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| **Unit Overview: Health, fitness, diet and nutrition** | | | | | | | | | |
| **Half- Term:** | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | **No of Lessons:** | **21** |
| **Key Focus for Unit:**  *What is the key knowledge being delivered?*  *What is the intent of this unit?* | | | | | | | | | |
| During this unit, students will be exploring the terms ‘health’ and ‘fitness’. By understanding what these terms actually mean, students will develop and further their understanding of positive lifestyle choices.  Students will also develop an understanding of diet and nutrition, exploring what different food groups do and how a person’s diet can be manipulated to improve specific sporting performances.  A knowledge of this content will help prepare students for questions on lifestyle choices, factors affecting performance and analysing a performers diet. | | | | | | | | | |
| **Key Knowledge and Big Ideas:**  *What* ***Powerful Knowledge*** *and* ***Big Ideas*** *are explored in this Unit?*  *How have these progressed from previous learning? What* ***gaps in knowledge*** *have you identified from* ***baselining*** *and how are the being closed?* | | | | | | | | | |
| **Big idea:**  **Sport and its impact on health, well-being and society.**  **Key Knowledge and skills**   * Deeper thinking skills are encouraged through the link to previously taught topics. * Analysing the diet of performers to ensure that they are specific to their intended outcome. * Developing a knowledge of lifestyle choices and factors that make a person sedentary. * Students will begin analysing data in this unit and developing their interpreting skills by looking at graphs. | | | | | | | | | |
| **Unit Assessment:**  *How will this unit be assessed?*  *What is the frequency of assessments – baselines etc?* | | | | | | | | | |
| Weekly, the students will be competing low stakes quizzes to challenge the AO1 criteria (knowledge and understanding) of this unit. These quizzes will address any misconceptions around the systems and inform future planning.  During lessons, students will be challenged through questioning and paired discussions. This form of assessment can encourage students to stretch their responses and add more to their answers.  At the end of each unit, students will be completing an exam question style assessment. These questions will include; multiple choice, analysis and longer answer questions aimed at really exploring the students deeper thinking. | | | | | | | | | |
| **Key Skills Explored** | | | **Vocabulary Selected for DVI** | | | | **Links to Previous Unit** | | |
| Students will be assessed on the following skills;   * Analysing data in graphs. * Providing justification and judgments based off of data. * Explaining the impact of specific food groups on performance. * Using sporting examples to help justify responses. | | | * Macronutrients * Micronutrients * Calorie * Sedentary * Optimum * Hydration | | | | Students have previously studied energy systems. A knowledge of this is developed upon when talking about which food groups provide us with energy. Students are encouraged to utilise their knowledge of the key body systems from year 10 when exploring lifestyle choices and sedentary lifestyles. | | |
| **Links to Careers/Employability** | | | **How does this unit prepare students for the next unit?** | | | | | | |
| These units can provide key knowledge and understanding for undertaking any science- based study at college or university. Potential future careers could include; physiotherapy, medicine, personal trainer, nutritionist. | | | The students will continue to link these units to future study around physical training and the effects of exercise on the body. Students will also be building a bas of knowledge here that will support them with studying sources of energy in future topics. | | | | | | |