

Reddish Vale High School Physical Education Department 5 Year Plan 2021-22

Summary of Core PE curriculum

Intent

The Physical Education department aims to encourage pupils to have high aspirations and a lifelong interest in sport. The aim is to provide all pupils with a positive experience within their PE lessons and extra-curricular activities promoting personal growth throughout a range of activities. We strive to ensure that each and every pupil has the opportunity to develop physically, socially and morally within the department's programmes of study, throughout the years, building on skills through increased confidence and self-esteem. Our schemes of work are specifically designed to promote inclusion so that all abilities can access the curriculum and strive for academic progress. Pupils will develop an understanding of the importance for a healthy active lifestyle and the impact this has on wellbeing.

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

During year 7 and 8 all pupils will have an opportunity to participate in swimming in the summer term. This will be focused upon students who are unable to swim and those that need to develop their swimming ability. During the summer term in Year 9 there will be an opportunity for competitive swimmers to participate in swimming lessons.

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.

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.

Impact

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.

Year Group	Intent
<u>Year 7</u>	<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 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>
<u>Year 8</u>	<p>Year 8 is a building of year 7. 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, linking to OCR KS4 Specification R185. 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>
<u>Year 9 core</u>	<p>Students 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>
<u>Year 10 core</u>	<p>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 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.</p>
<u>Year 11 core</u>	<p>The focus in KS4 is to develop skills across a range of activities that will allow pupils to continue with a passion for sport. This will promote positive exercise routines. Students will continue 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. The curriculum will be personalised to the students 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 are encouraged to be involved in primary school festivals and develop their leadership skills further.</p>
<u>Year 9 GCSE PE</u>	<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, reinforcing and embedding developing understanding. Cross curricular connections can also be made to science where students have studied the cardiovascular</p>

	<p>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 chapter one - anatomy and physiology and chapter 3 - physical training.</p> <p>Pupils will be introduced to the assessment criteria for the practical sports to gain an understanding of how marks are awarded for part A and part B of each sport.</p> <p>During practical lessons pupils will focus upon keys skills that need to be demonstrated in basketball, badminton, netball, football and athletics developing an understanding of the assessment criteria and the assessment drills 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>
Year 9 OCR Sports Studies	<p>Pupils are introduced to Sports Studies during their transition year. The course is introduced to students in detail to ensure pupils understand how work is marked. Pupils will develop their sports skills as both a performer and as a leader in a sporting activity. 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, performing under pressure and problem solving to make decisions. Pupils will be assessed on planning, delivering and reviewing a safe and effective leadership session whilst reviewing performance. This developing the fundamental skills that pupils have learnt in KS3. Pupils will evaluate their own sporting performance identifying strength and weaknesses and devise a developmental plan to improve weaknesses in a sporting activity.</p>
Year 10 GCSE PE	<p>This year we start to bring together skills learnt in year 9 to complete a piece of NEA coursework. Pupils will complete paper one chapter 2 – movement analysis 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, using AO1, AO2 and AO3. 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 chapter four health, fitness and performance and chapter 5 sport psychology will be looked at. Here there will be connections made with food technology 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 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 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 these 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>
Year 10 OCR Sports Studies	<p>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 through a GCSE exam in the January series.</p>

	<p>During the second half of the year pupils will focus upon sport and the media. Pupils learn a range of media sources and apply these to real life examples to show the nature of the relationship between media and sport. Pupils will know how developments in technology allow sport to become more accessible, viewed and discussed for spectators. Pupils will evaluate and justify the different ways in which sport is represented in the media, making links to the positives and negatives of the media in sport.</p>
Year 11 GCSE	<p>Pupils will complete 1 lesson practical and 4 theory lessons. Pupils will complete paper two chapter 6 socio-cultural influences, 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 and NEA coursework will be re-drafted.</p> <p>Pupils will be ready prepared for practical moderation. During practical lessons pupils will further develop focus upon basketball, badminton, netball, football 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 these consistently in a game situation whilst demonstrating tactical knowledge and adapting to the opposition in game situations consistently. Pupils will have the opportunity to complete rock climbing as one of their individual sports, attending an external rock climbing centre to complete the assessment and moderation for this. Reference to assessment criteria will be made throughout practical lessons. Continued practice of these skills will allow pupils to improve practical scores in preparation for moderation day.</p>
Year 11 OCR Sports Studies	<p>Pupils will complete the sport and the media coursework. Pupils will participate in an outdoor activities, learning about different types of outdoor activities including, provision of these activities in the UK and the importance of organisation. Pupils will be able to identify and describe the National Sports Centres along with understanding the value of participating in outdoor activities including confidence, challenge, health and fitness, motivation, socialisation, skill building and problem solving. Pupils will independently research and share findings during presentations with peers. Pupils will plan an outdoor activity understanding the importance of 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. Pupils will demonstrate and be assessed on knowledge and skills during two outdoor education activities.</p>

Half termly Cardio-vascular fitness tests to demonstrate improvement in personal fitness promoting a healthy and active lifestyle.

YEAR 7		
Football	Netball	Basketball
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.
Badminton	Health and Fitness	Cricket
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.
Rounders	Athletics	Swimming
In this unit pupils will develop individual technique in batting, bowling and fielding. Pupils will work on improving the quality of their skills. Pupil should begin to accurately score games.	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 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.	In this unit pupils will develop their swimming technique. Developing the correct body position enabling them to develop their swimming strokes.

YEAR 8		
Football	Netball	Basketball
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.
Badminton	Health and Fitness	Cricket
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.
Rounders	Athletics	Swimming
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 accurately score games & understand rules.	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

YEAR 9		
Football	Netball	Basketball
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.
Badminton	Health and Fitness	Cricket
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 defence. 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.
Rounders	Athletics	Swimming
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.

Half termly Cardio-vascular fitness tests conducted to demonstrate improvement in personal fitness promoting a healthy and active lifestyle.

GCSE PE

Year 9	Year 10	Year 11
<p style="color: red; text-decoration: underline;">TERM 1</p> <p style="color: red; text-decoration: underline;">Paper 1</p> <p>Physical training Health and Fitness</p> <p>3.1 The relationship between health and fitness and the role that exercise plays both.</p> <p>3.1.1 Definitions of fitness, health, exercise and performance and the relationship between them</p> <p><u>The components of fitness, benefits for sport and how fitness is measured and improved</u></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><u>4.1 Use of data</u></p> <p>4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport</p>	<p style="color: red; text-decoration: underline;">TERM 1</p> <p style="color: red; text-decoration: underline;">Paper 1 continued</p> <p><u>Anaerobic and aerobic exercise</u></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 by-product 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>1.3.3 EPOC - An understanding that EPOC (oxygen debt) is caused by anaerobic exercise (producing lactic acid) and requires the performer to maintain increased breathing rate after exercise to repay the debt.</p> <p>1.3.4 Recovery Processes – cool down manipulation of diet, massage and ice baths.</p> <p><u>The structure and functions of the cardio-respiratory system</u></p> <p>Pathway of air.</p> <p>Gaseous exchange at the alveoli – features that assist in gaseous exchange.</p> <p>Blood vessels - Structure of arteries, capillaries and veins. Function of vessels - carrying oxygenated/deoxygenated blood to/from the heart, gas exchange, blood pressure and redistribution of blood during exercise (vasoconstriction and vasodilation).</p> <p>Structure of the heart – chambers left and right atria and ventricles.</p> <p>The cardiac cycle and the pathway of the blood – Systole and diastole. Valves open due to pressure and close to prevent backflow</p> <p>Cardiac output, stroke volume and heart rate, and the relationship between them. Cardiac output (Q) = stroke volume x heart rate.</p>	<p style="color: red; text-decoration: underline;">TERM 1</p> <p style="color: red; text-decoration: underline;">PAPER 2</p> <p><u>Ethical and socio-cultural issues in Physical activity and sport</u></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>3.3.3. Prohibited substances including the basic positive effects and negative side effects: stimulants, narcotic analgesics, anabolic agents, peptide hormones (EPO) and diuretics.</p> <p>3.3.4 Prohibited methods - blood doping. How blood doping occurs and the effects/side effects of doing it. How blood doping leads to increased red blood cell count and be which types of sporting performers this could benefit. Side effects can be: thickening of blood (viscosity), potential infection, potential for heart attack and embolism (blockage of vessel)</p> <p>3.3.6 Hooliganism</p> <p><u>Commercialisation of physical activity and sport</u></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 and 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><u>Technology in Sport</u></p> <p>3.2.3 The advantages and disadvantages of technology for the sponsor, the sport, the player/performer and the spectator.</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><u>3.3 The principles of training and their application to personal exercise/training programmes</u></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. $(220) - (\text{your age}) = \text{MaxHR}$; $(\text{MaxHR}) \times (60\% \text{ to } 80\%) = \text{aerobic training zone}$; $(\text{MaxHR}) \times (80\% \text{ to } 90\%) = \text{anaerobic training zone}$)</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><u>3.3.3 Types of Training</u> The use of different training methods for specific components of fitness, physical activity and sport: continuous, Fartlek, circuit, interval, plyometrics, weight/resistance, static stretching and altitude training. The advantages and disadvantages of different training methods.</p> <p>3.3.4 Calculating intensities to optimise training effectiveness - maximum heart rate (220 minus age), aerobic training zone (60–80% of maximal heart rate), anaerobic training zone (80–90% of maximal heart rate).</p> <p>Specific training techniques – high altitude training as a form of aerobic training.</p>	<p>Students should be taught how to interpret heart rate graphs, including an anticipatory rise, and changes in intensity.</p> <p>Mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing</p> <p>Interpretation of a spirometer trace.</p> <p><u>Movement Analysis - Levers</u></p> <p>2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</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><u>Planes and Axes of Movement</u></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><u>Performance-enhancing drugs (PEDs)</u> Positive and negative effects on sporting performance and performer lifestyle, including anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones, (erythropoietin (EPO), stimulants and blood doping.</p> <p><u>Physical, emotional and social health, fitness and well-being</u></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><u>Engagement patterns of different social groups in physical activity and sport</u></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> <p>3.1.2 Interpretation and analysis of graphical representation of data associated with trends in participation rates</p>
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	<p style="text-align: center;"><u>NEA COURSEWORK</u></p> <p>Part A – Analysis /15 Analyse strengths and weaknesses for components of fitness and skills.</p>	
<p style="text-align: center;"><u>TERM 2</u></p> <p>3.3.4 Calculating intensities to optimise training effectiveness - maximum heart rate (220 minus age), aerobic training zone (60–80% of maximal heart rate), anaerobic training zone (80–90% of maximal heart rate).</p> <p>Specific training techniques – high altitude training as a form of aerobic training.</p> <p>3.6 Effective use of warm up and cool down</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><u>How to optimise training and prevent injury</u></p> <p>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>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><u>Seasonal Aspects</u> - pre-season/preparation, competition/peak/playing season and post-season/transition.</p>	<p style="text-align: center;"><u>TERM 2</u></p> <p style="text-align: center;"><u>NEA COURSEWORK</u></p> <p>Part A – Analysis /15 – Write up</p> <p>Part B – Evaluation /10: <u>Weakness 1</u> - select an appropriate training method to improve the component of fitness weakness. (/5) Write up</p> <p><u>Paper 1 Revision</u> <u>Paper 1 Mock Exam</u></p> <p style="text-align: center;"><u>Paper 2</u></p> <p><u>3.2.1.3 Guidance and Feedback</u></p> <p>3.2.1 Types of guidance, with reference to beginners and elite level performers. Types of guidance with specific links to: visual (seeing), verbal (hearing), manual (assist movement – physical) and mechanical (use of objects/aids).</p> <p>3.2.1 Types of feedback, with reference to beginners and elite level performers. Types of feedback with specific links to beginners and to elite level performers: positive/negative, knowledge of results/knowledge of performance and extrinsic/intrinsic.</p> <p><u>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, measurable, achievable, realistic, time-bound) and the value of each principle in improving and/or optimising performance</p>	<p style="text-align: center;"><u>TERM 2</u></p> <p><u>Energy use, diet, nutrition and hydration</u></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 style="text-align: center;"><u>NEA coursework re-drafting</u></p> <p style="text-align: center;"><u>REVISION</u></p> <p style="text-align: center;"><u>TERM 3</u></p> <p style="text-align: center;"><u>REVISION</u></p>

	<p>2.2.3 Setting and reviewing targets to improve and/or optimise performance</p> <p><u>Basic information processing model</u></p> <p>The role of each stage (input, decision making, output and feedback) of the model. Input – information from the display (senses), selective attention. Decision making – selection of appropriate response from memory. The role of long term and short term memory. Output – information sent to muscles to carry out the response. Feedback – received via self (intrinsic) and/or others (extrinsic).</p> <p><u>Classification of skills</u></p> <p>2.1.1 Classification of a range of sports skills using the open-closed, basic (simple)-complex, gross-fine self-paced to externally-paced continua.</p> <p>2.1.3 Application of knowledge of skill classification to select the most relevant practice to develop a range of skills.</p>	
<p><u>The short- and long- term effects of exercise</u></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>Recap of paper 1 topics</p>		
<p style="text-align: center;"><u>Term 3</u></p> <p><u>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, blood cell production, support, structural shape, mineral storage.</p> <p>1.1.2 Classification of bones: long (leverage), short (weight bearing), flat (protection, broad surface for muscle attachment), applied to performance in physical activities and sports.</p> <p>1.1.3 Bones: cranium, clavicle, scapula, five regions of the vertebrae, ribs, sternum, humerus, radius, ulna, carpals, metacarpals, phalanges (in the hand), pelvis, femur, patella, tibia, fibula, tarsals, metatarsals, phalanges (in the foot), talus (in the ankle) and their classification and use applied to performance in physical activities and sports</p>	<p style="text-align: center;"><u>TERM 3</u></p> <p><u>Mental preparation for performance</u></p> <p>2.4.1 Mental preparation for performance: warm up, mental rehearsal and arousal.</p> <p>Controlling arousal through analysing the Inverted-U theory. The relationship between arousal level and performance level, e.g. when under-aroused, performance level is low/under or over arousal causing low performance levels.</p> <p>How optimal arousal levels vary according to the skill being performed in a physical activity or sport Link appropriate arousal level (high/low) to gross/fine skills in sporting actions.</p> <p>How arousal can be controlled using stress management techniques before or during a sporting performance Knowledge of the following stress management techniques: deep breathing, mental rehearsal/visualisation/imagery and positive self-talk.</p> <p>Understand the difference between direct and indirect aggression with application to specific sporting examples.</p>	

<p>1.1.4 Classification of joints: hinge (elbow, knee and ankle), ball and socket (hip and shoulder) 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, 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 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>1.1.11 How the skeletal and muscular systems work together to allow participation in physical activity and sport.</p>	<p>Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types.</p> <p><u>The consequences of a sedentary lifestyle</u></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> <p>1.2.2 Interpretation and analysis of graphical representation of data associated with trends in physical health issues</p> <p>1.2.3 Somatotypes – endomorph, mesomorph, and ectomorph. Identify the most suitable body type for particular sports.</p> <p style="text-align: center;"><u>NEA COURSEWORK</u></p> <p>Part B – Evaluation /10: <u>Weakness 2</u> - select an appropriate theory to improve the skill weakness. (/5)</p>	
<p><u>Topic 9 3.4 The long-term effects of exercise</u></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</p>		

<p>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><u>NEA coursework re-drafting Evaluation Weakness 2</u></p>	

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

OCR SPORTS STUDIES		
YEAR 9	YEAR 10	YEAR 11
<p><u>Term 1</u> <u>R185 – Performance and leadership in sports activities</u> Practical Performance in two selected activities</p>	<p><u>Term 1</u> <u>R184 – Contemporary Issues in Sport</u> Theory Barriers/Solutions to participation.</p>	<p><u>Term 1</u> <u>R186 – Sport and the Media</u> Theory</p>

<p>Individual and team sports focus on skill demonstration and brief overview of analysis. Develop an appropriate use of: tactics, strategies, compositional ideas and use of creativity in performance. Appropriate and timely decision-making. Managing and maintaining performance in individual activities Your role and contribution to team activity. Different analysis methods. How do we analyse skills in isolation in game play?</p> <p>Term 2 Theory Applying practice methods to support improvement in a sporting activity. Evaluating 10 skills required in your sport, identifying the 2 main weaknesses and design a development plan for the weaknesses. Assess strengths and weaknesses for skills and techniques, tactics and strategies and compositional ideas. Different types of practices and progressive drills to improve performance. Use of tools to aid evaluation such as video analysis, diary log, teacher feedback, peer feedback.</p> <p>Term 3 Practical Organising and planning a sports activity session. Leading a sports activity session Leading a sports activity session ensuring safe practice throughout. Theory Evaluation of performance for both the planning and leading of a sports activity session. Analysing areas to develop and opportunities to develop leadership skills in the future.</p>	<p>User groups Popularity 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 Leadership games – leading warm ups Warm up games</p> <p>Term 2 R184 – Contemporary Issues in sport – revisit prior to exam R186 – Sport and the Media – Introduction</p> <p>Term 3 <u>R186 – Sport and the Media</u> Theory The different sources of media that cover sport. The different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media sources. The print media sources and their role as traditional media sources in comparison to other media sources.</p>	<p>Positive effects of the media in sport on participation and the profile of the sport. Positive impacts of the media in sport on education and revenue. Negative effects of the media on sport in relation to spectators and live sport. Negative impacts of the media on sports and sports performers.</p> <p><u>R187 – Increasing awareness of Outdoor and Adventurous Activities</u> Know the provision available for outdoor and adventurous activities both locally and nationally. To learn the outdoor activity organisations (including NGBs).</p> <p>Learn the types of technology that can enhance participation or safety and know the role of technology in terms of access and transportation, comfort, safety, communication, information.</p> <p>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. To know the types of terrain and environment.</p> <p>Term 2 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. Continued practical assessments this half term. Evaluate participation in an outdoor and adventurous activity. Coursework completion.</p>
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