

Medium Term Learning Plan

Year/Group: KS3/ 4

 Course: **GCSE PE – Physical Training**

About the unit	Assessment Focus
This unit is designed to introduce the principles and practice of exercise to the students. Students will understand/develop their own personal fitness levels and investigate ways to develop this, and reducing the effects of injury.	NC levels/ Exam specification Beginners levels: 1-3 Skill Builders levels: 3-5 Advanced levels: 5-8
Key Content to be covered	Expected Learning Outcomes
3.1.3.1 The relationship between health and fitness and the role that exercise plays in both 3.1.3.2 The components of fitness, benefits for sport and how fitness is measured and improved 3.1.3.3 The principles of training and their application to personal exercise/training programmes 3.1.3.4 How to optimise training and prevent injury 3.1.3.5 Effective use of warm up and cool down	Students should develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes.
Key Skills to be developed	Key Assessment Points (evidence)
<ul style="list-style-type: none"> • Effective Communication • Understanding and respect for personal health and wellbeing • Develop confidence in personal health and fitness 	<ul style="list-style-type: none"> • Pre and Post assessment • In class discussion
Language for Learning	Links to EBD/ personal, social and emotional needs
Training Fitness Development	L1, L2, C6, C7, E14

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Session	Learning Objectives	Content to be covered	Suggested Pedagogy/Teaching Activities	Learning Outcomes (Assessment/ Level descriptors for this lesson)
1	3.1.3.1 The relationship between health and fitness and the role that exercise plays in both	Health and fitness The relationship between health and fitness	Definitions of health and fitness Decreased fitness because of ill health, ie poor health can result in an inability to train, lowers fitness Increased fitness despite ill health, ie unhealthy, but able to train, increases fitness. Page 42-43 135 text book	Students complete the learning objectives and answer appropriately on the end point assessment.
2	3.1.3.2 The components of fitness, benefits for sport and how fitness is measured and improved	The components of fitness Linking sports and physical activity to the required components of fitness	Definitions of the following components of fitness: <ul style="list-style-type: none"> • agility 	Students complete the learning objectives and answer appropriately on the end point assessment.

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			<ul style="list-style-type: none"> • balance • cardiovascular endurance (aerobic power) • coordination • flexibility • muscular endurance • power/explosive strength (anaerobic power) • reaction time • strength (maximal, static, dynamic and explosive) • speed. <p>Understand and justify why the components of fitness (as stated above) may or may not be needed</p>	
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3	3.1.3.2 The components of fitness, benefits for sport and how fitness is measured and improved	<p>Reasons for and limitations of fitness testing</p> <p>Measuring the components of fitness</p>	<p>when performing certain physical activities and sports.</p> <p>Pg 43-50 text book</p> <p>Reasons for fitness testing:</p> <ul style="list-style-type: none"> • to identify strengths and/or weaknesses in a performance/the success of a training programme • to monitor improvement • to show a starting level of fitness • to inform training requirements • to compare against norms of the group/ national averages • to motivate/set goals • to provide variety in a training programme. <p>Limitations of fitness testing:</p>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>
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			<ul style="list-style-type: none"> • tests are often not sport specific/too general • they do not replicate movements of activity • they do not replicate competitive conditions required in sports • many do not use direct measuring/submaximal – therefore inaccurate/some need motivation/some have questionable reliability • they must be carried out with the correct procedures to increase validity <p>50-51</p>	
4	3.1.3.2 The components of fitness, benefits for sport and how fitness is	Demonstration of how data is collected for fitness testing	Knowledge of the main procedures of the tests	Students complete the learning objectives and answer

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	measured and improved		<p>used to measure the following components of fitness:</p> <ul style="list-style-type: none"> • agility – Illinois Agility Test • balance – Stork Stand Test • cardiovascular endurance (aerobic power) – Multi Stage Fitness Test • coordination – Wall Toss Test • flexibility – Sit and Reach Test • muscular endurance – Sit-Up Bleep Test • power/explosive strength (anaerobic power) – Vertical Jump Test • reaction time – Ruler Drop Test • maximal strength – One Rep Max Test 	<p>appropriately on the end point assessment.</p>
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			<ul style="list-style-type: none"> • speed – 30 Metre Sprint Test • strength – Handgrip Dynamometer Test. <p>Testing procedures refers to ‘how each test is carried out’ and includes reference to how the test is organised (when applicable) in relation to the following:</p> <ul style="list-style-type: none"> • the facilities and the equipment needed to set it up • the procedures that have to be followed – the tasks and the rules • the measurements that are used to score the performance • the way conclusions are drawn from the scores/results. 	
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			<p>Evaluate whether or not these tests are relevant to performers in different sporting activities</p> <p>Understanding of how test scores are measured/recorded (eg in seconds, levels, centimetres, numbers). Definitions of the terms qualitative and quantitative, in relation to the collection of fitness testing data. Understanding that the quantitative data collected during fitness testing can be compared to national averages.</p> <p>Pg 51- 64 text book</p>	
5	3.1.3.3 The principles of training and their application to personal exercise/training programmes	The principles of training and overload	<p>Key principles of training.</p> <p>SPORT to include:</p> <ul style="list-style-type: none"> • specificity • progressive overload 	Students complete the learning objectives and answer appropriately on the end point assessment.

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			<ul style="list-style-type: none"> • reversibility • tedium. <p>Key principles of overload.</p> <p>FITT to include:</p> <ul style="list-style-type: none"> • frequency • intensity • time • type. <p>Students should be taught the terms and what they mean.</p> <p>How the principles of training can be applied to bring about improvements in fitness. Application of the principles to sporting examples.</p> <p>Pg 61-62</p>
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<p>6</p>	<p>3.1.3.3 The principles of training and their application to personal exercise/training programmes</p>	<p>Application of the principles of training</p> <p>Types of training</p>	<p>Understand the distinctions between different types of training.</p> <p>Circuit training – consider space available, equipment available, number of circuit stations, work: rest ratio, the content/demand of the circuit can be altered in order to improve different components of fitness.</p> <p>Continuous training – sustained exercise at a constant rate (steady state) without rests, involving aerobic demand for a minimum of 20 minutes, eg running, swimming, rowing, cycling.</p> <p>Fartlek training – varying speed, terrain and work: recovery ratios.</p> <p>Interval training/high intensity interval training – periods of exercising hard, interspersed with</p>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>
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			<p>periods of rest or low intensity exercise. Static stretching – a way to stretch to increase flexibility, held (isometric) for up to 30 seconds, using correct technique, advisable to avoid over stretching.</p> <p>Weight training – choice of weight/exercise depends on fitness aim, eg strength/power training or muscular endurance, the importance of safe practice/lifting technique, the need for spotters.</p> <p>Plyometric training – use of plyometric exercises, eg bounding, depth jumping, to increase power. Basic physiological understanding (eccentric contraction followed by larger concentric contraction). Any training (and practice) method must take account of the following:</p>	
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7	3.1.3.3 The principles of training and their application to personal exercise/training programmes	<p>Identification of the advantages and disadvantages (the effects on the body) of training types linked to specific aims</p>	<ul style="list-style-type: none"> • the training purpose(s), training thresholds/training targets/training zones (see calculating intensities below) • rest/recovery <p>Pg 65-74 text book</p>	<p>The advantages and disadvantages (the effects on the body) of each type of training method stated above.</p> <p>Students should be taught to select and evaluate appropriate training methods for various (aerobic and anaerobic) fitness needs and make links to sporting activity, eg continuous training is fully appropriate to marathon runners.</p>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>
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8	3.1.3.4 How to optimise training and prevent injury	Calculating intensities to optimise training effectiveness	<p>Definition of training threshold.</p> <p>Calculate the aerobic/anaerobic training zone:</p> <ul style="list-style-type: none"> • calculate maximum heart rate (220 minus age) • calculate aerobic training zone (60–80% of maximal heart rate) • calculate anaerobic training zone (80–90% of maximal heart rate). <p>For circuit training, altering the time/rest/content of the circuit will determine the fitness aim.</p> <p>How to calculate one repetition maximum (one rep max) as part of weight training and how to make use of one rep max, with reference to:</p>	Students complete the learning objectives and answer appropriately on the end point assessment.
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9	3.1.3.4 How to optimise training and prevent injury	<p>Considerations to prevent injury</p> <p>Specific training techniques – high altitude training as a form of aerobic training</p>	<ul style="list-style-type: none"> • strength/power training (high weight/low reps – above 70% of one rep max, approximately three sets of 4–8 reps) • muscular endurance (low weight/high reps – below 70% of one rep max, approximately three sets of 12–15 reps) <p>64-74 text book</p> <p>The training type/intensity should match the training purpose (eg aerobic or anaerobic). Where applicable, the following factors should be taken into account in order to prevent injury:</p> <ul style="list-style-type: none"> • a warm up should be completed • over training should be avoided, eg appropriate weight 	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>
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			<ul style="list-style-type: none"> • appropriate clothing and footwear should be worn • taping/bracing should be used as necessary • hydration should be maintained • stretches should not be overstretched or bounce • technique used should be correct, eg lifting technique • appropriate rest in between sessions to allow for recovery <p>62-76 text book</p>	
10	3.1.3.4 How to optimise training and prevent injury	Seasonal aspects	<p>How high altitude training is carried out:</p> <ul style="list-style-type: none"> • train at high altitude 	Students complete the learning objectives and answer appropriately on the end point assessment.

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			<ul style="list-style-type: none"> • there is less oxygen in the air and oxygen carrying capacity is reduced • the body compensates by making more red blood cells to carry oxygen. <p>Students should be taught to evaluate the benefits and the limitations of altitude training for different sports performers.</p> <p>Students do not need to be taught how to calculate intensities for altitude training.</p> <p>Names of the three training seasons:</p> <ul style="list-style-type: none"> • pre-season/preparation • competition/peak/playing season • post-season/transition. 	
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			<p>An understanding of what each of the seasons entails (aims):</p> <ul style="list-style-type: none"> • pre-season/preparation – general/aerobic fitness, specific fitness needs • competition/peak/playing season – maintain fitness levels, work on specific skills • post-season/transition – rest and light aerobic training to maintain a level of general fitness. <p>An understanding of the benefits of each season to the performer. Students should be taught to apply and justify the characteristics of the seasonal aspects to different sporting activities.</p> <p>73-75 text book</p>	
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11	3.1.3.5 Effective use of warm up and cool down	Warming up and cooling down	<p>The constituent parts of warming up and cooling down.</p> <p>Warming up should include:</p> <ul style="list-style-type: none"> • gradual pulse-raising activity • stretching • skill based practices/familiarisation • mental preparation • increase amount of oxygen to the working muscles. <p>Cooling down should include:</p> <ul style="list-style-type: none"> • maintaining elevated breathing and heart rate, eg walk, jog • gradual reduction in intensity 	Students complete the learning objectives and answer appropriately on the end point assessment.
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			<ul style="list-style-type: none"> • stretching. <p>Students should be taught to understand and justify appropriate elements of a warm up and a cool down for different sporting activities.</p> <p>The benefits of warming up:</p> <ul style="list-style-type: none"> • effect on body temperature • range of movement increased • gradual increase of effort to full pace • psychological preparation • practice of movement skills through the whole range of movement • injury prevention. 	
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			<p>The benefits of cooling down:</p> <ul style="list-style-type: none">• allowing the body to recover• the removal of lactic acid/CO2/waste products• prevent (delayed onset) muscle soreness/ DOMS <p>22-24 ,76-78 text book</p>	
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