GCSE PE THEORY SCHEME OF WORK

Key Objectives	Prior Knowledge
• Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance • Understand how the physiological state affects performance in physical activity and sport • Understand the contribution which physical activity and sport make to health, fitness and well-being	• Key words cemented within KS3 Core PE lessons • Healthy, active lifestyle benefits outlined in KS3 Core PE lessons and reinforced through enrichment/extra-curricular programme of activities • Heart rates and Recovery rates taught in KS3 Fitness unit of work • Benefits of warm-ups and cool downs PLUS body part names in all warm-ups and cool downs of KS3 Core PE lessons • Components of fitness in KS3 Core PE lessons

Key vocabulary
SKELETAL MUSCULAR CARDIOVASCULAR RESPIRATORY PLANES AXES LEVERS MECHANICAL ADVANTAGE AEROBIC ANAEROBIC SYNOVIAL ARTICULATING TENDON LIGAMENT ALVEOLI CAPILLARIES ARTERY STROKE VOLUME TIDAL VOLUME MINUTE VOLUME MAXIMUM HEART RATE

Literacy/Numeracy/SMSC opportunities	Skills developed & Careers link
Literacy*:** Key word/glossary developments with SPAG embedded within PE Theory. Extended writing development through exam-style questions. ***Numeracy*:** Calculating MHR and minute volume / interpreting and analysing graphs & normative data / monitoring changes in Pulse Rate / Calculating Aerobic + Anaerobic training thresholds ***Spiritual, Moral, Social and Cultural (SMSC): Support students with their personal and social development through the adoption of different roles in selected activities and working with others demonstrating cooperation, leadership skills, social skills, resolving conflict within their sports teams or theory groups and respecting the laws of the different sports, whilst respecting people's views on tactics selected and choice of training method.	**Skills developed**: Knowledge of the human body and understanding of lifestyle choices & consequences, presentation skills, communication skills, ability to debate and evaluate. **Careers links:** Sports science, Sports coach, PE Teacher, NHS staff, Physiotherapist, Dietitian.

Resources	Assessment
PowerPoints, student work books, worksheets, revision packs, extended answer questions, past papers, mark schemes, diagrams, video links and starter tasks all located on FUS central T-drive and student resources. In addition to this there are textbooks and revision books for all students.	- Q&A / Mini Plenaries / Plenaries / Class Feedback / Student Reflections / Homework Marking / Exam Style Questions / End of Unit & Assessment / Week Tests / Short Q & A / Mini plenaries / Traffic Light Cards - Tennis Ball Throw for Q & A differentiated method / Ask 5 answer 5

GCSE PE - Scheme of Learning

Year 9 (after May half term)

Health, Fitness and Well-being (Paper 2: Health and Performance)				
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
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	Definitions and application to lifestyle. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.1 - Physical, emotional and social health
2	Lifestyle choices and impact	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)	How can exercise help an individual's health? Explore the aspects of lifestyle choices – diet, activity levels, Work, rest & sleep balance & recreational drugs. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group*	1.1 - Physical, emotional and social health **Home learning – Exam questions** **Extended answer question:** *Evaluate how our lifestyle impacts our health and performance?*

			work and individual work, student led debates & presentations	
3	Sedentary lifestyles and consequences	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	What is meant by a sedentary lifestyle and the aspects? Discuss how to interpret data/graphs and other graphical representations. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.2 - The consequences of a sedentary lifestyle
4	Balanced diet and the 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	Highlight components of a balanced diet. How does the nutritional requirements change for different athletes? *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.3 - Energy use, diet, nutrition and hydration **Home learning – Exam questions**
5	Dietary manipulation for sport	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	Explain the methods of dietary manipulation dependant on activity and how these work.	1.3 - Energy use, diet, nutrition and hydration

Week	Topic	Content & learning outcomes – What?	Pedagogy Teaching activities & delivery tips – how?	Assessment & skills developed – Why?
6	Optimum weight	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	Highlight variations in optimum weight according to roles in specific physical activities and sports. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.3 - Energy use, diet, nutrition and hydration **Home learning – Revision** **Extended answer question:** *To what extend does diet have an effect on our health and a games players performance?*
7	**Assessment 1**			

Year 10

Week	Topic	Content & learning outcomes – What?	Pedagogy Teaching activities & delivery tips – how?	Assessment & skills developed – Why?
Physical Training (Paper 1: Fitness and Body Systems)				
1	Functions of the skeletal system	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	Discuss functions of the skeleton and impact on performance.	1.1-The structure of musculo-skeletal system
2	Classification of bones	Long (leverage), short (weight bearing), flat (protection, broad surface for muscle attachment), irregular (protection and muscle attachment) applied	Highlight bone classification groups and examples in the body. Label skeleton diagrams *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.1-The structure of musculo-skeletal system **Home learning – Exam questions**
3	Structure of the skeletal system: Movement possibilities at joints; utilisation of	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.	Group task - Explore bone names and locations in the body. Discuss movement types and relate to joints in the body. Analyse movement patterns as part of sporting actions. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps,*	1.1-The structure of musculo-skeletal system **Extended answer question** *"explain how the functions of the skeleton help us participate in physical activity*

	movement in physical activity	Pivot (neck – atlas and axis), hinge (elbow, knee and ankle), ball and socket (hip and shoulder), condyloid (wrist)	*revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
4	Classification and roles of muscles	Voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscle forming the heart	Discuss with your partner what you know about muscles already?	1.1-The structure of musculo-skeletal system
5	Location and roles of key voluntary muscles	Deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior	Highlight muscles names and movements possible. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.1-The structure of musculo-skeletal system **Home learning – Exam questions**
6	Antagonistic muscles	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	Group task - Explore antagonistic names and locations in the body. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.1-The structure of musculo-skeletal system **Home learning – Exam questions**

7	Fast and slow twitch muscle fibres **ASSESSMENT 2**	Type I, type IIa and type IIx	Highlight the differences and the characteristics of each. Explore which athletes require fast twitch or slow twitch muscle fibres and why? *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.1-The structure of musculo-skeletal system **Extended answer question:** *Outline the structures of a synovial joint and explain how the different muscle fibre types suit different athletes?* **ASSESSMENT 2**
8	Structure and function of cardiovascular system	Transport of oxygen, carbon dioxide and nutrients, clotting of open wounds, regulation of body temperature	Highlight the important structures of the cardiovascular system. Discuss why is the circulatory system key to exercise? *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.2-The structure of cardio-respiratory system
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
9	The Heart	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	Label the heart and practice walking it through in pairs, colour in oxygenated and deoxygenated blood *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps,*	1.2-The structure of cardio-respiratory system

			revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations	
10	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	Explore the differences between each of these cardiovascular elements. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.2-The structure of cardio-respiratory system **Home learning – Revision**
11	Vascular shunting	The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood flow (vascular shunting) during physical activities compared to when resting	Highlight the relevance of what happens to the blood when we start exercising and compare this to when we are at rest. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.2-The structure of cardio-respiratory system
12	Components of blood and their significance for physical activity	Red and white blood cells, platelets and plasma	Group task – research each of the components of blood and present to the rest of the class. Use ABC cards – A – Agree, B – build upon & C – Challenge.	1.2-The structure of cardio-respiratory system **Home learning – Exam questions**

			Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations	
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
13	**ASSESSMENT 3**	Teacher judgement based on group	Assessment 3, extended answer question, design revision posters. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.2-The structure of cardio-respiratory system **Home learning – Revision** **ASSESSMENT 3** **Extended answer question** *"Describe the journey of blood through the heart and explain how vascular shunting helps a games player to complete their match"*
14	Respiratory system – composition of air; lung volumes	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	Explain the composition of air and respiratory volumes. Practical opportunity to measure vital capacity with a peak flow meter if available. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from*	1.2-The structure of cardio-respiratory system

			discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations	
15	Location and roles of principal components of respiratory system	Lungs, bronchi, bronchioles, alveoli, diaphragm	Label respiratory system elements and highlight roles during exercise. During inspiration how does air enter the lungs? *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.2-The structure of cardio-respiratory system **Home learning – Exam questions**
16	Structure and function of alveoli **ASSESMENT 4**	Structure of alveoli, Process of gas exchange, Impact of varying intensities of exercise (aerobic and anaerobic)	Highlight the process of gaseous exchange and importance. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	1.2-The structure of cardio-respiratory system **ASSESMENT 4** **Extended answer question:** *"Explain how the circulation and respiratory systems work together to give a Badminton player their energy to compete?*
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
17	Energy sources; aerobic and anaerobic exercise and short	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	Explain the difference between Aerobic and anaerobic exercise using examples of each.	1.3-Anaerobic and Aerobic Exercise

	term effects of exercise	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	*Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	**Home learning – Exam questions** **Extended answer question** *"explain what type of energy a games player would use and what changes would happen when they warm up"*
18	Lever system – first, second and third class levers	First, second and third class levers	Explain how the body uses levers to bring about movement. Highlight lever classes and examples of each. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	2.1- Levers and Mechanical Advantage **Home learning – Exam questions**
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**

19	Mechanical advantage in sport and physical activity & Joint classification and impact on movement axes (Planes and axes – generalised movement patterns)	In relation to loads, efforts and range of movement of the body's lever systems and the impact on sporting performance. 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	Explain the term 'mechanical advantage'. Highlight sporting examples. Experiment with a ruler, pencil, rubber. Explore how high you can propel the eraser by moving each of the elements. Highlight movement axes and joints at all major joint areas in the body. Explain the difference between planes and axes. Highlight the planes and axes and movements to represent each (Sommersault, cartwheel, full twist)	2.1- Levers and Mechanical Advantage 2.2 - Planes and axes of movement **Home learning – Exam questions** **Extended answer question:** *"explain 3 examples from trampolining where you would use the different planes and axes, commenting on joint movements"*
20	**ASSESSMENT 5**	**ASSESSMENT 5**	Assessment 5, extended answer questions, design revision posters.	2.1- Levers and Mechanical Advantage 2.2 - Planes and axes of movement **ASSESSMENT 5**
21	Extended Answer questions	Extended Answer questions	Look at how to plan extended answer questions and review answers given by asking students to assess each other's work.	All topics

Week	Topic	Content & learning outcomes – What?	Pedagogy Teaching activities & delivery tips – how?	Assessment & skills developed – Why?
22	PAR-Q, Warm ups 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	Summarise components of a warm up/cool down using practical examples/videos. Discuss purpose of a warm up/cool down with suggested activity ideas. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.6 – Effective use of warm up and cool down **Home learning – Exam questions**
23	Components of fitness	Cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed	Definitions and example of each. Video to highlight extreme use of these components. Discuss what components of fitness are important to certain athletes and why? *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.2 – The components of fitness, measurement and benefits to sport.
24	Fitness tests – theory and practice (i)	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	Set up and complete fitness tests and analyse results against norm tables. What does the data tell you?	3.2 – The components of fitness, measurement and benefits to sport.

			How might a coach use this information?	**Home learning – Exam questions**
25	Fitness tests – theory and practice (ii)	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	Set up and complete fitness tests and analyse results against norm tables. What does the data tell you? How might a coach use this information?	3.2 – The components of fitness, measurement and benefits to sport. **Home learning – summarise findings and form conclusions**
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
26	Fitness tests – theory and practice (iii)	Collection and interpretation of data from fitness test results Theory: analysis and evaluation of fitness test results against normative data tables	Set up and complete fitness tests and analyse results against norm tables. What does the data tell you? How might a coach use this information?	3.2 – The components of fitness, measurement and benefits to sport.
27	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)	Explain principles of training and aim of each. Refer to sporting examples to provide relevance. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.3 – The Principles of Training and application to PEP **Home learning – PEP completion** **Extended answer question:** *"explain what principles of training a Netballer would have to consider when planning a training programme and justify why they are relevant for Netball"*

28	Components of fitness & Principles of Training recap	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) Cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed	Recap definitions and example of each. Video to highlight extreme use of these components. Discuss what components of fitness are important to certain athletes and why? Recap principles of training and aim of each. Refer to sporting examples to provide relevance.	3.2 – The components of fitness, measurement and benefits to sport. 3.3 – The Principles of Training and application to PEP **Extended answer question:** *"Evaluate the significance that each component of fitness has on a Badminton player"*
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
29	Methods of training	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	Group task – each group to research one method of training and present findings to the class. Sporting examples to be provided. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.3 – The Principles of Training and application to PEP **Home learning – PEP completion** **Extended answer question:** *"Explain what training methods would suit a basketball player and outline the advantages and disadvantages for each"*
30	Long term effects of training 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.	Discuss long term effects of training on skeletal and muscular system. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on*	3.4 -The long term effects of exercise

			worksheets, group work and individual work, student led debates & presentations	
31	Long term effects of training 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	Discuss long term effects of training on cardiovascular and respiratory system. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.4 -The long term effects of exercise **Home learning – Exam questions** **Extended answer question:** *"What are the long term adaptations to aerobic training that would benefit a marathon runner and explain why?"*
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
32	**ASSESSMENT 6**	**ASSESSMENT 6**	Assessment 6, extended answer questions, design revision posters	All topics **ASSESSMENT 6**
33	Revision of Year One content	Recap of all topics covered so far	Group and paired revision.	**Home learning – Revision**
34	Revision of Year One content	Recap of all topics covered so far	Group and paired revision.	**Home learning – Revision**
35	Revision of Year One content	Recap of all topics covered so far	Group and paired revision.	**Home learning – Revision**

36	Revision of Year One content **ASSESSMENT 7 – Year 10 mock**	Recap of all topics covered so far **ASSESSMENT 7 – Year 10 mock**	Group and paired revision **Year 10 mock exam**	**Home learning – Revision** **Year 10 mock - Assessment 7**
37	**PEP coursework** - An introduction to using a PEP to develop fitness, health and exercise and performance.	Definitions of fitness, health, exercise and performance and the relationship between them Links between this topic and the PEP	Introduce PEP and purpose. Develop individual aims for each PEP programme. Completed in computer rooms	3.3 – The Principles of Training and application to PEP **Home learning – PEP completion**
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
38	**PEP coursework** - Application of principles of training to a PEP	Individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility, thresholds of training	Experience selected principles of training in a practical setting. Completed in computer rooms	3.3 – The Principles of Training and application to PEP **Home learning – PEP completion**
39	**PEP coursework** - Application of methods of training to a PEP	Continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, pilates, yoga, spinning)	Experience selected methods of training in a practical setting. Completed in computer rooms	3.3 – The Principles of Training and application to PEP **Home learning – PEP completion**

Year 11

Week	Topic	Content & learning outcomes – What?	Pedagogy Teaching activities & delivery tips – how?	Assessment & skills developed – Why?
1	Revision of year 9 and 10	Recap of all topics covered so far	Individual and paired revision, ask 5 – answer 5, complete revision packs and practice exam questions and planning extended answer questions	All topics **Home learning – revision for mocks / PEP catch up**
2	Revision of year 9 and 10	Recap of all topics covered so far	Individual and paired revision, ask 5 – answer 5, complete revision packs and practice exam questions and planning extended answer questions	All topics **Home learning – revision for mocks / PEP catch up**
3	Revision of year 9 and 10	Recap of all topics covered so far	Individual and paired revision, ask 5 – answer 5, complete revision packs and practice exam questions and planning extended answer questions	All topics **Home learning – revision for mocks / PEP catch up**
4	Revision of year 9 and 10	Recap of all topics covered so far	Individual and paired revision, ask 5 – answer 5, complete revision packs and practice exam questions and planning extended answer questions	All topics **Home learning – revision for mocks / PEP catch up**
5	Revision of year 9 and 10	Recap of all topics covered so far	Individual and paired revision, ask 5 – answer 5, complete revision packs and	All topics

			practice exam questions and planning extended answer questions	**Home learning – revision for mocks / PEP catch up**
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
6	Identification and treatment of injury	Concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions) RICE (rest, ice, compression, elevation)	Identify typical injuries in sport and possible treatment for each. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.5 – How to optimise training and prevent injury
7	Injury prevention in 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	Group task - Analyse sporting injury scenarios and potential treatments. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.5 – How to optimise training and prevent injury
8	Goal setting – SMART targets	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	Discuss reasons for goal setting and examples of successful goals. Analyse data related to sport psychology. *Use of powerpoints, starter questions, discussions, which are both student and*	2.2 - Use of goal setting and SMART targets

			teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations	**Home learning – Exam questions**
9	Performance enhancing drugs	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	Highlight the categories of performance enhancing drugs and potential side effects. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.5 – How to optimise training and prevent injury
10	Performance enhancing drugs			3.5 – How to optimise training and prevent injury
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
11	Extended answer questions	Practice of extended answer questions	Students to practice extended answer questions, reviewing answers with peers, Q & A to draw out AO3 explanations	All topics
12	**ASSESSMENT 8** – Year 11 GCSE Mock	**ASSESSMENT 8** – Year 11 GCSE Mock	**Year 11 mock exam week**	**Home learning – Revision** **ASSESSMENT 8** – Year 11 GCSE Mock

13	Feedback week & **Practical moderation**	Feedback week & **Practical moderation**	Feedback week & **Practical moderation**	Feedback week & **Practical moderation**
14	Social-cultural influences - Factors affecting participation in physical activity	Gender, age, socio-economic group, ethnicity, disability	Discuss participation rates for different groups; gender, age, ethnicity, disability & socio-economic status *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.1 – Engagement patterns of social groups in physical activity & sport **Home learning – Exam questions** **Extended answer questions:** "Evaluate the factors effecting participation in physical activity"
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
15	Sport psychology - Classification of skills	Open–closed, basic (simple)–complex, and low organisation–high organisation continual	Discuss how sports skills are classified. Highlight each of the continuums and Think. Pair. Share – examples on each of the scales. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group*	2.1 - Classification of skills **Home learning – Exam questions**

			work and individual work, student led debates & presentations	
16	Forms of practice – theory and practical application and Types of guidance – theory and practical application	Massed, distributed, fixed and variable. Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills. Visual, verbal, manual and mechanical Advantages and disadvantages of each type of guidance Appropriateness of types of guidance in a variety of sporting contexts when used with performers of different skill levels	Experience each of the types of practices (practical opportunity) Highlight the difference between; Visual, Verbal, Manual & Mechanical guidance. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	2.1 - Classification of skills 2.3 - Guidance and feedback on performance **Extended answer question:** *"Explain how a footballer could use SMART targets and the different forms of practice to improve their performance?"*
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
17	Mental preparation for performance; types of feedback	Warm up, mental rehearsal intrinsic, extrinsic, concurrent, terminal	Discuss what could go through the mind of an elite athlete moments before an event. Draw on pupil experiences. Highlight preparation strategies and the elements. Apply to sporting events and	2.4 - Mental preparation for performance **Extended answer question:** *"Evaluate the types of feedback and the types of guidance a tennis*

			how they might be used before a competition. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	*coach would use to improve their player?"*
18	Sport Psychology - Participation rate trends – use of data	Interpretation and analysis of graphical representation of data associated with feedback on performance. Interpretation and analysis of graphical representation of data associated with trends in participation rates	Analyse participation rates and data/graphs that highlight trends. Draw conclusions and strategies for improvements. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.1 – Engagement patterns of social groups in physical activity & sport **Home learning – Exam questions**
19	Commercialisation and the media	The relationship between commercialisation, the media and physical activity and sport	Highlight the 'golden triangle' and the influence of the media and commercialisation. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.2 – Commercialisation of physical activity and sport

Week	Topic	Content & learning outcomes – What?	Pedagogy Teaching activities & delivery tips – how?	Assessment & skills developed – Why?
20	Advantages and disadvantages of commercialisation	The advantages and disadvantages of commercialisation and the media for: the sponsor; the sport; the player/performer; the spectator	Group task – discuss advantages and disadvantages of commercialisation for the sponsor, player, sport and spectator. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.2 – Commercialisation of physical activity and sport **Home learning – Exam questions**
21	Sporting behaviours	Sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level	Think. Pair. Share – Explore how many different displays of sportsmanship, fairness or etiquette that has been seen. Highlight positive and negative sporting behaviours seen in sport. Discuss reasoning and possible causes. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.3 – Ethical and sociocultural issues in sport

22	Deviance in sport	Review performance-enhancing drugs. Consider other types of deviancy in sport	Highlight case studies - Dwain Chambers, Luis Suarez and Angel Matos (Taekwondo) Discuss case details, reasoning and outcomes. *Use of powerpoints, starter questions, discussions, which are both student and teacher led, creating mind maps, revision posters, writing notes from discussions, completing tasks on worksheets, group work and individual work, student led debates & presentations*	3.3 – Ethical and sociocultural issues in sport **Home learning – Revision** **Extended Answer question:** *"Analyse how commercialisation and the media can effect different sporting behaviours and deviance in competitions"*
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
23	**ASSESSMENT 9**	**ASSESSMENT 9** & Revision	**ASSESSMENT 9** & Revision	**ASSESSMENT 9** & Revision
24	Revision and exam technique - Extended answer questions	Revision and exam technique - Extended answer questions	Revision and exam practice on extended answer questions	**Home learning – Revision**
25	Revision and exam technique -	Revision and exam technique - Extended answer questions	Revision and exam practice on extended answer questions	**Home learning – Revision**

	Extended answer questions			
26	Revision and exam technique - Extended answer questions	Revision and exam technique - Extended answer questions	Revision and exam practice on extended answer questions	**Home learning – Revision**
27	Revision and exam technique (ii)	Revision and exam technique	Revision and exam practice	**Home learning – Revision**
Week	**Topic**	**Content & learning outcomes – What?**	**Pedagogy Teaching activities & delivery tips – how?**	**Assessment & skills developed – Why?**
28	Revision and exam technique (iii) **Practical External moderation**	Revision and exam technique **Practical External moderation**	Revision and exam practice **Practical External moderation**	**Home learning – Revision**
29	Revision and exam technique (ii)	Revision and exam technique	Revision and exam practice	**Home learning – Revision**

30	Revision and exam technique (ii)	Revision and exam technique	Revision and exam practice	**Home learning – Revision**
31	Revision and exam technique (ii)	Revision and exam technique	Revision and exam practice	**Home learning – Revision**
32	Revision and exam technique (ii)	Revision and exam technique	Revision and exam practice	**Home learning – Revision**