deltoid, Trapezius, Latissimus Dorsi, Pectoralis Major, Biceps, Triceps, Rectus Abdominis, Gluteus Maximus, hip flexors, Quadriceps, Hamstrings, Gastrocnemius and Soleus.	Discuss with a partner which muscles you can name already. Use of diagrams and labelling. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, partner testing etc	1.2.2 Structure of the muscular system To know the names and location of the major muscles of the human body.
6	1.2.3 Muscle movement and contraction	Learners will know and understand how muscles work in antagonistic pairs to produce movement at a joint and be able to apply this principle to specific actions in health and fitness. This includes: □ Agonist □ Antagonist Learners will know and understand the types of muscle contractions and be able to apply these to specific actions and muscles. This includes: □ Isotonic – concentric, eccentric □ Isometric.	Group task – explore muscle pairs: names and locations in the body. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	1.2.3 Muscle movement and contraction To know how muscles work in pairs and which one relaxes and which one contracts to allow movement to happen.

Week	Topic	Content & learning outcomes – What?	Pedagogy Teaching activities & delivery tips – how?	Assessment & skills developed – Why?
7	1.2.4 Muscle fibre types	Learners will know and understand the different muscle fibre types and their characteristics (colour, contraction speed and fatigue speed). This includes: □ Type 1 (slow twitch fibres) □ Type 2 (fast twitch fibres). Learners will know and understand that Type 1 and Type 2 muscle fibres are suited to different types of health and fitness activities. Learners will know and understand that individuals have differing numbers of Type 1 and Type 2 muscle fibres and that specific training can affect the performance of muscle fibre types	Highlight the differences and the characteristics of each. Explore which athletes require fast twitch or slow twitch muscle fibres and why? Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	1.2.4 Muscle fibre types To know how the different types suit different types of sporting activities. To know how training can affect them. Extended answer question.
8	**ASSESSMENT 2**	**Revision & ASSESSMENT 2**	**Revision & ASSESSMENT 2**	**ASSESSMENT 2**
1.3 Respiratory System				
9	1.3.1 Structure of the respiratory system	Learners will know and understand the pathway of air through the respiratory system, this includes the following structures: □ Nose/mouth, pharynx, larynx, trachea, lungs, bronchi, bronchioles and alveoli.	Label and describe the respiratory system elements and highlight their roles during exercise. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in	1.3.1 Structure of the respiratory system To know and understand how the air flows through different structures.

			exercise books, partner testing, mind maps etc	
10	1.3.2 Functions of the respiratory system	Learners will know and understand the mechanics of breathing. This includes: The role of the intercostal muscles, the ribs and the diaphragm in breathing in (inspiration) and breathing out (exhalation). Learners will know and understand the terms diffusion and gaseous exchange. Learners will know and understand the features of the alveoli that assist gaseous exchange. This includes: Diffusion – gas moving from a high concentration to a low concentration. Gaseous exchange – the movement of oxygen and carbon dioxide between the lungs and blood at the alveoli. Features of the alveoli that assist gaseous exchange. This includes: o moist, very thin walls (one cell thick) o provide large surface area for gaseous exchange to occur o short diffusion distance o surrounded by capillaries (see section 1.4.1 Structure and function of the blood vessels).	Highlight the process of gaseous exchange through picture and labelling. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	1.3.2 Functions of the respiratory system To know how and why we breathe and why this is vital when exercising. To know what happens during gaseous exchange.
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
11	1.3.3 Lung volumes	Learners will know and understand the following lung volumes and the changes that happen from rest to participating in health and fitness activities. This includes: Tidal volume Residual volume	Explain the composition of air and how the volumes work within the lungs. Use of PowerPoints, starter questions, discussions, Q & A, mini	1.3.3 Lung volumes To know what happens to the lungs and their volume of air when an athlete goes from rest to exercise.

		□ Vital capacity	tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	
12	**ASSESSMENT 3**	**Revision & ASSESSMENT 3**	**Revision & ASSESSMENT 3**	**ASSESSMENT 3**
1.4 Cardiovascular System				
13	1.4.1 Structure and function of the blood vessels	Learners will know about the structure of the blood vessels and understand how structure relates to the functions of blood distribution. This includes: □ Veins o thin walls, contain valves to ensure blood flows in one direction o carry blood to the heart, carry deoxygenated blood, carry blood under low pressure. □ Arteries o thick, muscular walls o carry blood away from the heart to the body, carry oxygenated blood, carry blood under high pressure. □ Capillaries o the smallest blood vessels, with very thin walls o assist with gaseous exchange at the lungs (see section 1.3.2 Functions of the respiratory system). Learners will know and understand that the blood vessels redistribute blood (vascular shunt) during health and fitness activities. This includes:	Explore the differences between each of these components via pictures and diagrams. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	1.4.1 Structure and function of the blood vessels To know how the vessels are constructed and what their main jobs are. Investigate how these then impact on exercise.

		□ Vascular shunt – the function of blood redistribution to the muscles with greater demand, while diverting away from areas of lower demand: o the widening of blood vessels (vasodilation) o the narrowing of blood vessels (vasoconstriction).		
14	1.4.2 Structure of the heart	Learners will know and understand that the heart is divided into two sides (left and right) and should be able to locate the following structures. This includes: □ Atria (left and right), ventricles (left and right), pulmonary vein, pulmonary artery, aorta and vena cava. **Learners are not required to locate the valves in the heart**	Label the heart and practice walking it through in pairs. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	1.4.2 Structure of the heart To know the components of the heart, what they do and how they help the human body during exercise.
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
15	1.4.3 The cardiac cycle	Learners will know and understand the order of the cardiac cycle and the pathway of deoxygenated and oxygenated blood around the heart. This includes: □ Deoxygenated blood – from the body → vena cava → right atrium → right ventricle → pulmonary artery→ to the lungs → pick up oxygen and nutrients to become oxygenated (see section 1.3.2 Functions of the respiratory system). □ Oxygenated blood – from the lungs → pulmonary vein → left atrium → left ventricle → aorta →	Colour in the oxygenated and deoxygenated blood and label a diagram of the blood flow. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	1.4.3 The cardiac cycle To know how the blood flows through the heart and the major elements it has to travel through (in order).

		to the body → drop off oxygen and nutrients, pick up waste products and become deoxygenated.		
16	1.4.4 Cardiovascular measurements	Learners will know and understand the following cardiovascular measurements, including how they are measured (limited to maximal heart rate and cardiac output) and understand how they are relevant to health and fitness. This includes: Heart rate Maximum heart rate (MHR) 220 – age = MHR Stroke volume Cardiac output – CO = SV x HR The relationship between stroke volume, heart rate and cardiac output. **Learners will know the equation for cardiac output but will not be required to calculate it.**	To write calculations of the measurements given (but do not have to come up with an answer). Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	1.4.4 Cardiovascular measurements To know how to measure max heart rate and cardiac output and link them to exercise.
17	1.4.5 Blood pressure **Assessment 4**	Learners will know and understand the two different types of blood pressure, the ranges of blood pressure classification and factors that affect blood pressure: Systolic Diastolic Range of blood pressure classifications; o the ideal range - between 90/60mmhg and 120/80mmhg o high blood pressure is140/90mmhg > o low blood pressure is 90/60mmhg <	Use of blood pressure monitors in class to demonstrate how blood pressure is taken and to discuss blood pressure results. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	1.4.5 Blood pressure To be able to link their own blood pressure with normal readings and understand how certain factors can affects someone's pressure. **Assessment 4**

		□ Factors that affect blood pressure. This includes: o activity levels o diet o age o stress.		
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
18	1.5 Energy Systems	Learners will know and understand the anaerobic and aerobic energy systems and be able to apply these to health and fitness activities. This includes: □ 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. **Anything within this section of the unit is what must be taught as part of the area of content.**	Explain the difference between aerobic and anaerobic exercise – could demonstrate this via a practical session. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	1.5 Energy systems Students need to be able to understand that the body uses two distinct systems in order to exercise for different periods of time. Link to practical sporting examples.
2.1 Effects of Health and Fitness Activities on the Body				
19	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: □ Breathing rate	This could be taught in a practical way by getting the students to complete a fitness practical and then highlight changes to the body (use of	2.1.1 Short term effects of fitness activities Students need to be able to understand and describe what is

		□ Heart rate, stroke volume and cardiac output □ Blood pressure □ Body temperature (sweating) □ Hydration levels □ Muscle fatigue □ Delayed onset of muscular soreness (DOMS).	blood pressure monitors, HR monitors etc). Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	happening to their bodies when they immediately start to exercise.
20	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: □ 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.	Discuss long-term effects of training on the body systems and how rates and body adaptations happen. Use of internet and fitness training videos, PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	2.1.2 Long term effects of exercise Students should be able to compare and contrast short-term effects and long-term adaptations when exercising – can they link it to their own training or someone they know?
3.1 Health and Fitness				
21	3.1.1 Health and fitness	Learners will be able to know and understand the terms health and fitness and the relationship between them. This includes: □ Health □ Fitness □ The relationship between health and fitness	Know and learn the definitions of health, fitness and how they link together. Use of PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in	3.1.1 Health and fitness Students should know the definitions for each and be able to describe how they link closely together.

			exercise books, partner testing, mind maps etc	
3.2 Components of Fitness				
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
22	3.2.1 Health-related fitness	Learners will know and understand that components of fitness are categorised as either health-related or skill-related. 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: □ Cardiovascular endurance □ Muscular strength – static, dynamic and explosive □ Muscular endurance □ Body composition □ Flexibility.	Definitions and example of each. Videos to highlight extreme use of these components. Discuss what components of fitness are important to certain athletes and why? Use of internet and fitness training videos, PowerPoints, starter questions, discussions, Q & A, mini tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	3.2.1 Health related fitness Knowing and understanding the 5 health related components of fitness, measurement and benefit to health and fitness.
23	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: □ Agility □ Speed	Definitions and example of each. Videos to highlight extreme use of these components. Discuss what components of fitness are important to certain athletes and why? Use of internet and fitness training videos, PowerPoints, starter questions, discussions, Q & A, mini	3.2.2 Skill related fitness Knowing and understanding the 6 skill related components of fitness, measurement and benefit to health and fitness.

		□ Coordination □ Power □ Balance □ Reaction time. Learners will not be required to make reference to specific types of training	tests, worksheets, writing notes in exercise books, partner testing, mind maps etc	
24	**ASSESSMENT 5**	**ASSESSMENT 5**	**ASSESSMENT 5**	**ASSESSMENT 5**
25	**Revision**	**Revision**	**Revision**	**Revision**
26	**Revision**	**Revision**	**Revision**	**Revision**
27	**Revision & External Exam**	**Revision & External exam**	**Revision & external exam**	**Revision & external exam**
28	Practical lessons completing fitness plan	Practical lessons completing fitness plan	Practical lessons completing fitness plan	Practical lessons completing fitness plan
29	Practical lessons completing fitness plan	Practical lessons completing fitness plan	Practical lessons completing fitness plan	Practical lessons completing fitness plan
30	Practical lessons completing fitness plan	Practical lessons completing fitness plan	Practical lessons completing fitness plan	Practical lessons completing fitness plan
31	Practical lessons completing fitness plan	Practical lessons completing fitness plan	Practical lessons completing fitness plan	Practical lessons completing fitness plan
32	Practical lessons completing fitness plan	Practical lessons completing fitness plan	Practical lessons completing fitness plan	Practical lessons completing fitness plan

33	Practical lessons completing fitness plan	Practical lessons completing fitness plan	Practical lessons completing fitness plan	Practical lessons completing fitness plan
34	Unit 2 Synoptic Analysis preparation	Unit 2 Synoptic Analysis preparation	Students will be in computer rooms working independently on the synoptic analysis. Students will research the components of fitness, the methods of training and the fitness testing information that they have previous learnt. They will adapt their training plan used in year 10 to meet the requirements of the criteria followed. The teacher template, theory books, powerpoints can be used to help students learning	Unit 2 Synoptic Analysis preparation
35	Unit 2 Synoptic Analysis preparation	Unit 2 Synoptic Analysis preparation		Unit 2 Synoptic Analysis preparation
36	Unit 2 Synoptic Analysis preparation	Unit 2 Synoptic Analysis preparation		Unit 2 Synoptic Analysis preparation
37	Unit 2 Synoptic Analysis preparation	Unit 2 Synoptic Analysis preparation		Unit 2 Synoptic Analysis preparation
38	Unit 2 Synoptic Analysis preparation	Unit 2 Synoptic Analysis preparation		Unit 2 Synoptic Analysis preparation
39	Unit 2 Synoptic Analysis preparation	Unit 2 Synoptic Analysis preparation		Unit 2 Synoptic Analysis preparation

Year 11

Week	Topic	Content & learning outcomes – What?	Pedagogy Teaching activities & delivery tips – how?	Assessment & skills developed – Why?
1	Unit 2 Synoptic Analysis preparation & **revision for potential exam retakes**	Unit 2 Synoptic Analysis preparation & **revision for potential exam retakes**	Students will be in computer rooms working independently on the synoptic analysis. Students will research the components of fitness, the methods of training and the fitness testing information that they have previous learnt. They will adapt their training plan used in year 10 to meet the requirements of the criteria followed. The teacher template, theory books, powerpoints can be used to help students learning	Students will follow criteria that was set for the sample assessment sent out by NCFE, or complete a synoptic analysis based on last year's criteria. This criteria changes every year and is set externally by NCFE
2	Unit 2 Synoptic Analysis preparation **& revision for potential exam retakes**	Unit 2 Synoptic Analysis preparation **&** revision for potential exam retakes		
3	Unit 2 Synoptic Analysis preparation **& revision for potential exam retakes**	Unit 2 Synoptic Analysis preparation **&** revision for potential exam retakes		
4	Unit 2 Synoptic Analysis preparation **& revision for**	Unit 2 Synoptic Analysis preparation **&** revision for potential exam retakes		

	potential exam retakes			
5	Unit 2 Synoptic Analysis preparation **& revision for potential exam retakes**	Unit 2 Synoptic Analysis preparation & **revision for potential exam retakes**	Students will be in computer rooms working independently on the synoptic analysis. Students will research the components of fitness, the methods of training and the fitness testing information that they have previous learnt. They will adapt their training plan used in year 10 to meet the requirements of the criteria followed. The teacher template, theory books, powerpoints can be used to help students learning	Students will follow criteria that was set for the sample assessment sent out by NCFE, or complete a synoptic analysis based on last year's criteria. This criteria changes every year and is set externally by NCFE
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
6	Unit 2 Synoptic Analysis preparation & revision for potential exam retakes	Unit 2 Synoptic Analysis preparation & revision for potential exam retakes	Students will be in computer rooms working independently on the synoptic analysis. Students will research the components of fitness, the methods of training and the fitness testing information that they have previous learnt. They will adapt their training plan used in year 10 to meet the requirements of the criteria followed.	Students will follow criteria that was set for the sample assessment sent out by NCFE, or complete a synoptic analysis based on last year's criteria. This criteria changes every year

			The teacher template, theory books, powerpoints can be used to help students learning	and is set externally by NCFE
7	Unit 2 Synoptic Analysis preparation & revision for potential exam retakes	Unit 2 Synoptic Analysis preparation & revision for potential exam retakes	Students will be in computer rooms working independently on the synoptic analysis. Students will research the components of fitness, the methods of training and the fitness testing information that they have previous learnt. They will adapt their training plan used in year 10 to meet the requirements of the criteria followed. The teacher template, theory books, powerpoints can be used to help students learning	
8	Unit 2 Synoptic Analysis preparation & revision for potential exam retakes	Unit 2 Synoptic Analysis preparation & revision for potential exam retakes		
9	Unit 2 Synoptic Analysis preparation & revision for potential exam retakes	Unit 2 Synoptic Analysis preparation & revision for potential exam retakes		
10	Unit 2 Synoptic Analysis preparation & revision for potential exam retakes	Unit 2 Synoptic Analysis preparation & revision for potential exam retakes		

Week	Topic	Content & learning outcomes – What?	Pedagogy Teaching activities & delivery tips – how?	Assessment & skills developed – Why?
11	Unit 2 Synoptic Analysis preparation & revision for potential exam retakes	Unit 2 Synoptic Analysis preparation & revision for potential exam retakes	Students will be in computer rooms working independently on the synoptic analysis. Students will research the components of fitness, the methods of training and the fitness testing information that they have previous learnt. They will adapt their training plan used in year 10 to meet the requirements of the criteria followed. The teacher template, theory books, powerpoints can be used to help students learning	Students will follow criteria that was set for the sample assessment sent out by NCFE, or complete a synoptic analysis based on last year's criteria. This criteria changes every year and is set externally by NCFE
12	Unit 2 Synoptic Analysis preparation **External exam**	Unit 2 Synoptic Analysis preparation & **External exam**		**External exam**
13	Unit 2 Synoptic Analysis preparation	Unit 2 Synoptic Analysis preparation		Students will follow criteria that was set for the sample assessment sent out by

14	Unit 2 Synoptic Analysis preparation	Unit 2 Synoptic Analysis preparation		NCFE, or complete a synoptic analysis based on last year's criteria. This criteria changes every year and is set externally by NCFE
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
15	Unit 2 Synoptic Analysis preparation	Unit 2 Synoptic Analysis preparation	Students will be in computer rooms working independently on the synoptic analysis. Students will research the components of fitness, the methods of training and the fitness testing information that they have previous learnt. They will adapt their training plan used in year 10 to meet the requirements of the criteria followed. The teacher template, theory books, powerpoints can be used to help students learning	Students will follow criteria that was set for the sample assessment sent out by NCFE, or complete a synoptic analysis based on last year's criteria. This criteria changes every year and is set externally by NCFE
16	Unit 2 Synoptic Analysis **assessment**	Unit 2 Synoptic Analysis **assessment**	Students will be in computer rooms working independently on the synoptic	**Synoptic Analysis assessment**, which is externally set by

17	Unit 2 Synoptic Analysis **assessment**	Unit 2 Synoptic Analysis **assessment**	analysis criteria released by the exam board. Students will research the components of fitness, the methods of training and the fitness testing information that they have previous learnt and they will have with them their synoptic analysis they produced, which will help them adapt to the new criteria. Theory books, powerpoints can be used to help students learning	NCFE and sent out to centres at the end of each year
18	Unit 2 Synoptic Analysis **assessment**	Unit 2 Synoptic Analysis **assessment**		
19	Unit 2 Synoptic Analysis **assessment**	Unit 2 Synoptic Analysis **assessment**		
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
20	Unit 2 Synoptic Analysis **assessment**	Unit 2 Synoptic Analysis **assessment**	Students will be in computer rooms working independently on the synoptic analysis criteria released by the exam board. Students will research the components of fitness, the methods of training and the fitness testing information that they have previous learnt and they will have with them their synoptic analysis they produced, which will help them adapt to the new criteria. Theory books, powerpoints can be used to help students learning	Synoptic Analysis assessment, which is externally set by NCFE and sent out to centres at the end of each year

21	**Unit 2 Synoptic Analysis assessment deadline**	**Unit 2 Synoptic Analysis assessment deadline**	**Unit 2 Synoptic Analysis assessment deadline**	