

## Physical Education - NCFE Health and Fitness

<b>Key Stage/Year</b>	KS4 Year 10
<b>Approximate Number of Lessons and Term</b>	14
<b>Qualification/Exam (if applicable)</b>	NCFE Level 1 and 2 in Health and Fitness

<b>Consideration of prior learning</b>	Students started the unit 1 learning around the skeletal system before the end of the 2022/23 academic year to ensure they are best prepared for the content being delivered throughout the 2023/24 academic year. Prior learning at KS3 through the MEinPE assessment model around the importance of a healthy active lifestyle and the impact of sport and physical activity has on the body.
<b>How will learners' knowledge, skills and understanding be checked at the start of the unit?</b>	Knowledge recall is used at the start of every lesson to recall previous learning from the previous lesson. Formative assessments such as Q&A, snowball questioning, low-stakes group work and reflective writing recall.

<b>How will learners' knowledge, skills and understanding be checked at the end of the unit?</b>	Students will have revision sessions towards the end of the half-term to assess their understanding of the content covered. After feedback, informed planning on gaps in knowledge/misconceptions, students will sit a summative assessment task using the pyramid strategy to recall previous knowledge
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Learning Outcome	Approx . No. of Lessons	Potential Activities	Behaviour/Safety/Personal Development/SMSC Opportunities
<p>By the end of the session, you <b>must</b> be able to:</p> <ul style="list-style-type: none"> <li>Identify the structure and function of the skeletal system</li> <li>Name the types of bone found in the skeletal system</li> </ul> <p>You <b>should</b> be able to:</p> <ul style="list-style-type: none"> <li>Locate the bones in the human body</li> <li>Link the structure of each bone type to its function</li> </ul> <p>You <b>could</b> be able to:</p> <ul style="list-style-type: none"> <li>Give specific examples of different bone types, applying their structure and function to a sporting scenario</li> </ul>	1	<p>Introduction to the unit – discussion about learning outcomes and starter activity to assess prior knowledge.</p> <p>Complete Activity 1 Worksheet – Skeletal System – in line with activities.</p> <p>Teacher led presentation on the Skeletal System with supporting activities:</p> <ul style="list-style-type: none"> <li>Structure</li> <li>Function</li> <li>Types of bones</li> </ul> <p>Plenary activity – Peer to peer discussion.</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
<p>By the end of the session, you <b>must</b> be able to:</p> <ul style="list-style-type: none"> <li>Identify the 3 classifications of joints</li> <li>Give examples of each type of joint</li> </ul>	1	<p>Recap last session</p> <p>Starter Activity – Activity Worksheet – Skeletal System: Joints</p> <p>Skeletal System:</p> <ul style="list-style-type: none"> <li>Types of Joints and Joint actions</li> <li>Structure of synovial joint (knee)</li> </ul>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks</p>

<p>You <b>should</b> be able to:</p> <ul style="list-style-type: none"> <li>Describe the structure of a typical synovial joint (knee)</li> <li>Describe the structure of the vertebral column</li> </ul> <p>You <b>could</b> be able to:</p> <ul style="list-style-type: none"> <li>Relate the structure of the vertebral column to posture</li> </ul>		<ul style="list-style-type: none"> <li>Structure of spine and posture</li> </ul> <p>Plenary Activity – Unit 1 Session 2</p>	<p>and misconceptions.</p>
<p>By the end of the session, you <b>must</b> be able to:</p> <ul style="list-style-type: none"> <li>Identify the structure and function of the skeletal system</li> <li>Name the types of bone found in the skeletal system</li> <li>Identify the 3 classifications of joints</li> <li>Give examples of each type of joint</li> </ul> <p>You <b>should</b> be able to:</p> <ul style="list-style-type: none"> <li>Locate the bones in the human body</li> <li>Link the structure of each bone type to its function</li> <li>Describe the structure of a typical synovial joint (knee)</li> <li>Describe the structure of the vertebral column</li> </ul> <p>You <b>could</b> be able to:</p> <ul style="list-style-type: none"> <li>Give specific examples of different bone types, applying their structure and function to a sporting scenario</li> </ul>	<p>2</p>	<p>Lesson One</p> <p>Starter activity – Rag rating</p> <p>Skeletal System – Learning mat</p> <p>Plenary Activity – learners complete sentences about what they have learned and RAG rating completed</p> <p>Lesson Two</p> <p>Starter activity – Rag rating</p> <p>Hexagon revision task linking all aspects of the skeletal system</p> <p>Plenary Activity – learners complete sentences about what they have learned and RAG rating completed</p> <p>End of Topic Test (EOTT) Skeletal System</p> <p>Teacher prepared EOTT, this may be differentiated for specific learners.</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>

<ul style="list-style-type: none"> <li>Relate the structure of the vertebral column to posture</li> </ul>			
<p>By the end of the session, you <b>must</b> be able to:</p> <ul style="list-style-type: none"> <li>Identify the structure and function of the skeletal system</li> <li>Name the types of bone found in the skeletal system</li> <li>Identify the 3 classifications of joints</li> <li>Give examples of each type of joint</li> </ul> <p>You <b>should</b> be able to:</p> <ul style="list-style-type: none"> <li>Locate the bones in the human body</li> <li>Link the structure of each bone type to its function</li> <li>Describe the structure of a typical synovial joint (knee)</li> <li>Describe the structure of the vertebral column</li> </ul> <p>You <b>could</b> be able to:</p> <ul style="list-style-type: none"> <li>Give specific examples of different bone types, applying their structure and function to a sporting scenario</li> <li>Relate the structure of the vertebral column to posture</li> </ul>	1	<p>Teacher shares Mark Scheme to accompany EOTT</p> <p>Learners may self assess, peer assess or read through teacher assessment, or a combination of different types of feedback</p> <p>Learners to add corrections, address QWC (quality of written communication)</p> <p>Learners to write down www (what went well) and ebi (even better if) at the end of each test; They could write an action plan to address gaps in knowledge.</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
<p>By the end of the session, you <b>must</b> be able to:</p> <ul style="list-style-type: none"> <li>Identify the 3 types of muscle</li> </ul> <p>You <b>should</b> be able to:</p>	1	<p>Recap last session</p> <p>Starter Activity – Activity Worksheet – Muscular System:</p> <ul style="list-style-type: none"> <li>Types of muscle</li> <li>Structure</li> </ul>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring</p>

<ul style="list-style-type: none"> <li>Describe the structure of the 3 types of muscle</li> <li>Locate the main muscles in the body</li> </ul> <p>You <b>could</b> be able to:</p> <ul style="list-style-type: none"> <li>Explain the functions of the muscular system</li> </ul>		<ul style="list-style-type: none"> <li>Main muscles location</li> </ul> <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
<p>By the end of the session, you <b>must</b> be able to:</p> <ul style="list-style-type: none"> <li>Identify the types of movement terminology</li> <li>Identify the 2 types of muscle contraction</li> </ul> <p>You <b>should</b> be able to:</p> <ul style="list-style-type: none"> <li>Describe the antagonistic muscle action at the knee</li> <li>Explain the structure and function of the 2 muscle fibre types</li> </ul> <p>You <b>could</b> be able to:</p> <ul style="list-style-type: none"> <li>Describe antagonistic muscle action at the elbow and knee</li> </ul>	1	<p>Recap last session</p> <p>Starter Activity – Activity Worksheet – Muscular System</p> <p>Muscular System:</p> <ul style="list-style-type: none"> <li>Muscle movement and contraction</li> <li>Muscle fibre types</li> </ul> <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
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<ul style="list-style-type: none"> <li>• Describe the structure of the 3 types of muscle</li> <li>• Locate the main muscles in the body</li> <li>• Describe the antagonistic muscle action at the knee</li> <li>• Explain the structure and function of the 2 muscle fibre types</li> </ul> <p>You <b>could</b> be able to:</p> <ul style="list-style-type: none"> <li>• Explain the functions of the muscular system</li> <li>• Describe antagonistic muscle action at the elbow and knee</li> </ul>		<p>Hexagon revision task</p> <p>Plenary Activity – learners complete sentences about what they have learned and complete RAG rating</p>	
<p>By the end of the session, you <b>must</b> be able to:</p> <ul style="list-style-type: none"> <li>• Identify the 3 types of muscle</li> <li>• Identify the types of movement terminology</li> <li>• Identify the 2 types of muscle contraction</li> </ul> <p>You <b>should</b> be able to:</p> <ul style="list-style-type: none"> <li>• Describe the structure of the 3 types of muscle</li> <li>• Locate the main muscles in the body</li> <li>• Describe the antagonistic muscle action at the knee</li> <li>• Explain the structure and function of the 2 muscle fibre types</li> </ul> <p>You <b>could</b> be able to:</p>	1	<p>EOTT Muscular System</p> <p>Teacher prepared EOTT, this may be differentiated for specific learners.</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>

<ul style="list-style-type: none"> <li>• Explain the functions of the muscular system</li> <li>• Describe antagonistic muscle action at the elbow and knee</li> </ul>			
<p>By the end of the session, you <b>must</b> be able to:</p> <ul style="list-style-type: none"> <li>• Identify the 3 types of muscle</li> <li>• Identify the types of movement terminology</li> <li>• Identify the 2 types of muscle contraction</li> </ul> <p>You <b>should</b> be able to:</p> <ul style="list-style-type: none"> <li>• Describe the structure of the 3 types of muscle</li> <li>• Locate the main muscles in the body</li> <li>• Describe the antagonistic muscle action at the knee</li> <li>• Explain the structure and function of the 2 muscle fibre types</li> </ul> <p>You <b>could</b> be able to:</p> <ul style="list-style-type: none"> <li>• Explain the functions of the muscular system</li> <li>• Describe antagonistic muscle action at the elbow and knee</li> </ul>	1	<p>Teacher shares Mark Scheme to accompany EOTT</p> <p>Learners may self assess, peer assess or read through teacher assessment, or a combination of different types of feedback</p> <p>Learners to add corrections, address QWC (quality of written communication)</p> <p>Learners to write down www (what went well) and ebi (even better if) at the end of each test, they could write an action plan to address gaps in knowledge.</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
<p>By the end of the session, you <b>must</b> be able to:</p> <ul style="list-style-type: none"> <li>• Identify the structure and function of the respiratory system</li> </ul>	1	<p>Recap last session</p> <p>Starter Activity – communication task</p> <p>Respiratory System:</p> <ul style="list-style-type: none"> <li>• Structure</li> </ul>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop</p>

<ul style="list-style-type: none"> <li>Identify a variety of lung volumes on a spirometer trace</li> </ul> <p>You <b>should</b> be able to:</p> <ul style="list-style-type: none"> <li>Explain the effects of exercise on different lung volumes</li> </ul> <p>You <b>could</b> be able to:</p> <ul style="list-style-type: none"> <li>Analyse the effects of poor lifestyle choices on the lungs</li> </ul>		<ul style="list-style-type: none"> <li>Function</li> <li>Lung Volumes</li> </ul> <p>Plenary Activity – learners complete sentences about what they have learned</p> <p>Lung volume activity</p>	<p>students' emotional resilience and manage setbacks and misconceptions.</p>
<p>By the end of the session, you <b>must</b> be able to:</p> <ul style="list-style-type: none"> <li>Describe the role of the intercostal muscles, the ribs and the diaphragm in breathing in (inspiration) and breathing out (exhalation).</li> </ul> <p>You <b>should</b> be able to:</p> <ul style="list-style-type: none"> <li>Describe the structure of the alveolus in detail</li> </ul> <p>You <b>could</b> be able to:</p> <ul style="list-style-type: none"> <li>Analyse how the structure of the alveolus aids gaseous exchange</li> </ul>	1	<p>Recap last session</p> <p>Starter Activity – recap the Respiratory System:</p> <ul style="list-style-type: none"> <li>Structure</li> <li>Function</li> <li>Lung Volumes</li> </ul> <p>Homework Activity – complete each other's quizzes</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
<p>By the end of the session, you <b>must</b> be able to:</p> <ul style="list-style-type: none"> <li>Identify the structure and function of the respiratory system</li> <li>Identify a variety of lung volumes on a spirometer trace</li> </ul> <p>You <b>should</b> be able to:</p>	1	<p>Recap last session</p> <p>Starter activity – RAG Rating</p> <p>Respiratory System – learning mat</p> <p>Plenary Activity – Fortune Teller</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>



<ul style="list-style-type: none"> <li>Explain the effects of exercise on different lung volumes</li> </ul> <p>You <b>could</b> be able to:</p> <ul style="list-style-type: none"> <li>Analyse the effects of poor lifestyle choices on the lungs</li> </ul>			
<p>By the end of the session, you <b>must</b> be able to:</p> <ul style="list-style-type: none"> <li>Identify the structure and function of the respiratory system</li> <li>Identify a variety of lung volumes on a spirometer trace</li> </ul> <p>You <b>should</b> be able to:</p> <ul style="list-style-type: none"> <li>Explain the effects of exercise on different lung volumes</li> </ul> <p>You <b>could</b> be able to:</p> <ul style="list-style-type: none"> <li>Analyse the effects of poor lifestyle choices on the lungs</li> </ul>	1	<p>EOTT Respiratory System</p> <p>Teacher prepared EOTT, this may be differentiated for specific learners</p> <p>Teacher shares Mark Scheme to accompany EOTT</p> <p>Learners may self assess, peer assess or read through teacher assessment, or a combination of different types of feedback</p> <p>Learners to add corrections, address QWC (quality of written communication)</p> <p>Learners to write down www (what went well) and ebi (even better if) at the end of each test, they could write an action plan to address gaps in knowledge.</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into lessons to support and engage in learning.</p> <p>Fostering self-esteem and self-worth, and ensuring students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>

<p><b>Possible Adaptations for Higher and Lower Achievers</b></p>	<p>Higher achievers - Differentiation in formative assessment, creating questions for their peers to discuss and solve, development of checking strategies, more challenging worksheets and thinking around lesson content.</p> <p>Lower achievers - Visual aids for learning content, differentiation on learning objectives, scaffolded learning provided by the teacher and teaching assistants in terms of a step by step approach/to do list. Creating questions for an answer provided to promote thinking</p>
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