

Medium Term Learning Plan

Year/Group: KS3/ 4

Course: GCSE PE – Health, Fitness and Wellbeing

About the unit	Assessment Focus
This unit is designed to promote better health and wellbeing. The students are taught how to better their own personal health and the causes of this. The students have the opportunity to progress their own personal health and track their own progress.	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
3.2.3.1 Physical, emotional and social health, fitness and wellbeing 3.2.3.2 The consequences of a sedentary lifestyle 3.2.3.3 Energy use, diet, nutrition and hydration	Students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing
Key Skills to be developed	Key Assessment Points (evidence)
<ul style="list-style-type: none"> • Understanding of the benefits of a healthy lifestyle • Understanding of nutritional values 	<ul style="list-style-type: none"> • Pre and Post assessment • In class discussion
Language for Learning	Links to EBD/ personal, social and emotional needs
<ul style="list-style-type: none"> • Health • Wellbeing • Physical Activity • Nutrition 	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	3.2.3.1 Physical, emotional and social health, fitness and wellbeing	Linking participation in physical activity, exercise and sport to health, wellbeing and fitness, and how exercise can suit the varying needs of different people	Reasons for participation in physical activity, exercise and sport, and how performance in physical activity/sport can increase health, wellbeing and fitness. Physical health and wellbeing: <ul style="list-style-type: none"> • improves heart function • improves efficiency of the body systems • reduces the risk of some illness • able to do everyday tasks • to avoid obesity. 	Students complete the learning objectives and answer appropriately on the end point assessment.

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			<p>Mental health and wellbeing:</p> <ul style="list-style-type: none"> • reduces stress/tension • release of feel good hormones (serotonin) • able to control emotions. <p>Social health and wellbeing:</p> <ul style="list-style-type: none"> • opportunities to socialise/make friends • cooperation • teamwork • have essential human needs (food, shelter, clothing). <p>Fitness:</p> <ul style="list-style-type: none"> • improves fitness • reduces the chances of injury 	
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			<ul style="list-style-type: none"> • can aid in the physical ability to work, eg on your feet all day/manual labour. <p>Pg 135-139,142 text book</p>	
2	3.2.3.2 The consequences of a sedentary lifestyle	The consequences of a sedentary lifestyle	<p>Definitions of sedentary and lifestyle. Possible consequences of a sedentary lifestyle:</p> <ul style="list-style-type: none"> • weight gain/obesity • heart disease • hypertension • diabetes • poor sleep • poor self-esteem • lethargy. <p>Pg 136 ,140,141-143,151 text book</p>	Students complete the learning objectives and answer appropriately on the end point assessment.

3	<p>3.2.3.2 The consequences of a sedentary lifestyle</p>	<p>Obesity and how it may affect performance in physical activity and sport</p> <p>Somatotypes</p>	<p>Definition of obesity. Obesity and how it may affect performance in physical activity and sport:</p> <ul style="list-style-type: none"> • limits stamina/cardiovascular endurance • limits flexibility • limits agility • limits speed/power. <p>Causes ill health (physical):</p> <ul style="list-style-type: none"> • cancer • heart disease/heart attacks • diabetes • high cholesterol. <p>Causes ill health (mental):</p> <ul style="list-style-type: none"> • depression 	<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"> • loss of confidence. <p>Causes ill health (social):</p> <ul style="list-style-type: none"> • inability to socialise • inability to leave home. <p>Definitions of the following body types:</p> <ul style="list-style-type: none"> • endomorph • mesomorph • ectomorph. <p>Students should be taught to identify the most suitable body type for particular sports (or positions within a sport) and justify their choice</p> <p>pg142-147 text book</p>
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4	3.2.3.3 Energy use, diet, nutrition and hydration	Energy use	<p>Energy is measured in calories (Kcal) and is obtained from the food we eat.</p> <p>The average adult male requires 2,500 Kcal/day and the average adult female requires 2,000 Kcal/day but this is dependent upon:</p> <ul style="list-style-type: none"> • age • gender • height • energy expenditure (exercise). <p>Pg 147-152 text book</p>	Students complete the learning objectives and answer appropriately on the end point assessment.
5	3.2.3.3 Energy use, diet, nutrition and hydration	Nutrition – reasons for having balanced diet	<p>There is no single food that contains all the nutrients the body needs.</p> <p>A balanced diet contains lots of different types of food to provide</p>	Students complete the learning objectives and answer appropriately on the end point assessment.

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			<p>the suitable nutrients, vitamins and minerals required.</p> <p>The reasons for a balanced diet:</p> <ul style="list-style-type: none"> • unused energy is stored as fat, which could cause obesity (particularly saturated fat) • suitable energy can be available for activity • the body needs nutrients for energy, growth and hydration <p>Pg 147-152 text book</p>	
6	3.2.3.3 Energy use, diet, nutrition and hydration	Nutrition – the role of carbohydrates, fat, protein and vitamins/minerals	<p>A balanced diet contains 55–60% carbohydrate, 25–30% fat, 15–20% protein. Carbohydrates are the main and preferred energy source for all types of exercise, of all intensities. Fat is also an energy source. It provides more energy than carbohydrates but only at low</p>	Students complete the learning objectives and answer appropriately on the end point assessment.

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			<p>intensity. Protein is for growth and repair of muscle tissue.</p> <p>Vitamins and minerals are for maintaining the efficient working of the body systems and general health. Students do not need to be taught about specific vitamins and minerals.</p> <p>Pg 147-153 text book</p>	
7	3.2.3.3 Energy use, diet, nutrition and hydration	Reasons for maintaining water balance (hydration)	<p>Definition of dehydration.</p> <p>Water balance (hydration) prevents dehydration.</p> <p>Dehydration results in:</p> <ul style="list-style-type: none"> • blood thickening (increased viscosity), which slows blood flow • increases in heart rate/heart has to work harder/irregular heart rate (rhythm) 	Students complete the learning objectives and answer appropriately on the end point assessment.

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			<ul style="list-style-type: none">• increase in body temperature/overheat• slowing of reactions/increased reaction time/poorer decisions• muscle fatigue/cramps. <p>Students should be taught to understand and evaluate the consequences of dehydration to performance in different sporting activities.</p> <p>Pg 22,129,152,197 text books</p>	
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