

# PRE YEAR 10

**CURRICULUM INTENT**

Skills developed within year 10 through studying Health Fitness and Wellbeing students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing. Students should develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society. In the Sports Psychology unit students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Students develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes. This broad knowledge base Students should be taught to understand and justify appropriate elements of a warm up and a cool down for different sporting activities.

	<b>PRIOR LEARNING</b>	Knowledge gained and leadership skills developed within a wide range of practical skills in Key Stage 3. In years 7,8 and 9 students will have gained knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.
	<b>PERSONAL DEVELOPMENT &amp; CURRICULUM LINKS</b>	<b>HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM:</b> Links with science for health-related fitness content, with literacy such as key words and vocabulary (heart rate, blood pressure, cardiovascular system etc.) PRE - personal development. Citizenship through volunteering
	<b>EXTRA-CURRICULAR &amp; CULTURAL CAPITAL</b>	<b>ENRICHMENT OPPORTUNITIES</b> Extra-curricular clubs, trips to see universities (Loughborough) AIM higher, Mountain Centre trips to develop a range of leadership/transferable work-related skills to improve employability. GCSE PE students can get involved in many ways. The school has an extensive extra-curricular programme during lunch and after schools, ranging from many team sports to individual sports. This creates an opportunity for all students to be involved whether this is through leading a session or coaching a particular group shaping the pathway for our PE students. Within GCSE PE we aim to instil the core values of PE through our leadership programme. Students from the start of their school life at Forge have the opportunity to work their way through the different awards (bronze, silver, gold and platinum) showing various leadership and teamwork skills across a variety of different situations.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC/KNOWLEDGE</b>	<b>PHYSICAL TRAINING</b> <b>All students will know:</b> The relationship between health and fitness and the role that exercise plays in both. »Decreased fitness because of ill health, i.e. poor health can result in an inability to train, lowers fitness. »Increased fitness despite ill health, i.e. unhealthy but able to train, increases fitness. The components of fitness benefits for sport and how fitness is measured and improved »Definitions of the components of fitness: »Reasons for and limitations of fitness testing »Linking sports and physical activity to the required components of fitness »Why the components of fitness are needed when performing certain physical activities	<b>PHYSICAL TRAINING</b> <b>All students will know:</b> The principles of training and their application to personal exercise/training programmes. Key principles of training. SPORT to include: »specificity »progressive overload »reversibility »tedium. Key principles of overload. FITT to include: »frequency »intensity »time »type. How to optimise training and prevent injury Students should be taught to understand and justify appropriate elements of a warm up and a cool down for different sporting activities.	<b>SOCIO-CULTURAL INFLUENCES</b> <b>GCSE PE</b> <b>All students will know:</b> »Engagement patterns of different social groups and the factors affecting participation Commercialisation of physical activity and sport »Types of sponsorship and the media »Positive and negative impacts of sponsorship and the media »Positive and negative impacts of technology	<b>SOCIO-CULTURAL INFLUENCES</b> <b>GCSE PE</b> <b>All students will know:</b> »Ethical and socio-cultural issues in physical activity and sport Conduct of performers and introduction to drugs. Sporting examples of drug taking. Advantages/disadvantages to the performer/the sport of taking PEDs. Spectator behaviour and hooliganism, including strategies to combat hooliganism.	<b>THE STRUCTURE AND FUNCTION OF THE MUSCULOSKELETAL SYSTEM</b> <b>All students will know:</b> How the skeletal system provides a framework for movement (in junction with the muscular system) Understand that types of movement are linked to the appropriate joint type, which enables that movement to take place.	<b>THE STRUCTURE AND FUNCTION OF THE CARDIORESPIRATORY SYSTEM</b> <b>All students will know:</b> Identification of the pathway of air : mouth/nose trachea bronchi bronchioles alveoli. Gaseous exchange Gas exchange at the alveoli – features that assist in gaseous exchange: large surface area of alveoli moist thin walls (one cell thick) short distance for diffusion (short diffusion pathway) lots of capillaries large blood supply movement of gas from high concentration to low concentration. Blood vessels Structure of arteries, capillaries and veins: size/diameter, wall thickness, valves in veins.
<b>SKILLS</b>	Planning – planning of events, this will involve managing your time and identifying the resources you will need, as well as reviewing your plans if necessary • Team working – working with others during sporting activities to encourage participation and support individuals • Leadership – Leadership skills are combination of some of the above skills and can be developed where there is a natural opportunity to demonstrate this on an individual basis through activities such as sport leadership	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence • Analytical Skills – could involve the collection and analysis of, body function, measurement and fitness level information, to problem-solve and inform evaluations and making recommendations to help improve performance	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence • Analytical Skills – could involve the collection and analysis of, body function, measurement and fitness level information, to problem-solve and inform evaluations and making recommendations to help improve performance	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence	
<b>ASSESSMENT</b>	A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks.	November summative assessment - All topics covered to this point. Students have review lessons planned into curriculum time	A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks.	Paper 1 & 2 topics covered to this point in a classroom mock exam. Students have review lessons planned into curriculum time	A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks.	Exam conditions mock exam in sports hall on all topic areas covered so far.
<b>VOCAB</b>	Agility, balance, cardiovascular endurance (aerobic power), coordination, flexibility, muscular endurance, power/explosive strength	specificity, progressive overload, reversibility, tedium. FITT to include: Frequency, intensity, time, type	Disability, attitudes, role models, accessibility to facilities/clubs /activities, sexism/stereotyping, culture/religion/religion, family commitments, available leisure time, familiarity, socio-economic factors.	Anabolic steroids, diuretics, blood doping, narcotic analgesics, EPO, stimulants, beta blockers.	latissimus dorsi, deltoid, rotator cuffs, pectorals, biceps, triceps Abdominals, hip flexors, gluteals	Trachea, bronchi, alveoli, bronchioles, intercostals, rib cage, diaphragm, tidal volume, expiratory reserve volume, inspiratory reserve volume.

**READING SKILLS**

Compare and contrast

Analyse physical demands and exercise technique  
Applying components of fitness to a range of sports

Evaluate relevance of testing

**CAREERS LINKS**

This allows our students to understand the roles of being a leader, coach, official or teacher and therefore developing an understanding of employability skills needed to fulfil these roles in the future.




**SUPPORTING STUDENTS AT HOME**

Students are encouraged to watch/ read about a range of different sports and topic areas- sport can be accessed via the radio, internet and TV. Sport based discussions as podcasts on a range of networks (BBC Sounds/5 Live sports/Spotify etc.) Complete any online tasks.

# P.E YEAR 11

## CURRICULUM INTENT

The curriculum and assessment of students at this stage of education has been carefully designed by building on the knowledge gained and leadership skills developed within a wide range of practical skills in Key Stage 3 and year 10. In year 11 through studying Applied Anatomy and Physiology should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport. In the Movement Analysis unit, Students should develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport.

	<b>PRIOR LEARNING</b>	Building on the knowledge learnt in Year 10 students will have a clear understanding of the components of fitness, methods of training and ways in which we can test fitness and how this can improve performance. Knowledge gained and leadership skills developed within a wide range of practical skills in Key Stage 3 will also prove to be invaluable. In years 7,8 and 9 students will have gained knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.
	<b>PERSONAL DEVELOPMENT &amp; CURRICULUM LINKS</b>	<b>HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM:</b> Links with science for health-related fitness content, with literacy such as key words and vocabulary (heart rate, blood pressure, cardiovascular system etc). PRE - personal development. Citizenship through volunteering
	<b>EXTRA-CURRICULAR &amp; CULTURAL CAPITAL</b>	<b>ENRICHMENT OPPORTUNITIES</b> Extra-curricular clubs, trips to see universities (Loughborough) AIM higher, Mountain Centre trips to develop a range of leadership/transferable work-related skills to improve employability. GCSE PE students can get involved in many ways. The school has an extensive extra-curricular programme during lunch and after schools, ranging from many team sports to individual sports. This creates an opportunity for all students to be involved whether this is through leading a session or coaching a particular group shaping the pathway for our PE students. Within GCSE PE we aim to instil the core values of PE through our leadership programme. Students from the start of their school life at Forge have the opportunity to work their way through the different awards (bronze, silver, gold and platinum) showing various leadership and teamwork skills across a variety of different situations. This allows our students to understand the roles of being a leader, coach, official or teacher and therefore developing an understanding of employability skills needed to fulfil these roles in the future. Alongside this programme the school runs many trips to our AIM Higher universities, Sports tours and MENCAP, where students are given the opportunity to work within the local community, sport business and other partnership schools such as the Meadows Disability School.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
<b>TOPIC/KNOWLEDGE</b>	<b>CLASSIFICATION OF SKILLS (BASIC/COMPLEX, OPEN/CLOSED)</b> <b>All students will know:</b> Basic definition of the following skill classifications: »basic/complex »open/closed »self-paced/externally paced »gross/fine. Goal setting and SMART targets to improve performance Basic information processing » decision making, output and feedback) of the model. »Feedback The role of each stage (input,– received via self (intrinsic) and/or others (extrinsic).	<b>SPORTS PSYCHOLOGY</b> <b>All students will know:</b> Guidance and feedback on performance »Evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers »Mental preparation for performance »Inverted-U theory »How optimal arousal levels vary according to the skill being performed in a physical activity or sport »How arousal can be controlled using stress management techniques Understand the difference between direct and indirect »Understand the characteristics of introvert and extrovert personality types	<b>AEROBIC AND ANAEROBIC EXERCISE</b> <b>All students will know:</b> Summary of aerobic exercise (glucose + oxygen → energy + carbon dioxide + water).  Summary of anaerobic exercise (glucose → energy + lactic acid).  Identification of the duration and/or intensity of a physical activity in order to identify and justify why it would be aerobic or anaerobic, eg marathon (aerobic), sprint (anaerobic). Excess post-exercise oxygen consumption (EPOC)/oxygen debt as the result of muscles respiring anaerobically during vigorous exercise and producing lactic acid	<b>THE SHORT- AND LONG-TERM EFFECTS OF EXERCISE</b> <b>All students will know:</b> Immediate effects of exercise (during exercise)  hot/sweaty/red skin increase in depth and frequency of breathing increased heart rate. Short-term effects of exercise (up to 36 hours after exercise)  tiredness/fatigue light headedness nausea aching/delayed onset muscle soreness (DOMS)/cramp. Long-term effects of exercise (months and years of exercising)	<b>MOVEMENT ANALYSIS</b> <b>All students will know:</b> Identification of first, second and third class lever systems. Illustrate the positioning of:  fulcrum load (resistance) effort. Draw linear versions of a lever, showing the positioning of the fulcrum, load/resistance and effort. Types of movement:  flexion/extension at the shoulder, elbow, hip and knee abduction/adduction at the shoulder rotation of the shoulder circumduction of the shoulder plantar flexion/dorsiflexion at the ankle. This section links specific sporting actions to the types of movement. Axis and planes of movement in sport
<b>SKILLS</b>	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Analytical Skills – could involve the collection and analysis of, body function, measurement and fitness level information, to problem-solve and inform evaluations and making recommendations to help improve performance • Creative Thinking – this will involve them exploring and generating ideas, making original connections possibly to find solutions and outcomes that are of value.	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence • Verbal Communication – creating and delivering information may be formal or informal, with a group or an individual	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Healthy living and lifestyle skills  Verbal Communication/Presentation – creating and delivering information may be formal or informal, with a group or an individual	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Healthy living and lifestyle skills Verbal Communication/Presentation – creating and delivering information may be formal or informal, with a group or an individual	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence Verbal Communication/Presentation – creating and delivering information may be formal or informal, with a group or an individual • Healthy living and lifestyle skills
<b>ASSESSMENT</b>	A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks.	Formatively in class observations and Q & A against lesson content and SOW through: Exam questions and content. Peer assessment - WWW and EBI following performances in each lesson	Formatively in class observations and Q & A against lesson content and SOW through: Practical demonstrations and scenarios of how to deal with injuries. Exam questions and content. Full mock exam in sports hall at the start of January	A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks.	A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks. Practical demonstrations and scenarios of how to deal with injuries. Exam questions and content in full mock exam.
<b>VOCAB</b>	Basic/complex, open/closed, self-paced/externally paced, gross/fine, positive/negative, knowledge of results/knowledge of performance, extrinsic/intrinsic.	Visual (seeing), verbal (hearing), manual (assist movement – physical), mechanical (use of objects/aids), introvert and extrovert.	aerobic exercise, anaerobic exercise. EPOC (oxygen debt)	hypertrophy), lower resting heart rate (bradycardia).	Fulcrum, load (resistance), effort, Planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal)

## READING SKILLS

Compare and contrast

Analyse physical demands and exercise technique

Applying components of fitness to a range of sports

Evaluate relevance of testing

## CAREERS LINKS

Throughout the year students will be encouraged to develop their own analytical skills based on a self-evaluation of their own practical performance. The transferrable skills learnt in year 11 will prepare students for their further studies or the world of work where they will be expected to apply these life evaluative life skills on a regular basis

## SUPPORTING STUDENTS AT HOME

Students are encouraged to watch/ read about a range of different sports and topic areas- sport can be accessed via the radio, internet and TV. Sport based discussions as podcasts on a range of networks (BBC Sounds/5 Live sports/Spotify etc.) Complete Satchel One tasks.