

Levenshulme High School Curriculum Map – GCSE PE

		Term 1	Term 2	Term 3
Year 10	Topic Title	Paper 1 – Factors Affecting Performance - Physical Training	Paper 1 – Factors Affecting Performance – Anatomy & Physiology	Paper 1 – Factors Affecting Performance – Anatomy & Physiology
		2.1 – Components of Fitness 2.2 – Applying Principles of Training 2.3 – Preventing injury in Physical Activity & Training	1.1 – The Structure & Function of the Skeletal System. 1.2 – The Structure & Sunction of the Muscular System. 1.3 – Movement Analysis	1.4 – The Cardiovascular & Respiratory System 1.5 – The effects of exercise on the body systems.
	<i>Pupils should know...</i>	<p>Pupils will know each of the components of fitness, the definition, the fitness test for each one, how to administer each fitness test.</p> <p>Pupils will know the principles of training and the different types of training methods to improve performance.</p> <p>Know the components of a warm up & cool down.</p> <p>Know how to reduce the risk of injury and know the potential hazards in a range of physical activity/sport.</p>	<p>Know the major bones, joints, articulating bones, types of movement and the functions of the skeleton.</p> <p>Know the major muscles, the movement produced by each muscle and the roles of the agonist, antagonist, fixator and antagonistic action.</p> <p>Know 3 classes of levers, planes of movement and axes of rotation. Know what a mechanical advantage is.</p>	<p>Know the structure & function of the cardiovascular system, the double circulatory system and pathway of blood and the different types of blood vessels and red blood cells.</p> <p>Know the difference between heart rate, stroke volume and cardiac output.</p> <p>Know the structure & function of the respiratory system, pathway of air and the role of respiratory muscles and alveoli. Know the definitions of breathing rate, tidal volume and minute ventilation.</p> <p>Know the difference between anaerobic and aerobic exercise.</p> <p>Know the short term and long-term effects of exercise on the different body systems.</p>
<i>Pupils should be able to do...</i>	<p>Pupils will be able to complete, collect and use data relating to each component of fitness.</p> <p>Pupils will be able to describe each component of fitness, the tests for each one and give practical examples of where each component of fitness is important.</p> <p>Pupils will be able to identify and describe the principles of training and types of training. They will be able to apply the principles of training and types of training to a personal exercise programme.</p>	<p>Be able to identify major bones, joints, types of movement and describe the functions of the skeleton.</p> <p>Be able to identify and locate major muscles, describe the movement produced by each muscle and the role of the agonist, antagonist, fixator and antagonistic action.</p> <p>Be able to identify each class of levers, planes of movement and axes of rotation.</p> <p>Be able to apply and analyse practical examples for the functions of the skeleton, each type of</p>	<p>Be able to label the structure of the heart and respiratory system.</p> <p>Be able to describe the pathway of blood and pathway of air.</p> <p>Be able to describe heart rate, stroke volume, cardiac output, breathing rate, tidal volume and minute ventilation</p> <p>Be able to describe the different blood vessels, the role of the respiratory muscles and alveoli.</p>	

		Be able to identify & describe the components of a warm up, cool down, risk of injuries and potential hazards. Be able to apply practical examples of each.	movement, class of lever, planes of movement, and axes of rotation.	Be able to collect and use data relating to short term and long-term effects of exercise.
	<p><i>Why are we doing this now?</i></p> <p><i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>Pupils already have basic knowledge and understanding of the components of fitness and can apply a practical example for each. They will build on the knowledge of their sport that they have gathered at KS3.</p> <p>This will prepare pupils to complete the 'action plan' section of their controlled assessment.</p>	<p>Pupils will have completed flipped learning on the skeletal and muscular system.</p> <p>Pupils will deepen their knowledge and understanding of the human body work and function during physical activity.</p> <p>By completing these topics pupils will be prepared for their controlled assessment for the movement analysis section.</p>	<p>Be able to provide practical examples for anaerobic and aerobic exercise.</p> <p>Pupils will develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system.</p> <p>They will understand the physiological adaptations that can occur due to training (Term 1). This provides pupils with a rationale for the importance of maintaining an active lifestyle due to the physical benefits to someone's health (paper 2).</p>

		Term 1	Term 2	Term 3
Year 11	Topic Title	Paper 2 Section 4 - Sport Psychology Section 5 – Health, Fitness & Wellbeing	Paper 2 Section 3 - Socio-cultural issues	Paper 1 – Factors Affecting Paper 2 - Socio-cultural issues & Sport Psychology
		Section 4 – Sport Psychology 4.1 – Characteristics of skilful movement & classification of skills. 4.2 – Goal Setting 4.3 – Mental preparation. 4.4 – Types of guidance & Feedback. 5.1 - Health, fitness & Wellbeing 5.2 – Diet & Nutrition NEA – Coursework. Practical – Sport 1 & 2	Section 3 3.1 – Engagement patterns of different social groups in physical activities & sports. 3.2 – Commercialisation of physical activity & sport. 3.3 – Ethical & socio-cultural issues in physical activity & sport Practical – Sport 3 Preparation for moderation	Exam preparation.
	<i>Pupils should know...</i>	<p>Know the definition of motor skills and the characteristics of a skilful movement. Know the classification of skills including the difficulty continuum and environmental continuum.</p> <p>Know the SMART principle for goal setting. Know the reasons why performers set goals.</p> <p>Know mental preparation techniques (imagery, mental rehearsal, selective attention & positive thinking) and the different types of guidance (visual, verbal, manual & mechanical) and their advantages and disadvantages.</p> <p>Know the definition of health, fitness and wellbeing.</p> <p>Know the physical, mental and social benefits of exercise and the consequences of a sedentary lifestyle.</p> <p>Know the definition of a balanced diet.</p> <p>Know the different components of a balanced diet.</p>	<p>Know the current trends in different social groups participation in sport and how different factors can affect participation. Know strategies that can be used to improve participation through promotion, provision, and access.</p> <p>Know the different types of media and their influence on the commercialisation of physical activity. Know the meaning of commercialisation and the golden triangle. Know the influence of sponsorship on the commercialisation of physical activity.</p> <p>Know the definitions of gamesmanship, sportsmanship and deviance. Know the different types of drugs, the impact on performance and reasons why sports performers use drugs. Know the reasons for player violence.</p>	

		Know the effect of diet and hydration on energy in physical activity.		
<i>Pupils should be able to do...</i>	<p>Pupils should be able to explain what motor skills are, describe the characteristics of a skilful movement and apply a range of practical examples. They also need to be able to describe the classification of skills and apply practical examples for each continuum.</p> <p>Pupils should be able to example each principle of SMART goal setting and apply practical examples.</p> <p>Pupils should be able to explain the different mental preparation techniques (imagery, mental rehearsal, selective attention & positive thinking) and different types of guidance (visual, verbal, manual & mechanical) and their advantages and disadvantages. They should also be able to apply practical examples for each.</p> <p>Pupils should be able to apply their knowledge of the physical, mental and social benefits of exercise and the consequences of a sedentary lifestyle to different age groups.</p> <p>Pupils should be able to analyse and respond to data about health, fitness and wellbeing.</p> <p>Pupils should be able to describe a balanced diet and each component of a balance diet. Pupils should also be able to apply practical examples from physical activity and sport to diet and nutrition.</p>	<p>Pupils will be able to explain the current trends in different social groups participation in sport and explain how different factors can affect participation applying examples from activity/sport.</p> <p>Pupils should be able to recognise the positive and negative effects of the media and sponsorship on commercialisation and be able to apply practical examples.</p> <p>Pupils should be able to give practical examples of gamesmanship, sportsmanship and deviance and drugs in sport. They should be able to explain the reasons why sports performers take drugs and be able to explain the reasons for player violence.</p>		
<p><i>Why are we doing this now?</i> <i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>Preparing pupils to complete the 'movement analysis' section of their controlled assessment.</p> <p>Pupils already have basic knowledge and understanding of a balanced diet and the components of a balanced diet. This will build and deepen their knowledge and understanding they have gathered at KS3.</p>	<p>Pupils already have basic knowledge and understanding of some of the different factors that can affect participation in sport & physical activity. This will build and deepen their knowledge and understanding they have gathered at KS3.</p>		

