	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
	Linking participation in physical activity, exercise and sport to health, well-being and fitness, and how exercise can suit the varying needs of different people.	Reasons for participation in physical activity, exercise and sport, and how performance in physical activity/sport can increase health, well-being and fitness. Physical health and well-being: • improves heart function • improves efficiency of the body systems • reduces the risk of some illness • able to do everyday tasks • to avoid obesity. Mental health and well-being: • reduces stress/tension • release of feel good hormones (serotonin) • able to control emotions. Social health and well-being: • opportunities to socialise/make friends	Recap what health & fitness mean. Develop the ability to explain the 3 concepts (physical, mental, social). Link exercise to the effects on each.	Subject specific vocabulary (see Knowledge column) Command words: Analyse Separate information into components and identify their characteristics. Apply Put into effect in a recognised way. Calculate	Continuous formative assessment in lessons. Q&A Online knowledge tests (BOOST) End of unit summative assessment (Unit 6)

		• cooperation • teamwork • have essential human needs (food, shelter, clothing). Fitness: • improves fitness • reduces the chances of injury • can aid in the physical ability to work, eg on your feet all day/manual labour.		Work out the value of something. Compare Identify similarities and or differences. Complete Finish a task by adding to given information.	
	The consequences of a sedentary lifestyle.	Students should be encouraged to explain the possible consequences of a sedentary lifestyle: • weight gain/obesity • heart disease • hypertension • diabetes • poor sleep • poor self-esteem • lethargy.	Understand the terms. Explain the terms. Apply knowledge of the terms to consequences.	Consider Review and respond to given information. Define Specify meaning. Describe Set out characteristics. Discuss Present key points about different ideas or strengths and	

				weaknesses of an idea.	
	Obesity and how it may affect performance in physical activity and sport.	Knowledge should be developed to explore how obesity may affect performance in physical activity and sport: • limits stamina/ cardiovascular endurance • limits flexibility • limits agility • limits speed/power. Causes ill health (physical): • cancer • heart disease/heart attacks • diabetes • high cholesterol. • Causes ill health (mental): • depression • loss of confidence. Causes ill health (social): • inability to socialise • inability to leave home.	Knowledge of what obesity is. Basic understanding of how it affects performance. Specific links to how it affects the aspects of health.	Evaluate Judge from available evidence. Explain Set out purposes or reasons. Identify Name or otherwise characterise. Illustrate Present clarifying examples. Interpret Translate information into recognisable form. Justify Support a case with evidence.	

	Somatotypes.	Definitions of the following body types: • endomorph • mesomorph • ectomorph. Students should be taught to identify the most suitable body type for particular sports (or positions within a sport) and justify their choice with reasoned conclusions.	Know the body type names. Explanation of each body type. Application to varying sporting examples. Evaluate the appropriateness of the body types to sporting examples with reasoned justifications.	Outline Set out main characteristics. Suggest Present a possible case/solution. State Express clearly and briefly.	
	Energy use.	Energy is measured in calories (Kcal) and is obtained from the food we eat. The average adult male requires 2,500 Kcal/day and the average adult female requires 2,000 Kcal/day but this is dependent upon: • age • gender • height • energy expenditure (exercise).	Recall what is meant by energy. Recall the number of calories needed by an average male/female. Make links to the boxes below on what happens when too many/too little calories are consumed.		

	Nutrition – reasons for having balanced diet.	A balanced diet contains lots of different types of food to provide the suitable nutrients, vitamins and minerals required. The reasons for a balanced diet: • unused energy is stored as fat, which could cause obesity (particularly saturated fat) • suitable energy can be available for activity • the body needs nutrients for energy, growth and hydration.	Knowledge of the term balanced diet. Explanation of the term. Evaluation of why a balanced diet is needed.		
	Nutrition – the role of carbohydrates, fat, protein and vitamins/minerals.	A balanced diet contains 55–60% carbohydrate, 25–30% fat, 15–20% protein. Carbohydrates are the main and preferred energy source for all types of exercise, of all intensities. Fat is also an energy source. It provides more energy than carbohydrates but only at low intensity. Protein is for growth and repair of muscle tissue. Vitamins and minerals are for maintaining the efficient working of the body systems and general health. Students do not need to be taught about specific vitamins and minerals.	Understand the constituents of a balanced diet. Understand the recommended % intake. Evaluate the importance of each element.		
	Reasons for maintaining water balance (hydration).	Water balance (hydration) prevents dehydration.	Knowledge of the term dehydration. Knowledge of the consequences.		

		• blood thickening (increased viscosity), which slows blood flow • increases in heart rate/heart has to work harder/irregular heart rate (rhythm) • increase in body temperature/ overheat • slowing of reactions/ increased reaction time/poorer decisions • muscle fatigue/cramps.	Evaluate why water intake is required, making reasoned conclusions.		