**Year 8**

**Health and Fitness Scheme of Work**

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| **Aim:** In this unit pupils will start to develop an understanding of the different components of fitness there are within Physical Education and how these can impact sporting performance. Students will be able to define each component of fitness and give a sporting example for where these components of fitness are most needed.  |

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| **Motor Competence**Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. To recognise that different types of activities require different type of fitness. Warm ups aid as a useful fitness tool in developing a pupils physical capacity. To use images and task cards to develop skills and techniques. Understand the anatomy behind heart rate fluctuations and the basic reasoning for this.  | **Rules, Strategies & Tactics**Pupils will develop and refine skills in order to complete set tasks. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Apply strategies for effective performance. Adapt & refine these strategies to suit the activity. To encourage the ability to become a reflective leaner | **Healthy Participation**Highlight the possible health benefits gained from taking part in fitness-based activities and discuss the need to stay healthy and active. Understand the nature of heart rate before, during and after exercise. To name large muscle group. Suggest any fitness clubs/events within the school timetable and promote community links. To understand the components of skill/health related fitness and to use tests to improve these.  |

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| **Cross-Curricular Links**Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions including heart rate monitoring), Maths (measuring, recording and collating data) | **Recommended Reading**Components of fitness – Kali Anne & Brandon Isiah |

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***Please note that half terms range from 5-8 weeks - activities change each half term and therefore teachers must deliver number of lessons relevant to half term length. Please deliver the assessment lesson in the final lesson of term.***

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| **Lesson** | **Core Skill** | **Lesson Intention** | **Teaching Points** | **Suggested Drills** | **Questions to be asked?** |
| 1 | Cardiovascular Endurance | To know and understand what CV endurance is and relate it to sporting examples. | *The ability of the heart and lungs to supply oxygen to the working muscles.***Long distance runner****Games player****Long distance swimmer** | * Rowing Machines
* Erg Bikes
* Running – not impeding on another lesson
 | **Retrieval:**Knowledge of bones/muscles from Year 7**Students must know:**DefinitionSporting Examples |
| 2 | Muscular Endurance | To know and understand what Muscular endurance is and relate it to sporting examples. | *Ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue.***Long distance runner****Games player****Long distance swimmer** | * Rowing Machines
* Erg Bikes
* Running – not impeding on another lesson

**Yellow Exercise Cards** | **Retrieval:****Students must know:**DefinitionSporting Examples |
| 3 | Muscular Strength | To know and understand what Muscular Strength is and relate it to sporting examples. | *The ability to overcome a resistance***Weightlifter****Rugby player – scrum/ruck****Gymnast**  | **Yellow Exercise Cards** | **Retrieval:****Students must know:**DefinitionSporting Examples |
| 4 | Power | To know and understand what Power is and relate it to sporting examples. | *The product of strength and speed, ie strength x speed.***Sprinter – 100/200****Cyclist****Golfer - drive** | **Yellow Exercise Cards** | **Retrieval:****Students must know:**DefinitionSporting Examples |
| 5 | Balance | To know and understand what Balance is and relate it to sporting examples. | *The maintenance of the centre of mass over the base of support. Reference can be made to whilst static (still) or dynamic (whilst moving).***Gymnast****Dancer****Games Player** | **Yellow Exercise Cards** | **Retrieval:****Students must know:**DefinitionSporting Examples |
| 6 | Co-ordination | To know and understand what Co-ordination is and relate it to sporting examples. | *The ability to use different (two or more) parts of the body together, smoothly and efficiently.***Games Player****Gymnast/Dancer****Golfer** | **Yellow Exercise Cards** | **Retrieval:****Students must know:**DefinitionSporting Examples |
| 7 | Agility | To know and understand what Agility is and relate it to sporting examples. | *The ability to move and change direction quickly (at speed) whilst maintaining control.***Games Player****Skier****Net/Wall Player - Badminton** | **Yellow Exercise Cards** | **Retrieval:****Students must know:**DefinitionSporting Examples |
| 8  | Flexibility | To know and understand what Flexibility is and relate it to sporting examples. | *The range of movements possible at a joint.***Gymnast/Dancer****Trampoline****Swimming** | **Yellow Exercise Cards** | **Retrieval:****Students must know:**DefinitionSporting Examples |