

KESTEVEN AND SLEAFORD HIGH SCHOOL

Physical Education Scheme of Learning

Year 7 HRF

Intent – Rationale

In this unit students will learn and accurately replicate specific techniques for a variety of fitness based activities. They will carry out investigations into the bodies ability to exercise and the reasoning behind such principles. Students will gain an understanding of warm ups, cool downs and health importance through physical tasks. To reflect on the benefits that fitness events give to an individual and implications for future life.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Experienced some fitness activities Demonstrated a basic technique	<ul style="list-style-type: none"> Year 8 HRF
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions including heart rate monitoring), Maths (measuring, recording and collating data) 	<ul style="list-style-type: none"> BV4 SO1 M2
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> Please fill this in with your own suggestions alternatively the LRC team will provide some suggested titles/links 	<ul style="list-style-type: none"> Maths (measuring, recording and collating data)

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

To understand the meaning of cardio vascular fitness. To understand how to make the circuit harder. Know the correct techniques of exercises used in a HIIT session. To understand the indication that heart rate provides. To understand components of fitness involved in a circuit performance.

Apply

To evaluate performance of self and others and understand the components of interval training. To accurately replicate the basic technique at each station in a circuit. To accurately replicate a sustained running technique for 12 minutes. To perform and record the distance achieved. Be able to replicate the correct technique in practice. Apply knowledge of HIIT exercises to design workout. Complete exercises demonstrating good technique.

Extend

To understand the meaning of cardio vascular fitness. To sustain performance in a circuit over 2 laps. To understand components of fitness involved in performance. To understand the relationship between heart rate recovery and fitness level. To develop correct technique in performance and maintain a high level of intensity while performing. To understand and appreciate the need to make decisions about refinement of technique to sustain performance.

What subject specific language will be used and developed in this topic?

- Cardiovascular fitness
- Muscular endurance
- Interval training
- Aerobics
- Muscle names – deltoids, biceps, triceps, pectorals, abdominals, quadriceps, hamstrings, gastrocnemius
- Hand weights

What opportunities are available for assessing the progress of students?

- Techniques used within activities
- Effort applied
- Knowledge recall within question and answer
- Summative assessment at the end of the unit

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<ul style="list-style-type: none"> • Circuit training station names such as tricep dips, bicep curls, shuttle runs, plank, sit ups, shoulder raises, step ups 	
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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Team Continuous run – Interval Training	To evaluate performance of self and others and understand the components of interval training.	To understand the meaning of cardio vascular fitness.	Warm up – Student led pulse raiser + stretches. Introduce interval training as periods of work followed by periods of rest. Aim to maintain movement of the baton for 30 mins but sharing the workload within the team. Students make a prediction/target for their distance covered in the time. Students complete run for 30 mins, tally their laps to calculate distance covered. Cool down. Student reflection of training – why were they able to maintain pace for the duration of the time? What helped keep them motivated? How far did they really travel?
Basic circuit	To accurately replicate the basic technique at each station. To sustain performance over 2 laps. To understand how to make the circuit harder.	To understand components of fitness involved in performance.	Warm up – Student led pulse raiser + stretches. Discuss circuit training and the relevant stations. Set up in pairs full circuit. Simple techniques- for example press ups, skipping, step ups, shuttles runs & star jumps. Record resting H.R. Perform 1 circuit set in pairs. Play music- 30 seconds work, 30 seconds rest to rotate. Record scores for each station. Maintain technique. Taking working H.R. after set 1. How could it be made

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			harder? Next set, 40 seconds work, 30 sec rest. Measure recovery. Discuss findings. Cool down
Sustained running – cooper test	To accurately replicate a sustained running technique for 12 minutes. To perform and record the distance achieved.	To understand the relationship between heart rate recovery and fitness level.	Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Use heart rate monitors if available. Intro how to set up. Explain what cooper test measures- C.V fitness. Pairs; 1 record number of laps completed other to perform for 12 minutes. Swap roles. Discuss findings -quicker recovery = fitter. Cool down. Distances recorded by non-participants.
High Intensity Interval Training	Know the correct techniques of exercises used in a HIIT session. Be able to replicate the correct technique in practice.	To develop correct technique in performance and maintain a high level of intensity while performing.	Warm up – Student led pulse raiser + stretches. Introduce HIIT – 30/30 or 40/20 high intensity work/rest. Demo exercises and students develop technique. Complete workout 8-10 exercises rest and repeat. Cool down. Students reflect on performance and success of session.
HIIT Design	Apply knowledge of HIIT exercises to design workout. Complete exercises demonstrating good technique.	To understand and appreciate the need to make decisions about refinement of technique to sustain performance.	Warm up – Student led pulse raiser + stretches. Students work in pairs to design their workout. They recap techniques and assess the order of their exercises. Complete one set. Reflect on increasing or decreasing intensity of each exercise. Complete second set. Cool down. Reflect on success of refinement and what would change next time.
Assessment - circuits	To demonstrate accurate replication of circuit techniques at each station. To sustain performance over 2 laps. To understand the indication that heart rate provides.	To understand components of fitness involved in a circuit performance.	Warm up – Student led pulse raiser + stretches. Highlight circuit training & stations. Plan and set up circuit. Recap technique for; press ups, skipping, step ups, shuttles runs & astride jumps. Record resting H.R. Perform 1 st 30 seconds work, 30 seconds rest to rotate. Record scores. Taking working H.R. after set 1. Decrease rest time. Next set, 30 seconds work, 20 sec rest. Cool down.

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