

YEAR 8 PERFORMANCE STUDIES (PE) HEALTH & FITNESS SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>The key stage three curriculum for physical education aims to keep students physically active for long periods of time and help them to lead healthy, active lifestyles. The year 8 Health and Fitness scheme of learning ensures these two aims are met. This scheme aims to firstly ensure students develop their cardiovascular endurance so they increase the health of their heart and lungs. Secondly, the scheme teaches students how to complete a personal exercise programme – a skill that can be used throughout their lives in any setting. This could range from a weight loss programme in later life to training for the London marathon.</p> <p>Students will be taught to plan and implement a cardiovascular training programme. They will conduct an initial fitness test before undertaking a series of training sessions in and out of school lessons. They will then re-test their fitness which will enable them to see improvements made. In addition, students will learn basic concepts from the GCSE PE specification such as principles of training, measuring heart rates and components of fitness which will be built upon at key stage four.</p>	<p>In year 8 Health and fitness, students will work on the following:</p> <ol style="list-style-type: none"> 1) Know how to structure and carryout a personal exercise programme. 2) Learn techniques for measuring and recording heart rates. 3) Be able to apply principles of training to improve fitness. <p>This scheme of learning initially teaches students how to structure and carry out a personal exercise programme. They will learn the structure of testing, training and retesting. They will learn how to test for cardiovascular endurance, how to apply the training principles of specificity, overload and progression before developing their ability to measure, record and analyse working heart rates.</p> <p>Specifically, students will test their fitness using a Cooper 12 Minute Run Test. They will then learn how to safely apply overload to each session and progression over time whilst keeping training specific to their overall goal. Students will be taught how to measure their resting, working and recovery heart rates and do this each session. They will then re-test their fitness on the final lesson and quantify the improvements they have made.</p>	<ul style="list-style-type: none"> • <i>Fitness testing – measuring the initial level of fitness for a person’s chosen component of fitness</i> • <i>Component of fitness – an aspect of fitness that is required to be successful at different skills (e.g. flexibility and agility)</i> • <i>Cardiovascular endurance – the ability to work continuously at a moderate intensity for a long period of time</i> • <i>Cooper 12 Minute Run – a test for cardiovascular endurance. A person walks or runs for 12 minutes and measures the distance completed in that time.</i> • <i>Continuous training – a type of training where a persons works continuously for a long period of time. This could include running, walking, cycling, swimming or rowing</i> • <i>Interval training – a type of training where an individual rests between intervals of exercise</i> • <i>Fartlek training – continuous moderate intensity exercise with random sprinting elements</i> • <i>Resting heart rate – beats per minute at rest</i> • <i>Working heart rate - beats per minute during exercise</i> • <i>Recovery heart rate – the time it takes for working heart rate to decrease to resting heart rate</i>

Challenge and Support:		Worldwide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<p>The unit is ambitious for all levels as those that excel and develop the confidence to push themselves further and improve their fitness levels. This also gives them a platform to continue to improve their fitness in their own time as they can extend their training beyond the scheme. Students are welcome to use the testing facilities to re-test after further training. Due to the individualised nature of the personal exercise programme, students can naturally progress at their own rate. It is made clear at the start of the scheme that students are competing against themselves so any fitness gains made are a success for themselves, and no students are compared in anyway. Students also have the choice of continuous and interval training so they can adapt their training sessions to their individual needs. These aspects enable all students to achieve at their own levels.</p>		<p>Students will be taught about scientific facts in the 21st century about healthy living and the importance of keeping a healthy set of lungs and heart. They will know how exercise programmes are used by millions of individuals around the world with a range of ability levels from novice runners to Olympic champions. They will understand that they can help to reduce the strains on the NHS through a healthy active lifestyle, in addition to the longevity of life and the physical, social and emotional benefits of leading a healthy active lifestyle. It is hoped students will use these skills for life.</p>	<p>Students can extend their skills and develop their fitness in the school's running club. In addition, the skills learned can be used to develop their fitness and improve performance in the school's sports teams.</p> <p>Being able to successfully implement a programme of improvement is a desirable employment skill that students will develop. In business settings people are having to set targets and strategies to achieve them, and the transferable skills learned in the personal exercise programme will assist with this.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:	
<p>The performance studies values of excellence, courage, determination, teamwork and equality are developed in this scheme of learning. Students will be encouraged to be the very best they can be in this scheme by pushing themselves to work as hard as possible in each session. To do this they will have to show courage and determination to run that faster pace or increase the time of each session. They will have to be determined to complete their training session each week outside of school when the weather is not as favourable. Finally they will demonstrate teamwork and equality through</p>	<p>Students will be able to link aspect of the cardiovascular system to human biology. Their understanding of the heart and lungs (from key stage three biology) will be useful in understanding some of the changes that will take place inside their bodies during the personal exercise programmes.</p> <p>Numeracy skills will also be required within this scheme of learning. Students will measure resting, working and recovery heart rates and recognise trends in these as the</p>	<p>Firstly, students may start the unit of learning with a preconceived idea that fitness is 'boring' or they may perceive themselves to be 'unfit'. However, this scheme of learning aims to breakdown these barriers. Students can adapt their training to be more enjoyable. For example, they can use interval training with rest periods. Additionally, they can use music as a motivational tool or have 'training partners' to make it more sociable. To break down perceptions of fitness, using testing demonstrates to students that they can and will improve as after just four weeks of training they will see a quantifiable improvement in their test scores, which is highly motivational.</p>	

supporting each other in their training and ensuring that they respect the abilities of each individual. Students will know this scheme is about personal progress and this will be values most.	programme progresses. They will also need to measure distances and times ran whilst applying a consistent level of overload.	Students often believe that just running is enough to improve fitness, which is not always true. Students will learn how to apply overload and progression to their running to therefore make adaptations within their body and therefore improve fitness.
Assessment timeline:		
At the beginning of the scheme of learning, a Cooper 12 minute Run Test will be completed for a baseline fitness level. Students will then train each lesson with the teacher providing new concepts and areas of learning each lesson. They will use a recording sheet to detail their training and heart rate data. At the end of the scheme they will repeat the fitness test and see improvements from their training. The key skills and concepts will be assessed lesson by lesson formatively through teachers observing performance and checking on the training recorded in the journals. The handed in journals will enable the teacher to derive a 'head' and 'hands' level for the skills and concepts. The 'heart' level will be derived lesson by lesson in relation to the training efforts and will be an average from a cross the unit.		
Home learning		
Students will be required to complete one training session per week outside of school and record this in their journals. Cooper run - https://www.youtube.com/watch?v=Ko1qHVN7DXo Measuring resting heart rate - https://www.youtube.com/watch?v=oAjnIDZH9H8		
Feedback		
Lesson feedback from the teacher will be purely verbal and specific to the lesson objective. Teachers will observe students training and offer guidance before and during training sessions. The teacher should aim to provide one piece of feedback on their training every lesson for every child. This will vary due to the size of groups and nature of the activity.		

Length of unit (duration indicated in lessons)

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:																													