

Subject	Physical Education 12 Broc. Unit 1		Year Group		IB	
Scheme title	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Purpose of scheme	<p>Unit 1 - Learning Aim A - Components of fitness, Exercise Intensity and Principles of Training</p> <p>Focusing on Learning Aim A, know about the components of fitness and the principles of training. Topic 1: Requirements for each of the following fitness training methods:</p> <ul style="list-style-type: none"> • Safe, correct use of equipment • Safe, correct use of training technique • Requirements for undertaking the fitness training method, including warm-up and cool-down • Application of the basic principles of training (FITT) for each fitness training method • Linking each fitness training method to the associated health-related/skill-related component of fitness. <p>Topic 2: Additional requirements for each of the fitness training methods:</p> <ul style="list-style-type: none"> • Advantages/disadvantages • Application of exercise intensity to fitness training methods • Application of principles of training to fitness training methods • Appropriate application of fitness training methods (for given situations) • Appropriate application of fitness training methods to given client needs/goals/aims/objectives. 	<p>Unit 1 - Learning Aim B - Methods of training</p> <p>Focusing on Learning Aim B, explore different fitness training methods. Topic 3: Requirements for each of the following fitness training methods:</p> <ul style="list-style-type: none"> • Safe, correct use of equipment • Application of the basic principles of training (FITT) for each fitness training method • Linking each fitness training method to the associated health-related/skill-related component of fitness. • Additional requirements for each of the fitness training methods: • Advantages/disadvantages • Application of exercise intensity to fitness training methods • Application of principles of training to fitness training methods • Appropriate application of fitness training methods (for given situations) • Appropriate application of fitness training methods to given client needs/goals/aims/objectives. 	<p>Unit 1, Learning Aim C - Fitness testing</p> <p>Focusing on Learning Aim C, explore different fitness tests</p> <ul style="list-style-type: none"> • flexibility sit and reach test • strength: sit-dynamometer • aerobic endurance: <ul style="list-style-type: none"> o multi-stage fitness test o 1000m step test o 1000m step test o definition of VO2 max • speed and agility: Illinois agility run test • anaerobic power: vertical jump test • muscular endurance: one-minute press-up, one-minute sit-up • body composition: Body Mass Index, Bioelectrical Impedance Analysis (BIA) and Skin fold (Jackson-Pollock) <p>Topic C.1 Fitness test methods for components of fitness:</p> <ul style="list-style-type: none"> • importance of fitness testing to sports performers and coaches • give baseline data for monitoring/improving performance • can design training programmes based on test results and determine if training programme are working • results can give a performer something to aim for/goal setting. <p>Topic C.2 Requirements for administration of each fitness test:</p> <ul style="list-style-type: none"> • pre-test procedures (informed consent, calibration of equipment) • knowledge of published standard test methods and equipment/resources required • purpose of each fitness test • accurate measurement and recording of test results • basic processing of test results for interpretation (using published data tables and appropriate units for comparison purposes) • ability to safely select appropriate tests for given purposes, situations and/or participants • the terms 'validity', 'reliability' and 'practicality' related to each fitness test method • advantages and disadvantages of fitness test methods • compare fitness test results to normative published data • compare fitness test results to those of peers • be able to draw conclusions from data results • be able to analyse and evaluate test results • be able to suggest and justify appropriate recommendations for improvements to fitness for a given purpose/situation/participant <p>Topic C.3 Interpretation of fitness test results:</p> <ul style="list-style-type: none"> • compare fitness test results to normative published data • compare fitness test results to those of peers • be able to draw conclusions from data results • be able to analyse and evaluate test results • be able to suggest and justify appropriate recommendations for improvements to fitness for a given purpose/situation/participant 	<p>Unit 1 - Revision LA A/B</p> <p>To revisit all previous work to be able to complete end of unit assessment in Learning Aim A, B and C</p>	<p>Unit 1 - Revision LA B/C</p> <p>To revisit all previous work to be able to complete end of unit assessment in Learning Aim A, B and C</p>	<p>Unit 1 - Revision LA C</p> <p>To revisit all previous work to be able to complete external exam</p>
Knowledge in sequence	<p>Lesson ONE:</p> <ol style="list-style-type: none"> 1. Describe the difference between physical and skill C.O.F 2. Identify the different C.O.F 3. Know which C.O.F's are skill and physical <p>Physical components of fitness</p> <p>Lesson TWO:</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Recall the Physical components of fitness 2. Describe each component of fitness 3. Apply components of fitness to specific sports <p>Skill related components of fitness</p> <p>Lesson THREE:</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Recall the Skill components of fitness 2. Describe each component of fitness 3. Apply components of fitness to specific sports <p>Exam questions</p> <p>Lesson FOUR:</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify different command words in exam questions 2. Understand how to answer different style of questions 3. Apply knowledge into exam style questions. <p>Progress point & Exercise Intensity</p> <p>Lesson FIVE:</p> <p>Progress point ONE - Components of fitness</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify how to measure HR 2. Describe how to calculate MHR 3. Identify what is meant by training zone <p>Exercise Intensity</p> <p>Lesson SIX:</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify the different training zones 2. Understand the relationship between HR & RPE 3. Demonstrate how to calculate training zones for different athletes <p>Principles of Training</p> <p>Lesson SEVEN:</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify the principles of training 2. Describe how you can apply these principles of training 3. Apply your knowledge into exam questions <p>Additional principles of training</p> <p>Lesson EIGHT:</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify the additional principles of training 2. Describe how to apply these using sporting examples 3. Apply knowledge into exam questions <p>Progress point & Brain dump (retrieval activity)</p> <p>Lesson TEN:</p> <p>Progress point TWO - Principles of Training</p> <ol style="list-style-type: none"> 1. Highlight areas of strengths and weakness using a brain dump 2. Covering ALL LA A Content. <p>Revision Lesson</p> <p>Lesson ELEVEN:</p> <ol style="list-style-type: none"> 1. Revise areas of strength and weakness 2. Use a range of revision techniques to work on highlighted areas of weakness 3. Covering ALL LA A Content to allow students to prepare for end unit assessment. <p>End of unit assessment</p> <p>Lesson TWELVE:</p> <p>ASSESSMENT 1: Complete 50 minute assessment on Learning Aim A content</p> <p>Assessment feedback and self-evaluation</p> <p>Lesson THIRTEEN:</p> <ol style="list-style-type: none"> 1. Identify common misconceptions on the assessment 2. Understand how to correct gaps in current knowledge 	<p>Methods of Training - Link to C.O.F, Training & Safety</p> <p>Lesson ONE:</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify why training methods are used 2. Describe why safety is important during training 3. Explain the purpose of a warm up and cool down <p>Methods of Training - Aerobic Endurance</p> <p>Lesson TWO:</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Define the cardiorespiratory system & Aerobic Endurance 2. Identify the methods of training for aerobic endurance 3. Describe how to carry out the methods of training 4. Apply knowledge to exam style questions <p>Methods of Training - Flexibility Training</p> <p>Lesson THREE:</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Recap the definition of Flexibility 2. Identify the different types of flexibility training 3. Describe how to carry out the methods of training 4. Apply knowledge to exam style questions. <p>Methods of Training - Application of Methods of Training & Exam style questions</p> <p>Lesson FOUR:</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify the correct methods of training for a specific sports performer 2. Discuss the advantages and disadvantages of the methods of training 3. Explain how FITT can be applied <p>Methods of Training - Progress point & Speed training</p> <p>Progress point THREE - Method of Training</p> <p>Lesson FIVE:</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Define the three types of speed 2. Identify the methods of training for each type of speed. 3. Describe how each method is carried out 	SOW being rewritten	SOW being rewritten	SOW being rewritten	SOW being rewritten
Skills	Key Terminology used in exam questions - describe, explain, analyse. Measuring HR (Fitness cycle in lower year Practical PE) Potential knowledge of C.O.F from Fitness cycle in lower year practical PE	Key Terminology used in exam questions - describe, explain, analyse. Potential knowledge of methods of Training from Fitness cycle in lower year practical PE	SOW being rewritten	SOW being rewritten	SOW being rewritten	SOW being rewritten
Key Words	<p>Exam key words:</p> <p>IDENTIFY</p> <p>DESCRIBE</p> <p>EXPLAIN</p> <p>DISCUSS</p> <p>ANALYSE</p> <p>RETRIEVAL</p> <p>EVALUATE</p> <p>Acronyms:</p> <p>Components of Fitness</p> <p>BCAP</p> <p>FSAMM</p> <p>Principles of Training</p> <p>FITT</p> <p>Additional principle of training</p> <p>VIPARS</p> <p>Unit Specific Key terms</p> <p>SKILL C.O.F</p> <p>PHYSICAL C.O.F</p> <p>HEART RATE</p> <p>INTENSITY</p> <p>HR</p> <p>MHR</p> <p>FREQUENCY</p> <p>INTENSITY</p> <p>TIME</p> <p>TYPE</p> <p>VARIATION</p> <p>INDIVIDUAL NEEDS</p> <p>PROGRESSIVE OVERLOAD</p> <p>REVERSIBILITY</p> <p>ADAPTATION</p> <p>REST & RECOVERY</p> <p>MUSCULAR HYPERTROPHY</p> <p>MUSCULAR ATROPHY</p>	<p>Exam key words:</p> <p>IDENTIFY</p> <p>DESCRIBE</p> <p>EXPLAIN</p> <p>DISCUSS</p> <p>ANALYSE</p> <p>RETRIEVAL</p> <p>EVALUATE</p> <p>Acronyms:</p> <p>Unit Specific key terms</p> <p>VO2 max</p> <p>Cardiorespiratory system</p> <p>Isometric</p> <p>Concentric</p> <p>Eccentric</p>	SOW being rewritten	SOW being rewritten	SOW being rewritten	SOW being rewritten
End Point	Describe, explain and evaluate, the components of fitness and their application to sport, exercise intensity and principles of training.	Describe, explain and evaluate the methods of training.	Describe, explain and evaluate fitness tests and discuss the validity, reliability and practicality of each..	SOW being rewritten	SOW being rewritten	SOW being rewritten
Assessment method	Final Assessment July of Year 10 - External Exam. Lesson 5: Progress point 1 Lesson 11: Progress Point 2 Lesson 13	Final Assessment July of Year 10 - External Exam. Lesson 4 - Progress point 1 Lesson 8 - Progress Point 4 Lesson 10 Lesson 11: End of unit assessment (LA A & B)	Progress points 5 and 6 End of Unit assessment (LA A, B & C)	Progress point 7 - Practice assignment End of Unit assessment (LA A, B & C)	Progress point 8 - Practice assignment End of Unit assessment (LA A, B & C)	External Exam