



## PE curriculum overview

### **Curriculum intent:**

The Physical Education department aims to provide all children with a positive experience within their PE lessons and extra-curricular activities throughout a range of activities. We aim to encourage a lifelong interest in sport. We strive to ensure that each and every pupil has the opportunity to develop physically, socially and morally within the department's programmes of work throughout the years building on skills through increased confidence and self-esteem. Pupils will develop an understanding of the importance for a healthy active lifestyle and the impact this has on wellbeing along with reducing the possibilities of CHD, obesity, osteoporosis for example.

### **IMPLEMENTATION**

Experiencing success and receiving acknowledgement of that success is considered crucial to the promotion of a pupils' self-esteem and sense of well-being. The Physical Education department strives to aid all students adopting healthy lifestyles. Schemes of work are sympathetic to the pupil's needs, and sets high levels of expectation for every pupil relative to their ability and experience.

In Year 7 students learn to master basic skills, techniques and rules from a broad and balanced range of activities that they have experienced in physical education at Key Stage 2 and other sports that are introduced to them for the first time.

In Year 8 students build upon learning from Year 7, further developing skills and techniques including tactical knowledge and higher level thinking to outwit opponents or demonstrate improvement to achieve their personal best.

In year 9 students are developing leadership skills through coaching and officiating in the sports they participate in. Pupils will look at applying tactics independently in full size games. Pupils will look at the importance of physical activity on mental health, resilience and self-esteem

In Year 10 students will further develop their high level thinking and tactical awareness to full sided games and engage in numerous activities throughout the year. The curriculum will be personalised to the students in the year groups allowing maximum participation. The provision will develop a love for physical activity in later life and further understand the importance of physical activity and wellbeing. Pupils will make connections between CHD, obesity, healthy lifestyles throughout the year.

Year 11 allows pupils to further engage in physical activity developing their knowledge of health and wellbeing looking at the impact of stress relief though engagement in a variety of activities.

Key Stage 4 Exam provision. Pupils will have the option of selecting OCR Cambridge Nationals Sports Studies or GCSE Physical Education.

PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A high-quality PE curriculum enables all pupils to enjoy and succeed in a variety of physical activities. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong participation.

	Autumn Term	Spring Term	Summer term
Year 7	<p>The schemes allow students to build on the physical skills they have previously developed at KS2. They will master basic skill technique and rules in isolation and games. Throughout a variety of sports there will be connections to components of fitness, importance of a warm up, along with learning bone and muscles and the ranges of movement. This allows them to make connections between the sports and the impact physical activity can have on the body and how it helps us move.</p> <p>Links to the theory aspects allows pupils to have an introduction to theory content that will be included in the GCSE specification.</p> <p>Sport 1 theory link – phases of a warm up Sport 2 theory link – muscles in the body Sport 3 theory link – ranges of movement Sport 4 theory link – the cardiovascular system Sport 4 theory link – the respiratory system Sport 5 theory link – components of fitness Sport 6 theory link – components of fitness Sport 7 theory link – effects of exercise (immediate and long term) Sport 8 theory link – effects of exercise (immediate and long term)</p>		

Year 8	<p>Year 8 is a building of year 7. It will incorporate the immediate and long term effects of exercise through the physical activities. Pupils will be able to develop skills and techniques incorporating tactical knowledge and higher level thinking to outwit opponents or demonstrate an improvement to achieve their personal best. in lessons and develop leadership skills and coaching in groups and teams developing individual's confidence and self-esteem as a leader. Pupils will participate in a variety of sports to inspire pupils to engage in physical activity for life.</p> <p>Links to the theory aspects allows pupils to have an introduction to theory content that will be included in the GCSE specification.</p> <p>Sport 1 theory link – components of fitness and impact on sport performance</p> <p>Sport 2 theory link – components of fitness and impact on sport performance</p> <p>Sport 3 theory link – ranges of movement</p> <p>Sport 4 theory link – diet</p> <p>Sport 4 theory link – sportsmanship</p> <p>Sport 5 theory link – cardiovascular system</p> <p>Sport 6 theory link – respiratory system</p> <p>Sport 7 theory link – skeletal system</p> <p>Sport 8 theory link – guidance</p>
Year 9	<p>CORE PE</p> <p>Pupils will continue to participate in physical activities and have new topics introduced and an alternative curriculum for maximum engagement. Pupils will look at applying tactics independently in full size games and acting as a coach and leader. Pupils can understand what makes an effective performance and act on this as a performer or/and coach. Pupils will engage in physical activity fully allowing pupils to understand the importance of physical activity on mental health, resilience and self-esteem.</p> <p>GCSE PE</p> <p>As students have not studied theory aspects in classroom links are initially made to topics that have been covered through practical lessons during year 7 and 8 to allow pupils to recall theoretical knowledge they have been taught this reinforcing and embedding developing understanding. Connections can also be made to science where students have studied the cardiovascular system and respiratory system along with the skeleton. Students also need to understand the Karvonen formula for maximum heart rate which can be linked to maths. Students are introduced to exam questions and the building of answers looking at AO1, AO2 and AO3. Initially looking at AO1 and building on this throughout the year working up to 6 mark questions. Pupils will look in depth at anatomy and physiology, movement analysis and physical preparation.</p> <p>Pupils will be introduced to the assessment criteria for the sports to gain understanding of how marks are awarded.</p> <p>During practical lessons pupils will focus upon keys skills that need to be demonstrated in basketball, badminton, netball, football, handball and athletics developing an understanding of the assessment criteria and the assessment drill that pupils need to perform along with higher level thinking games looking at competent skills within game situations. This will develop from the fundamental skills and tactics developed in KS3.</p>

	<p><b>OCR SPORT SCIENCE</b></p> <p>Pupils are introduced to the topics that are covered in principles of training. Pupils develop an understanding of this through discussions and written tasks. Pupils will also engage in practical activities to identify components of fitness and identify these in sporting situations. Pupils complete 4 mini assignments. Pupils will participate and understand the success criteria. Pupils will develop understanding for components of fitness and how they can be improved. From fitness testing pupils will create a 6-week training programme for themselves to demonstrate their understanding of all the topics studied bringing the unit together incorporating principles of training, components of fitness, SMART targets, training methods and evaluating these. Pupils will be able to make connections and recall components of fitness and training methods from Health Related fitness in KS3. Pupils can also make connections to short term effects of exercise and long terms effects from Science at KS3 along with PE lessons.</p>
	<p><b>OCR SPORT STUDIES</b></p> <p>Pupils are introduced to sports studies, the course I introduced to students in detail to ensure pupils understand how work is marked. Pupils will complete sports skills and developing sports skill. Pupils have to participate in a practical activity that is individual and a team sport. Pupils will develop skills to perform competently both in isolation and in competitive situations with accuracy and fluency. This developing the fundamental skills that pupils have learnt in KS3. Pupils will be assessed in officiating in a chosen sport developing self-esteem and confidence which pupils have demonstrated during KS3 when officiating but developing further to a strong presence officiating in a professional manner. Pupils will evaluate their own sporting performance identifying strength and weaknesses and devise a developmental plan to improve weaknesses.</p>
Year 10	<p><b>GCSE PE</b></p> <p>This year we start to bring together skills learnt in year 9 to complete a piece of coursework. pupils will complete paper one and complete exam questions to develop skills for assessment. There will be lessons on 9 mark questions to develop the depth and understanding needed of the requirements from the exam questions. Peer and self-assessment along with teacher marking and feedback will help develop understanding further of exam questions and the structure. Pupils will begin to study paper two where health, fitness and performance and sport psychology will be looked at. Here there will be connections made with food and science from KS3. Pupils can make links to food technology and science with reference to macronutrients and micronutrients and the components of a balanced diet.</p> <p>Pupils who need to be assessed in sports which are not offered through school will be recorded as video as video evidence and assessed during year 10 in preparation of year 11 to aid with assessment and data drops. During practical lessons pupils will focus upon basketball, badminton, netball, football, handball and athletics developing technique of skills in isolation to perfect moderation drills allowing pupils to show, technical accuracy, accurate precision, control and fluency pupils will work on maintaining theses consistently in a game situation whilst demonstrating tactical knowledge and adapting to the opposition in game situations consistently Reference to assessment criteria will be made throughout practical lessons. This will develop from the fundamental skills and tactics developed in KS3.</p>

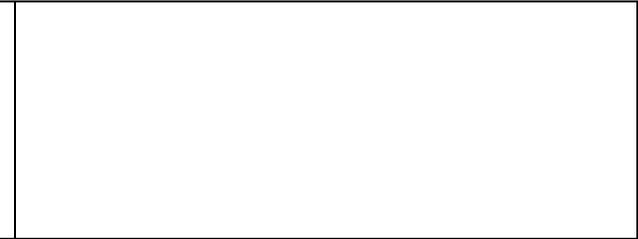
	<p><b>OCR SPORT SCIENCE</b>  Pupils will sit the exam during this academic year in the January. This will allow pupils an opportunity to reduce exams in year 11. Pupils will learn about reducing injuries and factors that affect the risk of injury. Pupils will learn about medical conditions and the treatment for them. Pupils will be able to make connections of the risk assessments that are carried out within the PE department. Following the exam pupils look at diet and sport investigating and report on a balanced diet and the role of macronutrients and micronutrients. Pupils will be able to recall work taught in KS3 in both food technology and science. This will be looked at in depth and the impact on sport along with over eating and undereating. Pupils will create a diet plan with a selected specific aim and evaluate this. Pupils work independently through tasks set after discussions, pair work and research</p>
	<p><b>OCR SPORT STUDIES</b>  Pupils will complete the exam unit on contemporary issues understanding the issues which affect participation in sport. They will develop an understanding about the role of sport in promoting values making connections and developing those discussed in KS3. Pupils will understand the importance of hosting major sporting events and the impact on profile and economy. Pupils will look at the national governing bodies which will have been introduced in year 9. Pupils will be assessed thorough a GCSE exam in the January series.  Pupils will participate in sports leader's unit where pupils will discuss and describe the personal qualities, styles and responsibilities associated with effective sports leadership. Pupils will develop their understanding of a leader from KS3. Pupils will design and develop a sports activity plan thinking about progression in lessons from task and how they can incorporate this into their designs. During delivery pupils will need to demonstrate the ability to adapt their design appropriately if needed. Pupils will then evaluate their design of the activity plan.</p>
Year 11	<p><b>GCSE PE</b>  Pupils will complete 1 lesson practical and 4 theory lesson. Pupils will complete paper two looking at exam questions throughout lessons. Lesson will focus upon exam technique and structure to complete longer mark questions. Developing AO1, AO2 and AO3 within the answers where required. Lessons will focus upon breaking questions down and understanding what questions are looking for when being answered. Paper one will be revisited through revision, recall and application.  Pupils will be ready prepared for practical moderation. During practical lessons pupils will further develop focus upon basketball, football, handball and athletics developing technique of skills in isolation to perfect moderation drills allowing pupils to show, technical precision, control and fluency. Pupils will work on maintaining these consistently in a game situation whilst demonstrating tactical apting to the opposition in game situations consistently. Reference to assessment criteria will be made throughout practical lessons. of these skills will allow pupils to improve practical scores in preparation for moderation day.</p> <p><b>OCR SPORTS SCIENCE</b>  Pupils will complete the final unit through research and independent tasks. Pupils will develop knowledge of the musculoskeletal and cardiorespiratory system. Pupils will look at the effects of exercise on heart disease, obesity, cancer and stress long with the effects of muscular strength and endurance in sport and everyday lives. Pupils will further investigate the long and short term effects of body systems. Pupils will be able to make reference and recall work delivered in PE KS3, Food technology and science.</p>

Sports in KS3

<b>YEAR 7</b>		
<b>Football</b>	<b>Netball</b>	<b>Basketball</b>
In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for football. They work on improving the quality of their skills using various techniques to. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.	In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for Netball. Pupils will work on improving the quality of their skills with the intention of outwitting opposition. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.	In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for basketball. They work on improving the quality of their skills using various techniques. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.
<b>Badminton</b>	<b>Health and Fitness</b>	<b>Cricket</b>
Pupils will focus on replicating and developing techniques for a variety of shots as well as implementing and strategic play to outwit opponents in singles. In net games, it is the player aim to get the shuttle to land in the target area so that the opponent cannot return it. Pupil should be able to accurately score and singles badminton games.	In this unit pupils will learn and accurately replicate specific techniques for a variety of fitness based activities. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks. To reflect on the benefits that fitness events give to an individual and implications for future life.	In this unit pupils will replicate and improve individual technique in batting, bowling and fielding. Pupils will work on improving the quality of their skills with the intention of outwitting opponents.
<b>Rounders</b>	<b>Athletics</b>	<b>Swimming</b>
In this unit pupils will develop individual technique in batting, bowling and fielding. Pupils will work on improving the quality of	In this unit pupils will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out	In this unit pupils will develop their swimming technique. Developing the correct body position enabling them to develop their swimming strokes.

their skills. Pupil should begin to accurately score games.

investigations into aspects of technique and use the information to become more technically proficient. In all athletic activity, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances.



<b>YEAR 8</b>		
<b>Football</b>	<b>Netball</b>	<b>Basketball</b>
Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points.	Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with intent to outwit the opposition. Pupils think about how to use skills, strategies and tactics to outwit the opposition. Pupils will begin to umpire games.	Pupils will focus on developing basketball skills further whilst developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.
<b>Badminton</b>	<b>Health and Fitness</b>	<b>Cricket</b>
Pupils will aim to demonstrate consistent technique throughout. Pupils will focus on accurate replication of skills and refining game strategies with the intention of outwitting their opponents. In net games, it is the player aim to get the shuttle to land in the target area so that the opponent cannot return it. Pupil will develop confidence in scoring and officiating badminton single games.	In this unit pupils will learn and accurately replicate specific techniques for a variety of fitness based activities. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks. To reflect on the benefits that fitness events give to an individual and implications for future life.	In this unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will further work on the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupil should begin to accurately umpire games.
<b>Rounders</b>	<b>Athletics</b>	<b>Swimming</b>
In this unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will further work on the skill of outwitting opponents. In striking and fielding	In this unit, pupils begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. In athletic activities, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy.	In this unit pupils will develop their swimming technique. Developing the correct body position enabling them to develop their swimming strokes

games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupil should accurately score games & understand rules.



<b>YEAR 9</b>		
<b>Football</b>	<b>Netball</b>	<b>Basketball</b>
Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situations in a football game. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points. Pupils should be able to score accurately, coach and officiate games.	Pupils will focus on developing, implementing and refining team and individual game plans with the goal of outwitting an opponent. Pupils will focus on developing and implementing attacking and defending strategies and techniques. All games activities involve pupils thinking about how to use skills, strategies and tactics to outwit the opposition. Pupils should be able to score accurately, coach and officiate games.	Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situation. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points. Pupils should be able to score accurately, coach and officiate games.
<b>Badminton</b>	<b>Health and Fitness</b>	<b>Cricket</b>
Pupils will focus on replicating and developing more advanced techniques as well as implementing and refining strategic play to outwit opponents. Pupils will be able to demonstrate the essential elements of attack and defense. In net games, it is the player aim to get the ball to land in the target area so that the opponent cannot return it. Pupil should be able to accurately score and officiate badminton games.	In this unit pupils will replicate specific techniques for a variety of fitness based activities developing components of fitness. They will carry out investigations into the bodies' ability to exercise and the reasoning behind such principles. Pupils will develop a greater understanding of warm ups, cool downs and health importance through physical tasks as well as training methods. To reflect on the benefits that fitness events give to an individual and implications for future life.	In this unit pupils will demonstrate consistency, timing and fluency in the execution of techniques for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupils should be able to accurately score, coach & officiate games.
<b>Rounders</b>	<b>Athletics</b>	<b>Swimming</b>

In this unit pupils will demonstrate timing and fluency in the replication of techniques for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running around bases to score runs. Pupils should be able to accurately score & officiate games.

In this unit, pupils will further enhance replication and performance across all disciplines. Pupils to gain a further understanding of fitness and its relationship to performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others. In athletic activities, pupils will engage in performing skills and personal and collective bests in relation to speed, height and distance.

In this unit pupils will develop the techniques needed for competitive swimming and lane swimming. Developing swimming techniques, along with tumble turns and starts.

## GCSE PE

Year 9	Year 10	Year 11
<b><u>TERM 1</u></b>	<b><u>TERM 1</u></b>	<b><u>TERM 1</u></b>
<p><u>Topic 1 – Applied Anatomy and Physiology</u></p> <p>1.1.1 The functions of the skeleton applied to performance in physical activities and sports: protection of vital organs, muscle attachment, joints for movement, platelets, red and white blood cell production, storage of calcium and phosphorus</p> <p>1.1.2 Classification of bones: long (leverage), short (weight bearing), flat (protection, broad surface for muscle attachment), irregular (protection and muscle attachment) applied to performance in physical activities and sports</p> <p>1.1.3 Structure: cranium, clavicle, scapula, five regions of the vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), ribs, sternum, humerus, radius, ulna, carpals, metacarpals, phalanges (in the hand), pelvis, femur, patella, tibia, fibula, tarsals, metatarsals, phalanges (in the foot), and their classification and use applied to performance in physical activities and sports</p> <p>1.1.4 Classification of joints: pivot (neck – atlas and axis), hinge (elbow, knee and ankle), ball and socket (hip and shoulder), condyloid (wrist), and their impact on the range of possible movements</p> <p>1.1.5 Movement possibilities at joints dependant on joint classification: flexion, extension, adduction, abduction, rotation, circumduction, plantar-flexion, dorsi-flexion and examples of physical activity and sporting skills and techniques that utilise these movements in different sporting contexts</p> <p>1.1.6 The role of ligaments and tendons, and their relevance to participation in physical activity and sport</p> <p>1.1.7 Classification and characteristics of muscle types: voluntary muscles of the skeletal system, involuntary muscles in</p>	<p><u>Topic 1 - 2.2 The use of goal setting and SMART targets to improve and/or optimise performance</u></p> <p>2.2.1 The use of goal setting to improve and/or optimise performance</p> <p>2.2.2 Principles of SMART targets (specific, measureable, achievable, realistic, time-bound) and the value of each principle in improving and/or optimising performance</p> <p>2.2.3 Setting and reviewing targets to improve and/or optimise performance</p>	<p><b>Topic 1 – 3.2 Commercialisation of physical activity and sport</b></p> <p>3.2.1 The relationship between commercialisation, the media and physical activity and sport</p> <p>3.2.2 The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator</p> <p>3.2.3 Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport</p>

<p>blood vessels, cardiac muscle forming the heart, and their roles when participating in physical activity and sport</p> <p>1.1.8 Location and role of the voluntary muscular system to work with the skeleton to bring about specific movement during physical activity and sport, and the specific function of each muscle (deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior)</p> <p>1.1.9 Antagonistic pairs of muscles (agonist and antagonist) to create opposing movement at joints to allow physical activities (e.g. gastrocnemius and tibialis anterior acting at the ankle - plantar flexion to dorsi flexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and hip flexors and gluteus maximus acting at the hip - all flexion to extension)</p> <p>1.1.10 Characteristics of fast and slow twitch muscle fibre types (type I, type IIa and type IIx) and how this impacts on their use in physical activities</p> <p>1.1.11 How the skeletal and muscular systems work together to allow participation in physical activity and sport</p>		
<p><b><u>Topic 2 1.2 The structure and functions of the cardiorespiratory system</u></b></p> <p>1.2.1 Functions of the cardiovascular system applied to performance in physical activities: transport of oxygen, carbon dioxide and nutrients, clotting of open wounds, regulation of body temperature</p> <p>1.2.2 Structure of the cardiovascular system: atria, ventricles, septum, tricuspid, bicuspid and semi-lunar valves, aorta, vena cava, pulmonary artery, pulmonary vein, and their role in maintaining blood circulation during performance in physical activity and sport</p> <p>1.2.3 Structure of arteries, capillaries and veins and how this relates to function and importance during physical activity and sport in terms of blood pressure, oxygenated, deoxygenated blood and changes due to physical exercise</p>	<p><u>Topic 2 – 6 week plan - COURSEWORK</u></p>	<p><b><u>Topic 2 –3.3 Ethical and socio-cultural issues in Physical activity and sport</u></b></p> <p>3.3.1 The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level</p> <p>3.3.2 Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport</p>

<p>1.2.4 The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood flow (vascular shunting) during physical activities compared to when resting</p> <p>1.2.5 Function and importance of red and white blood cells, platelets and plasma for physical activity and sport</p> <p>1.2.6 Composition of inhaled and exhaled air and the impact of physical activity and sport on this composition</p> <p>1.2.7 Vital capacity and tidal volume, and change in tidal volume due to physical activity and sport, and the reasons that make the change in tidal volume necessary</p> <p>1.2.8 Location of main components of respiratory system (lungs, bronchi, bronchioles, alveoli, diaphragm) and their role in movement of oxygen and carbon dioxide into and out of the body</p> <p>1.2.9 Structure of alveoli to enable gas exchange and the process of gas exchange to meet the demands of varying intensities of exercise (aerobic and anaerobic)</p> <p>1.2.10 How the cardiovascular and respiratory systems work together to allow participation in physical activity and sport</p>		
<p style="text-align: center;"><b><u>TERM 2</u></b></p> <p><b><u>Topic 3 – 1.3 Anaerobic and aerobic exercise</u></b></p> <p>1.3.1 Energy: the use of glucose and oxygen to release energy aerobically with the production of carbon dioxide and water, the impact of insufficient oxygen on energy release, the byproduct of anaerobic respiration (lactic acid)</p> <p>1.3.2 Energy sources: fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity</p>	<p style="text-align: center;"><b><u>TERM 2</u></b></p> <p><b><u>Topic 3 – 3.5 How to optimise training and prevent injury</u></b></p> <p>3.5.1 The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ</p> <p>3.5.2 Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports</p> <p>3.5.3 Injuries that can occur in physical activity and sport: concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions)</p>	<p style="text-align: center;"><b><u>TERM 2 AND 3 REVISION</u></b></p>

	<p>3.5.4 RICE (rest, ice, compression, elevation)</p> <p>3.5.5 Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones (GH)), stimulants, blood doping</p>	
<p><b><u>Topic 4 - 4 The short- and long- term effects of exercise</u></b></p> <p>1.4.1 Short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer</p> <p>1.4.2 Short-term effects of physical activity and sport on heart rate, stroke volume and cardiac output, and the importance of this to the player/performer</p> <p>1.4.3 Short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer</p> <p>1.4.4 How the respiratory and cardiovascular systems work together to allow participation in, and recovery from, physical activity and sport: oxygen intake into lungs, transfer to blood and transport to muscles, and removal of carbon dioxide</p> <p>1.4.5 Long-term effects of exercise on the body systems –see 3.4.1–3.4.4</p> <p>1.4.6 Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise</p>	<p><b><u>Topic 4 – 3.6 Effective use of warm up and cool down</u></b></p> <p>3.6.1 The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport</p> <p>3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport</p> <p>3.6.3 Activities included in warm-ups and cool downs</p>	
<p><b><u>Topic 5 – Movement Analysis (2.)</u></b></p> <p><b>2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</b></p> <p>2.1.1 First, second and third class levers and their use in physical activity and sport</p> <p>2.1.2 Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the body's lever systems and the impact on sporting performance</p>	<p><b><u>Topic 5 – 4.1 Use of data</u></b></p> <p>4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport</p> <p>4.1.2 Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods</p> <p>4.1.3 Present data (including tables and graphs)</p>	

	<p>4.1.4 Interpret data accurately</p> <p>4.1.5 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sports</p>	
<p><b><u>Topic 6 - 2.2 Planes and axes of movement</u></b></p> <p>2.2.1 Movement patterns using body planes and axes: sagittal, frontal and transverse plane and frontal, sagittal, vertical axes applied to physical activities and sporting actions</p> <p>2.2.2 Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults</p> <p>2.2.3 Movement in the frontal plane about the sagittal axis when performing cartwheels</p> <p>2.2.4 Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining</p>	<p><b><u>Topic 5 - 1.1 Physical, emotional and social health, fitness and well-being</u></b></p> <p>1.1.1 Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved</p> <p>1.1.2 Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved</p> <p>1.1.3 Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved</p> <p>1.1.4 Impact of fitness on well-being: positive and negative health effects</p> <p>1.1.5 How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual</p> <p>1.1.6 Lifestyle choices in relation to: diet, activity level, work/rest/sleep balance, and recreational drugs (alcohol, nicotine)</p> <p>1.1.7 Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)</p>	
<p style="text-align: center;"><b>Term 3</b></p> <p><b><u>Topic 7 - Physical training (3) 3.1 The relationship between health and fitness and the role that exercise plays both</u></b></p> <p>3.1.1 Definitions of fitness, health, exercise and performance and the relationship between them</p>	<p style="text-align: center;"><b>TERM 3</b></p> <p><b><u>Topic 7 - 1.2 The consequences of a sedentary lifestyle</u></b></p> <p>1.2.1 A sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness</p>	

	1.2.2 Interpretation and analysis of graphical representation of data associated with trends in physical health issues	
<p><b><u>Topic 8 – The components of fitness, benefits for sport and how fitness is measured and improved</u></b></p> <p>3.2.1 Components of fitness and the relative importance of these components in physical activity and sport: cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed</p> <p>3.2.2 Fitness tests: the value of fitness testing, the purpose of specific fitness tests, the test protocols, the selection of the appropriate fitness test for components of fitness and the rationale for selection</p> <p>3.2.3 Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables</p> <p>3.2.4 Fitness tests for specific components of fitness: cardiovascular fitness – Cooper 12 minute tests (run, swim), Harvard Step Test, agility – Illinois agility run test, strength – grip dynamometer, muscular endurance – one minute sit-up, one-minute press-up, speed – 30m sprint, power – vertical jump, flexibility – sit and reach</p> <p>3.2.5 How fitness is improved – see section 3.3.1–3.3.3</p>	<p><b><u>Topic 8 - 1.3 Energy use, diet, nutrition and hydration</u></b></p> <p>1.3.1 The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport</p> <p>1.3.2 The role and importance of macronutrients (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes</p> <p>1.3.3 The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports</p> <p>1.3.4 The factors affecting optimum weight: sex, height, bone structure and muscle girth</p> <p>1.3.5 The variation in optimum weight according to roles in specific physical activities and sports</p> <p>1.3.6 The correct energy balance to maintain a healthy weight</p> <p>1.3.7 Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport</p>	
<p><b><u>Topic 9 3.3 The principles of training and their application to personal exercise/training programmes</u></b></p> <p>3.3.1 Planning training using the principles of training: individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility, thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90% calculated using simplified Karvonen formula i.e. <math>(220) - (\text{your age}) = \text{MaxHR}</math>; <math>(\text{MaxHR}) \times (60\% \text{ to } 80\%) = \text{aerobic training zone}</math>; <math>(\text{MaxHR}) \times (80\% \text{ to } 90\%) = \text{anaerobic training zone}</math>)</p>	<p><b><u>Topic 9- 2.1 Classification of skills (basic/complex, open/closed)</u></b></p> <p>2.1.1 Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua</p> <p>2.1.2 Practice structures: massed, distributed, fixed and variable</p> <p>2.1.3 Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills</p>	

<p>3.3.2 Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness)</p> <p>3.3.3 The use of different training methods for specific components of fitness, physical activity and sport: continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, Pilates, yoga, spinning). The advantages and disadvantages of different training methods</p>		
<p><b><u>Topic 10 3.4 The long-term effects of exercise</u></b></p> <p>3.4.1 Long-term effects of aerobic and anaerobic training and exercise and the benefits to the muscular-skeletal and cardio-respiratory systems and performance</p> <p>3.4.2 Long-term training effects: able to train for longer and more intensely</p> <p>3.4.3 Long-term training effects and benefits: for performance of the muscular-skeletal system: increased bone density, increased strength of ligaments and tendons, muscle hypertrophy, the importance of rest for adaptations to take place, and time to recover before the next training session</p> <p>3.4.4 Long-term training effects and benefits: for performance of the cardio-respiratory system: decreased resting heart rate, faster recovery, increased resting stroke volume and maximum cardiac output, increased size/strength of heart, increased capillarisation, increase in number of red blood cells, drop in resting blood pressure due to more elastic muscular wall of veins and arteries, increased lung capacity/volume and vital capacity, increased number of alveoli, increased strength of diaphragm and external intercostal muscles</p>	<p><b><u>Topic 10 - 2.4 Mental preparation for performance</u></b></p> <p>2.4.1 Mental preparation for performance: warm up, mental rehearsal</p>	
	<p><b><u>Topic 11 - 3.1 Engagement patterns of different social groups in physical activity and sport</u></b></p> <p>3.1.1 Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: gender, age, socio-economic group, ethnicity, disability</p>	

3.1.2 Interpretation and analysis of graphical representation of data associated with trends in participation rates

<u>Core practical's</u>	<u>Core practical's</u>	<u>Core practical's</u>
<ol style="list-style-type: none"> <li>1. Fitness testing</li> <li>2. Measure resting and working heart rate</li> <li>3. Training methods</li> <li>4. Testing components of fitness</li> <li>5. Netball</li> <li>6. Basketball</li> <li>7. Badminton</li> <li>8. Handball</li> </ol>	<ol style="list-style-type: none"> <li>1. Fitness testing</li> <li>2. Handball</li> <li>3. Basketball</li> <li>4. Netball</li> <li>5. Football</li> <li>6. Athletics</li> <li>7. Rock climbing</li> </ol>	<ol style="list-style-type: none"> <li>1. Handball</li> <li>2. Netball</li> <li>3. Basketball</li> <li>4. Badminton</li> <li>5. Football</li> </ol>

<b>SPORTS SCIENCE</b>		
YEAR 9	YEAR 10	YEAR 11
<p>RO42 – Applying the principles of training</p> <p><b><u>Term 1</u></b></p> <ol style="list-style-type: none"> <li>1. Principles of training</li> <li>2. Aerobic and anaerobic respiration</li> <li>3. Components of fitness</li> </ol> <p><b><u>Term 2</u></b></p> <ol style="list-style-type: none"> <li>4. Training methods</li> <li>5. Methods in combination</li> <li>6. Conducting fitness tests</li> </ol> <p><b><u>Term 3</u></b></p> <ol style="list-style-type: none"> <li>7. Normative data</li> <li>8. Develop a fitness training programme</li> <li>9. Evaluate the training programme</li> </ol>	<p><b>RO41 – Reducing the risk of sports injury</b></p> <p><b><u>Term 1</u></b></p> <ol style="list-style-type: none"> <li>1. Understand factors which influence injury risk</li> <li>2. Extrinsic factors               <ul style="list-style-type: none"> <li>Type of activity</li> <li>Coaching/supervision</li> <li>Environmental factors</li> <li>Equipment</li> <li>Safety hazards</li> </ul> </li> <li>3. Intrinsic factors               <ul style="list-style-type: none"> <li>Physical preparation</li> <li>Individual variables</li> <li>Nutrition</li> <li>Psychological factors</li> <li>Posture and causes of poor posture</li> </ul> </li> </ol>	<p>RO43 – The body's response to exercise</p> <p><b><u>Term 1</u></b></p> <ol style="list-style-type: none"> <li>1. Describes the functions and roles of the cardio-respiratory and musculoskeletal systems</li> <li>2. functions of the skeleton</li> <li>3. Types of joint</li> <li>4. Range of movement</li> <li>5. Muscles and location</li> <li>6. Types of muscle</li> <li>7. Muscle contraction</li> <li>8. Heart</li> <li>9. Blood vessels</li> <li>10. Blood</li> <li>11. Respiratory system</li> </ol>

	<p>Sports injuries related to poor posture</p> <ol style="list-style-type: none"> <li>4. Understand the role of warm ups and cool downs in preventing injury Physical benefits of a warm up Psychological benefits of a warm up Physical benefits of a cool down Key components of a cool down Specific needs which a warm up and cool down must consider</li> <li>5. Know how to respond to injuries Acute and chronic injuries Types causes and treatment of common sports injuries How to respond to injuries and medical conditions in a sporting context. Emergency action plans in a sporting context</li> <li>6. Know how to respond to common medical conditions Asthma Epilepsy Diabetes</li> </ol> <p><b><u>Term 2</u></b></p> <p><b>RO45 - Sports Nutrition</b></p> <ol style="list-style-type: none"> <li>1. Describe the nutrients needed for a healthy balanced diet</li> <li>2. Allergies and its impact</li> <li>3. Metabolism</li> <li>4. calories</li> <li>5. Macronutrients</li> <li>6. Micronutrients</li> <li>7. Food plate</li> <li>8. Understand the importance of nutrition in sport</li> <li>9. Importance of nutrition before exercise</li> <li>10. Importance of nutrition during exercise</li> <li>11. Importance of nutrition after exercise</li> <li>12. How athlete's diets are different and why</li> <li>13. Supplements</li> <li>14. Malnutrition</li> <li>15. Effects of overeating on health and performance</li> <li>16. Effects of undereating on health and performance</li> <li>17. Effect of dehydration on health and performance</li> <li>18. Develop a diet plan</li> <li>19. Evaluate the diet plan</li> </ol>	<ol style="list-style-type: none"> <li>12. Understanding the importance of the systems in health and fitness</li> <li>13. Key terms – Heart rate, stroke volume, tidal volume, cardiac output, vascular shunt mechanism</li> <li>14. Inhalation and expiration</li> <li>15. Short term effects of exercise on the body systems</li> <li>16. Long term effects of exercise on the body systems</li> </ol> <p><b><u>Term 2</u></b></p> <p>Improvement time for coursework</p>
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**SPORTS STUDIES**

YEAR 9	YEAR 10	YEAR 11
<p><b>Term 1</b>                      R052 – Developing sport skills                      Theory                      What is a sport? How do we identify skills and sports and demonstrate skills in individual sports?                      Practical                      Individual sports focus on skill demonstration and brief overview of analysis.</p> <p>Theory                      Different analysis methods. How do we analyse skills in isolation in game play?                      Practical                      Team sports focus on skill demonstration and brief view of analysis</p> <p><b>Term 2</b>                      Theory                      Rules of individual sports – what are the main rules of the different individual sports that we have been doing.                      Practical                      Application of rules and demonstration of umpiring.</p> <p>Theory                      Rules of team sports – what are the main rules and demonstration of umpiring.                      Practical                      Application of rules and demonstration of umpiring.</p> <p>Theory                      Evaluating 10 skills required in your sport, identifying the 2 main weaknesses and design a development plan for the weaknesses.</p> <p><b>Term 3</b>                      Practical assessments</p>	<p><b>Term 2</b>                      R051 – Contemporary Issues in sport                      Barriers/Solutions to participation.                      User groups                      Olympic values                      Etiquette and sporting behaviour                      Advantages of hosting sporting events                      Disadvantages of hosting sporting events                      National governing bodies                      (promotion/development/infrastructure)                      Funding allocations of sport                      Revision of contemporary issues</p> <p>Practical's                      Leadership games – leading warm ups                      Warm up games</p> <p><b>Term 2</b>                      R056 – Developing knowledge and skills in outdoor activities                      Learn about different types of outdoor activities including, provision of these activities in the UK and the importance of organisation. Describe the National sports centres</p> <p>Understand the value of participating in outdoor activities including confidence, challenge, health and fitness, motivation, socialisation, skill building and problem solving.</p> <p><b>Term 3</b>                      Plan an outdoor activity, looking at health and safety, personnel, clothing and equipment, emergency procedures, contingency plans, shelter, weather forecast, timings, organisation of the group activity, hazards, supervisions and the consequences of not organising these correctly.</p> <p>Demonstration of knowledge and skills during two outdoor education activities. – rock climbing and orienteering</p>	<p><b>Term 1</b>                      R053 - Sports Leadership                      Theory                      What makes a good leader?                      Roles and responsibilities of a leader</p> <p>Theory                      Draft session plans for leadership session.                      Practical                      Deliver small sessions to small groups focused on positioning and communication.</p> <p>Theory                      Planning leadership session                      Practical                      Delivering sessions to small groups on a rotation.</p> <p>Theory                      Posters for sports leadership                      Practical                      Leadership sessions                      Further leadership sessions delivering session and evaluating and adjusting as required.                      Leadership to other pupils/primaries where needed                      Primary sports day.</p> <p><b>Term 2</b>                      Practical assessments this half term</p>

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