**Intent**

At Rosewood we have a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physical demanding activities. We provide pupils opportunities to support their health and fitness. We provide a wide range of sports for all pupils in school and offer activities off site in competitive and non-competitive sports. Through these opportunities we aim to build on concentration, fairness, respect and self-esteem. The curriculum has been developed to make pupils physically active for sustained periods of time and help them to engage. Pupils should gain confidence and will learn a range of new skills in different sports helping them with hand and eye co-ordination.

* To promote and develop attributes integral to any physical education lesson, building on their confidence, tolerance, determination, resilience, self-esteem, personal discipline and satisfaction and appreciation of others.
* To promote, whenever possible, external accreditation within the subject.
* To develop a healthy lifestyle.
* Promoting most able pupils.
* To help with developing and promoting the skills of swimming and personal safety in water.

**Implementation**

* Offering a differentiated curriculum to develop competence in a range of physical activities.
* Promoting and encouraging relevant social and self-help skills.
* Developing a pupil’s mental health and well-being.
* Helping to raise pupils’ expectations of themselves.
* To help build on pupils’ existing skills and engaging them in competitive sports.
* Developing understanding, developing and maintaining a reasonable fitness level, with a positive attitude towards hygiene.
* Helping pupils to enjoy physical activity in many sports.
* Developing and applying skills, wherever possible to a good level.
* Develop and improving personal psycho-motor skills, fine and gross skills.
* Raising pupils’ expectations of themselves.

**Impact**

Our KS3 and KS4 core PE curriculum aims to improve the wellbeing and fitness of all pupils at Rosewood School, not only through the sporting skills taught, but also through the underpinning values and disciplines PE promotes. Within our lessons, students are taught about self-discipline and for that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate students (attitude to learning) to utilize these underpinning skills in an independent and effective way in order to live happy and healthy lives.

GCSE PE gives Pupils’ an in-depth understanding of factors that affect PE, sport, and performance.

• Gain knowledge and understanding of fitness for sport and exercise that will prepare them for their final exam.

• Experience and practice sport at a higher level, gaining knowledge of rules regulations and scoring systems for their practical unit.

• Experience, plan and take part in training methods whilst gaining a greater understanding of the principles of training.

All KS3 and KS4 have two lessons a week:

Year 7: Baseline/Football, Basketball, fitness/dance, orienteering, athletics/ rounders, tennis

Year 8: Football, basketball, badminton, fitness/dance, tennis, athletes/rounders.

Year 9: Football, badminton, fitness/dance, basketball, athletes, rounders/cricket.

Year 10 core PE: Football, basketball, fitness, badminton, tennis/athletes, rounders/cricket.

Year 11 core PE: Football, basketball, fitness, badminton, athletes/rounders, tennis.

GCSE Year 10: Currently no GCSE group.

GCSE Year 11: Football, badminton, table tennis, athletics, final coursework preparation.

Year 11 have 4 lessons a week, two theory and two practical lessons.

Rosewood School offers pupils offsite activities such as Rock climbing, Orienteering, Mountain biking, Badminton, Tennis, Golf, Fitness, Swimming Lessons (lower school) and football matches against other SEN schools.

**Year 7**

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| Autumn |  |  | | | | | |  |  | |  | | | |  |  | |  | |  |  | |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | | Week 5 | Week 6 | Week 7 | | | Week 8 | | Week 9 | Week 10 | Week 11 | | | Week 12 | | Remainder of term | | |
| Football - Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, shooting and control will be developed through small sided games and conditional situations.  Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)  Outcome: Play 1 v 1 to create space to attack and score goals, take these into a game. | | | | | | | Basketball - Pupils will learn to choose, combine and perform basic basketball skills consistently applying fluency, accuracy and fundamental technical elements of the game.  Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Numeracy (counting beats in a bar), Science (muscle names, bodily functions *i.e. heart rate*)  Outcome: Individual and team work. | | | | | | | | | | | | Arrange with other schools to come and play a game of football. | | |
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| Spring |  |  | |  |  |  |  | | |  | |  |  |  | | |  | |  | | |
| Week 1 | Week 2 | Week 3 | | Week 4 | Week 5 | Week 6 | Week 7 | | | Week 8 | | Week 9 | Week 10 | Week 11 | | | Week 12 | | Remainder of term | | |
| Fitness - Pupils will build on their health and fitness that they learnt in year 7. To develop more skills in the use of different equipment to enhance their fitness, and have more confidence in their ability.  Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship)  Outcome: To know how and what is the best equipment to use on different parts of the body. | | | | | | | Outdoor adventurous Activities (Orienteering) – Pupils will develop the skill of problem solving and team work. Pupils will understand that different events demand different skill types and will be able to adapt their skills to the needs of the event.  Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Geography (map reading)  Outcome: How to use a map and understand what symbols on a map represent and us a compass. | | | | | | | | | | | | Look at going to a gym.  Arrange trips offsite to practice orienteering skills. | | |
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| Summer |  |  | |  |  |  |  | | |  | |  |  |  | | |  | |  | | |
| Week 1 | Week 2 | Week 3 | | Week 4 | Week 5 | Week 6 | Week 7 | | | Week 8 | | Week 9 | Week 10 | Week 11 | | | Week 12 | | Remainder of term | | |
| Athletes/ Rounders - Pupil will be introduced to basic athletic skills and develop an accurate replication. Pupils will develop the skills of sprinting, sustained running, jumping and throwing.  Pupils will learn to apply and use a range of techniques for batting, bowling and fielding during game play. Pupils will also use the skills developed through small games and conditional situations and then transfer those skills into a game situation.  Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences), Maths (measuring distances, collating data & comparing recordings against other bests)  Outcome learn to use different equipment: Shot put and Javelin/ Use skills learnt to play and work together as a team. | | | | | | | Tennis – Pupils will develop the basic principles of attack and defence. Pupils will develop the skills necessary to outwit opponents. Pupils will be faced with strategic and tactical decisions based on the movement of the ball around the court using a variety of angles and depth.  Cross Curricular links: Literacy (key words), Maths (scoring and angles), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)  Outcome: Play 1 v 1 – players set their own court space/boundaries to make opponents move on court, to create space to attack to win points. They will use a variety of strokes in order to outwit the opponent. | | | | | | | | | | | | Swimming lessons in rotation with other year groups.  Working with small groups and individuals that need a little more support to bring on their skills.  Trip off site to use tennis courts. | | |
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**Year 8**

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| Autumn |  |  |  |  |  |  |  |  |  |  |  |  | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Football – Pupils will develop the skills necessary to outwit opponents. Passing, shooting and control will be developed through small sided games and conditional situations. They will apply tactics for defending and attacking.  Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)  Outcome: Play 2 v 2 and 3 v 3 games to enhance defending skills. | | | | | | Basketball - Pupils will apply the skills learnt from year 7 using accuracy and fundamental technical elements of the game. Learning how to apply the skills in a game.  Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Numeracy (counting beats in a bar), Science (muscle names, bodily functions *i.e. heart rate*)  Outcome: Individual and team work. | | | | | | Arrange with other schools to come and play a game of football.  Arrange trips offsite to practice skills.  Develop more skills in basketball. |
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| Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Badminton **–** Pupils will replicate strokes and shots with control and accuracy. Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations.  Cross Curricular Links: Literacy (key words), Numeracy (scoring) Citizenship (sportsmanship & cooperation), Science (types of movement, bodily functions *i.e. heart rate,* trajectory of shuttle).  Outcome: Play 1 v 1 – players set their own court space/boundaries to make opponents move on court, to create space to attack to win points. | | | | | | Fitness - Pupils will build on their health and fitness that they learnt in year 7. To develop more skills in the use of different equipment to enhance their fitness, and have more confidence in their ability.  Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship)  Outcome: To know how and what is the best equipment to use on different parts of the body. | | | | | | Swimming lessons in rotation with other year groups.  For fitness look at taking pupils to a park gym.  Take pupils to a sports hall to play badminton. |
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| Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Tennis – Pupils will develop the basic principles of attack and defence. Pupils will develop the skills necessary to outwit opponents. Pupils will be faced with strategic and tactical decisions based on the movement of the ball around the court using a variety of angles and depth.  Cross Curricular links: Literacy (key words), Maths (scoring and angles), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)  Outcome: Play 1 v 1 – players set their own court space/boundaries to make opponents move on court, to create space to attack to win points. They will use a variety of strokes in order to outwit the opponent. When competent at 1v1 move to 2v2. | | | | | | Athletes / Rounders – Pupils will be introduced to different disciplines within athletics. Pupils will be learnt how to do a sprint start, learn different throwing skills.  Pupils will apply the skills that they gained from year 7 to enhance their batting, bowling and fielding during a game play. Pupils will also develop tactical skills in order to outwit their opponents.  Cross Curricular links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)  Outcome: Use skills learnt to play and work together as a team. | | | | | | Take pupils for a visit to an athlete’s stadium.  Extra work with individual’s skills.  Trip off site to use tennis courts. |
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**Year 9**

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| Autumn |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Football - Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, shooting and control will be developed through small sided games and conditional situations.  Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)  Outcome: Play 1 v 1 to create space to attack and score goals, take these into a game. | | | | | | Badminton **–** Pupils will replicate strokes and shots with control and accuracy. Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations.  Cross Curricular Links: Literacy (key words), Numeracy (scoring) Citizenship (sportsmanship & cooperation), Science (types of movement, bodily functions *i.e. heart rate,* trajectory of shuttle).  Outcome: Play 1 v 1 – players set their own court space/boundaries to make opponents move on court, to create space to attack to win points. | | | | | | Arrange with other schools to come and play a game of football.  Arrange a trip to use a badminton court in a sports hall.  Swimming lessons in rotation with other year groups. |
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| Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Fitness - Pupils will build on their health and fitness that they learnt in year 7. To develop more skills in the use of different equipment to enhance their fitness, and have more confidence in their ability.  Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship)  Outcome: To know how and what is the best equipment to use on different parts of the body. | | | | | | Basketball - Pupils will apply the skills to understand which pass is best to use in different situations. To know when to use a fast break and be able to perform a right and left handed lay up under increasing pressure.  Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Numeracy (counting beats in a bar), Science (muscle names, bodily functions *i.e. heart rate*)  Outcome: Passing drills to improve skills. | | | | | | Arrange trips offsite to.  For fitness look at taking pupils to a park gym. |
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| Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Athletes - Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain experience at throwing events, aiming for distance and Running disciplines, the time taken to cover a set distance.  Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences), Maths (measuring distances, collating data & comparing recordings against other bests)  Outcome learn to use different equipment: Shot put, Javelin and using a baton for relay racing. | | | | | | Rounders/cricket – Pupils use skills learnt to demonstrate the range of shots/strokes they can use in batting. Pupils use knowledge on how to produce power and direction by better timing of a shot.  Cross Curricular links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)  Outcome: In small to practice catching and throwing skills. | | | | | | Take pupils for a visit to a running track.  Extra work with individual’s skills.  Introduce new sports. |
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**Year 10**

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| Autumn |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Football - Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, shooting and control will be developed through small sided games and conditional situations.  Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)  Outcome: Play 1 v 1 to create space to attack and score goals, take these into a game. | | | | | | Basketball - Pupils will apply the skills to understand which pass is best to use in different situations. To know when to use a fast break and be able to perform a right and left handed lay up under increasing pressure.  Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Numeracy (counting beats in a bar), Science (muscle names, bodily functions *i.e. heart rate*)  Outcome: Passing drills to improve skills. | | | | | | Arrange with other schools to come and play a game of football.  Develop skills to help pupils play a full in game. |
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| Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Fitness - Pupils will build on their health and fitness that they learnt in year 7. To develop more skills in the use of different equipment to enhance their fitness, and have more confidence in their ability.  Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship)  Outcome: To know how and what is the best equipment to use on different parts of the body. | | | | | | Badminton **–** Pupils will replicate strokes and shots with control and accuracy. Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations.  Cross Curricular Links: Literacy (key words), Numeracy (scoring) Citizenship (sportsmanship & cooperation), Science (types of movement, bodily functions *i.e. heart rate,* trajectory of shuttle).  Outcome: Play 1 v 1 – players set their own court space/boundaries to make opponents move on court, to create space to attack to win points. | | | | | | For fitness look at taking pupils to a park gym.  Take pupils to a sports hall to play badminton. |
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| Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Core PE - Tennis – Pupils will develop the basic principles of attack and defence. Pupils will develop the skills necessary to outwit opponents. Pupils will be faced with strategic and tactical decisions based on the movement of the ball around the court using a variety of angles and depth.  GCSE PE –Following Edexcel Programme of study with some offsite activities.  Cross Curricular links: Literacy (key words), Maths (scoring and angles), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)  Outcome: Play 1 v 1 – players set their own court space/boundaries to make opponents move on court, to create space to attack to win points. | | | | | | Core PE: Rounders – Outwitting opponents through games. Pupils will develop decision making skills and the use of batting, bowling and fielding tactics.  GCSE PE –Following Edexcel Programme of study with some offsite activities.  Cross Curricular links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)  Outcome: To be able to play in a game situation. | | | | | | Take pupils offsite to use tennis courts.  Extra work with individual’s skills. |
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**Year 11**

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| Autumn |  |  |  |  | |  | |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | | Week 5 | | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Football – Pupils will build on core skills and apply them in a range of competitive contexts. Pupils will be able to evaluate and give feedback to teacher.  GCSE PE –Following Edexcel Programme of study with some offsite activities.  Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)  Outcome: Play small sided games to enhance defending skills.  Outcome GCSE: To gain a GCSE qualification. | | | | | | | | Basketball – Pupils to build on core skills and apply them in a range of competitive contexts. Pupils will be able to demonstrate a deeper understanding about healthy active lifestyles and fitness.  GCSE PE –Following Edexcel Programme of study with some offsite activities.  Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Numeracy (counting beats in a bar), Science (muscle names, bodily functions *i.e. heart rate*)  Outcome: Passing drills to improve skills.  To gain a GCSE qualification. | | | | | | Arrange with other schools to come and play a game of football.  Develop skills in a game. |
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| Spring |  |  |  |  | |  | |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | | Week 6 | | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Health and Fitness – Pupils will replicate techniques and perform across a range of fitness activities. The will undertake different roles and responsibilities relating to leading and performance.  GCSE PE –Following Edexcel Programme of study with some offsite activities.  Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship)  Outcome core PE: To use knowledge used to set up own fitness programme.  Outcome GCSE: To gain a GCSE qualification. | | | | | | | | Core PE- Badminton – Pupils will develop the ability to evaluate performance and provide feedback. Pupils to build on core skills and apply them in a range of competitive contexts.  GCSE PE –Following Edexcel Programme of study with some offsite activities.  Cross Curricular Links: Literacy (key words), Numeracy (scoring) Citizenship (sportsmanship & cooperation), Science (types of movement, bodily functions *i.e. heart rate,* trajectory of shuttle).  Outcome Core PE: Play singles and doubles– players set their own court.  Outcome GCSE: To gain a GCSE qualification. | | | | | | For fitness look at taking pupils to a park gym.  Take pupils to a sports hall to play badminton. |
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| Summer |  |  |  |  | |  | |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | | Week 6 | | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Athletes - Pupils perform at maximum levels of throwing and running skills. Pupils will be able to replicate event techniques and perform across a range of disciplines.  GCSE PE –Following Edexcel Programme of study with some offsite activities.  Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences), Maths (measuring distances, collating data & comparing recordings against other bests)  Outcome core PE: Use different equipment: Shot put and Javelin.  Outcome GCSE: To gain a GCSE qualification. | | | | | | | | Tennis – Pupils will develop advanced techniques and implement and refine strategic play to outwit opponents. Pupils will demonstrate knowledge of the essential elements of attack and defense in a competitive situation.  GCSE PE –Preparation for GCSE.  Cross Curricular links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)  Outcome: To be able to play in a game situation.  To gain a GCSE qualification. | | | | | | Take pupils for a visit to a running track.  Extra work with individual’s skills. |
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**GCSE Year 1**

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| Week | Topic | Content | Practical? | Suggested resources |
| Health, Fitness and Well-being (Paper 2: Health and Performance) | | | | |
| 1 | Physical, emotional and social health | Physical: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved  Emotional: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved  Social: how participation in physical activity and sport can improve social health and how these benefits are achieved | What are the components of fitness?  How can practical sports help with emotional/social? | Health, Fitness and  Well-being Topic Guide, activity 1  Health, Fitness and  Well-being Topic Guide, activity 2 |
| 2-3 | Lifestyles  Impact of lifestyle choices  Sedentary lifestyle | Lifestyle choices in relation to: diet; activity level; work/rest/sleep balance; and recreational drugs (alcohol, nicotine)  Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)  A sedentary lifestyle and its consequences: overweight; overfat; obese; increased risk to  long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness | How can diet help a sportsperson? Why is sleep important to performance?  How can smoking impact performance?  What is a sedentary lifestyle? | Apps to measure lifestyle  Lifestyle questionnaires  Health, Fitness and  Well-being Topic Guide, activity 3  Health, Fitness and  Well-being Topic Guide, activity 4  Activity log – how active are they? How active are other members of their family?  Does the level of activity meet government guidelines? |
| 4 | Balanced diet and role of nutrients | The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport  Role of macronutrients: (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes  Role of micronutrients: (vitamins and minerals), water and fibre for performers/players in physical activities and sports | What is a balanced diet? What component provides most energy?  What are the components of balanced diet?  Why is water important for sport? | Health, Fitness and  Well-being Topic Guide, activity 5 |
| 5 | Dietary manipulation for sport (carb-loading and hydration) | The correct energy balance to maintain a healthy weight  Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport | How do you feel straight after lunch when taking sport? | Research elite performers diets from contrasting events, how do they differ to yours/to each other? |
| 6 | Optimum weight due to physical characteristics and variations according to role in physical activity | The factors affecting optimum weight: sex; height; bone structure and muscle girth  The variation in optimum weight according to roles in specific physical activities and sports | Body types | Images of elite performers, how many of these would be at optimum weight based on personal physical characteristics?  How many are at optimum weight for their event? |
| Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems) | | | | |
| 7 | Skeletal system – functions applied to performance in physical activities and sports | Explanation of function applied to physical activity  Protection of vital organs, muscle attachment, joints for movement, platelets, red and white blood cell production, storage of calcium and phosphorus | How many bones can you name? | Applied Anatomy and Physiology Topic Guide, activity 1  Past papers 2009 specification |
| 8 | Skeletal system – classification of bones and how function of bone type is relevant to performance in physical activities and sports | Long (leverage), short (weight bearing), flat (protection, broad surface for muscle attachment), irregular (protection and muscle attachment) applied. | Worksheets to label bones. | Applied Anatomy and Physiology Topic Guide, activity 2 |
| 9 | Skeletal system – structure of the skeletal system  Role of ligaments/tendons | Identification of bones: 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).  Relevance to participation in physical activity and sport | Diagrams of differences between muscle types – learners to annotate  Name a voluntary muscle. Name an involuntary muscle. | Applied Anatomy and Physiology Topic Guide, activity 3  Diagram of a skeleton for learners to label  Artificial skeleton (Science department?)  Diagrams of differences between muscle types – learners to annotate |
| 10 | Muscular system – classification and their roles when participating in physical activity and sport  Characteristics and location  Muscular system (voluntary) – location and role | Voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscle forming the heart,  Deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior | Worksheet of muscles | ‘Big bodies’  Muscle diagram (posterior/anterior view) for learners to label |
| 11 | Muscular system – antagonistic muscle pairs | Definitions of terms (agonist and antagonist)  Gastrocnemius and tibialis anterior acting at the ankle plantar flexion to dorsiflexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and hip flexors and gluteus maximus acting at the hip – all flexion to extension | Worksheet | Matching cards  Definition cards  Applied Anatomy and Physiology Topic Guide, activity 5 |
| 12 | Muscular system – fast and slow twitch muscle fibres and how fibre type impacts on their use in physical activities | type I, type IIa and type IIx |  | Applied Anatomy and Physiology Topic Guide, activity 6 |
| 13 | Cardiovascular system – function applied to performance in physical activities  Structure of the cardiovascular system applied to performance in physical activities | Transport of oxygen, carbon dioxide and nutrients, clotting of open wounds, regulation of body temperature  Atria, ventricles, septum, tricuspid, bicuspid and semi-lunar valves, aorta, vena cava, pulmonary artery, pulmonary vein, and their role in maintaining blood circulation during performance in physical activity and sport | What happens with your body when you exercise? | Applied Anatomy and Physiology Topic Guide, activity 7  Diagram of heart – learners to annotate |
| 14 | Cardiovascular system – arteries, capillaries and veins | Structure of arteries, capillaries and veins and how this relates to function and importance during physical activity and sport in terms of: blood pressure; oxygenated; deoxygenated blood and changes due to physical exercise | Worksheet | Diagrams of differences between blood vessels – learners to annotate |
| 15 | Cardiovascular system – vascular shunting | The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood flow (vascular shunting) during physical activities compared to when resting |  | Applied Anatomy and Physiology Topic Guide, activity 8 |
| 16 | Cardiovascular system – function and importance of components of blood for physical activity and sport | Red and white blood cells, platelets and plasma |  | Scenario cards, ‘what would happen if…’ |
| 17 | Respiratory system – composition of air    Lung volumes and change in tidal volume due to physical activity and sport | Composition of inhaled and exhaled air and the difference between the two at rest and when exercising  Vital capacity and tidal volume, and reasons that make the change in tidal volume necessary | What happens to your breathing during activity and rest? | Applied Anatomy and Physiology Topic Guide, activity 9 |
| 18 | Respiratory system – location of main components and the role in movement of oxygen and carbon dioxide into and out of the body | Lungs, bronchi, bronchioles, alveoli, diaphragm | How does your body deal with carbon dioxide? | Diagrams of respiratory system – learners to annotate |
| 19 | Respiratory system – structure and function of alveoli | Structure of alveoli  Process of gas exchange  Impact of varying intensities of exercise (aerobic and anaerobic) |  | Diagrams of enlarged alveoli to allow learners to annotate what happens during gas exchange |
| 20 | Energy sources  Aerobic and anaerobic exercise  Short term effects of exercise and the relevance of this to the player/performer | Fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity  The use of glucose and oxygen to release energy aerobically with the production of carbon dioxide and water, the impact of insufficient oxygen on energy release, the by-product of anaerobic respiration (lactic acid)  Muscular: lactate accumulation, muscle fatigue  CV: heart rate, stroke volume and cardiac output  Respiratory: on depth and rate of breathing | Why is fats important for activity?  How does your body know if it’s getting tired? | Practical session - Applied Anatomy and Physiology Topic Guide, activity 10 |
| Health, Fitness and Well-being (Paper 2: Health and Performance) | | | | |
| 21 | Using a Personal Exercise Programme (PEP) to develop personal health/introduction to PEP. Fitness, health, exercise and performance. | Definitions of fitness, health, exercise and performance and the relationship between them  Links between this topic and the PEP |  | Definition cards  Assessment material for Component 4 |
| Physical Training (Paper 1: Fitness and Body Systems) | | | | |
| 22 | PARQs  Warm up and cool downs | The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ  The purpose and importance of warm ups and cool downs to effective training sessions and physical activity and sport  Phases of a warm up and their significance in preparation for physical activity and sport  Activities included in warm ups and cool downs | Warm up and cool down to be covered in practical session to free final theory week to fit into the term cycle. | Learner PEP  Example PARQs  Practical session using a variety of warm ups – could be learner led. Cool down to finish |
| 23 | Components of fitness and the relative importance of these components in physical activity and sport | Cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed | What components of fitness are important for ………. | Physical Training Topic Guide, activity 1  Learner PEP |
| 24-25 | Fitness tests – theory and practice | Theory: the value of fitness testing; the purpose of specific fitness tests; the selection of the appropriate fitness test for components of fitness; and the rationale for selection  Practical: the test protocol  Fitness testing: cardiovascular fitness – Cooper 12 minute tests (run, swim), Harvard Step Test; strength – grip dynamometer; muscular endurance – one-minute sit-up, one-minute press-up; speed – 30m sprint; power – vertical jump; flexibility – sit and reach  Collection and interpretation of data from fitness test results  Theory: analysis and evaluation of fitness test results against normative data tables | Students to match the fitness test to the component of fitness?  What test is used for…………….  Table indicating national data for each fitness tests | Mix of theory and practical sessions  Physical Training Topic Guide, activity 1 and 2  Physical Training Topic Guide, activity 3  Physical Training Topic Guide, activity 4  Learner PEP |
| 25 | Principles of training | 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 Karvonen formula) | What are the principles of training? Why are they important in sport? How are they linked to PEP? | Description cards (of principles)  Training zone cards – link training zones for different aged performers to be matched to correct intensity of sport  Learner PEP |
| 26 | Applying the principles to a PEP | Discussion of personal goals for PEP and how to achieve these through application of principles | What are goals? Why are they important? | Learner PEP |
| 27 | Methods of training for specific components of fitness, physical activity and sport | Continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, pilates, yoga, spinning)  The advantages and disadvantages of different training methods | National data.  Which method of training links to components of fitness?  Worksheet | Matching cards: matching description cards to correct image of different fitness classes/methods of training  Matching cards: matching sporting activities to methods of training  Learner PEP |
| 28 | Applying the methods of training to a PEP | Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness) | Why would facilities impact your PEP?  Would you ned to consider fitness levels before starting PEP? | Physical Training Topic Guide, activity 5  Learner PEP |
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| Sport Psychology (Paper 2: Health and Performance) | | | | |
| 29 | Goal setting  SMART targets and the value of each principle in improving and/or optimising performance | The use of goal setting to improve and/or optimise performance  Principles of SMART targets (specific, measureable, achievable, realistic, time-bound)  Setting and reviewing targets to improve and/or optimise performance | When have you made a goal in life? Did you achieve this?  Describe how SMART is linked to the specific sport…. | Learner goals/personal learning plans  Sports Psychology Topic Guide, activity 3 |
| 30 | Classification of skills using continua | Open–closed, basic (simple)–complex, and low  organisation–high organisation continua | Describe an open/closed skill in the chosen sport? | Sports Psychology Topic Guide, activity 1a  Practical session – Sports Psychology Topic Guide, activity 2 |
| 31 | Forms of practice – theory and practical application | Massed, distributed, fixed and variable | Performed as a practical activity. | Practical session to demonstrate different types of practice |
| 32 | Forms of practice – theory and practical application | Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills | What is a skill? Can you describe a skill in …….. | Sports Psychology Topic Guide, activity 1b – skill cards for skill classification to inform optimal practice structure |
| 33 | Types of guidance – theory and practical application | Visual, verbal, manual and mechanical  Advantages and disadvantages of each type of guidance | Students describe an activity verbally to other students.  Students try and teach a warm-up with only signals/visual. | Sports Psychology Topic Guide, activity 4  Materials for simple task, e.g. bean bags into a bin |
| 34 | Types of guidance – practical application | Appropriateness of types of guidance in a variety of sporting contexts when used with performers of different skill levels |  | Practical session – Sports Psychology Topic Guide, activity 5  If classroom based – Sports Psychology Topic Guide, activity 7  Sports Psychology Topic Guide, activity 1c |
| 35 | Mental preparation for performance | Warm up, mental rehearsal | Students plan and deliver a warm-up | YouTube clips of athletes mentally rehearsing movement, e.g. long jump  Sports Psychology Topic Guide, activity 8 |
| 36 | Types of feedback | intrinsic, extrinsic, concurrent, terminal | Worksheet | Sports Psychology Topic Guide, activity 6  Sports Psychology Topic Guide, activity 1d |
| 37 | Sports psychology, practicing use of data | Interpretation and analysis of graphical representation of data associated with feedback on performance | Observation of practical lesson. Students complete a recording sheet outlining all skills shown in a game situation. Data is then interpreted. | Data collected from practical sessions, e.g. shots on target for each practice condition or type of guidance  Sports Psychology Topic Guide, analysis and evaluation of data section |
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**GCSE Year 2**

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| Week | Topic | Content | Practical? | Suggested resources |
| Movement Analysis (Paper 1: Fitness and Body Systems) | | | | |
| 1 | Lever systems and their use in physical activity and sport | First, second- and third-class levers |  | Movement Analysis Topic Guide, activity 1 |
| 2 | Mechanical advantage in sport and physical activity | In relation to loads, efforts and range of movement of the body’s lever systems and the impact on sporting performance |  | Movement Analysis Topic Guide, activity 2 |
| 3-4 | Movement possibilities at joints dependent on joint classification  Examples of physical activity and sporting skills and techniques that utilise these movements in different sporting contexts. | Flexion, extension, adduction, abduction, rotation, circumduction, plantar-flexion, dorsiflexion |  | Applied Anatomy and Physiology Topic Guide, activity 4  Video clips of sports performers in action to identify ranges of movement in use, discussion regarding how this aids performance. |
| 5-6 | Classification of joints and their impact on the range of possible movements  Planes and axes – generalised movement patterns | Pivot (neck – atlas and axis), hinge (elbow, knee and ankle), ball and socket (hip and shoulder), condyloid (wrist)  Sagittal plane about the frontal axis when performing front and back tucked or piked somersaults  Frontal plane about the sagittal axis when performing cartwheels  Transverse plane about the vertical axis when performing a full twist jump in trampolining |  | Practical session - Movement Analysis Topic Guide, activity 3  Extension of activity 3 to include planes and axes |
| 7 | Long term training effects on the musculo-skeletal system | Review musculo-skeletal system  Benefits to the musculo-skeletal system: increased bone density; increased strength of ligaments and tendons; muscle hypertrophy; the importance of rest for adaptations to take place; and time to recover before the next training session  Impact on performance in different types of activities |  | Physical Training Topic Guide, activity 6 |
| 8 | Long term training effects on the cardio-respiratory system | Review cardio-respiratory system  Benefits to the cardio-respiratory system: decreased resting heart rate; faster recovery; increased resting stroke volume and maximum cardiac output; increased size/strength of heart; increased capilliarisation; increase in number of red blood cells; drop in resting blood pressure due to more elastic muscular wall of veins and arteries; increased lung capacity/volume and vital capacity; increased number of alveoli; increased strength of diaphragm; and external intercostal muscles  Impact on performance in different types of activities |  | Physical Training Topic Guide, activity 6 |
| 9 | Identification of injury, treatment and common sports injuries | Concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions)  RICE (rest, ice, compression, elevation) |  | First aid scenario cards – guess the injury and how it might have happened |
| 10 | Injury prevention in sport and physical activity | Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports |  | Create safety checklist for own activities before play to apply theory |
| 11-12 | Performance enhancing drugs – types, advantages and disadvantages | Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including: anabolic steroids; beta blockers; diuretics; narcotic analgesics; peptide hormones (erythropoietin (EPO); growth hormones (GH)); stimulants; blood doping |  | Research sports performers – are PEDs still used? |
| 13-14 | Factors impacting on participation in physical activity and the impact on participation rates, considering personal factors | Gender, age, socio-economic group, ethnicity, disability |  | Socio-cultural Influences Topic Guide, activity 1  Socio-cultural Influences Topic Guide, activity 3  Socio-cultural Influences Topic Guide, activity 5 |
| 15 | Looking at data | Interpretation and analysis of graphical representation of data associated with trends in participation rates |  | Socio-cultural Influences Topic Guide, activity 2  Socio-cultural Influences Topic Guide, activity 4 |
| 16 | Commercialisation and the media | The relationship between commercialisation, the media and physical activity and sport |  | Data on viewing figures or ticket sales for live events from professional team websites |
| 17-18 | Advantages and disadvantages of commercialisation | The advantages and disadvantages of commercialisation and the media for: the sponsor; the sport; the player/performer; the spectator |  | Socio-cultural Influences Topic Guide, activity 6 |
| 19 | Sporting behaviours | Sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level |  | Socio-cultural Influences Topic Guide, activity 7 |
| 20 | Deviance in sport | Review performance-enhancing drugs. Consider other types of deviancy in sport |  | Newspaper articles of deviant behaviour by sports stars on and off the pitch |
| 21-22 | Review Paper 1 content  Review paper 2 content | Body Systems  Movement Analysis  Physical Training |  | Topic Guides: Applied Anatomy and Physiology; Movement Analysis and Physical Training |
| 23 | Mock exam | Take mock exam |  | Sample assessment materials |
| 24 | Revision week | Focus on areas of weakness identified from the mock |  | Specification cards – revision cards with questions on knowledge |
| 25 | Revision week | Focus on areas of weakness identified from the mock |  | Specification cards – revision cards with questions on application of knowledge |
| 26 | Revision week | Focus on areas of weakness identified from the mock |  | Specification cards – revision cards with questions on analysis and evaluation based on knowledge |
| 27 | Revision week | Focus on areas of weakness identified from the mock |  | Specification cards – revision cards with questions on analysis and evaluation based on knowledge |
| 28 | Revision week | Focus on areas of weakness identified from the mock |  | Specification cards – revision cards with questions on analysis and evaluation based on knowledge |
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