

**Scheme of Learning**

Curriculum area: PE

Key Stage: 4

Unit/Topic Title: GCSE Components 1 & 2

**UNIT 2 – Fitness Testing – BTEC 10 weeks**

Week	Topic	Content	Prior Learning	Resources
	Components of Fitness	Muscular Endurance Muscular Strength Flexibility Cardiovascular fitness Body Composition Balance Co-ordination Reaction Agility Power Speed	MMFC BC BCRAPs	<p><a href="https://www.bbc.co.uk/bitesize/guides/zxd4wxs/revision/3">https://www.bbc.co.uk/bitesize/guides/zxd4wxs/revision/3</a></p> <p><a href="https://www.youtube.com/watch?v=gGAhYokmoDc">https://www.youtube.com/watch?v=gGAhYokmoDc</a> Damien Edwards Flip Learning Videos</p> <p>1. Produce a table with a definition for each component of fitness and an example from a sport where that component of fitness is important. So, for example, Flexibility is important to a gymnast so that they can do a split movement. The definition is – the range of movement around a joint. A picture in your table may help you remember understand the links between each column.</p> <p>2. Analyse the slide on your class TEAMS area; <b>Fitness Tests and the England Football Team</b> – online learning folder</p>
	Fitness Testing	PAR-Q Lifestyle questionnaire	Health & well-being of performer Health & safety	<p>Example PARQs/Lifestyle questionnaire</p> <p><a href="https://www.exerciseregister.org/media/images/REPs_Members_PAR_Questionnaire_Long_Verion.pdf">https://www.exerciseregister.org/media/images/REPs_Members_PAR_Questionnaire_Long_Verion.pdf</a></p> <p><a href="https://irp-cdn.multiscreensite.com/edf87f6a/files/uploaded/LIFESTYLE%20QUESTIONNAIRE.pdf">https://irp-cdn.multiscreensite.com/edf87f6a/files/uploaded/LIFESTYLE%20QUESTIONNAIRE.pdf</a></p> <p>1. Design and fill in your own PAR-Q &amp; lifestyle questionnaire. Write a report on your forms? What is good? What could be a concern? How does this affect your ability to do sport?</p>



			Targeted programme of training	
Principles of Training	Specific Progressive Overload – FITT (Frequency, Intensity, Time, Type) Overtraining Reversibility Individual needs	SPORI FITT		<a href="https://www.youtube.com/watch?v=P_37F3xNJvE">https://www.youtube.com/watch?v=P_37F3xNJvE</a> MyPEExam <a href="https://www.bbc.co.uk/bitesize/guides/zxhxnbnk/revision/1">https://www.bbc.co.uk/bitesize/guides/zxhxnbnk/revision/1</a> GCSE PE Bitesize
Methods of Training	<b>Aerobic vs Anaerobic</b>  <b>Circuit training</b>  <b>Continuous training</b> .	Link activity to type of energy system used  Links to Core PE School run/run challenges (20 min +)		<a href="https://www.bbc.co.uk/bitesize/guides/zyqd2p3/revision/2">https://www.bbc.co.uk/bitesize/guides/zyqd2p3/revision/2</a> GCSE PE Bitesize <a href="https://www.youtube.com/watch?v=93_xAFpG2jk">https://www.youtube.com/watch?v=93_xAFpG2jk</a> Damien Edwards Flip learning  Use the PPT <b>Methods of Training Applying to a Picture</b> on your class TEAMS area <b>online learning folder</b>  <b>Focus on CIRCUIT TRAINING &amp; CONTINUOUS TRAINING ( one is AEROBIC and one is ANAEROBIC)</b> <a href="https://www.bbc.co.uk/bitesize/guides/z8ypv4j/revision/1">https://www.bbc.co.uk/bitesize/guides/z8ypv4j/revision/1</a> GCSE PE Bitesize  <a href="https://www.bbc.co.uk/bitesize/guides/zxd4wxs/revision/3">https://www.bbc.co.uk/bitesize/guides/zxd4wxs/revision/3</a> Fitness tests and how to set them up 1. Complete a mind map on;



				2.
				<p>A) The fitness test                  B) What component of fitness does it test?                  C) How is the test set up?                  D) What does each test measure?</p> <p>Complete the PPT/worksheets; <b>Fitness Testing applying to sport All physical training</b> – on your class TEAMS area <b>online learning folder</b></p> <p>Complete the <b>QUIZ</b> – on your class TEAMS area <b>online learning folder</b></p>
Fitness Testing	Practical application	Set up Practice Technique Measured accurately		
Assessment	Produce a leaflet/poster/presentation	IT systems to produce PPT/Poster/Leaflet		
	Warm ups and cool downs			


**Unit 3 Lifestyle factors – February 2021**

Week	Topic	Content	Prior Learning	Suggested Resources
	Physical, Emotional and Social health, fitness & well-being through physical activity	Physical benefits/emotional benefits/social benefits - positive impact of participation  Short and long-term gains	In core PE pupils have learnt that exercise does not only have physical benefits but also mental/ social. Prior units of work in fitness deliver understanding of components of fitness.	Health Fitness and Wellbeing Topic Guide Activity 1 ( what do people get out of sport) Need to insert photos where text is. <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20E">https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20E</a>
	Lifestyle choices Positive and negative impact	Impact of – Diet, Smoking, Alcohol, Activity Levels, Work, Rest, Sleep  Consequences of a sedentary lifestyle <ul style="list-style-type: none"> <li>health risks (diabetes, CV disease, hypertension, CHD, obesity, osteoporosis)</li> </ul>	This content is delivered within Step up 4 Life Days. Pupil ordinarily have a good basic grasp of these topics because of conversation due to 'home living' and seeing / discussions round lifestyle choices.  e.g. often a child in the class will have experience of a parent stopping smoking.  The consequences, again, personal experience can often lead to a pupil being knowledgeable.	Research tasks in groups to feedback to the rest of the class works well. <a href="https://www.nhs.uk/live-well/">https://www.nhs.uk/live-well/</a> Health Fitness and Well Being Topic Guide Table 2. <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20E">https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20E</a>  Lifestyle questionnaires for flipped learning prior to lesson.  Kerboodle – George Best Lifestyle Choices Presentation
	Nutrition	Requirements of a balanced diet -	Pupils are familiar with the Eatwell plate from primary school/ science/ Step up 4 Life.	Flipped learning Food diary prior to learning content – track diet for 5 day



	<p>Energy</p> <p>Weight</p>	<p>Role and importance of macro and micro-nutrients</p> <p>Dietary requirements of different sports and athletes – energy balance, carbohydrate (glycogen) loading, timing of protein intake &amp; hydration)</p> <p>Factors affecting optimum weight</p> <p>Variance of optimum weight depending on athlete's role in physical activity &amp; sport</p>	<p><a href="https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/">https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/</a></p> <p>They are also familiar with the term '5 a day'</p> <p><a href="https://www.nhs.uk/live-well/eat-well/5-a-day-what-counts/">https://www.nhs.uk/live-well/eat-well/5-a-day-what-counts/</a></p> <p>The NHS Change 4 Life (bright yellow) resources have often been used with emphasis on diet during pupils school career.</p> <p><a href="https://www.nhs.uk/change4life">https://www.nhs.uk/change4life</a></p> <p>Pupils ordinarily know 'why' people become under/overweight, and understand the energy in vs energy out equation ( see-saw diagrams )</p>	<p>Macro Micro Activity</p> <p>Use a paper plate divide in 3 – notes on the paper plate on Macro nutrients and micronutrients.</p> <p>This should force the pupils to understand the difference between the two</p> <p>Use BMI charts to put in famous sportsstars weight/ height and discussion</p> <p>Kerboodle – diet of a long distance runner interactive presentation.</p>
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