New Line Learning Academy
Believe and Achieve

NCFE L1/2 Health and Fitness

Health and Fitness Curriculum Intent	Year 10

The NCFEE Health and Fitness curriculum aims to develop students' knowledge, understanding, and practical skills to lead healthy, active, and balanced lifestyles. Through a combination of theoretical learning and practical application, students explore the principles of health, fitness, nutrition, physical activity, and personal wellbeing.

The curriculum encourages students to make informed decisions about their own health while developing an understanding of the physical, mental, emotional, and social factors that influence wellbeing. Students build confidence in planning, participating in, and evaluating fitness activities, while developing the knowledge required to improve and maintain their own health and fitness.

By promoting lifelong participation in physical activity and fostering responsibility for personal wellbeing, the course equips students with the skills, resilience, and motivation needed to make positive lifestyle choices both within school and beyond.

Term 1
Topic/Theme/Enquiry

Introduction to Health and Fitness and the Skeletal System (Content Area 1: Body Systems and Structures)

Big Picture
What are the main ideas and big questions in this topic?

Students begin the course by exploring what health and fitness mean and why understanding the human body is essential for improving sporting performance and maintaining lifelong health. They investigate the question, *"How does the skeletal system enable movement and protect the body?"* and consider how healthy lifestyle choices contribute to overall wellbeing.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Substantive Knowledge

- Structure and functions of the skeleton.
- Types of bones.
- Types of joints.
- Movement at joints.
- Functions of cartilage, ligaments and tendons.
- Common skeletal injuries.

Disciplinary Knowledge

- Label major bones.
- Identify joint types.
- Explain movement during sporting actions.
- Analyse injury prevention strategies.
- Apply anatomical knowledge to performance.

Key Vocabulary

Skeleton, support, protection, movement, femur, humerus, tibia, fibula, pelvis, vertebrae, hinge joint, ball and socket joint, pivot joint, cartilage, ligament, tendon, synovial fluid.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will build upon prior learning from Key Stage 3 science and physical education, including knowledge of healthy lifestyles, basic anatomy and participation in practical sport. They will recall previous learning about bones and movement before developing a more detailed understanding required for the qualification.	Students will be challenged by applying their knowledge of bones and joints to sporting scenarios. They will explain how different joints contribute to performance in a range of activities, analyse the effects of skeletal injuries on movement and evaluate how lifestyle choices influence bone health. Students move beyond naming bones and joints to understanding how skeletal structures influence movement, stability and performance. **Distinction students are challenged to:** • Analyse how different joint types enable or restrict movement in specific sporting actions. • Evaluate the advantages and disadvantages of different movement patterns. • Justify injury prevention strategies based on anatomical knowledge. • Explain how skeletal adaptations occur through physical activity and weight-bearing exercise. • Apply knowledge to case studies involving fractures, joint injuries or movement limitations. **Stretch and Challenge Activities**

	• Analyse video footage of sporting movements to identify joint actions. • Evaluate rehabilitation plans following common sporting injuries. • Compare movement efficiency in different sports. • Investigate the impact of osteoporosis or arthritis on participation in physical activity.

Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This unit provides the foundation for understanding the muscular, cardiovascular and respiratory systems studied later in the course. Knowledge of the skeletal system is essential for analysing movement, planning training programmes and completing the non-exam assessment.	Students will explore wider topics including bone growth, ageing, osteoporosis and how elite athletes reduce injury risk. They will discuss how advances in sports medicine have improved rehabilitation and sporting performance.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Problem Solving
Students develop the ability to identify how the skeletal system supports movement, protection and physical activity. They apply knowledge of bones, joints and injuries to solve real-life scenarios, such as identifying causes of reduced mobility or suggesting ways to prevent injury.

Speaking
Students develop confidence in explaining anatomical concepts using accurate scientific terminology. They practise describing how bones and joints work together during different movements and physical activities.

Adapting
Students understand how the skeletal system responds to different demands placed on the body. They explore how training, injury and ageing can affect movement and how activity needs to be adapted for different individuals.

Real-Life and Career Connections:
Students explore how these skills are used by:
Physiotherapists – assessing injuries and developing rehabilitation plans to restore movement.
Sports Therapists – preventing and treating musculoskeletal injuries.
Doctors and Orthopaedic Specialists – diagnosing and treating problems with bones and joints.
PE Teachers and Sports Coaches – adapting activities to support safe participation.
Occupational Therapists – helping individuals maintain independence and mobility.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• NCFE Level 1/2 Technical Award in Health and Fitness Student Book (Hodder Education) • NCFE Level 1/2 Technical Award in Health and Fitness Revision Guide (Hodder Education) • Departmental workbooks and retrieval practice booklets **Websites** • NCFE – Qualification specification, sample assessment materials and assessment guidance. • NHS – Healthy lifestyle advice, nutrition, exercise and wellbeing. • British Heart Foundation – Heart health and cardiovascular fitness. • Sport England – Physical activity guidance and participation initiatives. • UK Coaching – Coaching resources and leadership. • National Careers Service – Careers in sport, health and fitness. • BBC Bitesize GCSE PE – Anatomy, physiology, fitness and training principles. **Videos** • NCFE assessment support webinars. • BBC Bitesize learning clips. • NHS health and wellbeing videos. • Professional coaching demonstrations and fitness testing videos. **Practical Resources** • Fitness testing equipment (stopwatches, cones, measuring tapes, grip dynamometers, sit and reach box, medicine balls). • Heart rate monitors and pulse oximeters (where available). • Body composition equipment. • Resistance bands, free weights and fitness equipment. • PAR-Q health screening forms. • Training programme templates.	Content Area 1 – The Skeletal System Assessment begins with low-stakes retrieval activities to establish prior knowledge and identify misconceptions. Throughout the unit, students complete labelled diagrams, teacher questioning, practical tasks, vocabulary checks and short written responses to demonstrate understanding of the structure and functions of the skeleton. At the end of the topic, students complete a Topic Assessment consisting of multiple-choice, short-answer and extended-response questions. This assesses their knowledge of major bones, joint types and the functions of the skeletal system. Knowledge from this assessment is revisited through retrieval practice during subsequent units. Questions from the Skeletal System are incorporated into the Cumulative Assessment at the end of the Muscular System unit to strengthen long-term retention.

• Case studies and vocational scenarios.	

Term 2 Topic/Theme/Enquiry		**The Muscular System and Movement Analysis (Content Area 1: Body Systems and Structures)**

Big Picture
What are the main ideas and big questions in this topic?

Students explore how muscles work alongside the skeleton to produce movement. They consider the question, *"How do muscles enable effective sporting performance?"* and investigate how muscular fitness can be developed safely through exercise.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students will identify the major muscle groups, understand agonist and antagonist muscle pairs, distinguish between isotonic and isometric contractions and explain concentric and eccentric muscle actions. They will analyse movement using planes and axes and apply their knowledge to a range of sporting examples.

Substantive Knowledge

- Major muscle groups.
- Muscle fibre types.
- Antagonistic muscle pairs.
- Muscle contraction.
- Effects of exercise on muscles.

Disciplinary Knowledge

- Identify muscles used during movement.
- Explain muscular contractions.
- Analyse movement patterns.
- Select exercises for specific muscle groups.
- Evaluate muscular performance.

Key Vocabulary
Muscle, contraction, relaxation, agonist, antagonist, biceps, triceps, quadriceps, hamstrings, gastrocnemius, deltoid, gluteals, tendon.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will draw upon their understanding of the skeletal system, joint types and movement patterns developed during Term 1.	Students will analyse sporting techniques, explain muscle actions during performance and justify why particular muscles are responsible for producing specific movements. Students develop a deeper understanding of how muscles work together to produce efficient movement and sporting performance. **Distinction students are challenged to:** • Analyse agonist and antagonist muscle actions during complex movements. • Evaluate how different training methods improve muscular performance. • Justify exercise selection for different sporting performers. • Explain how muscular adaptations improve performance over time. • Recommend modifications for injured performers using anatomical knowledge. **Stretch and Challenge Activities** • Conduct movement analysis of sporting techniques. • Compare muscular demands across different sports. • Evaluate the effectiveness of resistance training programmes.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This knowledge supports later learning about injury prevention, exercise physiology, fitness testing and designing training programmes.	Students will investigate how elite athletes improve muscular strength and endurance, the role of rehabilitation programmes and current developments in strength and conditioning.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

Problem Solving
Students apply knowledge of muscles, contractions and movement patterns to explain how performance can be improved. They analyse sporting movements and identify which muscles are working and how they contribute to performance.

Creativity
Students explore different ways to improve muscular strength, endurance and performance. They create solutions through exercise selection, training ideas and movement analysis.

Adapting
Students understand how muscles respond to exercise and how training programmes must be adapted depending on goals, ability levels, injury and recovery needs.

Real-Life and Career Connections:

Students explore how these skills are used by:

- **Strength and Conditioning Coaches** – developing programmes to improve muscular performance.
- **Personal Trainers** – selecting appropriate exercises for individual clients.
- **Physiotherapists** – supporting muscle recovery and rehabilitation.
- **Sports Scientists** – analysing movement and muscular adaptations.
- **Sports Coaches** – improving technique and physical performance.

Resources
What books, websites, videos and materials will support our learning?

- NCFE Level 1/2 Technical Award in Health and Fitness Student Book (Hodder Education)
- NCFE Level 1/2 Technical Award in Health and Fitness Revision Guide (Hodder Education)
- Departmental workbooks and retrieval practice booklets

Websites

- NCFE – Qualification specification, sample assessment materials and assessment guidance.
- NHS – Healthy lifestyle advice, nutrition, exercise and wellbeing.
- British Heart Foundation – Heart health and cardiovascular fitness.

Assessment
How will we show what we know, remember and can apply?

Students are assessed through practical demonstrations of movement, identification of major muscle groups, explanation of antagonistic muscle pairs and application of key terminology through written activities. Regular retrieval quizzes reinforce new learning alongside knowledge from the Skeletal System.

Students complete a **Topic Assessment** at the end of the unit using exam-style questions requiring recall, explanation and application of muscular system concepts.

• Sport England – Physical activity guidance and participation initiatives. • UK Coaching – Coaching resources and leadership. • National Careers Service – Careers in sport, health and fitness. • BBC Bitesize GCSE PE – Anatomy, physiology, fitness and training principles. **Videos** • NCFE assessment support webinars. • BBC Bitesize learning clips. • NHS health and wellbeing videos. • Professional coaching demonstrations and fitness testing videos. **Practical Resources** • Fitness testing equipment (stopwatches, cones, measuring tapes, grip dynamometers, sit and reach box, medicine balls). • Heart rate monitors and pulse oximeters (where available). • Body composition equipment. • Resistance bands, free weights and fitness equipment. • PAR-Q health screening forms. • Training programme templates. • Case studies and vocational scenarios.	**Cumulative Assessment** combines questions from both the Skeletal and Muscular Systems, ensuring students continually revisit previous learning and make links between body systems involved in movement.

Term 3 Topic/Theme/Enquiry		**The Cardiovascular System and the Effects of Exercise (Content Area 2)**

Big Picture
What are the main ideas and big questions in this topic?

Students investigate how the cardiovascular system transports oxygen and nutrients around the body and consider the question, *"Why does regular exercise improve heart health and sporting performance?"*

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students will study the structure and function of the heart, blood vessels and blood. They will calculate cardiac output, understand stroke volume and heart rate, and explain the immediate and long-term effects of exercise on the cardiovascular system.

Substantive Knowledge

- Structure of the heart.
- Blood vessels and circulation.
- Composition of blood.
- Cardiovascular responses to exercise.
- Long-term adaptations.

Disciplinary Knowledge

- Measure heart rate.
- Interpret cardiovascular data.
- Explain oxygen transport.
- Analyse exercise responses.
- Evaluate cardiovascular fitness.

Key Vocabulary

Heart, atria, ventricles, arteries, veins, capillaries, oxygen, carbon dioxide, blood pressure, stroke volume, cardiac output, circulation, haemoglobin.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will apply their understanding of skeletal and muscular systems to explain how body systems work together during exercise.	Students will interpret heart rate data, compare trained and untrained performers and evaluate the physiological adaptations resulting from regular exercise. Students investigate how the cardiovascular system responds and adapts to exercise using scientific evidence. **Distinction students are challenged to:** • Analyse heart rate, recovery rate and cardiovascular data collected during practical investigations. • Evaluate how different training methods influence cardiovascular fitness. • Explain how physiological adaptations improve endurance performance. • Justify exercise intensity using heart rate zones and fitness principles. • Evaluate factors that influence cardiovascular health.

	Stretch and Challenge Activities • Interpret fitness testing data. • Compare cardiovascular responses across different activities. • Evaluate the effectiveness of aerobic and interval training. • Investigate lifestyle factors affecting cardiovascular health.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This knowledge supports future learning about respiratory function, energy systems, fitness testing and training methods.	Students will investigate cardiovascular disease, public health campaigns and how wearable technology monitors heart health.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Problem Solving
Students investigate how the cardiovascular system responds to exercise and use data such as heart rate and recovery rates to analyse fitness levels.

Planning
Students use knowledge of cardiovascular endurance to plan appropriate exercise activities and training programmes. They understand how intensity, duration and frequency influence improvement.

Adapting
Students recognise that cardiovascular training needs to be adapted based on individual fitness levels, health conditions, age and exercise goals.

Real-Life and Career Connections:

Students explore how these skills are used by:

- **Sports Scientists** – measuring physiological responses to exercise.
- **Exercise Physiologists** – assessing cardiovascular health and exercise capacity.
- **Personal Trainers** – designing safe cardiovascular training programmes.
- **Doctors and Healthcare Professionals** – understanding heart health and disease prevention.
- **Athletic Coaches** – improving endurance performance.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*

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Term 4 Topic/Theme/Enquiry		**The Respiratory System and Energy Systems (Content Area 2)**

Big Picture
What are the main ideas and big questions in this topic?

Students investigate how oxygen is delivered to working muscles and explore the question, *"Why do different sports require different energy systems?"*

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students will study the structure of the respiratory system, gaseous exchange, breathing mechanics and the relationship between the cardiovascular and respiratory systems. They will also examine aerobic and anaerobic respiration and understand how different energy systems support sporting performance.

Substantive Knowledge

- Structure of the respiratory system.
- Gas exchange.
- Breathing mechanics.
- Respiratory responses to exercise.
- Long-term adaptations.

Disciplinary Knowledge

- Measure breathing rate.
- Explain gas exchange.
- Interpret respiratory responses.
- Analyse exercise performance.
- Evaluate respiratory efficiency.

Key Vocabulary

Lungs, trachea, bronchi, bronchioles, alveoli, diaphragm, ventilation, inspiration, expiration, respiration, oxygen uptake, tidal volume, respiratory rate.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will build upon their understanding of the cardiovascular system and previous learning about exercise responses.

Pitch Up
How will we challenge ourselves?

Students will compare performers participating in endurance and sprint events and evaluate which energy systems are most effective for different sporting activities.

Students explore how the respiratory system supports exercise performance and responds to increasing physical demands.

Distinction students are challenged to:

- Analyse changes in breathing rate and depth during exercise.
- Evaluate how respiratory adaptations improve aerobic performance.
- Explain the relationship between oxygen uptake and endurance.
- Justify training methods designed to improve respiratory efficiency.
- Recommend adaptations for individuals with respiratory conditions.

Stretch and Challenge Activities

- Analyse breathing data collected before, during and after exercise.
- Compare respiratory responses in trained and untrained individuals.
- Investigate the impact of asthma on sporting performance.
- Evaluate endurance training programmes.

Wider Framework
How does this learning connect to future topics and bigger goals?

This topic supports later work on fitness components, training methods and designing effective exercise programmes.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will explore respiratory illnesses, altitude training and the impact of environmental factors on sporting performance.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Problem Solving
Students investigate how oxygen is transported around the body and how respiratory efficiency affects performance. They apply knowledge to explain fatigue, breathing rates and exercise limitations.

Speaking
Students develop the ability to explain complex processes such as ventilation, gas exchange and oxygen transport using accurate scientific vocabulary.

Adapting
Students understand how the respiratory system responds to different exercise demands and how training can improve efficiency and performance.

Real-Life and Career Connections:

Students explore how these skills are used by:

- **Doctors and Respiratory Specialists** – diagnosing and treating breathing conditions.
- **Sports Scientists** – analysing oxygen uptake and exercise performance.
- **Coaches** – understanding how breathing affects performance.
- **Fitness Professionals** – designing suitable exercise programmes.
- **Healthcare Practitioners** – supporting individuals with respiratory challenges.

Resources
What books, websites, videos and materials will support our learning?

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- Departmental workbooks and retrieval practice booklets

Websites

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- Sport England – Physical activity guidance and participation initiatives.
- UK Coaching – Coaching resources and leadership.
- National Careers Service – Careers in sport, health and fitness.
- BBC Bitesize GCSE PE – Anatomy, physiology, fitness and training principles.

Videos

- NCFE assessment support webinars.
- BBC Bitesize learning clips.
- NHS health and wellbeing videos.
- Professional coaching demonstrations and fitness testing videos.

Practical Resources

Assessment
How will we show what we know, remember and can apply?

Students demonstrate their understanding through practical breathing investigations, labelled diagrams, teacher questioning and written explanations describing gas exchange and the role of the lungs during exercise.

The end-of-topic **Topic Assessment** includes recall, application and extended-response questions requiring students to explain how oxygen is transported to working muscles during physical activity.

Students also complete a **Cumulative Assessment** containing questions from all previous body systems (Skeletal, Muscular and Cardiovascular), reinforcing curriculum sequencing and long-term memory

• Fitness testing equipment (stopwatches, cones, measuring tapes, grip dynamometers, sit and reach box, medicine balls). • Heart rate monitors and pulse oximeters (where available). • Body composition equipment. • Resistance bands, free weights and fitness equipment. • PAR-Q health screening forms. • Training programme templates. • Case studies and vocational scenarios.	

Term 5 Topic/Theme/Enquiry		**Components of Fitness and Principles of Training (Content Area 3)**

	Big Picture *What are the main ideas and big questions in this topic?*
Students explore what makes an athlete fit and investigate the question, *"How can training be planned to improve sporting performance safely and effectively?"*	
	Zoom In *What knowledge, skills and key vocabulary will we learn step by step?*

Substantive Knowledge

- The health-related and skill-related components of fitness.
- The principles of training (SPORT/FITT).
- Different methods of training and their purpose.
- The physiological adaptations that occur through exercise.
- How training programmes are designed to meet individual goals.
- The relationship between fitness, health and performance.

Disciplinary Knowledge

- Identify the fitness requirements of different sports.
- Analyse sporting performance.
- Select appropriate training methods.
- Plan progressive training programmes.
- Justify training decisions using evidence.
- Evaluate the effectiveness of a training programme.

Key Vocabulary

Components of fitness, cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition, agility, balance, coordination, reaction time, power, speed, specificity, progression, overload, reversibility, tedium, FITT principle, aerobic, anaerobic, SMART targets

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will apply their understanding of body systems and physiological responses to exercise.	Students will justify why different performers require different training methods and evaluate the effectiveness of training programmes. Students move beyond identifying training methods to critically evaluating their effectiveness for different individuals and sporting contexts. Distinction students are expected to: • Justify why one training method is more appropriate than another using evidence.

	• Evaluate the strengths and limitations of different training methods. • Analyse how principles of training interact to maximise performance. • Recommend adaptations based on individual needs, injuries, age or sporting demands. • Critique existing training programmes and propose improvements. **Higher-order command words** • Analyse • Evaluate • Justify • Recommend • Critique
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This knowledge directly prepares students for the non-exam assessment, where they will design and evaluate fitness programmes.	Students will investigate how elite athletes structure annual training plans and how sports scientists monitor performance improvements.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Problem Solving
Students develop the ability to identify fitness requirements, analyse performance weaknesses and select appropriate training methods to achieve improvement. They apply knowledge of fitness components and principles of training to solve real-life performance challenges.

Planning
Students learn how fitness professionals plan effective training programmes using SMART targets and the FITT principle. Students develop the ability to organise goals, training methods, intensity and progression over time.

Adapting
Students understand that training programmes must be adjusted depending on individual needs, progress, injuries, goals and feedback. Students evaluate outcomes and modify plans to improve effectiveness.

Real-Life and Career Connections:
Students explore how these skills are used by:
Personal Trainers – designing individual fitness programmes based on client goals and fitness levels.

Strength and Conditioning Coaches – improving athletic performance through structured training plans.
Sports Coaches – identifying performance needs and adapting training sessions.
PE Teachers – planning progressive activities to develop students' physical abilities.
Sports Scientists – analysing performance data and recommending improvements.

Resources
What books, websites, videos and materials will support our learning?

- NCFE Level 1/2 Technical Award in Health and Fitness Student Book (Hodder Education)
- NCFE Level 1/2 Technical Award in Health and Fitness Revision Guide (Hodder Education)
- Departmental workbooks and retrieval practice booklets

Websites

- NCFE – Qualification specification, sample assessment materials and assessment guidance.
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- Sport England – Physical activity guidance and participation initiatives.
- UK Coaching – Coaching resources and leadership.
- National Careers Service – Careers in sport, health and fitness.
- BBC Bitesize GCSE PE – Anatomy, physiology, fitness and training principles.

Videos

- NCFE assessment support webinars.
- BBC Bitesize learning clips.
- NHS health and wellbeing videos.
- Professional coaching demonstrations and fitness testing videos.

Practical Resources

- Fitness testing equipment (stopwatches, cones, measuring tapes, grip dynamometers, sit and reach box, medicine balls).
- Heart rate monitors and pulse oximeters (where available).
- Body composition equipment.

Assessment
How will we show what we know, remember and can apply?

Students are assessed on their ability to identify and define the components of fitness, explain their relevance to different sports and activities, and apply the principles of training to improve performance. Practical activities, including fitness testing and analysis of sporting performance, provide opportunities for students to link theoretical knowledge to real-life contexts while developing accurate use of subject-specific vocabulary.

At the end of the unit, students complete a **Topic Assessment** consisting of multiple-choice, short-answer and extended-response questions using NCFE-style command words such as *describe, explain, compare, analyse* and *justify*. The assessment evaluates students' understanding of the components of fitness, the principles of training, methods of training and the FITT principle, alongside their ability to apply this knowledge to vocational and sporting scenarios.

Knowledge from this topic is continually revisited through retrieval practice at the start of subsequent lessons and units. Questions from the Principles of Training and Components of Fitness unit are incorporated into **Cumulative Assessments** throughout the course, enabling students to strengthen long-term retention and make connections with future content, including fitness testing, training programme design, health and wellbeing, nutrition and the Year 11 Non-Exam Assessment (NEA). This cumulative approach ensures students develop the secure knowledge base required for success in both the external examination and the synoptic assessment.

Key terminology

• Resistance bands, free weights and fitness equipment. • PAR-Q health screening forms. • Training programme templates. • Case studies and vocational scenarios.	Components of fitness, Health-related fitness, Skill-related fitness, Cardiovascular endurance, Muscular strength, Muscular endurance, Flexibility, Body composition, Speed, Power, Agility, Balance, Coordination, Reaction time, Principles of training (Specificity, Progressive overload, Reversibility, Individual needs), Variation, Rest and recovery FITT principle, Aerobic exercise, Anaerobic exercise, Training methods, Target heart rate, SMART targets

Term 6 Topic/Theme/Enquiry		**Nutrition, Healthy Lifestyle Choices and Preparation for the NEA (Content Areas 4 and 5)**

	Big Picture *What are the main ideas and big questions in this topic?*
Students investigate how nutrition and lifestyle influence health and performance while preparing for the non-exam assessment. They consider the question, *"How can exercise and nutrition improve long-term health?"*	
	Zoom In *What knowledge, skills and key vocabulary will we learn step by step?*

Substantive Knowledge

- Characteristics of a healthy lifestyle.
- The impact of nutrition, sleep, hydration and exercise on health.
- Mental, physical and social wellbeing.
- Health screening methods.
- Risk factors affecting health.
- Purpose of fitness screening before exercise.

Disciplinary Knowledge

- Conduct a PAR-Q.
- Interpret health screening information.
- Identify contraindications to exercise.
- Recommend healthy lifestyle improvements.
- Analyse client case studies.
- Evaluate lifestyle choices using evidence.

Key Vocabulary

Healthy lifestyle, wellbeing, sedentary lifestyle, nutrition, hydration, sleep, stress, obesity, BMI, risk factors, contraindications, PAR-Q, screening, health assessment, lifestyle modification, recommendations, public health.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will draw upon their knowledge of body systems, exercise physiology, fitness components and training methods developed throughout the year.	Students will evaluate nutritional plans, justify lifestyle recommendations using evidence and apply multiple areas of the specification to unfamiliar scenarios. Students develop the ability to interpret health data rather than simply describe it. Distinction students are expected to: • Evaluate lifestyle behaviours using evidence.

	• Prioritise health risks and justify recommendations. • Compare different interventions for improving health. • Consider ethical, social and economic factors influencing health behaviours. • Evaluate the reliability and usefulness of screening information before making decisions. **Higher-order command words** • Evaluate • Justify • Interpret • Recommend • Assess
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This term consolidates learning across the qualification and prepares students for Year 11, including the external examination and completion of the NEA.	Students will explore NHS guidance, current public health issues, sports nutrition and ethical issues surrounding supplements and performance enhancement.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Listening
Students develop consultation skills by gathering information about lifestyle habits, goals and health needs. They understand the importance of listening carefully before providing advice.

Speaking
Students practise communicating health and fitness information clearly and professionally. They develop confidence in explaining recommendations and using appropriate terminology.

Problem Solving
Students interpret health screening information, identify potential risks and suggest realistic lifestyle improvements. They consider individual circumstances and barriers to participation.

Real-Life and Career Connections:

Students explore how these skills are used by:

- **Health and Fitness Advisers** – supporting individuals to improve lifestyle choices.
- **Exercise Referral Instructors** – designing safe exercise opportunities for people with health conditions.
- **Physiotherapists** – assessing individuals and recommending appropriate activity.
- **Nutritionists/Dietitians** – providing advice linked to diet and wellbeing.
- **Public Health Professionals** – developing strategies to improve community health.

Resources
What books, websites, videos and materials will support our learning?

- NCFE Level 1/2 Technical Award in Health and Fitness Student Book (Hodder Education)
- NCFE Level 1/2 Technical Award in Health and Fitness Revision Guide (Hodder Education)
- Departmental workbooks and retrieval practice booklets

Websites

- NCFE – Qualification specification, sample assessment materials and assessment guidance.
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- Sport England – Physical activity guidance and participation initiatives.
- UK Coaching – Coaching resources and leadership.
- National Careers Service – Careers in sport, health and fitness.
- BBC Bitesize GCSE PE – Anatomy, physiology, fitness and training principles.

Videos

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- BBC Bitesize learning clips.
- NHS health and wellbeing videos.
- Professional coaching demonstrations and fitness testing videos.

Practical Resources

Assessment
How will we show what we know, remember and can apply?

Students are assessed on their ability to explain the effects of physical activity, nutrition, hydration, sleep, stress management and other lifestyle behaviours on overall health and wellbeing. They apply this knowledge by conducting and interpreting fitness screening procedures, analysing client profiles, identifying health risks and making evidence-based recommendations to improve health and fitness. Practical tasks are supported by written evaluations that require students to justify decisions using accurate vocational and scientific terminology.

At the end of the unit, students complete a **Topic Assessment** comprising multiple-choice, short-answer and extended-response questions using NCFE command words such as *describe, explain, analyse, evaluate* and *justify*. Students interpret health and fitness data, evaluate lifestyle behaviours and apply their knowledge to realistic client scenarios, demonstrating both theoretical understanding and practical application.

Knowledge from this unit is revisited through regular retrieval practice and is incorporated into **Cumulative Assessments** alongside previous content areas, including Principles of Training, Components of Fitness and Body Systems. As students progress through the course, cumulative assessments require them to make links between topics, strengthening long-term

• Fitness testing equipment (stopwatches, cones, measuring tapes, grip dynamometers, sit and reach box, medicine balls). • Heart rate monitors and pulse oximeters (where available). • Body composition equipment. • Resistance bands, free weights and fitness equipment. • PAR-Q health screening forms. • Training programme templates. • Case studies and vocational scenarios.	retention and developing the synoptic understanding needed for success in the external examination and the Year 11 Non-Exam Assessment (NEA).