

Curriculum map - Fitness

	Development (1)	Development (2)	Intermediate	Intermediate/ Advanced	Advanced	GCSE Requirement
Year	7	8	9	10- Core	11- Core	
Focus	COMPONENTS OF FITNESS	TYPES OF TRAINING	DEVELOPING LIFELONG FITNESS	DEVELOPING LIFELONG FITNESS	DEVELOPING LIFELONG FITNESS	
Activities	<u>Health-related Components</u> 1. Cardio-vascular 2. Strength 3. Muscular endurance 4. Flexibility <u>Skill-related components</u> 5. Speed and Agility 6. Coordination and Reaction time 7. Balance and Power	1. Warm-up & Cool-down 2. Continuous 3. Fartlek and Interval 4. Weight 5. Plyometric and Flexibility 6. Circuit 7. Speed Agility & Quickness 8 Group Exercise	1. How and why do we exercise (Group exercise activity- see Y10/11) 2. Benefits of Activity- link to physical, emotional and social health benefits (Group exercise from list) 3. Healthy Eating (Water, balanced diet and Sleep) & Group exercise 4. Moderate Intensity Exercise 5. High Intensity Exercise 6. Training Plan (Warm-up & Cool down, specific, Progressive) 7. Training Plan (FITT, Rest & recovery, Training thresholds) 8. Group Activities	Choose from: • Yoga • Boxercise • Step class • Strength and Conditioning • Dodgeball • Circuits • Zumba • Barre (high reps/small movements) • Exercise to music	Choose from: • Yoga • Boxercise • Step class • Strength and Conditioning • Dodgeball • Circuits • Zumba • Barre (high reps/small movements) • Exercise to music	

Year 7 Fitness						
Key Skill Concepts	Cardiovascular and Muscular Endurance	Strength and Flexibility	Speed and Agility	Coordination and Reaction Time	Balance and Power	Literacy Tier 2 & Tier 3 vocab explicitly taught
DEVELOPMENT	1. Describe cardiovascular endurance and muscular endurance	1. Describe strength and flexibility	1. Describe speed and agility	1. Describe coordination and reaction time	1. Describe Balance and Power	Muscle endurance
	2. Explain why muscular endurance and strength are important	2. Explain why strength and flexibility are important	2. Explain why speed and agility are important	2. Explain why coordination and reaction time are important	2. Explain why Balance and Power are important	Cardiovascular endurance
	3. Measure cardiovascular endurance (12 min cooper run/multi-stage fitness/endurance circuit/Harvard step test)	3. Strength tests (handgrip test, strength related fitness circuit)	3. Measure speed & agility through SRF activities. This could be done with other skill-related components of fitness	3. Measure coordination and reaction time through SRF activities. This could be done with other skill related components of fitness. (Alternative hand ball wall toss/Ruler drop test)	3. Measure balance and power through SRF activities. This could be done with other skill related components of fitness (stork stand test/ standing broad jump/ standing vertical jump)	Strength
	4. Measure muscular endurance (abdominal sit up test/push-up test/circuit focused on muscular endurance)	4. Measure flexibility (Sit and reach, shoulder test)	(Illinois test and 30s sprint test)	4. Create a plan to increase coordination and reaction time (this could be built in with the plan for other fitness components)	4. Create a plan to increase balance and power (this could be built in with the plan for other fitness components)	Flexibility
	5. Create a plan to increase cardiovascular endurance and Muscular endurance	5. Create a plan to increase strength and flexibility (this could be built in with the plan for other fitness components)	4. Create a plan to increase speed and agility (this could be built in with the plan for other fitness components)	5. Develop knowledge of different muscle groups while carrying out different exercises	5. Develop knowledge of different muscle groups while carrying out different exercises	Speed
	6. Develop knowledge of different muscle groups while carrying out different exercises	6. Develop knowledge of different muscle groups while carrying out different exercises	5. Develop knowledge of different muscle groups while carrying out different exercises	6. Measure fitness progress again at the end of the block and evaluate	6. Measure fitness progress again at the end of the block and evaluate	Agility
	7. Measure fitness progress again at the end of the block and evaluate	7. Measure fitness progress again at the end of the block and evaluate	6. Measure fitness progress again at the end of the block and evaluate			Coordination
						Reaction Time
LINKS - sequencing	- Understanding components and how they link. - Linking muscular groups to exercises - Measuring own fitness and understanding how to improve	- Understanding components and how they link. - Linking muscular groups to exercises - Measuring own fitness and understanding how to improve	- Understanding components and how they link. - Linking muscular groups to exercises - Measuring own fitness and understanding how to improve	- Understanding components and how they link. - Linking muscular groups to exercises - Measuring own fitness and understanding how to improve	- Understanding components and how they link. - Linking muscular groups to exercises - Measuring own fitness and understanding how to improve	Balance
						Power

Enjoy & Explore	- Investigate components of fitness - Understanding the components link - Learning new skills in fitness testing - Carrying out a variety of fitness tests	- Investigate components of fitness - Understanding the components link - Learning new skills in fitness testing - Carrying out a variety of fitness tests	- Investigate components of fitness - Understanding the components link - Learning new skills in fitness testing - Carrying out a variety of fitness tests	- Investigate components of fitness - Understanding the components link - Learning new skills in fitness testing - Carrying out a variety of fitness tests	- Investigate components of fitness - Understanding the components link - Learning new skills in fitness testing - Carrying out a variety of fitness tests	
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Intent- Rationale

Students will focus on understanding the components of fitness along with the fitness test used to monitor progress in each component. All activities involve students thinking about how to test each component of fitness as well as analysing and evaluating their performance in order to improve.

Challenge and support:

This unit of work is planned so that all levels can excel and develop the confidence to fully apply their skills against like minded students.
It is hoped that this unit provides students with the confidence to seek opportunities to continue their participation in fitness.

Students who require more support will be given a scaffolded environment. To both support and stretch students the teacher will use various approaches using the STEP (Space, Task, Equipment and People) principle. This to ensure that all the needs of the students are met and encourage all students to be ambitious about their own fitness abilities.

Resources available (useful websites):

<https://www.bbc.co.uk/bitesize/guides/z8j87hv/revision/1>

<https://www.topendsports.com/fitness/components.htm>

<https://www.myzone.org/blog/users/components-of-fitness-fitness-tracker-for-gym>

Interleaving/ Cross activity links:					Questioning strategies to be used:			
	Year 8 Fitness							
Key Skill Concepts		Developing Endurance and Continuous Training	Developing Strength and Weight training	Fartlek and Interval Training		Speed, Agility and Quickness	Plyometric and Flexibility Training	Literacy
Building upon... (Year 7)		Basic understand of each component of fitness and how these can be tested and monitored in order to progress	Basic understand of each component of fitness and how these can be tested and monitored in order to progress	Basic understand of each component of fitness and how these can be tested and monitored in order to progress		Basic understand of each component of fitness and how these can be tested and monitored in order to progress	Basic understand of each component of fitness and how these can be tested and monitored in order to progress	Tier 2 & Tier 3 vocab explicitly taught
- Developing fitness awareness and applying it to all sports on the curriculum - GCSE theory –warm ups & cool down, types of training, training methods, benefits of training					What are the health related components of fitness? What are the skill related components of fitness? How could you test Cardiovascular endurance? How would you measure balance and power? Explain why speed and agility are important?			

DEVELOPMENT	Continuous training develops cardiovascular fitness • A minimum of 20 minutes sub-maximal work. • Target <u>heart rate</u> range between 60% - 80% maximum heart rate (maxHR). • MaxHR can be worked out by using the equation $220 - \text{age}$. • Skipping, running, walking or a combination of these disciplines.	Weight training develops strength and muscular endurance • An interval form of training. • Intensity is measured in % 1 REP MAX (% of maximum lift) - maximum lift is the most a person can lift at one time (1 rep). • Time is structured in reps and sets with specific timings for recovery between sets. • To develop strength, heavy loads (above 70%) are used and low reps (4-8). • If a person's 1 rep max was 60 kg then 70% of this would be $70 \div 100 \times 60 = 42$ kg. • To develop muscular endurance, low loads (below 70% 1 rep max) and high reps (12-15) are used. • Huge range of possible lifts combining free weights and body weight exercises.	Fartlek (speed play) training develops a range of components and is used by games players • A continuous form of training. • Changes in speed, incline and terrain are used to provide changes in exercise intensity. • <u>Aerobic</u> and <u>anaerobic</u> work can be done in the quantities that suit the performer. Interval training develops strength, speed and muscular endurance • Periods of intense work interspersed with timed rest. • A wide variety of fitness types can be developed. • Structured in reps and sets. • Intensity is measured by % maxHR.	6 Key SAQ Exercises • High Knees with Mini Hurdles. • 30 Yard Sprint. • Agility Ring Hops. • Ladder 2 in 2 out. • Depth Jumps. • Overhead Ball Drop Reaction Drill.	Plyometric training develops power • High intensity exercise involving explosive movements. • The muscle is lengthened and then rapidly shortened to develop the explosive capability of the muscle. • Suitable for well-trained athletes. • Very effective for developing power. Flexibility training develops flexibility • Essential training for all athletes in all sports and activities. • Static stretching can be carried out where the performer holds a stretch and time is measured by the length of hold and the recovery period between holds. • Intensity is measured as a percentage of range of motion (%ROM).	Continuous Cardiovascular Weight-training Muscular Endurance Strength Fartlek Aerobic Anaerobic Speed Agility Interval Plyometric Power Flexibility
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LINKS – sequencing	Students will start to make the links between fitness components and the types of training needed to develop each component	Students will start to make the links between fitness components and the types of training needed to develop each component	Students will start to make the links between fitness components and the types of training needed to develop each component	Students will start to make the links between fitness components and the types of training needed to develop each component	Students will start to make the links between fitness components and the types of training needed to develop each component	
Respect & Responsibility	- Helping other students - Identifying which areas of weakness and learning how to improve through methods of training - Responding to feedback from teachers and peers.	- Helping other students - Identifying which areas of weakness and learning how to improve through methods of training - Responding to feedback from teachers and peers.	- Helping other students - Identifying which areas of weakness and learning how to improve through methods of training - Responding to feedback from teachers and peers.	- Helping other students - Identifying which areas of weakness and learning how to improve through methods of training - Responding to feedback from teachers and peers.	- Helping other students - Identifying which areas of weakness and learning how to improve through methods of training - Responding to feedback from teachers and peers.	

Intent- Rationale:

Students will develop their understanding of the components of fitness through links with types of training. They will have an active role in participating in several types of training and in doing so will develop their knowledge even further to benefit their own individual sports/needs.

Challenge and support:			Resources available (useful websites):				
Key Skill Concepts	Developing knowledge of types of training/components of fitness		Benefits of exercise	Healthy Eating	Moderate and High Intensity Exercise	Training Plan	Literacy
			http://www.altorendimento.net/fotos/formacoes/cpt_ch_11_velocidade_e_agilidade_91188080350cf127f5bb1c.pdf https://www.bbc.co.uk/bitesize/guides/ztntrfd/revision/1				
Building upon... (Year 7&8)	Understanding of each component of fitness and how they link with different types of training		How specific types of training can help to improve certain components of fitness	Basic awareness of energy required to perform exercise and to aid recovery	An understanding of the types of training and intensities required to target certain components of fitness	An understanding of the key concepts needed to complete an individual training plan	Tier 2 & Tier 3 vocab explicitly taught
This unit of work is planned so that all levels can excel and develop the confidence to fully apply their skills against like minded students. It is hoped that this unit provides students with the confidence to seek opportunities to continue their participation in Fitness. Student who require more support will be given a scaffolded environment. To both support and stretch students the teacher will use various approaches using the STEP (Space, Task, Equipment and People) principle. This to ensure that all the needs of the students are met and encourage all students to be ambitious about their own fitness abilities.							
Interleaving/ Cross activity links: - Developing fitness awareness and applying it to all sports on the curriculum - GCSE theory –warm ups & cool down, types of training, training methods, benefits of training			Questioning strategies to be used: What is the target heart rate for improving cardiovascular endurance? What intensity should you be working at to improve strength? What type of training would improve Power? What is SAQ training?				

DEVELOPMENT	- Understanding the principles of training The acronym SPORT can be used to remember the main principles: - Specificity - Progressive - Overload - Reversibility - Tedium - Understanding training thresholds and working heart rate	- Components of Health (Physical, Mental, Social) - The relationship between health, fitness and exercise - Consequences of a sedentary lifestyle - Immediate, short term and long term effects of exercise	- Importance of a balanced diet - Food groups - How much to eat/energy balance - When to eat (before, during and after exercise) - What to eat- special diets - Hydration and Physical activity	Circuit training - This develops muscular endurance, strength and/or cardiovascular fitness. - An interval form of training. - Stations are set out that train one or more components of fitness. - The performer moves from one station to the next with exercise periods and rest periods. - Circuits can be designed so that they are sport-specific. Exercise classes such as yoga, pilates, body pump - Very popular exercise formats. - Yoga, body pump and pilates are outstanding for developing core strength and whole body conditioning. - Group format helps to motivate participants to work harder.	Introduction - aim – the general skills or fitness you plan to improve for which sport and why - profile of who the PFP is for – age, sex, performance level, experience - brief overview of training programme – duration, frequency and type - how you will show progress – the tests and measures you will use Baseline tests - summary of tests used to measure current skill and fitness components - test results Evaluation of strengths and weaknesses From the test results, a summary of: - strengths - areas to improve - specify the skill and/or fitness components to be improved - set a SMART target for each component: specific, measurable, achievable, realistic, time-bound - detailed monitoring and adjustments - evidence of principles of training Results - results following the repeat of baseline tests Evaluation	Maximum Heart rate Maximal effort Specificity Progressive Overload Reversibility Tedium Sedentary Energy balance Hydration Health Fitness SMART targets Principles of training Working heart rate Training thresholds
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					- effectiveness of the training programme in improving the specified components - how to maintain, extend or improve the training programme Importance of rest, adaptation and recovery	
LINKS - sequencing	Understanding how to link the principles of training to knowledge in types of training and components of fitness	Developing knowledge in the benefits of exercise and the relationship between health, fitness and exercise	Understanding healthy eating and how it can help to improve performance. Having the knowledge to plan a healthy diet. Considering energy balance and individual training needs.	Linking training methods to training thresholds Measuring working heart rate and monitoring this during exercise	Using knowledge in components of fitness, types of training and principles of training to create a plan to meet individual needs	
Achieve & Analyse	Following the principles of training when preparing for and taking part in exercise Progression is achieved through application of the acronym SPORT	Understanding why we exercise and the immediate, short and long term benefits for life-long participation	Comprehensive understanding of balanced diet Understanding how energy balance needs to be adapted to individual needs	Understanding working heart rate and how to monitor this in training Linking this knowledge to ensure training is within the thresholds	Understanding strengths and weaknesses and how to improve and monitor Setting SMART goals	

Intent- Rationale: Students will focus on understanding why we exercise and the benefits of exercise to promote life-long participation. They will learn about the importance of a balanced diet, healthy eating and Hydration which can then be applied to their own personalised training plan

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Interleaving/ Cross activity links: • Developing fitness awareness and applying it to all sports on the curriculum • GCSE theory –warm ups & cool down, types of training, training methods, benefits of training	Questioning strategies to be used: What makes up a balanced diet? How can we remember the main principles of training? How do you work out your working heart rate? What are SMART targets?