

## Key Stage4: GCSE PE: Year 10

Overall Curriculum Goals					
<ul style="list-style-type: none"> <li>develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance               <ul style="list-style-type: none"> <li>understand how the physiological and psychological state affects performance in physical activity and sport</li> </ul> </li> <li>perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas               <ul style="list-style-type: none"> <li>develop their ability to analyse and evaluate to improve performance in physical activity and sport</li> <li>understand the contribution that physical activity and sport make to health, fitness and wellbeing</li> </ul> </li> <li>understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.</li> </ul>					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>The structure and functions of the musculo-skeletal system</p> <p>Practical performance</p> <p>Skills during individual and team activities</p> <p>Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas</p>	<p>The structure and functions of the musculo-skeletal system</p> <p>The structure and functions of the cardio-respiratory system</p> <p>Practical performance</p> <p>Skills during individual and team activities</p> <p>Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas</p>	<p>The structure and functions of the cardio-respiratory system</p> <p>Anaerobic and aerobic exercise</p> <p>Short- and long-term effects of exercise on the body systems</p> <p>Practical performance</p> <p>Skills during individual and team activities</p> <p>Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas</p>	<p>The components of fitness, benefits for sport and how fitness is measured and improved</p> <p>Practical performance</p> <p>Skills during individual and team activities</p> <p>Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas</p>	<p>The principles of training and their application to personal exercise/ training programmes</p> <p>Effective use of warm up and cool down</p> <p>How to optimise training and prevent injury</p> <p>Use of data</p> <p>Personal Exercise Programme</p>	<p>Personal Exercise Programme</p>
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p>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)</p> <p>pivot (neck – atlas and axis), hinge (elbow, knee and ankle), ball and socket (hip and shoulder), condyloid (wrist)</p> <p>deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior</p> <p>flexion, extension, adduction, abduction, rotation, circumduction, plantar-flexion, dorsi-flexion</p>	<p>atria, ventricles, septum, tricuspid, bicuspid and semi-lunar valves, aorta, vena cava, pulmonary artery, pulmonary vein</p> <p>vasoconstriction, vasodilation</p> <p>vascular shunting</p> <p>Vital capacity and tidal volume</p> <p>lungs, bronchi, bronchioles, alveoli, diaphragm</p>	<p>lactate accumulation, muscle fatigue</p> <p>heart rate, stroke volume and cardiac output</p> <p>aerobic and anaerobic respiration</p>	<p>Cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed</p> <p>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 – 30 m sprint; power – vertical jump; flexibility – sit and reach</p>	<p>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{Max HR}</math>; <math>(\text{Max HR}) \times (60\% \text{ to } 80\%) = \text{aerobic training zone}</math>; <math>(\text{Max HR}) \times (80\% \text{ to } 90\%) = \text{anaerobic training zone}</math>) continuous, Fartlek, circuit, interval, plyometrics, weight/resistance body pump, aerobics, Pilates, yoga, spinning</p> <p>PARQ</p> <p>Qualitative and quantitative methods</p> <p>statistical data</p> <p>normative data</p>	<p>Application of terms from HT4 and 5 into a personalised training plan.</p>
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Discussion about different careers in sport; coaching or teaching, physiotherapy, sports nutritionist, performer,					

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Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Health, Fitness, injuries, performance enhancing drugs, nutrition</p> <p>Practical performance</p> <p>Skills during individual and team activities</p> <p>Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas</p>	<p>Classification of sports skills, Practice structures, goal setting, Principles of SMART targets, Types of guidance, Types of feedback, Mental preparation for performance</p> <p>Practical performance</p> <p>Skills during individual and team activities</p> <p>Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas</p>	<p>Participation rates, the relationship between commercialisation, the media and physical activity and sport, The advantages and disadvantages of commercialisation and the media, The different types of sporting behaviour</p> <p>Practical performance</p> <p>Skills during individual and team activities</p> <p>Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas</p>	<p>Levers, planes and axes,</p> <p>Practical performance</p> <p>Skills during individual and team activities</p> <p>Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas</p>	<p>Review and recap of all theoretical content</p>	
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p>fitness, health, exercise and performance</p> <p>concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers' elbow, abrasions)</p> <p>anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones (GH)), stimulants, blood doping</p> <p>bronchitis, lung cancer</p> <p>overweight, overfat, obese</p>	<p>Continua.</p> <p>open-closed,</p> <p>basic (simple)-complex,</p> <p>low organisation-high organisation</p> <p>massed,</p> <p>distributed,</p> <p>fixed</p> <p>variable</p> <p>specific,</p> <p>measurable,</p> <p>achievable,</p> <p>realistic,</p> <p>time-bound</p> <p>visual, verbal, manual and mechanical</p> <p>intrinsic,</p> <p>extrinsic,</p> <p>concurrent,</p> <p>terminal</p> <p>warm up</p> <p>mental rehearsal</p>	<p>The impact on participation rates considering the following personal factors: gender, age, socio-economic group, ethnicity, disability</p> <p>Advantages and disadvantages for: the sponsor, the sport, the player/performer, the spectator</p> <p>sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level</p>	<p>First, second- and third-class levers</p> <p>sagittal, frontal and transverse plane</p> <p>frontal, sagittal, vertical axes</p>		

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