

Physical education

Skill

Physical education enables students to gain knowledge of the effects that physical activity has on their health and wellbeing. Within physical education students will learn how to take part in a broad range of sports and physical activities. Students' participation shall vary from accessing the basics of a sport or physical activity through competing within sports. Students will be able to demonstrate their knowledge through becoming physically literate in number of fundamental physical skills.

Character

Physical education aims to develop confidence in students' self-esteem. We aim for all students to have the ability to take part in a range of physical activity inside and outside of the school environment. Within team sports students will develop co-operation and leadership skills.

Experiences

Students will experience a range of challenges through a variety of activities they get taught in. Enabling them to build the confidence and skill set to take part in these activities outside of a school setting. In addition all students shall have the opportunity to compete in intercollege team competitions in year 7 and 8 and through year 7 t10 in intercollege athletics during sports day. All students have the opportunity to further their skills and confidence through P6 clubs and school teams.

Living in an active and healthy way is an important part of a happy life. Core PE will provide you with the opportunity to participate in this healthy lifestyle and it will give you the skills and knowledge to live in an active and happy manner for the rest of your life.

Criticality

Students will be exposed to increasingly more challenging environments to work within. This will enable students to form strategic methods in order to outwit opponents within competitive sport environments. Students will also have the chance to form team or group tactics with other students in order to manage the way they apply their skills within competitive situations.

Within physical activity students shall be encouraged to analyse their health and wellbeing and shall be challenged to improve this. Students are encouraged to reflect on the components of their health and wellbeing that physical education provides.

Programme of study

Core PE

Please note that children will cover sporting units at different times because of the limits imposed on us by our facilities. For example, it is only possible to have a single class playing badminton at a time because of the limited space in the sports hall.

	Boys	Girls
Year 7	Transition unit; fitness skills; cross country; rugby; badminton; gymnastics and trampolining; tennis; cricket or rounders; athletics	Transition unit; fitness skills; cross country; netball; hockey; gymnastics and trampolining; tennis; rounders; athletics
Year 8	Cross country; rugby; football; gymnastics and trampolining handball or basketball; cricket or softball; athletics	Cross country; netball; football; gymnastics and trampolining; badminton; handball or basketball; rounders; athletics
Year 9	Cross country; rugby; football; gymnastics and trampolining handball or basketball; cricket or softball; athletics	Cross country; netball; football; gymnastics and trampolining; badminton; handball or basketball; rounders; athletics
Year 10	Cross country; rugby; football; gymnastics and trampolining handball or basketball; cricket or softball; athletics Health and Fitness; games	Cross country; netball; football; gymnastics and trampolining; badminton; handball or basketball; rounders; athletics; games; health and Fitness
Year 11	Cross country; rugby; football; trampolining; handball; games; health and fitness	Cross country; netball; trampolining; badminton; handball games; health and fitness

GCSE PE year 9 plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Skeletal system: Muscular system Short and long term effects	Movement analysis Prevention of injury	Cardiovascular system. Short and long term effects	Respiratory system Short and long term effects	Components of fitness and fitness testing; methods of training, principles of training.	
Year 10	Health, fitness and well-being. Diet and nutrition	Engagement patterns and commercialism	Ethical and socio-cultural issues, sport psychology, characteristics of skillfull movement, classification of skills, goal setting and mental preparation.		AEP Coursework	
Year 11	Body systems, Training effects on body systems	Energy use and diet.		Mastery and challenge		Examination

GCSE specification: OCR

Year 10 plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Health, fitness and well-being. Diet and nutrition	Engagement patterns and commercialism	Ethical and socio-cultural issues	sport psychology, characteristics of skillfull movement, classification of skills, goal setting and mental preparation.	Skeletal system	Muscular system Short and long term effects
Year 10	Movement analysis Prevention of injury	Cardiovascular system. Short and long term effects	Respiratory system Short and long term effects	Components of fitness and fitness testing; methods of training, principles of training.	AEP Coursework	
Year 11	Body systems, Training effects on body systems link to training	Energy use and diet.		Mastery and challenge		Examination

GCSE specification: OCR

Year 11 plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>1-Skeletal system</p> <p>2- Health, fitness and well-being. Diet and nutrition</p>	<p>1- Muscular system Short and long term effects</p> <p>2- Engagement patterns and commercialism</p>	<p>1- Cardiovascular system. Short and long term effects</p> <p>2- Ethical and socio-cultural issues</p>	<p>1. Cardiovascular system Short and long term effects</p> <p>2- sport psychology, characteristics of skillfull movement.</p>	<p>1. Respiratory system Short and long term effects</p> <p>2-classification of skills, goal setting and mental preparation.</p>	<p>1-Respiratory system Short and long term effects Movement analysis</p> <p>2 . goal setting and mental preparation.</p>
Year 10	<p>1-Movement analysis Prevention of injury</p>	<p>1 -Movement analysis</p>	<p>Components of fitness and fitness testing;</p>	<p>methods of training, principles of training.</p>	<p>AEP Coursework- testing, plan, training, retesting</p>	
Year 11	<p>AEP Coursework- Write up</p>	<p>Energy Aerobic and Anaerobic Prevention of injury</p>		<p>Mastery and challenge</p>		<p>Examination</p>

GCSE specification: OCR

GCSE PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	1-Skeletal system 2- Health, fitness and well-being. Diet and nutrition	3- Muscular system Short and long term effects Engagement patterns and commercialism	3- Cardiovascular system. Short and long term effects Ethical and socio-cultural issues	2. Cardiovascular system Short and long term effects 2- sport psychology, characteristics of skillfull movement	2. Respiratory system Short and long term effects 2-classification of skills, goal setting and mental preparation.	1-Respiratory system Short and long term effects Movement analysis 2 . goal setting and mental preparation.
Year 10	1-Movement analysis Prevention of injury	1 -Movement analysis	Components of fitness and fitness testing;	methods of training, principles of training.	AEP Coursework- testing, plan, training, retesting	
Year 11	AEP Coursework- Write up	Energy Aerobic and Anaerobic Prevention of injury		Mastery and challenge		Examination

GCSE specification: OCR

Sports studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Importance of warm-up, cool down and stages	Principles of training cwk	Exam unit Intrinsic and extrinsic factors	Exam unit sports injuries	Exam	Principles of training coursework
Year 10	Principles of training coursework	Technology cwk	Technology cwk	Technology cwk	Nutrition cwk	Nutrition cwk
Year 11	Nutrition cwk	Exam –sports injuries	Exam –sports injuries	Exam –sports injuries	Exam –sports injuries	

Programme of study to start September 2018- current year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 (year 1- Sept 18-19) Paper 1	Joints, muscles and movements Muscular contraction	Cardiovascular system + diseases Respiratory system + diseases	Exercise at altitude Exercise in the heat	Energy systems	Recovery Diet & Nutrition	Ergogenic Aids
Year 12 (year 1- Sept 18-19) Paper 2	Classification of skills on Continuums Manipulation of Practice Manipulation of Practice	Transfer of skills Stages of learning Guidance Feedback	Principles and theories of learning movement skills Principles and theories of learning movement skills Principles and theories of learning movement skills	Memory models Individual differences- personality Individual differences- attitudes Individual differences- motivation Individual differences- arousal Individual differences- anxiety	Individual differences- aggression Individual differences- social facilitation Group and team dynamics in sport Goal setting in sports performance Attribution	Confidence and self-efficacy in sports performances Leadership in sport

Year 7 and 8 fundamentals

Please note that children will cover sporting units at different times because of the limits imposed on us by our facilities. For example, it is only possible to have a single class playing badminton at a time because of the limited space in the sports hall.

We will coach some groups in some sports, and not others. These choices are based on the best interest of the children, and the need to develop their sporting literacy. For example, we don't train boys' groups in netball because they will find their opportunities to play netball highly limited as adult men.

Unit	Fundamental knowledge
Transition Unit	<ul style="list-style-type: none"> • Can throw and catch a ball within a closed skills drill • Can take part in a competitive game of end/zone/bench ball game • Can complete a 12 minute cooper run • Can lead a small group in a section of a warm up • Know names, locations and dynamic warm up exercises for: Hamstrings, quadriceps, gluteals, pectorals, biceps, triceps and abdominals. • Know procedures for equipment and setting up of PE lessons. • Know how to remain safe within PE. • Know the correct kit standards for different types of PE (sportshall, playing fields etc)
Cross Country	<ul style="list-style-type: none"> • Can complete a short course cross country route • Can use a suitable pace to complete the route in • Know how running effects heart rate (Recording pulse pre- and post-race) • Know how training (endurance based) and sedentary lifestyles will affect performance
Athletics	<ul style="list-style-type: none"> • Can demonstrate a one to two footed long jump with a 7 stride run up. • Can demonstrate a development in the knee drive when taking off in the long jump. • Can demonstrate the correct technique for a crouched sprint start. • Can demonstrate the correct arm technique when sprinting. • Can begin to develop the correct leg technique when sprinting. • Can execute a downward sweep relay changeover technique. • Can demonstrate the correct way to hold a shot put/javelin/discus. • Can demonstrate the correct preparation technique for a standing shot put/javelin/discus throw. • Can start to develop the execution phase of the shot put/javelin/discus. • Can start to develop the follow through phase of the shot put/javelin/discus. • Know the run-up, take off and landing phase of a jump. • Know the rules of how to determine a 'no jump' and how to measure a jump correctly. • Know how pacing works and how I can use this to determine the finishing time of a middle distance run. • Know the importance of the run for the waiting relay leg runner at a changeover. • Know the positioning of athletes for a relay changeover in order for it to be effective. • Know the safety procedures associated with athletic throwing activities. • Know the rules of how to determine a 'no throw' and how to measure all throws correctly.

	<ul style="list-style-type: none"> • Recognise the angles that the throwing equipment should be released at in order to execute a good throw. • Recognise how hip rotation in all throwing activities contributes to a good execution phase. • Recognise how the torso, arms and leg position work to enable the best sprint start possible
Gymnastics/ Dance	<ul style="list-style-type: none"> • Can demonstrate a variety of ways to travel, showing flow and effective body tension. • Can perform balances using different parts of the body and I am able to dismount from these with flow. • Can show control at times when executing jumps, leaps, twists and pivots. • Can demonstrate control when executing an advanced rotation. • Can demonstrate flow through effective and smooth movements • Know how to choreograph a routine which is dynamic, expressive and fluent. • Know how to adapt my choreography to make my tariff more complex. • Identify where expression can be used within my performance.
Trampolin g	<ul style="list-style-type: none"> • Can safely climb on/mount the trampoline bed. • Can safely dismount the trampoline. • Can initiate bounce with hands in the ready position prior to starting any bounce on the trampoline • Can stop bouncing on the trampoline with an 'out-jump'. • Can perform the basic shape jumps: <ul style="list-style-type: none"> ○ Tuck ○ Pike ○ Straddle • Can perform a half twist and starts to attempt a full twist • Can land in seat drop position • Knows the importance of extension and tension in aesthetic performances • Knows how linking movements creates a sequence.
Badminton	<ul style="list-style-type: none"> • Can hold the racket correctly • Can perform basic shots (backhand serve, overhead clear, drop shot, smash) including a backhand serve and maintain a rally over the net • Can set up a court correctly and safely • Can assume the ready position between shots and move towards the shuttle • Identify how to win a point in badminton • Identify coaching points for basic shots in badminton: <ul style="list-style-type: none"> ○ Backhand serve: same leg to racket, racket across body ○ Overhead clear: sideways body stance, connect at 1 o'clock ○ Drop shot: step into shuttle, disguised ○ Smash: downwards trajectory, connect at 2 o'clock • Identify strengths and weaknesses in performance (self/peer) • Know how to score a game of badminton • Know the rules for serving in badminton • Know the differences in court markings for doubles and singles
Tennis	<ul style="list-style-type: none"> • Can hold the racket correctly • Can perform basic shots (forehand/backhand) and attempt to maintain a rally over the net • Can assume the ready position between shots and move towards the ball • Identify how to win a point in tennis • Identify coaching points for basic shots in tennis: <ul style="list-style-type: none"> ○ Forehand: draw a letter C

	<ul style="list-style-type: none"> ○ Backhand: two hands across body ● Identify strengths and weaknesses in performance (self/peer) ● Know how to score a game of tennis ● Know the rules for serving in tennis ● Know the differences in court markings for doubles and singles
Cricket	<ul style="list-style-type: none"> ● Can demonstrate good technique when bowling with good levels of accuracy. ● Can demonstrate good ability to field in a range of situations (high/low catches, long barrier, throwing to wicket). ● Can demonstrate good batting technique, while being able to play basic defensive and attacking shots (defensive front foot defensive, back foot defensive, attacking: cut, pull, front/back foot drive). ● Can play forward and backwards defensive shots on the on and off-side. ● Can demonstrate stops in the field and perform throws and catches with good levels of ability, accuracy and success in a game situation. ● Know of rules surrounding scoring and ways to get out. ● Know a good batting stance. ● Know the teaching points for a well co-ordinated run up and basic action with control of line and length in a game situation. Can sometimes perform the spin technique. ● Identify strengths and weaknesses of performance to provide feedback on performance.
Softball	<ul style="list-style-type: none"> ● Can demonstrate the pitch with correct technique and some accuracy ● Can demonstrate fielding techniques, showing the ability to catch low and high balls and throw over and under arm. ● Can start to demonstrate the batting technique, showing correct stance when performing the technique ● Can start to develop an understanding of a range of techniques involving pitching, batting, fielding and tagging and how they may effect performance. ● Can use good hand-eye co-ordination which enables me to perform pitching, batting and fielding tasks. ● Know the rules surrounding scoring and ways to get out. ● Know how to apply a good batting stance and select the appropriate shot playing within the field territory with minimal strikes performed. ● Know how to perform simple throws, catches and tags when in a game situation. ● Know how bowl using an arc and show accuracy with the delivery of the pitch of the ball. ● Recognise roles in a game situation with effectiveness and I am able to demonstrate basic individual skills when necessary. ● Recognise when and where to take pitches and when to use strikes to aid the movement of team-mates around the pitch
Rounders	<ul style="list-style-type: none"> ● Can demonstrate the under arm and over arm throw. ● Can demonstrate the long barrier using correct technique. ● Can effectively bowl the ball using a variety of techniques (pace, spin, donkey drop). ● Can demonstrate correct technique when performing a forehand hit: one handed, sideways start ● Can perform a backhand hit with some success under competitive pressure. ● Can use triangular back up to support my team mates. ● Know the scoring system in rounders and the key scoring posts. ● Know how to use as reverse catch and quick pick up. ● Know the stance I should take when approaching the batting box. ● Know of which throw to use depending on the game situation.

	<ul style="list-style-type: none"> • Identify where the ball should be thrown in a game situation. • Identify where to position my hitting where there are no fielders.
Football	<ul style="list-style-type: none"> • Can pass accurately with the correct part of my foot while on the move • Can control the ball with either foot • Can demonstrate control using my chest and thigh • Can run at opponents and dribble on left or right side with close control • Can shoot into the corners to beat a goalkeeper • Know when to use skills when under pressure • Know how to officiate games using basic rules in football. • Know how to select the correct pass based on the game situation and perform with accuracy. • Know how to play in different position during a game of football. • Identify which pass to use in order to maintain possession. • Recognise tactical ideas that can be used in a game situation. • Recognise when to switch quickly from attack to defence • Recognise how to influence games in either attack or defence
Netball	<ul style="list-style-type: none"> • Can demonstrate accurate one handed shoulder, bounce and lob passes. • Can demonstrate correct footwork landing on two feet, one foot and pivot. • Can demonstrate dodge, sprint and stop sprint in game situation to easily get free from my opponent. • Can start to demonstrate interceptions by marking the player • Know the rules associated with some positions • Know the basic rules • Identify the correct pass and execute accurately a game situation.
Hockey	<ul style="list-style-type: none"> • Can use the correct grip (tight top hand loose bottom hand) and stance when dribbling the ball open stick and 'Indian dribble'. • Can push pass and slap hit the ball with accuracy and power. • Can safely jab and block tackle to win possession of the ball. • Can perform basic elimination skills with control (e.g. v-drag, roll out, left to right drag). • Know the basic rules of hockey (shooting inside the D, long corners, hit outs). • Know where to position themselves when attacking and defending. • Know basic tactics in hockey (transfer the ball, getting ahead, overloading). • Identify strengths and weaknesses of an opponent to outwit them.
Handball	<ul style="list-style-type: none"> • Can perform the shoulder and bounce pass. • Can dribble with the ball applying the 3 step rule. • Can demonstrate the technique to defend against a shooting opponent. • Know how to perform the jump shot technique. • Know how to defend zones in handball. • Know how to officiate a small sided game applying the basic rules of handball. • Know how fitness components can impact my effectiveness in gameplay. • Identify when and why I would use a shoulder pass in a competitive situation. • Identify how to apply team tactics and how to attack and defend in small sided games. • Identify when to adapt defensive formations depending on the game situation and the pro's and con's of each defensive system.

Rugby
<ul style="list-style-type: none"> • Can pass off the left and right side whilst on the move. • Can perform a side-step or demonstrate a change of pace/direction to outwit your opponent • Can perform the tower of power stance before making a side tackle or front tackle • Know how to maneuver the ball position when running into contact and placing the ball back towards your team once tackled. • Know the skills required to perform a bridge and clear out in a ruck. • Know specific positions in a rugby team and what their jobs are (scrum half, prop) • Know the rules and scoring systems to officiate a game with some teacher support. • Identify when to perform a side tackle or a front tackle depending on the opponents attacking lines • Identify team tactics and how to attack and defend in small sided games

Current Year 9, 10 and 11 fundamentals

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 9 autumn term: HT 1 Skeletal system Muscular system	<ul style="list-style-type: none"> • Identify the 6 functions of the skeleton • Identify a synovial joint and be able to link examples and articulating bones • Describe the types of movement at joints and location in the body. • Identify the role of ligaments, cartilage and tendons. • Identify the long-term effects of exercise on the skeletal system. • Identify and locate the key 11 muscles groups in the body. • Apply knowledge of the muscles groups to different sporting examples • Describe the roles of muscles and explain antagonist muscles in action. • Identify the long-term effects of exercise on the muscular system. 	Bones (cranium, vertebrae, ribs, sternum, clavicle, scapula, pelvis, humerus, ulna, radius, carpals, metacarpals, phalanges, femur, patella, tibia, fibula, tarsals, metatarsals). Synovial joint (hinge, ball and socket) Ligaments, Cartilage, Tendons Bone density Osteoporosis
HT 2 Movement analysis Prevention of injury	<ul style="list-style-type: none"> • Describe the three types of levers and apply them to sporting examples. • Explain the location of the frontal, transverse and sagittal plane in the body and be able to provide sporting examples. • Explain the location of the longitudinal, transverse and frontal axes in the body and be able to provide sporting examples. • Describe potential hazards in a range of physical activity and sport settings and be able to apply examples, including: sports hall, fitness centre, playing field, artificial outdoor areas and swimming pool. • Explain how the risk of injury in physical activity and sport can be minimised and be able to apply examples, including: personal protective equipment, correct clothing/footwear, appropriate level of competition, lifting and carrying equipment safely, use of warm up and cool down 	Muscles (deltoid, trapezius, latissimus dorsi, pectorals, biceps, triceps, abdominals, quadriceps, hamstrings, gluteals, gastrocnemius). Roles (agonist, antagonist, fixator, antagonistic pairs)

Effects (muscular strength, muscular endurance, resistance to fatigue, muscle hypertrophy)

Levers

- 1st class
- 2nd class
- 3rd class
- Mechanical advantage

Planes

- Frontal
- Transverse
- Sagittal

Axes

- Frontal
- Transverse

Longitudinal

- personal protective equipment
- appropriate level of competition (Age, Ability, Gender)
- Warm up (Pulse raiser, mobility, stretches – dynamic and static, dynamic movements, skill rehearsal)
- Cool down (low intensity exercise, static stretches)

		<ul style="list-style-type: none"> - Hazard - Risk - sports hall - fitness centre - playing field - artificial outdoor areas - swimming pool.
<p>Year 9 spring term: HT3 Structure and function of the CV system</p> <p>HT 4 Structure and function of the respiratory system</p>	<ul style="list-style-type: none"> • Explain the double circulatory system specifically the pulmonary and systemic systems. • Describe the difference between arteries, capillaries and veins. • Describe the pathway of blood through the heart Explain the role of the red blood cells. • Describe the pathway of air through the respiratory system. • Describe the role of the diaphragm and intercostal muscles during breathing • Explain gaseous exchange relating to sporting examples. Explain anaerobic and aerobic exercise providing practical examples. • Describe the short term effects of exercise on the heart rate, stroke volume and cardiac output. • Describe the short term effects of exercise on breathing rate, tidal volume and minute ventilation. • Explain the short term effects of exercise on the respiratory system using practical examples • Describe the long term effects of exercise on the CV system including resting HR, SV and CO, hypertrophy of the heart Explain the long term effects of exercise on the respiratory system using practical examples 	<ul style="list-style-type: none"> Blood Vessel - Arteries - Capillaries - Veins Pathway of Blood - Artria - Ventricles - Bicuspid, tricuspid and semilunar valves - Septum - Aorta - Pulmonary artery - Vena cava - Pulmonary vein - Heart rate - Stroke volume Cardiac output Pathway of Air: - Mouth - Nose - Trachea - Bronchi - Bronchiole - Alveoli Muscles in breathing: - Diaphragm - Intercostals - Breathing rate

- Tidal Volume
- Minute ventilation
- Short term:
- Muscle temperature
- Heart rate
- Stroke volume
- Cardiac output
- Redistribution of blood flow during exercise (Vascular Shunt mechanisms)
- Respiratory rate
- Tidal volume
- Minute ventilation
- Oxygen to working muscles
- Lactic acid production
- Long term:
- bone density
- hypertrophy of muscle
- muscular strength
- muscular endurance
- resistance to fatigue
- hypertrophy of the heart
- resting heart rate and resting stroke volume
- cardiac output
- rate of recovery

		<ul style="list-style-type: none"> - aerobic capacity - respiratory muscles - tidal volume and minute volume during exercise <p>capillarisation</p>
<p>Year 9 summer term: HT 5 Components of fitness</p> <p>Methods of training HT 6</p>	<ul style="list-style-type: none"> • Describe each component and provide practical examples. • Describe suitable tests for each component. Explain using practical examples where each component is important in sport <ul style="list-style-type: none"> • Describe the FITT principle and how this can be used in methods of training • Describe different methods of training • Explain how different training methods are used for specific components of fitness • Explain the importance of these methods of training to a player/performer. • Describe the key components of a warm up and cool down • Explain the physical benefits of a warm up and cool down. • Describe specificity, progression, overload and reversibility giving practical examples. 	<ul style="list-style-type: none"> - Cardiovascular Endurance - Muscular Endurance - Strength - Flexibility - Balance - Power - Co-ordination - Agility - Reaction time <p>Speed</p> <ul style="list-style-type: none"> - continuous - fartlek - interval - circuit training - weight training - plyometrics - HIIT (High Intensity Interval Training). <ul style="list-style-type: none"> - Frequency - Intensity - Time - Type <p>Warm-Up</p> <ul style="list-style-type: none"> - pulse raising - mobility - stretching

		<ul style="list-style-type: none"> - dynamic movements - skill rehearsal <p>Cool down</p> <ul style="list-style-type: none"> - low intensity exercise <p>stretching</p> <ul style="list-style-type: none"> - specificity - overload - progression <p>reversibility</p>
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Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 10 autumn term:1 Health, fitness and well-being	<ul style="list-style-type: none"> • Apply practical examples to health, fitness and well-being. • Describe the emotional, social and physical health benefits of physical activity. • Explain the consequences of a sedentary lifestyle on an individual. • Give examples of positive and negative effects of sedentary and active lifestyles. • Analyse data regarding health, fitness and well-being. 	Health Fitness Well-being Sedentary lifestyle Coronary Heart Disease High blood pressure Diabetes Depression Muscle Tone/Posture Osteoporosis Components of fitness Weight - Over-fat/Over-weight/Obesity **
Diet and nutrition	<ul style="list-style-type: none"> • Define a balanced diet. • Give examples of the components of a balanced diet and how they can be used by a sports performer. • Analyse the effect of diet and hydration on energy use in physical activity. Explain the effect of diet and hydration in sport using practical examples. 	Macronutrient Micronutrient Carbohydrates Fats Protein Vitamins Minerals Fibre Hydration Calorie*? Energy Balance*?
Engagement patterns and commercialisation	<ul style="list-style-type: none"> • Identify the current trends in participation in physical activity. • Explain the factors affecting performance • Apply strategies that can be used to improve participation rates. • Evaluate the impact media can have on sport. • Explain what is meant by the golden triangle. Discuss the positive and negative effects of sponsorship on commercialisation and provide practical examples 	Commericalisation Media Sponsorship Disability Gender Age Cost Provision Time Role Models Family

		Religion Ethnicity Discrimination Opportunity Environment (Climate) Education
Year 10 spring term: 2 <ul style="list-style-type: none"> Ethical and socio cultural issues 	<ul style="list-style-type: none"> Describe the value of sportsmanship and the reasons for gamesmanship in sport applying practical examples. Identify the reasons why sports performers use drugs. Explain the reasons for violence in sport giving practical examples. Describe the effects of drugs including anabolic steroids, stimulants and beta blockers on performance. Be able to give practical examples of use of drugs in sport. 	Deviance Sportmanship Gamesmanship Anabolic Steroids Stimulant Violence Beta Blockers
Sports Psychology – Characteristics of skillful movement, classification of skills, goal setting and mental preparation	<ul style="list-style-type: none"> Define motor skills and apply examples of the characteristics of skillful movement. Justify using practical examples skills fall on a continuum. Apply SMART goals to motivate and optimise performance giving practical examples. Explain mental preparation techniques and apply practical examples. Identify the advantages and disadvantages of types of. <p>Evaluate the types of feedback and be able to apply them to practical examples.</p>	Motor skill (Efficacy, Pre-determined, Co-ordinated, Fluent, Aesthetic) Skill (open, closed, simple, complex) Continuum SMART goals Mental preparation (imagery, mental rehearsal, selective attention, positive thinking) Guidance (visual, verbal, mechanical, manual) Feedback (intrinsic, extrinsic, concurrent, terminal)
Year 10 summer term: 3 AEP <ul style="list-style-type: none"> Goal setting Principles of training Fitness testing and training Effects of exercise on body systems	AEP <ul style="list-style-type: none"> Analyse aspects of personal performance in a practical activity Evaluate the strengths and weaknesses of the performance Produce an action plan which aims to improve the quality and effectiveness of the performance. 	

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 11 autumn term:1 Body systems Training and effects of training on body systems	<ul style="list-style-type: none"> • Analyse the classifications of the bones linking them to the function they serve in the body. • Apply appropriate antagonistic muscle pairings to the relevant sporting examples • Analyse the characteristics of fast and slow twitch muscle fibre types • Analyse how the skeletal and muscular systems work together to allow participation in physical activity and sport • Explain the requirements of the different components of blood vessels. (thickness of walls, type of blood, type of blood pressure, valves) • Describe the process of redistributing blood during exercise (vascular shunt mechanism) • Describe in detail the structures of the alveoli and the role it plays in gaseous exchange (thickness, capillarisation) • Analyse the effects, using graphical representation, of different exercise intensities on the short-term effects on the heart rate, stroke volume and cardiac output and tidal volume • Analyse graphical representations of the differences between aerobic and anaerobic training and exercise (training zone %s) • Analyse the types of training that would lead to long-term effects of exercise on the Cardio-respiratory system including: increased lung capacity/volume and vital capacity, number of alveoli, strength of respiratory muscles. Increased resting SV and CO, increased size/strength of heart • Identify the role of ligaments and tendons • Apply appropriate antagonistic muscle pairings to the relevant sporting examples • Analyse the characteristics of fast and slow twitch muscle fibre types • Analyse how the skeletal and muscular systems work together to allow participation in physical activity and sport 	
use diet and nutrition Year 11 spring term: 2	<ul style="list-style-type: none"> • Energy balance to maintain healthy weight • Analyse the differing requirements of macro nutrients in diets for a variety of sport or physical activity. • use diet and nutrition <p>Revision/exam technique/practical exams.</p>	
Year 11 summer term: 3	<ul style="list-style-type: none"> • Exam 	