

Key Stage Four GCSE Physical Education Curriculum – Carre’s Grammar School

Subject						
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Year 10	<p>Physical Training 3.1.3.1 The relationship between health and fitness</p> <p>3.1.3.2</p> <p>The components of fitness and how fitness is measured and improved</p> <p>Linking sports and physical activity to the required components of fitness.</p> <p>Reasons and limitations of fitness training.</p> <p>Measuring the components of fitness.</p> <p>Demonstration of how data are collected for fitness testing.</p> <p>All practical lessons will be used to physically demonstrate the material taught in class.</p>	<p>Physical Training 3.1.3.3 The principles of training and overload</p> <p>The application of training principles</p> <p>Types of training</p> <p>Identification of the advantages and disadvantages (the effect on the body) of training types linked to specific aims.</p> <p>3.1.3.4</p> <p>Calculating intensities to optimise training effectiveness</p> <p>Considerations to prevent injury.</p> <p>Specific training techniques – high altitude training as a form of aerobic training</p> <p>Seasonal aspects</p> <p>3.1.3.5</p> <p>Warming up and cooling down</p>	<p>Arousal 3.2.1.5 Definition, inverted- U theory</p> <p>How optimal arousal levels vary according to the skill being performed in a physical activity or sport. How arousal can be controlled using stress techniques before or during a sporting performance.</p> <p>Technology in Sport (part of 3.2.2.2.)</p> <p>Positive and negative impact of technology</p> <p>Information Processing 3.2.1.3 Basic information processing model.</p> <p>Guidance and feedback on performance 3.2.1.4.</p> <p>Identify examples of, and evaluate, the effectiveness of the use of types of guidance with reference to beginners and elite level performers.</p> <p>Identify examples of, and evaluate, the effective use of the types of feedback, with references to beginners and elite level performers.</p>	<p>NEA development</p> <p>Autumn 1,2 and Spring 3 are delivered in order to make the coursework achievable at this stage.</p>	<p>Applied Anatomy and Physiology 3.1.1.1</p> <p>Bones</p> <p>Structure of the skeleton</p> <p>Functions of the skeleton</p> <p>Muscles of the body</p> <p>Structure of a synovial joint</p> <p>Types of freely moveable joints that allow different movements.</p> <p>How joints differ in design to allow certain types of movement in a joint.</p> <p>How the major muscles and muscle groups of the body work antagonistically on the major joints of the body to affect movement in physical activity at the major moveable joints.</p>	<p>The structure and function of the cardio-respiratory system 3.1.1.2 The pathway of air</p> <p>Gaseous exchange</p> <p>Blood vessels</p> <p>Structure of the heart</p> <p>The cardiac cycle and the pathway of the blood</p> <p>Cardiac output, stroke volume and heart rate</p> <p>Mechanics of breathing – the interaction of intercostal muscles, ribs diaphragm in breathing</p> <p>Interpretation of a spirometer trace</p> <p>Anaerobic and aerobic exercise 3.1.1.3 Understanding the terms aerobic exercise and anaerobic exercise The use of practical examples of differing intensities EPOC</p> <p>Recovery from vigorous exercise.</p>

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	Classroom examination 45 mins		Classroom examination 45 mins		Classroom examination 45 mins Year 10 end of Year exam 90 mins	
Year 11	<p>The long and short term effects of exercise 3.1.1.4 Immediate effects of exercise Short-term effects of exercise Long-term effects of exercise</p> <p>Movement analysis 3.1.2 3.1.2.1 Lever systems First, second and third class lever systems within sporting examples. Mechanical advantage – an understanding in relation to the three classes. Analysis of basic movements in sporting examples. 3.1.2.2 Planes and axis of movements</p>	<p>Use of data 3.1.4 Quantitative and methods of collection Qualitative and methods for collection Presenting data Analysis and evaluation of data</p> <p>Socio-cultural influences and well being in physical activity and sport 3.2.1 Sports Psychology 3.2.1.1 Skill and ability Classifications of skill Definitions of types of goals 3.2.1.2 SMART targets</p>	<p>Socio-cultural influences 3.2.2 3.2.2.1 Engagement patterns of different social groups and the factors affecting performance. 3.2.2.2 Commercialisation of physical activity and sport Sponsorship 3.2.2.3 Ethical and socio-cultural issues in physical activity and sport Conduct of players Prohibited substances Prohibited methods Drugs subject to certain restrictions. Linking drugs to certain sports Advantages and disadvantages of PESD Spectator behaviour</p>	<p>Health and Well being 3.2.3 3.2.3.1 Physical, emotional and social health and well-being. Linking participation in physical activity, exercise and sport to health, well-being and fitness and how exercise can suit the varying needs of different people. 3.2.3.2 Consequences of a sedentary lifestyle Obesity and how it may affect performance in physical activity and sport Somatotypes 3.2.3.3 Energy use, diet and hydration</p>	Revision and Examination	
	Classroom examination 45 mins		Classroom examination 45 mins			