

Physical Education - NCFE Health and Fitness

Key Stage/Year	KS4 Year 11 Starlings
Approximate Number of Lessons and Term	Autumn half term one (September to October) 14 lessons over 7 weeks (Lessons are doubled due to practical lessons taking place off-site)
Qualification/Exam (if applicable)	NCFE Level 1 and 2 Certificate in Health and Fitness

Consideration of prior learning	Students have studied Unit 1 of the NCFE Health and Fitness course in Year 10 and so should have a good foundation of knowledge and understanding of the basic components of the course. However, due to the complexities of the school, some students will have gaps in learning due to absence from school or lessons, and some content will be entirely new to all students.
How will learners' knowledge, skills and understanding be checked at the start of the unit?	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.

How will learners' knowledge, skills and understanding be checked at the end of the unit?	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. Students are preparing for their Unit 1 exam in November.
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Learning Outcome	Approx. No. of Lessons	Potential Activities	Behaviour/Safety/Personal Development/SMSC Opportunities
<p>LO1 Understand the impact of lifestyle on health and fitness</p> <p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> the term active lifestyle • <p>You should be able to:</p> <ul style="list-style-type: none"> • Using NHS guidelines <u>describe</u> an Active Lifestyle for: <ul style="list-style-type: none"> o Children under 5 years o Children and young adults 5-18 years o Adults 19-64 years o Older adults 65+ years <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Interpret</u> examples of physical activity from NHS guidelines 	<p>1</p>	<p>Starter Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</p> <p>Definition post-it note activity, the groups are given an opportunity to read other groups definitions. Groups may then change their definition.</p> <p>Teacher shares the correct definition and students write this in their Unit 2 Workbook.</p> <p>Main Activity – NHS Guidelines using current physical activity guidelines stated by the National Health Service (NHS) to investigate Active Lifestyles, learners discuss, present and record in workbooks NHS guidelines for active lifestyles.</p> <p>Plenary Activity – traffic light quiz, recap of LO's, homework tasks and next session.</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>LO1 Understand the impact of lifestyle on health and fitness</p> <p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> the term Sedentary Lifestyle <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Discuss</u> the difference between moderate and vigorous intensity activities <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Analyse</u> the impact of inactivity as a result of a sedentary lifestyle on the body 	1	<p>Starter Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</p> <p>Moderate and vigorous intensity activity: pulse raiser exercise.</p> <p>Main Activity – Teacher input via PPT on moderate and vigorous intensity activity followed by completion of Unit 2 Workbook Activities 1 and 2.</p> <p>Teacher input via PPT on sedentary lifestyles. Learners watch video and complete Unit 2 Workbook Activity 3.</p> <p>Case study review – completion of Unit 2 Workbook Activity 4.</p> <p>Plenary Activity – traffic light quiz, recap of LO's, homework tasks and next session.</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>LO1 Understand the impact of lifestyle on health and fitness</p> <p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> the 7 components of a balanced diet <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> the function of each of the 7 components <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Give examples</u> of specific foods in each of the 7 categories 	1	<p>Starter Activity – Supermarket shop</p> <p>Main Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</p> <p>Learners watch video on key nutrients and complete worksheet activity</p> <p>Teacher led intro to key nutrients via PPT presentation followed by completion of workbook activity</p> <p>Teacher led presentation of 7 key nutrients via PPT followed by completion of workbook activity</p> <p>Plenary Activity – traffic light quiz, recap of LO's, homework tasks and next session</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>LO1 Understand the impact of lifestyle on health and fitness</p> <p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> different segments of the Eatwell Guide <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> the Eatwell Guide and recommended daily allowances <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Analyse</u> recommended daily allowances 	<p>1</p>	<p>Starter Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</p> <p>Macro and Micronutrients teacher led input via PPT following by activity in which learners complete nutrient brace map.</p> <p>Main Activity: Teacher led input on Eatwell Guide Video on Eatwell Guide from FSA Teacher led input via PPT on the different Segments of the Eatwell Guide followed by completion of worksheets and workbook. Learners also discuss and analyse recommended daily allowances.</p> <p>Plenary Activity – Healthy eating quiz. Recap of LO's, homework tasks and next session.</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>LO1 Understand the impact of lifestyle on health and fitness</p> <p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> different segments of the Food Pyramid <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> the segments of the Food Pyramid <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Analyse</u> recommended portions for each segment of the Food Pyramid 	<p>1</p>	<p>Starter Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</p> <p>Fitting food into different sets – group / paired activity, followed by group discussion</p> <p>Main Activity – Learners complete worksheet to design their own food pyramid. Learners then complete another worksheet in workbook to complete notes / answers from teacher led input and videos via PPT on the different sections of the food pyramid and food groups.</p> <p>Plenary Activity – repeat of starter activity to show distance travelled in knowledge. Recap of LO's, homework tasks and next session.</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>LO1 Understand the impact of lifestyle on health and fitness</p> <p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> recommended portion sizes for the different food groups <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> the term – ‘Eating Habits’ <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Analyse</u> different influences on eating habits 	1	<p>Starter Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</p> <p>Word search – fruit and vegetables</p> <p>Main Activity – teacher input on portion size, learners watch video on this and complete workbook activity. Teacher input on drinks and eating habits, followed by a review of food and religion factsheet and paired activity whereby learners complete healthy eating questionnaires and discuss results.</p> <p>Plenary Activity – Plenary PPT Slide in Presentation. Recap of LO's, homework tasks and next session</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>LO1 Understand the impact of lifestyle on health and fitness</p> <p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> the importance of sleep on health and fitness <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> the recovery and rest between activity sessions and reps <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Apply</u> rest and recovery principles to real life scenarios 	1	<p>Starter Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</p> <p>Group activity – case studies on recovery methods</p> <p>Main Activity – Teacher led input via PPT on sleep, rest between sessions and repetitions. Learners watch videos and complete worksheets in workbook.</p> <p>Plenary Activity – Plenary PPT Slide in Presentation. Recap of LO's, homework tasks and next session</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>LO1 Understand the impact of lifestyle on health and fitness</p>	1	<p>Starter Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</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>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> recreational drugs that negatively affect health and fitness <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> how recreational drugs negatively affect health and fitness <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Analyse</u> the maximum penalties for drug possession and supply 		<p>Lifestyle factor considerations for improvement</p> <p>Main Activity – case study review for lifestyle improvement. Lecturer input via PPT on classifications of drugs, types of drugs and effects of drugs. Learners participate in group / paired activities, review videos on effects of drugs and complete worksheets in workbook.</p> <p>Plenary Activity – Plenary PPT Slide in Presentation. Recap of LO's, homework tasks and next session</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>LO1 Understand the impact of lifestyle on health and fitness</p> <p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> facts and risks associated with recreational drugs <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> the Four 'C's decision making model <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Analyse</u> decision making process in response to real life scenarios 	1	<p>Starter Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</p> <p>What would you do? Scenario review and group discussion.</p> <p>Main Activity – True or false game – risks of drugs. Lecturer input on 'Four 'C's decision model' following by activities whereby learners work in pairs / groups to discuss 2 different scenarios and have a go at applying the decision model. Learners then get creative – producing factsheet / poster / leaflet on the effects of drugs.</p> <p>Plenary – Plenary PPT Slide. Recap of LO's, homework tasks and next session.</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>LO1 Understand the impact of lifestyle on health and fitness</p> <p>By the end of the session, you must be able to:</p>	1	<p>Starter Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</p> <p>Reasons for and against taking performance enhancing drugs</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</p>

<ul style="list-style-type: none"> • <u>Identify</u> performance enhancing drugs <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> the negative impact of performance enhancing drugs on health and fitness <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Analyse</u> the reasons why performance enhancing drugs are used 		<p>Main Activity – teacher led input via PPT presentation – learners watch video on effects of taking performance enhancing drugs followed by teacher input on different types of PEDs. Learners split into pairs / groups and review 6 sport case studies and complete worksheet in workbooks.</p> <p>Plenary Activity – Plenary PPT Slide. Recap of LO's, homework tasks and next session</p>	<p>students know their learning is a priority. Develop students' emotional resilience and manage setbacks and misconceptions.</p>
<p>LO1 Understand the impact of lifestyle on health and fitness</p> <p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> definitions for recreational and performance enhancing drugs <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> why different sport athletes take performance enhancing drugs <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Apply</u> knowledge of performance enhancing drugs to sporting situations 	<p>1</p>	<p>Starter Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</p> <p>Definitions of recreational and performance enhancing drugs</p> <p>Main Activity – Learners work in pairs / groups to complete workbook activity looking at why athletes take drugs in different sports. Learners then get creative – producing factsheet / poster / leaflet on the effects of performance enhancing drugs in a chosen sport.</p> <p>Plenary Activity – Plenary PPT Slide. Recap of LO's, homework tasks and next session</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>LO1 Understand the impact of lifestyle on health and fitness</p>	<p>1</p>	<p>Starter Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</p>	<p>Proactive planning and consideration of students EHCP and IEP plans to implement strategies into</p>

<p>By the end of the session,</p> <p>You must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> the effects of smoking <p>You should be able to:<u>Explain</u> how the smoking effects on health may also impact on fitness</p> <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Review</u> the laws in place for smoking 		<p>What laws are in place to do with smoking - group discussion</p> <p>Main Activity – Teacher input via PPT on effects of smoking.</p> <p>Learners watch videos on the effects on smoking on health and complete workbook worksheet.</p> <p>Learners design a cigarette advert to highlight the health warnings with smoking.</p> <p>Plenary Activity – Plenary PPT Slide. Recap of LO's, homework tasks and next session.</p>	<p>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>LO1 Understand the impact of lifestyle on health and fitness</p> <p>By the end of the session</p> <p>You must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> the reasons for not smoking <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> effects of smoking on fitness 	1	<p>Starter Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</p> <p>Diamond 9 activity – reasons why not to smoke? Learners discuss in pairs / groups and complete starter activity worksheet.</p> <p>Main Activity – Teacher input via PPT on the effects of smoking on fitness. Learners watch videos and complete worksheets in workbook. Learners review what happens to the body after quitting smoking.</p> <p>Learners design a poster / leaflet / factsheet for a local gym to advise their members on the impact of smoking on fitness.</p> <p>Plenary Activity – Plenary PPT Slide. Recap of LO's, homework tasks and next session.</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>LO1 Understand the impact of lifestyle on health and fitness</p> <p>By the end of the session</p> <p>You must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> the effects of alcohol abuse 	1	<p>Starter Activity – Knowledge recall questions based on previous lessons learned, linking to the groups league table.</p> <p>Post-it note activity - reasons why people drink.</p> <p>Main Activity – Teacher input via PPT on the effects of alcohol on health. Learners undertake controlled activities whereby</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</p>

<p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> the short and long term effects of alcohol abuse <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Analyse</u> the effect of alcohol on the human body 		<p>they look at the reasons why people drink. Learners discuss the short and long term effects of alcohol and complete worksheets in workbook. Teacher input via PPT on effects of alcohol on the human body, learners watch video and complete workbook worksheet.</p> <p>Plenary Activity – Plenary PPT Slide. Recap of LO's, homework tasks and next session.</p>	<p>and misconceptions.</p>
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<p>Possible Adaptations for Higher and Lower Achievers</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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