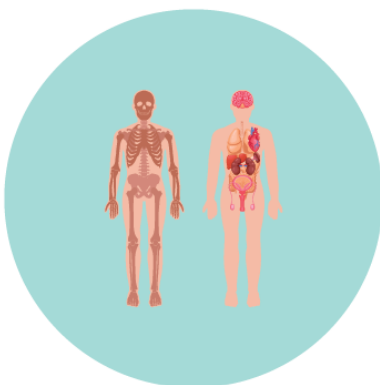




The EverLearner

Key Stage 3 Resource Pack



Dear Teacher,

More and more schools have requested support in bringing theory content to students in younger years. Although we wholeheartedly do not want practical PE time to be replaced with students sitting and learning theoretical PE, we do want to support teachers in giving students a well-rounded understanding of the physical, emotional and social concepts that underpin a healthy, active lifestyle and promote lifelong participation in sport and physical activity.

Therefore, we have provided three KS3 PE courses to be studied alongside students' core, practical curriculum. Alongside this, you can also find a Pre-GCSE PE course to support students in the fundamentals of examination PE knowledge and learning, and a Sports Leadership course, which can be offered as a PE lesson SoW or as a part of a Sports Leadership Academy.

The beauty of all these courses is that, with the content entirely online and students being able to access the courses at any time, they are ideal to help you build in homework without needing to write a single resource or do any marking whatsoever.

This KS3 resource pack is aimed at making your lives easier, with a range of different options for how you can offer the different KS3 courses. And with all the courses freely available with a subscription to The EverLearner, all you need to decide is which year groups you are going to roll them out to.

There is an additional Sports Leadership Pack which can be found [here](#).

All the best

The EverLearner Team

Mission of the KS3 courses

To ensure all students have the awareness and knowledge to make positive choices that lead to them living healthy and active lives, and promote a life-long interest and participation in leading a physically active lifestyle.

The EverLearner

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KS3 lesson overview

Knowing Your Body P1		Knowing Your Body P2		Diet and Nutrition		Sports Leaders		Pre-GCSE	
Health	What is good health?	Body Systems	CV responses to exercise	Balanced diet	Energy requirements	Intro to Sports Leadership	What is sports leadership?	Health	The effects of exercise on health
	The effect of exercise on health		Respiratory responses to exercise		What is a balanced diet?	Skills, qualities and characteristics	Key skills		Avoiding a Sedentary Lifestyle
Body systems	Body systems and health		Muscular responses to exercise	Food groups and their impact on health	Carbohydrates		Key qualities	Fitness and training	Components of fitness in sport and physical activity
	The brain and the nervous systems		Skeletal responses to exercise		Proteins		Key characteristics		Intro to measuring training intensity
	The respiratory system	Injuries	Acute injuries		Fats	Session Planning	Knowing the participants	Data	Heart rate graphs
	The CV system		Chronic injuries		Vitamins		Aims, objectives and set up	Anatomy and physiology	Intro to the muscular system
	The skeletal system		Injury rehabilitation		Minerals				Intro to the skeletal system
	The muscular system	The recovery process	Recovery		Fibre	The Session	Warm-up		Intro to the cardiovascular system
	The digestive system		Speeding up recovery		Water		Main session		Intro to the respiratory system
							Adjusting skills and activities		Intro to the energy systems
Energy for movement	Respiration	Long-term adaptations	CV adaptations	Under- and overeating	BMI		Session planning sheet	Movement analysis	How we move
	Aerobic energy		Respiratory adaptations		Obesity				



Knowing Your Body P1		Knowing Your Body P2		Diet and Nutrition		Sports Leaders		Pre-GCSE	
	Anaerobic energy		Muscular adaptations		Eating disorders	Leading a session	Communication		Movement patterns
Contracting muscles	How muscles contract		Skeletal adaptations	Other issues	Alcohol consumption				Describing movement: Planes and axes
	Role of tendons	Exercising in the heat	Exercising in the heat	Adapting calories, fats and carbs	Calorie counting		Motivating others	Sports Psychology	Why do we need goals?
Skeletal movement	Movement at joints Part 1	Exercising in the cold	Exercising in the cold		Reduced fat diets		Praise and feedback		Different types of guidance
	Movement at joints Part 2				Keto diets		Working with large groups	Socio-cultural influences	Is everyone well-behaved in sport?
				Vegetarianism and veganism	Types of vegetarianism and their impact		Working with young children		How has technology impacted sport?
					Veganism		Working with those who require special assistance		
							Importance of demonstrations		
							Health and safety		
						Reviewing sessions	Methods of reviewing		



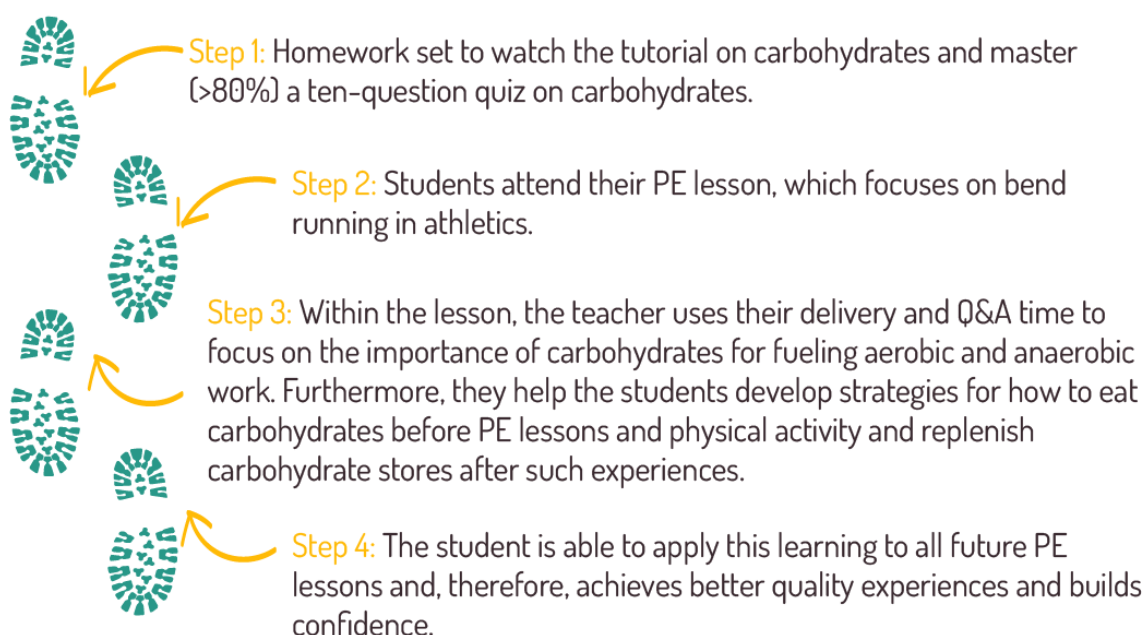
Frequently Asked Questions

What is the aim of the content?

This is a very easy question for us to answer: the aim is to increase physical activity by young people and to cause this activity to last their whole lives. In other words, the content is targeted at developing knowledge, skills and understanding that encourage or cause a young person to be more active for longer. There is no other central aim.

When will the content be learned?

In most cases, the content on the KS3 PE, the Pre-GCSE and the Sports Leadership courses will be used as an automated homework strategy. PE teachers will structure their KS3 PE course so that practical is taught during lesson time, and theoretical concepts will be taught between lessons. Here is an example of what we envisage:



What if we don't want to take away from practical PE time?

We know that a lot of PE teachers believe that students should not be learning PE theory during practical PE lessons. We agree with most of this notion and would summarise our position as:

1. Theory should (*almost) never replace practical experiences at KS3.
2. Theory studies between practical experiences are potentially beneficial.
3. A student who understands how their body works, say, is more likely to be physically active.

**There may be a scenario where a student with a broken leg stays in the PE department on a snowy day and learns theory, rather than freezing outside. This will be the exception.*

Now, we need to make a firm point here: We categorically disagree with the idea that KS3 PE students should not learn any theory. In fact, James disagrees to such an extent that he is willing to state that no person, whether teacher or otherwise, has the right to tell another person what they should not learn. It is absolutely reasonable to tell a student that it would be good for them to learn concept X or idea Y, but it is absolutely not okay for a person to tell another that they should not learn concept X or idea Y.

We believe in providing teachers with a buffet of options for what they want their students to learn in association with their practical studies, and providing the freedom and tools for those teachers to achieve that learning without any additional work on their part.

KS3 PE planner – A lesson a week

Week	Knowing Your Body		Diet and Nutrition		Sports Leaders		Pre-GCSE	
1	Introduction to The EverLearner and how to use the platform		Recap or introduction to The EverLearner and how to use the platform		Recap or introduction to The EverLearner and how to use the platform		Recap or introduction to The EverLearner and how to use the platform	
2	Health	What is good health?	Balanced diet	Energy requirements	Introduction to Sports Leadership	What is sports leadership?	Recap year 7 health	Discussion Checkpoint
3		The effect of exercise on health		What is a balanced diet?		Key skills		The effects of exercise on health
4		Checkpoint lesson		Discussion lesson on their own diets/favourite foods/ meals		Key qualities		Avoiding a sedentary lifestyle
5		Body systems and health		Research about different take-aways and the number of calories in them, fat content, salt etc. Talk about energy balance and create a classroom-based workout to maintain energy		Key characteristics	Health	Group work L1: Health campaign advert (TV, social media, radio etc)



				balance			
6		The brain and the nervous systems		Complete the planned workout		Group work L1: Research an inspirational sports leader and write a presentation on their skills, qualities and characteristics.	Group work L2: Health campaign advert (TV, social media, radio etc)
7		The respiratory system		Checkpoint lesson		Group work L2: Present presentations	Checkpoint lesson
8		The CV system		Carbohydrates		Checkpoint lesson	Components of fitness in sport and physical activity
9		The skeletal system		Proteins		Group discussion about what to lead?	Discussion lesson: Talk about own fitness components and create their own top trump card
10		The muscular system	Food groups and their impact on health	Fats	Session planning	Knowing the participants	Use previous lessons Top Trumps cards to create different olympic teams: Athletics team, Table tennis, Hockey, Judo, Swimming etc.
11		The digestive system		Vitamins		Aims, objectives and set up	Intro to measuring training intensity



12		Checkpoint lesson		Minerals				Heart rate graphs
13		Respiration		Fibre		Warm up	Data	Practical lesson measuring HR and drawing graphs (can be done in the classroom)
14		Aerobic energy		Water		Main session		Checkpoint lesson
15	Energy for movement	Anaerobic energy		Group work L1: Research different meals/food that athletes eat.		Adjusting skills and activities		Intro to the muscular system
16		Checkpoint lesson		Group work L2: Create a 3-course menu for your specific athlete.		Session planning sheet		Intro to the skeletal system
17		How muscles contract		Practical cooking lesson (if possible) Create one course as a team.		Group work L1: fill in the planning sheet		Intro to the cardiovascular system
18	Contracting muscles	Role of tendons		Checkpoint lesson		Group work L2: fill in the planning sheet	Anatomy and physiology	Intro to the respiratory system
19		Movement at joints Part 1		BMI		Checkpoint lesson		Intro to the energy systems
20	Skeletal movement	Movement at joints Part 2	Under- and overeating	Obesity	Leading a session	Communication		Group work: L1 create a presentation/play/



								rap/song one one body system.
21		Checkpoint lesson		Eating disorders				Group work L2: perform
22	Body systems	CV responses to exercise		Discussion lesson		Motivating others		Checkpoint lesson
23		Respiratory responses to exercise		Checkpoint lesson		Praise and feedback	Movement analysis	How we move
24		Muscular responses to exercise	Other issues	Alcohol consumption		Working with large groups		Movement Patterns
25		Skeletal responses to exercise		Checkpoint lesson		Working with young children		Describing movement: Planes and axes
26		Checkpoint lesson		Calorie counting		Working with those who require special assistance		Practical lesson
27	Injuries	Acute injuries	Adapting calories, fats and carbs	Reduced fat diets		Importance of demonstrations		Checkpoint lesson
28		Chronic injuries		Keto diets		Health and safety	Sports psychology	Why do we need goals?



29		Injury Rehabilitation		Checkpoint lesson		Checkpoint lesson		Different types of guidance
30	The recovery process	Recovery	Vegetarianism and veganism	Types of vegetarianism and their impact	Practical: Leading a session	Group work: Preparing to lead	Sociocultural influences	Watch clips from different movies and discuss sport psychology
31		Speeding Up Recovery		Veganism		Group work: Preparing to lead		Checkpoint lesson
32		Checkpoint lessons		Group work L1: Create a presentation on a specific diet.		Leading sessions		Is everyone well behaved in sport?
33	Long-term adaptations	CV adaptations	Vegetarianism and veganism	Group work L2: Present the presentations	Practical: Leading a session	Leading sessions	Sociocultural influences	Group work: L1 each group had a different sport and research sportsmanship, gamesmanship and deviance in that sport: Example: boxing, cycling, athletics, football, tennis, gymnastics, etc
34		Respiratory adaptations		Checkpoint lessons		Leading sessions		Group work: L2 presentation time
35		Muscular adaptations	Buffer lesson					Leading sessions



							impacted sport?
36		Skeletal adaptations	Buffer lesson		Leading sessions		Paired balloon debate: each pair is a bit of technology and they argue why theirs is the most important in sport.
37	Exercising in the heat	Exercising in the heat	Buffer lesson	Reviewing sessions	Methods of reviewing		Checkpoint lesson
38	Exercising in the cold	Exercising in the cold	Buffer lesson	Buffer lesson		Buffer lesson	
39		Checkpoint lessons	Buffer lesson	Buffer lesson		Buffer lesson	



KS3 PE planner – HMWK every 4 weeks

Week	Knowing Your Body P1		Knowing Your Body P2		Diet and Nutrition		Sports Leaders		Pre-GCSE		
1 1-4	Health	What is Good Health	Body Systems	CV Responses to Exercise	Balanced diet	Energy requirements	Intro to Sports Leadership	What is sports leadership?	Health	The effects of exercise on health	
					What is a balanced diet?		Key skills	Avoiding a Sedentary Lifestyle			
The Effect of Exercise on Health		Respiratory Responses to Exercise		Food groups and their impact on health	Carbohydrates	Skills, qualities and characteristics	Key qualities	Fitness and training	Components of fitness in sport and physical activity		
										Proteins	Key characteristics
The Brain and the Nervous Systems		Muscular Responses to Exercise					Fats	Session Planning	Knowing the participants		
										The Digestive System	Skeletal Responses to Exercise
The CV System		Acute Injuries					Vitamins	Warm up	Intro to the muscular system		
										The respiratory system	Chronic injuries



Week	Knowing Your Body P1		Knowing Your Body P2		Diet and Nutrition		Sports Leaders		Pre-GCSE	
						Fibre				
5 17-20		The skeletal system		Injury rehabilitation	Under and over-eating	BMI		Adjusting skills and activities		Intro to the respiratory system
		The muscular system			Adapting calories, fats and carbs	Calorie counting		Session planning sheet		Intro to the energy systems
6 21-24		Respiration	The recovery process	Recovery	Under and over-eating	Obesity	Leading a session	Communication	Movement analysis	How we move
				Speeding up recovery		Eating disorders				
7 25-28		Aerobic energy	Long-term adaptations	CV adaptations	Other issues	Alcohol consumption		Motivating others		Movement patterns
		Anaerobic energy		Respiratory adaptations				Praise and feedback		Describing movement: Planes and axes
8 29-32		How muscles contract		Muscular adaptations	Adapting calories, fats and carbs	Reduced-fat diets		Working with large groups	Sports psychology	Why do we need goals?
		Role of tendons		Skeletal adaptations		Keto diets		Working with young children		Different types of guidance



Week	Knowing Your Body P1		Knowing Your Body P2		Diet and Nutrition		Sports Leaders		Pre-GCSE	
								Working with those who require special assistance		
9 33-36		Movement at joints Part 1	Exercising in the heat	Exercising in the heat	Vegetarianism and veganism	Types of vegetarianism and their impact		Importance of demonstrations	Socio-cultural influences	Is everyone well-behaved in sport?
		Movement at joints Part 2	Exercising in the cold	Exercising in the cold		Veganism		Health and safety		How has technology impacted sport?



Pre-GCSE cross-course comparison

Pre-GCSE		BTEC Tech Sport	CNAT Sport Studies	CNAT Sport Science	NCFE Tech in Health & Fitness
Health	The effects of exercise on health	✓ (C1)	✓ (R187)		✓
	Avoiding a sedentary lifestyle: Make lifelong activity choices as a teenager				✓
Fitness and training	Different components of fitness in sport and physical activity	✓ (C2 / C3)	✓ (R185 / R187)	✓ (R181)	✓
	Intro to measuring training intensity	✓ (C3)	✓ (R185)		
Data	Heart rate graphs	✓ (C3)			
Anatomy and physiology	Intro to the muscular system	✓ (C1 / C3)		✓ (R180 / R182)	✓
	Intro to the skeletal system	✓ (C1 / C3)		✓ ((R180 / R182)	✓
	Intro to the cardiovascular system	✓ (C1 / C3)		✓ (R180 / R182)	✓
	Intro to the respiratory system	✓ (C1 / C3)		✓ (R180 / R182)	✓
	Intro to the energy systems	✓ (C1 / C3)		✓ (R180 / R182)	✓
Movement analysis	How we move				
	Movement patterns				
	Describing movement: Planes and axes				
Sports psychology	Why do we need goals?	✓ (C3)		✓ (R181)	✓
	Different types of guidance				



Sociocultural influences	Is everyone well-behaved in sport?		✓ (R184)	✓ (R180)	
	How has technology impacted sport	✓ (C1)	✓ (R184)	✓ (R182)	