New Line Learning Academy
Believe and Achieve

Health & Fitness Level 1/2 NCFE

Health and Fitness curriculum Intent	Year 11 NCFE

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	**Preparing for the Non-Exam Assessment (NEA) and Synoptic Application**

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

Students begin Year 11 by revisiting the key knowledge developed in Year 10 and applying it to realistic health and fitness scenarios. They will explore the question, *"How can knowledge of health, fitness and the body be used to design effective fitness programmes?"* Students will develop the practical and analytical skills required to complete the internally assessed Non-Exam Assessment (NEA), whilst consolidating knowledge from Content Areas 1–5

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

Students will revisit body systems, components of fitness, principles of training, nutrition and healthy lifestyles through applied case studies. They will develop their ability to interpret client information, identify fitness needs, set SMART goals and justify training recommendations. Students will practise analysing fitness data, completing fitness tests and evaluating the suitability of different training methods before the NEA begins.

Key Vocabulary: Synoptic, SMART targets, baseline assessment, justification, adaptation, evaluation, health screening, PAR-Q, FITT principle, specificity, progression.

Assessment Links

- Preparation for NEA
- Content Areas 1–5
- AO1 Knowledge
- AO2 Understanding
- AO3 Application and Analysis

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

Students will recall and consolidate knowledge of:

Principles of Training

- Components of health-related and skill-related fitness.
- Principles of training (SPORT and FITT).
- Methods of training and their suitability.
- Goal setting using SMART targets.
- Acute responses and long-term adaptations to exercise.

Healthy Lifestyles

- Characteristics of a healthy lifestyle.
- The importance of nutrition, hydration, sleep and physical activity.
- Physical, mental and social wellbeing.
- Barriers to participation in physical activity.

Pitch Up
How will we challenge ourselves?

Students aiming for **Distinction** are encouraged to think beyond completing the task by:

- Synthesising knowledge from across all content areas when making decisions.
- Producing well-reasoned, evidence-based recommendations rather than simple descriptions.
- Evaluating alternative approaches before justifying the most appropriate solution.
- Adapting plans in response to client needs and assessment evidence.
- Critically reflecting on the effectiveness of their practical performance and written decisions.
- Using precise technical terminology consistently and accurately throughout their work.

• Risk factors affecting health. **Fitness Screening** • Purpose of fitness screening. • PAR-Q and health questionnaires. • Contraindications to exercise. • Health and safety considerations before exercise. • Collecting client information. **Fitness Testing** • Purpose of fitness testing. • Selection of appropriate fitness tests. • Interpretation of normative data. • Strengths and limitations of fitness tests. • Using results to inform programme design. **Body Systems** • Functions of the skeletal, muscular, cardiovascular and respiratory systems. • Major bones, muscles and joints. • How body systems respond to exercise. • How exercise improves health and performance.	These activities reflect the higher-order thinking assessed within the NEA, where learners are expected not only to demonstrate practical competence but also to analyse, evaluate and justify their decisions.

Programme Planning

- Structure of exercise sessions.
- Warm-up and cool-down.
- Progression and overload.
- Exercise safety.
- Monitoring and reviewing progress.

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

This preparation ensures students have the confidence and subject knowledge required to independently complete the NEA while strengthening the synoptic understanding required for the external examination

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

Students will investigate current fitness industry practices, client consultation techniques and how exercise professionals use screening tools to design personalised programmes.

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

Planning
Students independently organise their time, interpret the assessment brief, manage deadlines and produce evidence in a logical sequence. They plan fitness activities, make informed decisions based on client needs and ensure their work meets the assessment objectives. Planning reflects the organisational skills required in the workplace.

Problem Solving
Students analyse client information, identify health and fitness needs, interpret evidence and develop appropriate solutions. They must justify recommendations, evaluate options and apply knowledge from across all content areas to unfamiliar vocational scenarios, mirroring the role of professionals working with clients.

Adapting
Students review the effectiveness of their decisions and modify plans based on evidence, feedback or changing client needs. They demonstrate flexibility by evaluating outcomes and making justified improvements, reflecting professional practice in the health and fitness sector.

Real-Life and Career Connections

The NEA mirrors the responsibilities of professionals working within the health, fitness and sport industries, where decisions must be evidence-based and tailored to individual needs.

Students explore how these skills are used by:

- **Personal Trainers** – assessing clients, designing individual exercise programmes and reviewing progress.
- **Fitness Instructors** – planning and delivering safe, effective physical activity sessions.
- **Exercise Referral Instructors** – adapting exercise programmes for individuals with specific health conditions.
- **Sports Coaches** – analysing performance and planning development programmes.
- **Physiotherapists** – assessing movement, planning rehabilitation and evaluating recovery.
- **Sports Therapists** – supporting injury prevention, treatment and return to activity.
- **Health and Wellbeing Coaches** – helping clients make sustainable lifestyle changes.
- **Sports Scientists** – interpreting performance data and making evidence-based recommendations.
- **Leisure Centre and Fitness Managers** – planning services, managing programmes and evaluating outcomes.

	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		Students will complete synoptic retrieval assessments, practice case studies, mock planning activities, fitness testing tasks and examination-style questions in preparation for the NEA.

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. • Case studies and vocational scenarios.	

Term 2 Topic/Theme/Enquiry		**Completion of the Non-Exam Assessment – Research pack, task 1 & task 2**

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

Students will begin the official NCFE Non-Exam Assessment by applying their knowledge to an authentic client brief. They will investigate the question, *"How can a fitness professional design an appropriate programme to meet a client's individual needs?"*

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

Substantive Knowledge

- The purpose and requirements of the NCFE NEA.
- How to interpret a vocational brief.
- The characteristics, goals and needs of a client.
- Health and safety considerations.
- The assessment objectives and marking criteria.
- Ethical and professional responsibilities when working with clients.

Disciplinary Knowledge

- Interpret the brief.
- Identify relevant information from a client profile.
- Prioritise client needs.
- Ask appropriate questions to clarify information.

- Select relevant knowledge from previous learning.
- Plan an appropriate approach to the assessment.

Key Vocabulary

client profile, target audience, objectives, assessment criteria, health and safety, confidentiality, informed decision, professional practice, barriers, facilitators, SMART targets.

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

Students will recall and consolidate knowledge of:

Principles of Training

- Components of health-related and skill-related fitness.
- Principles of training (SPORT and FITT).
- Methods of training and their suitability.
- Goal setting using SMART targets.
- Acute responses and long-term adaptations to exercise.

Healthy Lifestyles

- Characteristics of a healthy lifestyle.
- The importance of nutrition, hydration, sleep and physical activity.
- Physical, mental and social wellbeing.
- Barriers to participation in physical activity.
- Risk factors affecting health.

Pitch Up
How will we challenge ourselves?

Students aiming for **Distinction** are encouraged to think beyond completing the task by:

- Synthesising knowledge from across all content areas when making decisions.
- Producing well-reasoned, evidence-based recommendations rather than simple descriptions.
- Evaluating alternative approaches before justifying the most appropriate solution.
- Adapting plans in response to client needs and assessment evidence.
- Critically reflecting on the effectiveness of their practical performance and written decisions.
- Using precise technical terminology consistently and accurately throughout their work.

These activities reflect the higher-order thinking assessed within the NEA, where learners are expected not only to demonstrate practical competence but also to analyse, evaluate and justify their decisions.

Fitness Screening • Purpose of fitness screening. • PAR-Q and health questionnaires. • Contraindications to exercise. • Health and safety considerations before exercise. • Collecting client information. **Fitness Testing** • Purpose of fitness testing. • Selection of appropriate fitness tests. • Interpretation of normative data. • Strengths and limitations of fitness tests. • Using results to inform programme design. **Body Systems** • Functions of the skeletal, muscular, cardiovascular and respiratory systems. • Major bones, muscles and joints. • How body systems respond to exercise. • How exercise improves health and performance. **Programme Planning**	

- Structure of exercise sessions.
- Warm-up and cool-down.
- Progression and overload.
- Exercise safety.
- Monitoring and reviewing progress.

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

This task develops the analytical and planning skills required within the sport, health and fitness industries and prepares students for progression to Level 3 qualifications.

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

Students will explore how professional fitness instructors use client consultations and screening information to develop safe and effective programmes.

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

Planning
Students independently organise their time, interpret the assessment brief, manage deadlines and produce evidence in a logical sequence. They plan fitness activities, make informed decisions based on client needs and ensure their work meets the assessment objectives. Planning reflects the organisational skills required in the workplace.

Problem Solving
Students analyse client information, identify health and fitness needs, interpret evidence and develop appropriate solutions. They must justify recommendations, evaluate options and apply knowledge from across all content areas to unfamiliar vocational scenarios, mirroring the role of professionals working with clients.

Adapting
Students review the effectiveness of their decisions and modify plans based on evidence, feedback or changing client needs. They demonstrate flexibility by evaluating outcomes and making justified improvements, reflecting professional practice in the health and fitness sector.

Real-Life and Career Connections

The NEA mirrors the responsibilities of professionals working within the health, fitness and sport industries, where decisions must be evidence-based and tailored to individual needs.

Students explore how these skills are used by:

- **Personal Trainers** – assessing clients, designing individual exercise programmes and reviewing progress.
- **Fitness Instructors** – planning and delivering safe, effective physical activity sessions.
- **Exercise Referral Instructors** – adapting exercise programmes for individuals with specific health conditions.
- **Sports Coaches** – analysing performance and planning development programmes.
- **Physiotherapists** – assessing movement, planning rehabilitation and evaluating recovery.
- **Sports Therapists** – supporting injury prevention, treatment and return to activity.
- **Health and Wellbeing Coaches** – helping clients make sustainable lifestyle changes.
- **Sports Scientists** – interpreting performance data and making evidence-based recommendations.
- **Leisure Centre and Fitness Managers** – planning services, managing programmes and evaluating outcomes.

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	Completion of the official NCFE NEA Task 1 and Task 2 under controlled assessment conditions. The Year 11 NEA is a synoptic assessment completed under controlled conditions. Students apply knowledge and skills from across the qualification to a realistic vocational scenario. Assessment focuses on planning, practical performance, analysing evidence, evaluating outcomes and justifying decisions. Work is internally assessed and externally moderated by NCFE.

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.

Key terminology

- Synoptic assessment
- Vocational scenario
- Client profile
- Needs analysis
- Fitness programme
- Justification
- Planning
- Monitoring
- Evaluation
- Adaptation
- Review
- Reflection
- Evidence
- Strengths
- Areas for improvement
- Recommendations
- SMART targets
- Health and safety

• Case studies and vocational scenarios.	

Term 3 Topic/Theme/Enquiry		**Completion of the Non-Exam Assessment – Task 3, 4a, 4b and Task 5**

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

Students continue the NEA by delivering and monitoring the planned fitness programme. They consider the question, *"How can the effectiveness of a fitness programme be monitored and adapted?"*

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

Students will demonstrate practical leadership, record client performance, monitor progress, adapt activities where appropriate and collect evidence to support their evaluation.

Substantive Knowledge

- Principles of training.
- FITT principle.
- SMART targets.
- Appropriate training methods.
- Progression and overload.
- Health screening outcomes.
- Exercise safety.

Disciplinary Knowledge

- Design a personalised programme.
- Apply training principles.
- Justify programme choices.
- Match activities to client goals.
- Sequence sessions appropriately.
- Consider safety throughout planning.

Key Vocabulary

Programme design, FITT, specificity, progression, overload, frequency, intensity, time, type, adaptation, warm-up, cool-down, SMART targets, exercise prescription.

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

Students will recall and consolidate knowledge of:

Principles of Training

- Components of health-related and skill-related fitness.
- Principles of training (SPORT and FITT).
- Methods of training and their suitability.
- Goal setting using SMART targets.
- Acute responses and long-term adaptations to exercise.

Healthy Lifestyles

- Characteristics of a healthy lifestyle.
- The importance of nutrition, hydration, sleep and physical activity.

Pitch Up
How will we challenge ourselves?

Students aiming for **Distinction** are encouraged to think beyond completing the task by:

- Synthesising knowledge from across all content areas when making decisions.
- Producing well-reasoned, evidence-based recommendations rather than simple descriptions.
- Evaluating alternative approaches before justifying the most appropriate solution.
- Adapting plans in response to client needs and assessment evidence.
- Critically reflecting on the effectiveness of their practical performance and written decisions.

• Physical, mental and social wellbeing. • Barriers to participation in physical activity. • Risk factors affecting health. **Fitness Screening** • Purpose of fitness screening. • PAR-Q and health questionnaires. • Contraindications to exercise. • Health and safety considerations before exercise. • Collecting client information. **Fitness Testing** • Purpose of fitness testing. • Selection of appropriate fitness tests. • Interpretation of normative data. • Strengths and limitations of fitness tests. • Using results to inform programme design. **Body Systems** • Functions of the skeletal, muscular, cardiovascular and respiratory systems. • Major bones, muscles and joints.	• Using precise technical terminology consistently and accurately throughout their work. These activities reflect the higher-order thinking assessed within the NEA, where learners are expected not only to demonstrate practical competence but also to analyse, evaluate and justify their decisions.

- How body systems respond to exercise.
- How exercise improves health and performance.

Programme Planning

- Structure of exercise sessions.
- Warm-up and cool-down.
- Progression and overload.
- Exercise safety.
- Monitoring and reviewing progress.

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

This task develops leadership, organisation, communication and reflective practice, all of which are essential employability skills.

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

Students will investigate how elite coaches continually monitor athlete performance using performance data and technology.

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

Planning
Students independently organise their time, interpret the assessment brief, manage deadlines and produce evidence in a logical sequence. They plan fitness activities, make informed decisions based on client needs and ensure their work meets the assessment objectives. Planning reflects the organisational skills required in the workplace.

Problem Solving
Students analyse client information, identify health and fitness needs, interpret evidence and develop appropriate solutions. They must justify recommendations, evaluate options and apply knowledge from across all content areas to unfamiliar vocational scenarios, mirroring the role of professionals working with clients.

Adapting

Students review the effectiveness of their decisions and modify plans based on evidence, feedback or changing client needs. They demonstrate flexibility by evaluating outcomes and making justified improvements, reflecting professional practice in the health and fitness sector.

Real-Life and Career Connections

The NEA mirrors the responsibilities of professionals working within the health, fitness and sport industries, where decisions must be evidence-based and tailored to individual needs.

Students explore how these skills are used by:

- **Personal Trainers** – assessing clients, designing individual exercise programmes and reviewing progress.
- **Fitness Instructors** – planning and delivering safe, effective physical activity sessions.
- **Exercise Referral Instructors** – adapting exercise programmes for individuals with specific health conditions.
- **Sports Coaches** – analysing performance and planning development programmes.
- **Physiotherapists** – assessing movement, planning rehabilitation and evaluating recovery.
- **Sports Therapists** – supporting injury prevention, treatment and return to activity.
- **Health and Wellbeing Coaches** – helping clients make sustainable lifestyle changes.
- **Sports Scientists** – interpreting performance data and making evidence-based recommendations.
- **Leisure Centre and Fitness Managers** – planning services, managing programmes and evaluating outcomes.

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)	Completion of the official NCFE NEA Task 3, 4a, 4b & 5 with evidence collection and ongoing teacher assessment. The Year 11 NEA is a synoptic assessment completed under controlled conditions. Students apply knowledge and skills from across the qualification

- 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.

to a realistic vocational scenario. Assessment focuses on planning, practical performance, analysing evidence, evaluating outcomes and justifying decisions. Work is internally assessed and externally moderated by NCFE.

Key terminology

- Synoptic assessment
- Vocational scenario
- Client profile
- Needs analysis
- Fitness programme
- Justification
- Planning
- Monitoring
- Evaluation
- Adaptation
- Review
- Reflection
- Evidence
- Strengths
- Areas for improvement
- Recommendations
- SMART targets
- Health and safety

• Resistance bands, free weights and fitness equipment. • PAR-Q health screening forms. • Training programme templates. • Case studies and vocational scenarios.	

Term 4 Topic/Theme/Enquiry		**Completion of the Non-Exam Assessment – Task 6 (Evaluation)**

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

Students complete the final stage of the NEA by evaluating the effectiveness of their programme. They explore the question, *"How do professionals evaluate success and improve future performance?"*

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

Students will analyse client outcomes, compare results against baseline measures, evaluate strengths and weaknesses of the programme and make justified recommendations for future improvements.

Substantive Knowledge

- Methods of evaluation.
- Success criteria.
- Measuring progress.
- Strengths and areas for development.
- Client feedback.
- Future recommendations.

Disciplinary Knowledge

- Evaluate programme effectiveness.
- Analyse client progress.
- Interpret feedback.
- Justify conclusions.
- Recommend improvements.
- Reflect on personal performance.

Key Vocabulary

Evaluation, review, feedback, strengths, limitations, recommendations, reflection, effectiveness, progress, outcomes, modifications, evidence.

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

Students will recall and consolidate knowledge of:

Principles of Training

- Components of health-related and skill-related fitness.
- Principles of training (SPORT and FITT).
- Methods of training and their suitability.
- Goal setting using SMART targets.
- Acute responses and long-term adaptations to exercise.

Healthy Lifestyles

- Characteristics of a healthy lifestyle.
- The importance of nutrition, hydration, sleep and physical activity.

Pitch Up
How will we challenge ourselves?

Students aiming for **Distinction** are encouraged to think beyond completing the task by:

- Synthesising knowledge from across all content areas when making decisions.
- Producing well-reasoned, evidence-based recommendations rather than simple descriptions.
- Evaluating alternative approaches before justifying the most appropriate solution.
- Adapting plans in response to client needs and assessment evidence.
- Critically reflecting on the effectiveness of their practical performance and written decisions.

• Physical, mental and social wellbeing. • Barriers to participation in physical activity. • Risk factors affecting health. **Fitness Screening** • Purpose of fitness screening. • PAR-Q and health questionnaires. • Contraindications to exercise. • Health and safety considerations before exercise. • Collecting client information. **Fitness Testing** • Purpose of fitness testing. • Selection of appropriate fitness tests. • Interpretation of normative data. • Strengths and limitations of fitness tests. • Using results to inform programme design. **Body Systems** • Functions of the skeletal, muscular, cardiovascular and respiratory systems. • Major bones, muscles and joints.	• Using precise technical terminology consistently and accurately throughout their work. These activities reflect the higher-order thinking assessed within the NEA, where learners are expected not only to demonstrate practical competence but also to analyse, evaluate and justify their decisions.

- How body systems respond to exercise.
- How exercise improves health and performance.

Programme Planning

- Structure of exercise sessions.
- Warm-up and cool-down.
- Progression and overload.
- Exercise safety.
- Monitoring and reviewing progress.

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

This develops evaluative thinking and prepares students for extended examination questions requiring analysis and justification.

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

Students will explore reflective practice within coaching and sports science, considering how continual evaluation improves performance.

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

Planning

Students independently organise their time, interpret the assessment brief, manage deadlines and produce evidence in a logical sequence. They plan fitness activities, make informed decisions based on client needs and ensure their work meets the assessment objectives. Planning reflects the organisational skills required in the workplace.

Problem Solving
Students analyse client information, identify health and fitness needs, interpret evidence and develop appropriate solutions. They must justify recommendations, evaluate options and apply knowledge from across all content areas to unfamiliar vocational scenarios, mirroring the role of professionals working with clients.

Adapting
Students review the effectiveness of their decisions and modify plans based on evidence, feedback or changing client needs. They demonstrate flexibility by evaluating outcomes and making justified improvements, reflecting professional practice in the health and fitness sector.

Real-Life and Career Connections

The NEA mirrors the responsibilities of professionals working within the health, fitness and sport industries, where decisions must be evidence-based and tailored to individual needs.

Students explore how these skills are used by:

- **Personal Trainers** – assessing clients, designing individual exercise programmes and reviewing progress.
- **Fitness Instructors** – planning and delivering safe, effective physical activity sessions.
- **Exercise Referral Instructors** – adapting exercise programmes for individuals with specific health conditions.
- **Sports Coaches** – analysing performance and planning development programmes.
- **Physiotherapists** – assessing movement, planning rehabilitation and evaluating recovery.
- **Sports Therapists** – supporting injury prevention, treatment and return to activity.
- **Health and Wellbeing Coaches** – helping clients make sustainable lifestyle changes.
- **Sports Scientists** – interpreting performance data and making evidence-based recommendations.
- **Leisure Centre and Fitness Managers** – planning services, managing programmes and evaluating outcomes.

	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

Completion and internal assessment of the official NCFE Non-Exam Assessment.

The Year 11 NEA is a synoptic assessment completed under controlled conditions. Students apply knowledge and skills from across the qualification to a realistic vocational scenario. Assessment focuses on planning, practical performance, analysing evidence, evaluating outcomes and justifying decisions. Work is internally assessed and externally moderated by NCFE.

Key terminology

- Synoptic assessment
- Vocational scenario
- Client profile
- Needs analysis
- Fitness programme
- Justification
- Planning
- Monitoring
- Evaluation
- Adaptation
- Review
- Reflection
- Evidence
- Strengths
- Areas for improvement
- Recommendations
- SMART targets
- Health and safety

• 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		**External Examination Preparation and Revision**

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

Students consolidate knowledge from across the qualification and prepare for the external examination. They revisit the question, *"How can knowledge from different areas of health and fitness be applied to unfamiliar scenarios?"*

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

Students revisit all content areas through retrieval practice, interleaving, exam-style questioning and application to vocational scenarios. The focus is on developing confidence in applying knowledge, using technical terminology accurately and responding to the full range of NCFE command words.

Substantive Knowledge

Students will consolidate and revisit knowledge of:

- Principles of training (SPORT and FITT principles)
- Components of health-related and skill-related fitness
- Methods of training and their suitability

- Healthy lifestyles and factors affecting health and wellbeing
- Fitness screening and health questionnaires (PAR-Q)
- Fitness testing, normative data and interpretation of results
- Goal setting and programme design
- Leadership and safe practice in physical activity
- The skeletal, muscular, cardiovascular and respiratory systems
- Acute responses and long-term adaptations to exercise
- The relationship between health, fitness and performance
- Key legislation, guidance and professional responsibilities where appropriate

Disciplinary Knowledge

Students will:

- Retrieve knowledge from all previous content areas through low-stakes quizzes and cumulative assessments.
- Apply theoretical knowledge to unfamiliar vocational scenarios.
- Interpret fitness testing data, health information and client profiles.
- Analyse strengths, weaknesses and performance needs using evidence.
- Compare different training methods and justify the most appropriate approach.
- Evaluate the effectiveness of exercise programmes and healthy lifestyle recommendations.
- Construct extended written responses using accurate technical terminology.

- Select and use evidence to support recommendations.
- Respond confidently to NCFE command words such as **describe, explain, analyse, compare, assess, evaluate and justify**.
- Develop examination strategies including time management, command word interpretation and structured responses.

Key Vocabulary

Training and Fitness

Specificity, progression, overload, reversibility, tedium, FITT, aerobic, anaerobic, cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition, agility, balance, coordination, power, reaction time, speed.

Healthy Lifestyles

Wellbeing, sedentary lifestyle, nutrition, hydration, obesity, BMI, contraindication, screening, PAR-Q, public health, lifestyle factors, risk factors.

Fitness Testing

Normative data, validity, reliability, baseline, monitoring, evaluation, interpretation, training zones, target heart rate.

Body Systems

Skeleton, synovial joint, agonist, antagonist, cardiac output, stroke volume, alveoli, gaseous exchange, ventilation, oxygen uptake, physiological adaptation, recovery.

Examination Command Words

Identify, describe, explain, compare, analyse, assess, justify, evaluate, recommend, interpret, calculate.

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselves?*
Students will recall and consolidate knowledge of: **Principles of Training**		Students aiming for **Distinction** are encouraged to think beyond completing the task by:	

- Components of health-related and skill-related fitness.
- Principles of training (SPORT and FITT).
- Methods of training and their suitability.
- Goal setting using SMART targets.
- Acute responses and long-term adaptations to exercise.

Healthy Lifestyles

- Characteristics of a healthy lifestyle.
- The importance of nutrition, hydration, sleep and physical activity.
- Physical, mental and social wellbeing.
- Barriers to participation in physical activity.
- Risk factors affecting health.

Fitness Screening

- Purpose of fitness screening.
- PAR-Q and health questionnaires.
- Contraindications to exercise.
- Health and safety considerations before exercise.
- Collecting client information.

Fitness Testing

- Purpose of fitness testing.

- Synthesising knowledge from across all content areas when making decisions.
- Producing well-reasoned, evidence-based recommendations rather than simple descriptions.
- Evaluating alternative approaches before justifying the most appropriate solution.
- Adapting plans in response to client needs and assessment evidence.
- Critically reflecting on the effectiveness of their practical performance and written decisions.
- Using precise technical terminology consistently and accurately throughout their work.

These activities reflect the higher-order thinking assessed within the NEA, where learners are expected not only to demonstrate practical competence but also to analyse, evaluate and justify their decisions.

- Selection of appropriate fitness tests.
- Interpretation of normative data.
- Strengths and limitations of fitness tests.
- Using results to inform programme design.

Body Systems

- Functions of the skeletal, muscular, cardiovascular and respiratory systems.
- Major bones, muscles and joints.
- How body systems respond to exercise.
- How exercise improves health and performance.

Programme Planning

- Structure of exercise sessions.
- Warm-up and cool-down.
- Progression and overload.
- Exercise safety.
- Monitoring and reviewing progress.

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

This term prepares students for successful completion of the qualification and progression to Level 3 Sport, Health and Fitness, A Levels, apprenticeships or employment.

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

Students will explore contemporary issues in health promotion, sports science, exercise technology and current public health initiatives to deepen understanding beyond the specification.

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

Planning

Students independently organise their time, interpret the assessment brief, manage deadlines and produce evidence in a logical sequence. They plan fitness activities, make informed decisions based on client needs and ensure their work meets the assessment objectives. Planning reflects the organisational skills required in the workplace.

Problem Solving
Students analyse client information, identify health and fitness needs, interpret evidence and develop appropriate solutions. They must justify recommendations, evaluate options and apply knowledge from across all content areas to unfamiliar vocational scenarios, mirroring the role of professionals working with clients.

Adapting
Students review the effectiveness of their decisions and modify plans based on evidence, feedback or changing client needs. They demonstrate flexibility by evaluating outcomes and making justified improvements, reflecting professional practice in the health and fitness sector.

Real-Life and Career Connections

The NEA mirrors the responsibilities of professionals working within the health, fitness and sport industries, where decisions must be evidence-based and tailored to individual needs.

Students explore how these skills are used by:

- **Personal Trainers** – assessing clients, designing individual exercise programmes and reviewing progress.
- **Fitness Instructors** – planning and delivering safe, effective physical activity sessions.
- **Exercise Referral Instructors** – adapting exercise programmes for individuals with specific health conditions.
- **Sports Coaches** – analysing performance and planning development programmes.
- **Physiotherapists** – assessing movement, planning rehabilitation and evaluating recovery.

- **Sports Therapists** – supporting injury prevention, treatment and return to activity.
- **Health and Wellbeing Coaches** – helping clients make sustainable lifestyle changes.
- **Sports Scientists** – interpreting performance data and making evidence-based recommendations.
- **Leisure Centre and Fitness Managers** – planning services, managing programmes and evaluating outcomes.

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

NCFE specification, past examination papers, examiner reports, knowledge organisers, retrieval booklets, revision guides, flashcards, practical demonstrations and teacher-led revision sessions.

- 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.

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

Following the completion of all NCFE Health and Fitness content areas, students undertake a comprehensive cumulative assessment designed to prepare them for the summer external examination.

This assessment brings together knowledge and understanding from across the entire curriculum, requiring students to retrieve, apply, analyse and evaluate concepts from all previous topics rather than treating each content area in isolation.

The assessment is structured using NCFE examination-style questions and reflects the format, command words and level of demand of the external assessment. Students complete a range of multiple-choice, short-answer and extended-response questions, alongside vocational scenarios that require them to interpret information, make evidence-based recommendations and justify their decisions using subject-specific terminology.

The cumulative assessment evaluates students' understanding of:

- Principles of training and components of fitness.
- Healthy lifestyles and fitness screening.
- Fitness testing, data interpretation and programme design.
- Physical activity leadership and safe practice.
- Links between health, fitness, wellbeing and performance.
- Application of knowledge to realistic vocational contexts.

• 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.	Assessment outcomes are analysed to identify individual strengths, misconceptions and gaps in knowledge. Students then complete targeted intervention activities, retrieval practice and personalised revision tasks to strengthen areas requiring further development before the summer examination. For higher-attaining students, assessment tasks require analysis, evaluation and justification of decisions, mirroring the expectations of the highest-mark tariff questions within the external examination. Students are expected to synthesise knowledge from across multiple content areas, evaluate different approaches and produce well-reasoned responses supported by evidence. This cumulative assessment provides a final opportunity for students to demonstrate secure long-term retention, develop examination confidence and refine their ability to apply learning across the full breadth of the NCFE Health and Fitness specification.