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| **Curriculum Plan for Parents – Year 10** |

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| **Subject** | Physical Education (GCSE) | **Contact Person** | A.Maddocks |

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| **Half term and topic** | **Your child will learn....** | **Key Homework** | **Assessment** |
| Autumn 1 | RANGE OF ACTIVITIES AND THE ROLES OF THE ACTIVE PARTICIPANT   * Range of Activities – Benefits of different activities * The Roles of the Active Participant – Player or performer; Organiser; Leader or coach; Choreographer; Official. * Individual Differences – Age; Disability; Gender; Physique; Somatotypes; Environment; Risk and Challenge; Activity levels; Training * The Demands of Performance – Physical and Mental demands.   THE DEMANDS OF PERFORMANCE; INJURY   * Precautions; How to prevent injury; Warm-up; Precautions in Outdoor and Adventurous activities. * Correct Techniques and Safe Practice: How to use equipment safely. * Clothing and Equipment: Personal equipment in outdoor and adventurous activities; Jewellery; Personal presentation. * Rules and Codes of Conduct; Duties of a referee or umpire; Rules connected with correct skills and techniques; Appropriate levels of ability and participation; Codes of conduct | Various to include research; planning own delivery of a topic; bubble maps; differentiated work sheets etc. | End of topic tests |
| Autumn 2 | THE DEMANDS OF PERFORMANCE:THE DIFFERENCE BETWEEN AEROBIC AND ANAEROBIC   * Aerobic Respiration * Anaerobic Respiration * The Function and role of the Blood * Immediate effects/effects of regular exercise on the circulatory system * Long term benefits of exercise on the circulatory system * Monitoring heart rate * Oxygen Debt * The recovery process from rigorous exercise   THE DEMANDS OF PERFORMANCE: CHARACTERISTICS AND BENEFITS OF LEISURE AND RECREATION   * Leisure * Recreation * Physical Recreation * Outdoor Recreation * Lifetime Sports | Various to include research; planning own delivery of a topic; bubble maps; differentiated work sheets etc. | End of topic tests  Formal examination |
| Spring 1 | HEALTH, FITNESS AND A HEALTHY ACTIVE LIFESTYLE   * Fitness as one aspect of general health/Difference between health and fitness and how they are related * Physical, mental and Social well being * The adoption of a healthy, active lifestyle * Fitness components serving the body * Fitness and the environment * Strength/Speed/Power/CV endurance/Muscular endurance/ Flexibility and suppleness * Bones * Joints * Muscles * Posture   ASPECTS OF TRAINING   * Training considerations * Principles of Training * Reps, sets, rest and recovery * Monitoring and testing a training programme * Testing – Strength,Speed. Power, CV fitness, Muscular endurance, Flexibility, Balance, Co-ordination, Reaction time | Various to include research; planning own delivery of a topic; bubble maps; differentiated work sheets etc.  Various to include research; planning own delivery of a topic; bubble maps; differentiated work sheets etc. | End of topic tests |
| Spring 2 | TRAINING   * Weight Training * Circuit Training * Interval Training * Fartlek Training * Continuous Training   FURTHER ASPECTS OF TRAINING   * Environment and training * The training year   DIET   * A balanced diet * Causes and results of dietary imbalance and deficiency * Special diets for active participation | Various to include research; planning own delivery of a topic; bubble maps; differentiated work sheets etc. | End of topic tests |
| Summer 1 | SCHOOL INFLUENCE   * National Curriculum requirements * The healthy schools programme and PSHE * Healthy eating * Physical activity * Extra-curricular opportunities and provision   The main roles of the following organisations that provide increased opportunities for participation in  physical activity:  • Sport England (government agency that provides funding and facilities, measures participation and  identifies priority groups)  • National Governing Bodies (provide and support coaching, officiating, talent development and  competition at different levels)  • Youth Sport Trust (manages national school sport competitions, leadership and volunteering  programmes to engage young people in PE and school sport)  • The Dame Kelly Holmes Legacy Trust (utilises elite sport role models to inspire participation and mentor  young people)  3.1.3c EMOTIONAL HEALTH AND WELL BEING   * Vulnerable individuals and groups * Bullying policies * Behaviour and rewards policies * Confidential pastoral support systems | Various to include research; planning own delivery of a topic; bubble maps; differentiated work sheets etc. | End of topic tests |
| Summer 2 | CULTURAL AND SOCIAL FACTORS   * Leisure time * Fairness and personal and social responsibility * Social groupings   OPPORTUNITIES AND PATHWAYS AVAILABLE FOR  BECOMING OR REMAINING INVOLVED IN PHYSICAL ACTIVITIES   * Roles, provision, choice and pathway opportunities * Accredited courses and qualifications * Cross-curricular possibilities   VOCATIONAL OPPORTUNITIES FOR BECOMING OR REMAINING INVOLVED IN PHYSICAL ACTIVITIES   * Sports performer * Careers | Various to include research; planning own delivery of a topic; bubble maps; differentiated work sheets etc. | End of topic tests  Formal examination |