****Year 9**

**Health and Fitness Scheme of Work**

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| **Aim:** The aim of this scheme of work is to provide students with an understanding of the fitness tests we carry out in order to determine our prowess for each component of fitness. This scheme of work mirrors the Year 8 scheme of work students completed on components of fitness, so this is the next step in their learning journey, knowing how to test each component and then know how to improve each area of development. |

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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**  Practical Fitness Testing – David Archer |

****Year 9**

**Health and Fitness Scheme of Work (Fitness Testing)**

***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 Learning Tasks** | **Questions to be asked?** |
| 1 | Multi-Stage Fitness Test | To know the setup and purpose of the multi-stage fitness test and ways in which we can improve our result in the test. | **All staff should endeavour to teach the following:**  • the procedures that have to be followed – the tasks and the rules  • the measurements that are used to score the performance  • the way conclusions are drawn from the scores/results.  **Staff will then use the lesson to discuss and practice a variety of exercises that will help improve someone’s score.** | * **Staff to use an appropriate space and equipment needed to carry out the test.** * **Consider groupings when completing the test** | Retrieval  Students Must Know   * The setup of each test. * How each test is measured * What component of fitness the test is used to measure. |
| 2 | The Bleep-Sit Up test | To know the setup and purpose of the bleep-sit up test and ways in which we can improve our result in the test. | **All staff should endeavour to teach the following:**  • the procedures that have to be followed – the tasks and the rules  • the measurements that are used to score the performance  • the way conclusions are drawn from the scores/results.  **Staff will then use the lesson to discuss and practice a variety of exercises that will help improve someone’s score.** | * **Staff to use an appropriate space and equipment needed to carry out the test.** * **Consider groupings when completing the test** | **Retrieval**   * Outline last weeks test that was covered. * What component of fitness does the test measure. * Sporting example of who may use the test.   **Students Must Know**   * The setup of each test. * How each test is measured * What component of fitness the test is used to measure. |
| 3 | 1 Rep max Test | To know the setup and purpose of the 1 rep max test and ways in which we can improve our result in the test. | **All staff should endeavour to teach the following:**  • the procedures that have to be followed – the tasks and the rules  • the measurements that are used to score the performance  • the way conclusions are drawn from the scores/results.  **Staff will then use the lesson to discuss and practice a variety of exercises that will help improve someone’s score.** | * **Staff to use an appropriate space and equipment needed to carry out the test.** * **Consider groupings when completing the test** | **Retrieval**   * Outline last weeks test that was covered. * What component of fitness does the test measure. * Sporting example of who may use the test.   **Students Must Know**   * The setup of each test. * How each test is measured * What component of fitness the test is used to measure. |
| 4 | Vertical Jump Test | To know the setup and purpose of the vertical jump test and ways in which we can improve our result in the test. | **All staff should endeavour to teach the following:**  • the procedures that have to be followed – the tasks and the rules  • the measurements that are used to score the performance  • the way conclusions are drawn from the scores/results.  **Staff will then use the lesson to discuss and practice a variety of exercises that will help improve someone’s score.** | * **Staff to use an appropriate space and equipment needed to carry out the test.** * **Consider groupings when completing the test** | **Retrieval**   * Outline last weeks test that was covered. * What component of fitness does the test measure. * Sporting example of who may use the test.   **Students Must Know**   * The setup of each test. * How each test is measured * What component of fitness the test is used to measure. |
| 5 | Standing Stork Test | To know the setup and purpose of the standing stork test and ways in which we can improve our result in the test. | **All staff should endeavour to teach the following:**  • the procedures that have to be followed – the tasks and the rules  • the measurements that are used to score the performance  • the way conclusions are drawn from the scores/results.  **Staff will then use the lesson to discuss and practice a variety of exercises that will help improve someone’s score.** | * **Staff to use an appropriate space and equipment needed to carry out the test.** * **Consider groupings when completing the test** | **Retrieval**   * Outline last weeks test that was covered. * What component of fitness does the test measure. * Sporting example of who may use the test.   **Students Must Know**   * The setup of each test. * How each test is measured * What component of fitness the test is used to measure. |
| 6 | Wall-Toss Test | To know the setup and purpose of the wall toss test and ways in which we can improve our result in the test. | **All staff should endeavour to teach the following:**  • the procedures that have to be followed – the tasks and the rules  • the measurements that are used to score the performance  • the way conclusions are drawn from the scores/results.  **Staff will then use the lesson to discuss and practice a variety of exercises that will help improve someone’s score.** | * **Staff to use an appropriate space and equipment needed to carry out the test.** * **Consider groupings when completing the test** | **Retrieval**   * Outline last weeks test that was covered. * What component of fitness does the test measure. * Sporting example of who may use the test.   **Students Must Know**   * The setup of each test. * How each test is measured * What component of fitness the test is used to measure. |
| 7 | Illinois Agility Test | To know the setup and purpose of the Illinois agility test and ways in which we can improve our result in the test. | **All staff should endeavour to teach the following:**  • the procedures that have to be followed – the tasks and the rules  • the measurements that are used to score the performance  • the way conclusions are drawn from the scores/results.  **Staff will then use the lesson to discuss and practice a variety of exercises that will help improve someone’s score.** | * **Staff to use an appropriate space and equipment needed to carry out the test.** * **Consider groupings when completing the test** | **Retrieval**   * Outline last weeks test that was covered. * What component of fitness does the test measure. * Sporting example of who may use the test.   **Students Must Know**   * The setup of each test. * How each test is measured * What component of fitness the test is used to measure. |
| 8 | Sit and Reach Test | To know the setup and purpose of the sit and reach test and ways in which we can improve our result in the test. | **All staff should endeavour to teach the following:**  • the procedures that have to be followed – the tasks and the rules  • the measurements that are used to score the performance  • the way conclusions are drawn from the scores/results.  **Staff will then use the lesson to discuss and practice a variety of exercises that will help improve someone’s score.** | * **Staff to use an appropriate space and equipment needed to carry out the test.** * **Consider groupings when completing the test** | **Retrieval**   * Outline last weeks test that was covered. * What component of fitness does the test measure. * Sporting example of who may use the test.   **Students Must Know**   * The setup of each test. * How each test is measured * What component of fitness the test is used to measure. |