

PEFORMANCE STUDIES (GCSE PE)

HEALTH, FITNESS & WELL-BEING SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>In the key stage three science curriculum, students will study nutrition and digestion. Specifically, they will learn the content of a healthy human diet such as carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed. They will make calculations of energy requirements in a healthy daily diet and know the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. This knowledge will be required for this scheme of learning.</p> <p>In this scheme of learning, students will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. They will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Students will also develop their knowledge and understanding of diet and nutrition. They will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.</p> <p>Teaching the content in this order enables students to develop their understanding of what constitutes to a healthy, active lifestyle and the dietary requirements of athletes in a sport and physical activity setting.</p> <p>Students will go on to apply this understanding in the examination paper 2.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Know what is meant by health, fitness and well-being - understand the different physical, social and emotional health benefits of physical activity and consequences of a sedentary lifestyle - be able to apply the above to different age groups - be able to respond to data about health, fitness and well-being - know the definition of a balanced diet - know the components of a balanced diet - understand the effect of diet and hydration on energy use in physical activity - be able to apply practical examples from physical activity and sport to diet and hydration. - Know and understand how to apply this to exam style questions 	<ul style="list-style-type: none"> • <i>Balanced diet - A diet that contains the correct proportions of carbohydrates, fats, proteins, vitamins, minerals, and water necessary to maintain good health.</i> • <i>Confidence - The degree to which a performer believes they have the ability to perform and complete tasks with success.</i> • <i>Energy balance – Energy input = energy expenditure. This equation must balance for your body weight to remain constant</i> • <i>Fitness - Your ability to meet the physical demands placed on you by the environment.</i> • <i>Health - The state of emotional, physical and social well-being.</i> • <i>Hydration - Having the appropriate level of water in the body for it to function optimally. When this level of water falls below optimal levels it is referred to as dehydration.</i> • <i>Obesity - The state of being very overweight, with a lot of excess body fat, usually classified using the BMI calculation of 30 or above.</i> • <i>Type 2 diabetes - A metabolic disorder that affects how your body handles glucose. Often associated with obesity and can be controlled through changes to your diet.</i>

Challenge and Support:	Worldwide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<p>This scheme of learning is ambitious for all students. Throughout each lesson the Emerging, Developing, Secure and Mastered criteria is aimed at the highest achievers to score level 9 grades at GCSE PE theory. Throughout the course, students are required to apply their understanding to sporting contexts and in each lesson, the Mastered task is application of knowledge to a sporting scenario and/or exam questions.</p> <p>Lessons contain regular and quick extension tasks to challenge more able students whilst students who may require support to access learning are provided with sentence starters and key words, which keeps motivation high.</p> <p>Throughout the lessons, the content is covered and assessed at a low stakes level through mini whiteboards and mass question/answer sessions whereby every student is required to answer. Tasks are short and concise to hold students attention and allows the teacher to ascertain knowledge and understanding. This supports students who may become overwhelmed with longer drawn out tasks, whilst more able students are supplemented with extension tasks.</p>	<p>In this scheme of learning, students will understand the reasons for diet choice in 21st century Britain. They will know the different food groups which will enable them to make correct decision on what and when they eat certain types of food, especially with the numerous ‘fast food’ and aspects of ‘food for enjoyment’ which is seen in the media in the 21st century. This will help them to understand how the concept of energy balance works and how an incorrect balance can lead to obesity. Students will also be aware of dietary strategies that athletes use to prepare for performance.</p> <p>Students will know characteristics of an active lifestyle and also the consequences of a sedentary lifestyle. They will understand the amount of careers in the 21st century which are largely sedentary and the steps that can be taken to increase the amount of physical activity completed around these roles.</p> <p>Students will study the physical social and emotional benefits of exercise in this scheme of learning. With mental health an increasingly important topic in 21st century Britain, students will understand why physical activity can assist with increasing mental health for millions of people.</p>	<p>Students will know what foods do for the body and be able to make informed choices to their own lives. They will know different strategies that athletes take with food consumption so they can use these for their own performance. In addition to this, students will understand physical, social and emotional health and how an active lifestyle can develop this. These key areas would be beneficial for students moving into a career in coaching, dietary work, health work, medicine or as a sports performer.</p>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Students will understand how religion and culture impacts on peoples dietary choices. They will understand how the concept of energy balance works and how an incorrect balance can lead to obesity.</p> <p>Students will also know the role of vitamins and minerals in bodily function, which will help students to select the correct foods in order to help with healthy living.</p> <p>Students will know what constitutes to an active lifestyle and a sedentary lifestyle, leading to informed choices in the future. They will have a clear understanding of the benefits of exercise on social, emotional and physical health and therefore ensure they live an active, healthy lifestyle during and beyond school life.</p>	<p>Students will have much cross-curricular opportunities within this topic. Much content of diet links to both science and catering at keys stages 3 and 4. In addition to this, the concepts of social, emotional and physical health links heavily to the school’s character and culture lessons and extensive form time activities.</p> <p>In this scheme of learning, students will be required to share ideas from progress checks and also read and explain aspects of their application work. Students will be required to apply their understanding of topics in a sporting setting, for example, when applying how a person undertaking physical activity would benefit physically, socially and emotionally.</p>	<p>Students often believe that foods are ‘bad’ but do not understand that foods are useful for the body in moderation and the correct quantities. This is discussed in lesson two. Students can also have pre-conceived ideas about foods and what they do for the body, so it is vital that students understand the specific roles that the macro and micro nutrients play in bodily function.</p>
Assessment timeline:		
<p>For formative assessment purposes, every lesson is structured using Emerging, Developing, Secure and Mastered criteria. These guide the lesson content that gets progressively harder throughout the lesson. After each, a progress check takes place on mini whiteboards. This enables the teacher to ascertain learning and intervene if required for individuals or the class.</p> <p>When setting tasks in lessons, the resources include WAGOLLS to assist students in structuring their work. These WAGOLLS include sentence starters and key words.</p> <p>At the end of the scheme of learning, students will complete a revision lesson. This will be all whiteboard work covering the content of the scheme through questioning and answering. Students will complete a self-assessment sheet throughout the lesson to note down topic areas they need to develop before the end of unit assessment.</p> <p>The final lesson of the unit will see students completing an end of unit assessment. The assessment will consist of exam style questions of various lengths and will last for 1 hour. The scores from this assessment is used to inform tracking alongside the practical data from students’ performances in their three sports.</p> <p>For students that significantly perform below their ALPs target grade, the teacher will complete a small number of coaching sessions before a re-test is completed to ensure that students do not fall behind in any topics.</p>		

Home learning

Lesson 2 – Students will write a diet plan for a sports performer of their choice
 Lesson 4 – Students will revise thoroughly for their end of unit assessment

Feedback

Lessons 1, 2 and 3 contain a detailed written ‘apply it’ task. The teacher will mark this piece of work and give next steps if understanding is not correct. For correct responses praise or an extension task may be given.

In lessons 1 and 3, students will complete exam style questions and will mark their peers work in green pen using the mark scheme. They will provide a mark, what went well and even better if.

Students will complete an end of unit assessment for the final lesson of the scheme. The assessment will consist of exam style questions of various lengths and will last for 1 hour. The teacher will give a percentage score and level (based on the previous exam cohort national averages) along with highly specific and individualised feedback 4 for each child. This will contain next steps for students to act upon and address either knowledge or exam technique.

Length of unit (duration indicated in hours)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													

Note – Above is in hours as some lessons are two hours long. There 3 x 1hour and 2 x 2 hour lessons in this scheme of learning