

Key Stage: 4	GCSE	DURATION: 6 LESSONS
<p>Unit Aims: Pupils will accurately replicate individual technique and apply theoretical concepts into practice. Development and demonstration of these fitness techniques will be seen through circuits, aerobics, weight and continuous training. Candidates will be assessed in relation to the GCSE assessment criteria. Opportunities to lead, coach and analyse others will enhance leadership and communication skills and can be formally assessed.</p>		
<p>Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Taken part in fitness based activities at Key Stage 3. ➤ A sound understanding of training ideas & concepts. ➤ Ability to warm-up independently. 	<p>Language for learning</p> <p>Reference to GCSE theory where applicable. (<i>i.e. Muscle groups, methods of training, principles of training, heart rate and breathing effects</i>) Analyse, monitor, evaluate individual technique. Be able to discuss strengths and weaknesses of individual's technique. Understand the terminology relating to health and fitness, <i>e.g. heart rate, recovery, cool down, lactic acid, fatigue and training zones</i></p>	<p>Resources</p> <ul style="list-style-type: none"> ➤ Recording sheet ➤ Pens ➤ Circuits equipment ➤ Heart rate monitors (if available) ➤ Stereo/ICT equipment
<p>Key Concepts and Processes:</p>		
<p>Accurate Replication</p> <p>Pupil will be introduced to all fitness areas and related techniques. Accurate replication of these techniques and the muscle areas worked will be assessed. To understand that the different fitness areas demand different components of fitness and be able to adapt to the set task. Students should be able to describe the elements of an effective circuit and weight training session.</p>	<p>Developing Physical and Mental Capacity</p> <p>To prepare & recover from exercise safely. Warm ups and training regimes should be devised as a part of their Personal Exercise Plan. Understand the anatomy behind heart rate fluctuations and the training implications. To record heart rate and reflect on progression/overload. Targeting questioning about the effectiveness of the concepts and techniques demonstrated.</p>	<p>Developing Skills/Performance</p> <p>Pupils will develop the techniques necessary to complete all 4 areas of the GCSE fitness syllabus. To gain an experience at a range of activities that involves sustained physical work. In all events, demonstration of accurate technique, depth of understanding and related performances will be assessed. Pupils will be assessed against GCSE criteria.</p>
<p>Making and Applying Decisions</p> <p>To evaluate the use of various techniques to gain an improvement in fitness. Pupil should discover ways of improving muscular strength and endurance through the use of weight and repetitions. To encourage the ability to become a reflective learner and plan training sessions. Opportunities to lead & coach peers will enhance understanding of the 'perfect' model and aid the learning of theory concepts.</p>	<p>Making Informed Choices About Healthy, Active Lifestyle</p> <p>Highlight the skill and health related components of fitness. Develop a deeper understanding of all major muscle groups used for various techniques. To experience fluctuations in heart rate and the relationship to work intensity. Discuss the long and short terms effects of training, the dietary requirements for particular athletes as well as common somatotypes.</p>	<p>Evaluating and Improving</p> <p>To improve observation and analysis skills through coaching and assisting others. Appropriate questioning on teaching points of the techniques used. Provide opportunities for pupils to self assess own performance and implement strategies for improvement. To use images and peer modeling to develop various fitness techniques.</p>
<p>Cross Curricular Links: Literacy (key words), Maths (heart rate calculations), Citizenship (sportsmanship), Science (bodily functions and effects of training on the body systems.)</p>		

Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1	Methods of training – Interval training To accurately replicate interval training techniques. To understand how interval training is used by elite athletes. To describe the changes in the body in response to exercise. To be able to take rest, working and recovery heart rates.	Warm up – 4's – one to lead pulse raiser + dynamic stretches. Discuss interval training and the concept behind it (period or work followed by rest periods). Use 'interval training' QR code for ideas to set up a simple interval training session. Alternatively use squats/lunges/burpees technique. Complete 10 then rest, 20 then rest. Increase in small increments up to 50. Take working H.R. and measure recovery H.R. Discuss findings. Cool down as a group.	Mid-lesson plenaries check – Recap sites of heart rate recording. How will heart rate indicate intensity or how hard individuals are working? What is the concept of interval training and what athletes is it suited towards?
2	Methods of training – Continuous training 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.	10 min aerobic warm up (see 'cardio workout' QR code) – following onscreen instructions or alternatively use basic marching, side steps and running on the spot. Discuss continuous training. 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. Record distances and compare. Cool down.	Mid-lesson plenaries check – What are the benefits and what athletes would use continuous training? What sports would you recommend for individual who perform well during this type of training?
3	Methods of training – Circuit Training To accurately replicate the techniques at each station. To sustain performance over 3 sets. Pupils understand factors related to circuit training and the planning of required for this method of training To develop an understanding of overload and how this might be achieved.	Warm up – 4's – one to lead pulse raiser + dynamic stretches. Discuss circuit training & the relevant stations. Set up a 8/9 station circuit. Demo techniques - press ups, sit ups, dips, skipping, step ups, shuttles runs, bicep curls, astride jumps & step ups. Record resting H.R. Perform 1 st circuit set in pairs. Play music- 30 seconds work, 15 seconds rest. Record reps for each station. Taking working H.R. after set 1. How could it be made harder? 2 nd set, 40 seconds work, 15 sec rest. 3 rd set 40 sec work + 10 seconds rest. Measure recovery. Cool down	Mid-lesson plenaries check – How could it be made more intense? How does working with a partner help performance? What should you consider when thinking about order of stations? What is progressive overload and why is it important?
4	Components of skill/health related fitness To accurately replicate skill and health related fitness tests. To understand the relationship between test scores and strengths as a performer. To increase knowledge of different ways to test and exercise the body depending on principle of specificity.	Discuss skill and health related fitness components. Remember skill = CRABSP. Health = BMMFC. Demo stations. Coordination-throw + catch test. Reaction time- ruler drop. Agility- Illinois agility run, timed. Balance-stork test. Speed- 10m sprint. Power-vertical high jump. Flexibility-Sit and reach. Pairs to work around stations. Rotate on whistle. Record best score. Discuss good scores/strengths and relevance to pupils sports. Look at what these tests mean in a sporting arena & related to principle of 'specificity'.	Mid-lesson plenaries check – What is the best way to remember the different in skill and health related fitness? What do the fitness tests tell you? What is specificity?
5	Aerobics Refine and adapt ideas and plans in response to changing circumstances. Plan and implement what needs practising to be more effective in performance and deliver of routines. Make decisions about what to do to improve their performance and the performance of others. Develop leadership skills.	In groups of 4 – pupils lead warm up pulse raiser and stretches. Teacher leads intro to aerobics providing example movements to music. Routine should start low impact and build up to high impact, bringing it back down towards the end of a music track. Groups of 4 to create and devise their own routine - must be the length of a song (approx. 3 mins). Pupils need to take turns in leading and calling out movements and counting the music. Example movements include: marching, toe taps, side steps, box step, hamstring curl, lunge, squat, grapevine, cross over step, jumping jacks, scissors, spotty dog, knees up, skipping, twisting, bounding, hopping, step ups.	Mid-lesson plenaries check – Why are slow songs unsuitable in aerobics? When could you use slower music in an aerobics session? What are the benefits of being physically active?
6	Weight Training To understand principles related to weight training. Accurately replicate the correct technique for a range of muscle groups. To understand the ratio of weight to reps to improve muscular strength and endurance. To understand the recovery time needed depending on work intensity.	Use of spider diagrams/ practical examples to develop an understanding of weight & reps ratio. Muscular strength and endurance. Q&A on weight machine techniques and muscles used. Emphasis on control of weight and breathing rhythm. Pairs – rotate around weights circuit. Vary muscle groups. Use of press ups, dips, chin ups and sit ups. Discuss lactic acid build up and recovery rates between sets. Cool down.	Mid-lesson plenaries check – Pupils to explain why it is important to warm up and cool down? Highlight muscle names and technique of each exercise.