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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 testsFormal 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 inphysical activity:• Sport England (government agency that provides funding and facilities, measures participation andidentifies priority groups)• National Governing Bodies (provide and support coaching, officiating, talent development andcompetition at different levels)• Youth Sport Trust (manages national school sport competitions, leadership and volunteeringprogrammes to engage young people in PE and school sport)• The Dame Kelly Holmes Legacy Trust (utilises elite sport role models to inspire participation and mentoryoung 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 testsFormal examination |