

Key Stage Four GCSE Physical Education Curriculum – Carre’s Grammar School

Subject	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
<p style="text-align: center;">Year 10</p>	<p>Physical Training</p> <p><u>Theory</u> 3.1.3.1 Relationship between health & fitness.</p> <p>3.1.3.2 Components of fitness and how fitness is measured and improved - Agility - Balance - CV Endurance - Coordination - Flexibility - Muscular Endurance - Power - Reaction Time - Strength - Speed</p> <p>3.1.3.2 Linking sports and physical activity to the required components of fitness.</p> <p>3.1.3.2 Reasons and limitations of fitness training.</p> <p><u>Practical</u> 3.1.3.2 Measuring the components of fitness. - Agility (Illinois Agility Test) - Balance (Stork Balance) - CV Endurance (MSFT) - Flexibility (Sit and Reach Test) - Muscular Endurance (Sit-Up Bleep Test) - Power (Vertical Jump Test) - Reaction Time (Ruler Drop Test) - Maximal Strength (One Rep Max) - Speed (30m Sprint Test) - Strength (Handgrip Dynamometer Test)</p> <p>3.1.3.2 Demonstration of how data is collected for fitness testing (including how test scores are recorded, with comparisons to national averages).</p> <p>All practical lessons will be used to apply and consolidate class work via a practical context. Content delivered is directly related to the pre-requisites of the NEA (analysis and evaluation).</p>	<p>Physical Training</p> <p><u>Theory</u> 3.1.3.3 The principles of training & overload.</p> <p>3.1.3.3 Application of principles of training. How the principles of training can be applied to bring about improvements in fitness, and application to sporting examples.</p> <p>3.1.3.4 Optimising training and preventing injury.</p> <p>3.1.3.4 Calculating intensities to optimise training effectiveness.</p> <p><u>Practical</u> 3.1.3.3 Types of training. - Circuit Training - Continuous Training - Fartlek Training - Interval Training/H.I.T.T - Static Stretching - Weight Training - Plyometric Training</p> <p>3.1.3.3 Identification of the advantages & disadvantages of training types linked to specific aims.</p> <p>All practical lessons will be used to apply and consolidate class work via a practical context. Content delivered is directly related to the pre-requisites of the NEA (analysis and evaluation).</p>	<p>Physical Training/Use of Data</p> <p><u>Theory</u> 3.1.3.4 Considerations to prevent injury.</p> <p>3.1.3.4 Specific training techniques – high altitude training as a form of aerobic training.</p> <p>3.1.3.4 Seasonal aspects, including benefits of each season to the performer. - Pre-season/preparation - Competition/peak/playing season - Post-season/transition</p> <p>3.1.3.5 Warming up & cooling down.</p> <p>3.1.4.1 Use of data. - Collection (qualitative & quantitative) - Presentation (plotting line graphs & bar charts) - Analysis/evaluation (interpretation of data)</p> <p><u>Practical:</u> Table Tennis o Service o Forehand/backhand drive. o Forehand/backhand push. o Small-sided games (full context).</p> <p>Practical lessons will be used to target the development of one of the most widely selected individual activities, where students don't play much out of school.</p>	<p>Applied Anat. & Phys.</p> <p><u>Theory</u> 3.1.1.1 The structure and functions of the musculoskeletal system. Identification of bones. Structure of the skeleton. Functions of the skeleton. Muscles of the body. Structure of a synovial joint. Types of freely movable joints that allow different movements. How joints differ in design to allow certain types of movement at a joint. How the major muscles work antagonistically on major joints to affect movement.</p> <p><u>Practical:</u> Table Tennis o Smash. o Lob. o Competitive rallies (serving & receiving). o Small-sided games (full context).</p> <p>Practical lessons will be used to target the development of one of the most widely selected individual activities, where students don't play much out of school.</p>	<p>Applied Anat. & Phys.</p> <p><u>Theory</u> 3.1.1.2 The structure and functions of the cardio-respiratory system. The pathway of air Gaseous exchange Blood vessels Structure of the heart Cardiac cycle and the pathway of blood Cardiac output, stroke volume & heart rate Mechanics of breathing Interpretation of a spirometer trace</p> <p>3.1.1.3 Aerobic & anaerobic exercise. The use of aerobic and anaerobic exercise in practical examples of differing intensities. Excess post-exercise oxygen consumption as a result of anaerobic respiration The recovery process from vigorous exercise</p> <p>3.1.1.4 The short- and long-term effects of exercise. Immediate effects (during exercise) Short-term effects (up to 36 hours after exercise) Long-term effects (months & years of exercising)</p> <p><u>Practical:</u> Handball o Passing (1) o Receiving (2) (signalling, stationary & on the move, intercepting) o Moving with the ball (4) (dribbling/dodging)</p> <p>Practical lessons will be used to target the development of one of the most widely selected individual activities, where students don't play much out of school.</p>	<p>Movement Analysis</p> <p><u>Theory</u> 3.1.2.1 Lever systems, examples of their use in activity & mechanical advantages. Lever systems Mechanical advantage Analysis of basic movements in sporting examples</p> <p>3.1.2.2 Planes & axes of movement. Identification of the relevant planes and axes whilst performing sporting actions.</p> <p><u>Practical:</u> Handball o Shooting (3) (standing, jump) o Defending (5) (jockeying, marking, blocking & tackling)</p> <p>Practical lessons will be used to target the development of one of the most widely selected individual activities, where students don't play much out of school.</p>
	<p>End of unit test (50-minute paper) at the end of each half term.</p>	<p>End of unit test (50-minute paper) at the end of each half term.</p>	<p>End of unit test (50-minute paper) at the end of each half term. Internal examinations (March); Year 10 mock exam.</p>	<p>End of unit test (50-minute paper) at the end of each half term.</p>	<p>End of unit test (50-minute paper) at the end of each half term.</p>	<p>End of unit test (50-minute paper) at the end of each half term.</p>

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<h2>Year 11</h2>	<p>Sports Psychology</p> <p><u>Theory</u> 3.2.1.1 Classification of skills. Skill & ability Classification of skill</p> <p>3.2.1.2 Goal setting/SMART targets. Definitions of types of goals Use & evaluation of setting performance & outcome goals in sporting examples Use of SMART targets to optimise performance</p> <p>3.2.1.3 Information processing. Basic information progressing model</p> <p>3.2.1.4 Guidance & feedback. Identify & evaluate the effectiveness of the use of types of <u>guidance</u>, with reference to beginners & elite level performers. Identify & evaluate the effectiveness of the use of types of <u>feedback</u>, with reference to beginners & elite level performers.</p> <p><u>Practical</u> Completion of NEA (analysis & evaluation). Deadline: October half term.</p>	<p>Sports Psychology</p> <p><u>Theory</u> 3.2.1.5 Mental preparation for performance Arousal Inverted-U theory How optimal arousal levels vary according to skill being performed How arousal can be controlled using stress management techniques Understand the difference between direct & indirect aggression, with application to examples Understand the characteristics of introvert & extrovert personality types Definition of intrinsic & extrinsic motivation Evaluation of the merits of intrinsic & extrinsic motivation</p> <p><u>Video Timelining</u> Students to complete timelines for their selected activities. Deadline for submission of practical video evidence (end of December).</p>	<p>Socio-Cultural Influences</p> <p><u>Theory</u> 3.2.2.1 Engagement patterns of different groups - Gender - Race/religion/culture - Age - Family/friends/peers - Disability</p> <p>3.2.2.2 Commercialisation of sport. Commercialisation Types of sponsorship & the media Positive & negative impacts of technology</p> <p>3.2.2.3 Ethical & socio-cultural issues Conduct of performers Prohibited substances Prohibited methods (blood doping) Drugs subject to certain restrictions Which type of performers use different types of performance enhancing drugs (PEDs) The advantages & disadvantages for the performer of taking PEDs The disadvantages to the sport/event of performers taking PEDs</p> <p><u>Practical</u> Practical lessons will now become additional theory lessons so ensure the content is covered and enable sufficient time for revision & examination preparation.</p>	<p>Socio-Cultural Influences Health, Fitness & Wellbeing</p> <p><u>Theory</u> 3.2.2.3 continued Ethical & socio-cultural issues Spectator behaviour Reasons why hooliganism occurs Strategies employed to combat hooliganism</p> <p>3.2.3.1 Physical, emotional & social health, fitness & wellbeing Linking participation to health, fitness & wellbeing, and how exercise can suit the varying needs of different people</p> <p>3.2.3.2 Consequences of a sedentary lifestyle Consequences of a sedentary lifestyle Obesity & how it may affect performance Somatotypes</p> <p>3.2.3.3 Energy use, diet, nutrition & hydration Energy use Nutrition – the role of carbohydrates, fat, protein & vitamins/minerals Reasons for maintaining water balance</p> <p><u>Practical</u> Practical lessons will now become additional theory lessons so ensure the content is covered and enable sufficient time for revision & examination preparation.</p>	<p>Revision & Examinations</p>
	<p>End of unit test (50-minute paper) at the end of each half term. Internal examinations (November); Year 11 mock exam. Practical video evidence deadline: December. NEA (analysis & evaluation) deadline: January.</p>		<p>End of unit test (50-minute paper) at the end of each half term.</p>		