



ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for Physical Education: NCFE Health and Fitness (KS4)			Year Group: 10 & 11	
Content Area	Key topics/ SoW	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed?
1 – Structure and function of body systems	<ul style="list-style-type: none"> Skeletal system Muscular system Respiratory system Cardiovascular system Energy systems 	<p>Pupils will learn about the following topic areas:</p> <p>1. Structure and function of body systems</p> <p>1.1 Skeletal system</p> <p>1.1.1 Structure of the skeleton</p> <p>1.1.2 Functions of the skeletal system</p> <p>1.1.3 Types of bones</p> <p>1.1.4 Types of joints</p> <p>1.1.5 Joint actions</p> <p>1.1.6 Structure of a synovial joint</p> <p>1.1.7 Structure of the spine</p> <p>1.1.8 Posture</p> <p>1.2 Muscular system</p> <p>1.2.1 Types of muscle</p>	<ul style="list-style-type: none"> Knowledge and understanding of features and characteristics. Analysis of concepts and topics (consequence / significance or similarities / differences). Discussion regarding topics. Written responses to exam style questions (short and long). Exam style techniques. 	<p>Self and peer assessment.</p> <p>Link to the practical component taught.</p> <p>Teacher assessment at the start, middle and end of the unit.</p> <p>Starter activities.</p> <p>Homework tasks.</p> <p>HWK marked and tracked, and feedback responded to.</p> <p>Responses to exam questions in lessons and for homework.</p> <p>Grade 9-1 responses.</p>





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		<ul style="list-style-type: none">1.2.2 Structure of the muscular system1.2.3 Muscle movement1.2.4 Muscle contractions1.2.5 Muscle fibre types1.2.6 Performance of muscle fibres <p>1.3 Respiratory system</p> <ul style="list-style-type: none">1.3.1 Structure of the respiratory system1.3.2 Functions of the respiratory system1.3.3 Diffusion and gaseous exchange1.3.4 Respiratory measurements1.3.5 Respiratory changes <p>1.4 Cardiovascular system</p> <ul style="list-style-type: none">1.4.1 Structure and function of the blood vessels1.4.2 Blood redistribution1.4.3 Structure of the heart1.4.4 The cardiac cycle1.4.5 Cardiovascular measurements		
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		<p>1.4.6 Blood pressure 1.5 Energy systems</p> <p>These will be taught in detail linking in structures, functions and how these are affected by practical performance.</p> <p>The pupils will also learn how to answer short style exam questions.</p> <p>All of the above will be referred to specific sporting exams also.</p>		
<p>2 – Effects of health and fitness activities on the body</p>	<ul style="list-style-type: none"> • Sedentary lifestyles • Obesity • Osteoporosis 	<p>Pupils will learn about the following topic areas:</p> <p>2. Effects of health and fitness activities on the body</p> <p>2.1 Effects of health and fitness activities on the body</p> <p>2.1.1 Short-term effects of health and fitness activities (during and/or up to 36 hours after)</p> <p>2.1.2 Long-term effects of health and fitness activities (over 36 hours and up to months after)</p> <p>The pupils will also learn how to answer short style exam questions.</p>	<ul style="list-style-type: none"> • Knowledge and understanding of features and characteristics. • Analysis of concepts and topics (consequence / significance or similarities / differences). • Discussion regarding topics. • Written responses to exam style questions (short and long). • Exam style techniques. 	<p>Self and peer assessment.</p> <p>Link to the practical component taught.</p> <p>Teacher assessment at the start, middle and end of the unit.</p> <p>Starter activities.</p> <p>Homework tasks.</p> <p>HWK marked and tracked, and</p>





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		All of the above will be referred to specific sporting exams also.		<p>feedback responded to.</p> <p>Responses to exam questions in lessons and for homework.</p> <p>Grade 9-1</p>
3 – Health and fitness and the components of fitness	<ul style="list-style-type: none"> Components of fitness (Agility, Balance, Coordination, Power, Reaction Time, Speed, Cardiovascular fitness, Muscular endurance, Muscular strength, Body Composition and Flexibility) 	<p>Pupils will learn about the following topic areas:</p> <p>Health and fitness and the components of fitness</p> <p>3.1 Understanding health and fitness</p> <p>3.2 Components of fitness</p> <p>3.2.1 Health-related fitness</p> <p>3.2.2 Skill-related fitness</p>	<ul style="list-style-type: none"> Knowledge and understanding of features and characteristics. Analysis of concepts and topics (consequence / significance or similarities / differences). Discussion regarding topics. Written responses to exam style questions (short and long). Exam style techniques. 	<p>Self and peer assessment.</p> <p>Link to the practical component taught.</p> <p>Teacher assessment at the start, middle and end of the unit.</p> <p>Starter activities.</p> <p>Homework tasks.</p> <p>HWK marked and tracked, and feedback responded to.</p> <p>Responses to exam questions in lessons and for homework.</p>





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				Grade 9-1
4 – Principles of Training	<ul style="list-style-type: none"> • Weight • Circuit • Interval • Fartlek • Continuous • Plyometric • Flexibility 	<p>Pupils will learn about the following topic areas:</p> <p>4.Principles of training</p> <p>4.1Principles of training</p> <p>4.1.1 Understanding the principles of training</p> <p>4.1.2 Principles of overload</p>	<ul style="list-style-type: none"> • Knowledge and understanding of features and characteristics. • Analysis of concepts and topics (consequence / significance or similarities / differences). • Discussion regarding topics. • Written responses to exam style questions (short and long). • Exam style techniques. 	<p>Self and peer assessment.</p> <p>Link to the practical component taught.</p> <p>Teacher assessment at the start, middle and end of the unit.</p> <p>Starter activities.</p> <p>Homework tasks.</p> <p>HWK marked and tracked, and feedback responded to.</p> <p>Responses to exam questions in lessons and for homework.</p> <p>Grade 9-1</p>
5 – Testing and developing	<ul style="list-style-type: none"> • Cooper 12 Minute Run 	<p>Pupils will learn about the following topic areas:</p> <p>5.Testing and developing components of fitness</p>	<ul style="list-style-type: none"> • Knowledge and understanding of features and characteristics. 	<p>Self and peer assessment.</p>





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<p>components of fitness</p>	<ul style="list-style-type: none"> • Hand grip dynamometer • Sit and Reach • Validity • Reliability 	<p>5.1 Fitness testing</p> <p>5.1.1 Health-related fitness tests</p> <p>5.1.2 Skill-related fitness tests</p> <p>5.1.3 Using data</p> <p>5.1.4 Validity and reliability</p> <p>5.2 Training methods</p> <p>5.3 Optimising a health and fitness programme</p> <p>5.3.1 Heart rate training zones</p> <p>5.3.2 Repetitions and sets</p>	<ul style="list-style-type: none"> • Analysis of concepts and topics (consequence / significance or similarities / differences). • Discussion regarding topics. • Written responses to exam style questions (short and long). • Exam style techniques. 	<p>Link to the practical component taught.</p> <p>Teacher assessment at the start, middle and end of the unit.</p> <p>Starter activities.</p> <p>Homework tasks.</p> <p>HWK marked and tracked, and feedback responded to.</p> <p>Responses to exam questions in lessons and for homework.</p> <p>Grade 9-1</p>
<p>6 – Impact of lifestyles on health and fitness</p>	<ul style="list-style-type: none"> • Diet components • Sedentary • Recreational drugs – nicotine and alcohol 	<p>Pupils will learn about the following topic areas:</p> <p>6. Impact of lifestyle on health and fitness</p> <p>6.1 Lifestyle factors</p> <p>6.1.1 Activity levels</p> <p>6.1.2 Diet</p> <p>6.1.3 Rest and recovery</p> <p>6.1.4 Other factors</p>	<ul style="list-style-type: none"> • Knowledge and understanding of features and characteristics. • Analysis of concepts and topics (consequence / significance or similarities / differences). • Discussion regarding topics. 	<p>Self and peer assessment.</p> <p>Link to the practical component taught.</p>





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			<ul style="list-style-type: none"> • Written responses to exam style questions (short and long). • Exam style techniques. 	<p>Teacher assessment at the start, middle and end of the unit.</p> <p>Starter activities.</p> <p>Homework tasks.</p> <p>HWK marked and tracked, and feedback responded to.</p> <p>Responses to exam questions in lessons and for homework.</p> <p>Grade 9-1</p>
<p>7 – Applying health and fitness analysis and setting goals</p>	<ul style="list-style-type: none"> • SMART targets • Goal setting 	<p>Pupils will learn about the following topic areas: 7. Applying health and fitness analysis and setting goals</p> <p>7.1 Health and fitness analysis and goal setting</p> <p>7.1.1 Health and fitness analysis tools</p> <p>7.1.2 Collecting, using, analysing and evaluating data</p> <p>7.1.3 Goal setting</p>	<ul style="list-style-type: none"> • Knowledge and understanding of features and characteristics. • Analysis of concepts and topics (consequence / significance or similarities / differences). • Discussion regarding topics. • Written responses to exam style questions (short and long). • Exam style techniques. 	<p>Self and peer assessment.</p> <p>Link to the practical component taught.</p> <p>Teacher assessment at the start, middle and end of the unit.</p> <p>Starter activities.</p>





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				<p>Homework tasks.</p> <p>HWK marked and tracked, and feedback responded to.</p> <p>Responses to exam questions in lessons and for homework.</p> <p>Grade 9-1</p>
<p>8 – Structure of health and fitness programme and how to prepare safely</p>	<ul style="list-style-type: none"> • Warm up • Cool down • Main session • Aims • Objectives • Outcomes • Analysis 	<p>Pupils will learn about the following topic areas:</p> <p>8. Structure of a health and fitness programme and how to prepare safely</p> <p>8.1 The structure of a health and fitness training programme</p> <p>8.1.1 Components of a health and fitness programme</p> <p>8.1.2 Health and safety</p> <p>8.1.3 The session plan</p> <p>8.1.4 Warm-up/cool-down</p> <p>8.1.5 Main activity section</p>	<ul style="list-style-type: none"> • Knowledge and understanding of features and characteristics. • Analysis of concepts and topics (consequence / significance or similarities / differences). • Discussion regarding topics. • Written responses to exam style questions (short and long). • Exam style techniques. 	<p>Self and peer assessment.</p> <p>Link to the practical component taught.</p> <p>Teacher assessment at the start, middle and end of the unit.</p> <p>Starter activities.</p> <p>Homework tasks.</p> <p>HWK marked and tracked, and feedback responded to.</p>





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		8.1.6 Reviewing the activity session 8.2 Timescales and goal setting		Responses to exam questions in lessons and for homework. Grade 9-1
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Curriculum Plan

Grading information

The following grades are available for the qualification; level 1 pass, level 1 merit, level 1 distinction, level 2 pass, level 2 merit, level 2 distinction, level 2 distinction*. The qualification is linear, meaning both assessments must be taken in the same assessment series and cannot be combined across different assessment series. After both assessments are complete, the marks for each assessment are combined to give a final mark for each learner. Where raw marks do not reflect the required weighting of the assessment, a scaling factor is applied to the raw mark prior to aggregation.

Scaling factors can be found in the table below.

Assessment	Maximum raw mark	Weighting	Scaling factor	Maximum scaled mark
NEA	88 marks	60%	1.364	120
EA	80 marks	40%	1.000	80
Total				200

Assessment objective (AO) weightings

The table below shows the approximate weightings for each of the AOs in the technical award assessments.



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AOs	Non-exam assessment (NEA) (%)	Examined assessment (EA) (%)	Overall weighting (%)
AO1	7%	40–45%	20.2–22.2%
AO2	17%	35–40%	24.2–26.2%
AO3	23.5%	20–25%	22.1–24.1%
AO4	36%	N/A	21.6%
AO5	16.5%	N/A	9.9%
Overall weighting of assessments	60%	40%	100%

In year 11 - Scheme of assessment

The following table summarises the qualification's scheme of assessment.

Assessments	Assessment time	% weighting	Raw marks	Scaling factor	Scaled marks*	Assessment conditions	Marking
NEA	22 hours	60%	88	1.364	120	Supervised	Internal, with external moderation
EA	1 hour 30 minutes	40%	80	1.000	80	Invigilated	External
Assessment total	23 hours 30 minutes	100%			200		





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Non-exam assessment (NEA)

NEA encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across the content areas.

Non-exam assessment (NEA)	
Assessment method	Description
NEA	60% of the technical award
Externally set	88 marks
Internally marked and externally moderated	The completion time for the NEA is 22 hours. The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target the following assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5.
NEA availability	The learner should not undertake the NEA until all content areas have been delivered. This is to ensure learners are in a position to complete the NEA successfully. A different NEA brief will be released every September.

Examined assessment (EA)

EAs are set and marked by NCFE. The assessment assesses learners' knowledge and understanding of the content areas of this qualification. Centres must not assess, internally quality assure or otherwise access or review any EA materials or learner responses at any time and must adhere to the required exam regulations at all times. The EA is on a set date and time (invigilated). NCFE specifies the date and time that the EA must be administered at the centre and also publishes in advance the dates on which EA results will be released.

Examined assessment (EA)	
Assessment method	Description
EA	40% of the technical award
Externally set	Written examination:
Written examination	<ul style="list-style-type: none">80 marks1 hour 30 minutesa mixture of multiple-choice, short-answer and extended-response questions
Externally marked	The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.
EA availability	The examination date is expected to take place in May/June every year Please refer to the external assessment timetable available on the NCFE website.

