



CHORLTON HIGH SCHOOL: CURRICULUM

CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 10

SUBJECT	PE
INTENT	<p>Physical education supports the curriculum's vision for our young people of enabling students to become confident, connected, actively involved, lifelong learners. Physical education helps students to develop the skills, knowledge, and competencies to live healthy and physically active lives at school and for the rest of their life. Chorlton High School aims to begin, support and continue a pathway into sport and exercise through an enthusing, inspiring curriculum, extra-curricular programme and school-community club links.</p> <p>At CHS whether your passion is in invasion games, net & wall games, strike & field games, track & field athletics, gymnastics based, or swimming, you can learn transferable physical cognitive and social skills. You will be able to apply these skills into a plethora of conditioned and competitive situations. This development can help lead to improved physical, mental and social health whilst exposing you to a future hobby or career.</p> <p>We encourage our students to approach all physical activity with a positive attitude and an open mind. You will be guided to independently develop their skillset and explore different ways to pally these skills. You will develop skills such as teamwork, cooperation, communication, creativity and leadership. Additionally, you will learn to cope with physical and mental challenge thorough physical education.</p> <p><i>"Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic creative intellectual activity."</i></p> <p><i>J F Kennedy</i></p>

Year Group	YEAR 10 NCFE					
Rationale/ Narrative	Students will start to learn the Component 1 content of the NCFE Technical Award in Health and Fitness (external assessment in Year 10). They will develop the ability to understand how the body systems work together and are affected by exercise. Students will develop understanding of fitness and training in preparation for examinations and the Synoptic Project.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Unit 1 – Introduction to body systems and principles of training in health and fitness (K/616/7093)</p> <p>1.1 Skeletal System</p> <p>1.1.1 Structure of the skeleton</p> <p>1.1.2 Functions of the skeletal system</p> <p>1.1.3 Types of bones</p> <p>1.1.4 Types of joints</p>	<p>Unit 1 – Introduction to body systems and principles of training in health and fitness (K/616/7093)</p> <p>1.2 Muscular System</p> <p>1.2.1 Type of muscle</p> <p>1.2.2 Structure of the muscular system</p> <p>1.2.3 Muscle movement and contraction</p>	<p>Unit 1 – Introduction to body systems and principles of training in health and fitness (K/616/7093)</p> <p>1.3 Respiratory System</p> <p>1.3.1 Structure of the respiratory system</p> <p>1.3.2 Functions of the respiratory system</p> <p>1.3.3 Lung volumes</p>	<p>Unit 1 – Introduction to body systems and principles of training in health and fitness (K/616/7093)</p> <p>1.4 Cardiovascular system</p> <p>1.4.1 Structure and function of the blood vessels</p> <p>1.4.2 Structure of the heart</p> <p>1.4.3 Cardiac cycle</p>	<p>Unit 1 – Introduction to body systems and principles of training in health and fitness (K/616/7093)</p> <p>1.5 Energy systems</p> <p>2.1 Effects of health and fitness activities on the body</p> <p>2.1.1 Short term effects of health and fitness activities</p>	<p>Unit 1 – Introduction to body systems and principles of training in health and fitness (K/616/7093)</p> <p>3.1 Health and fitness</p> <p>3.1.1 Health and fitness</p> <p>3.2 Components of fitness</p> <p>3.2.1 Health related components of fitness</p> <p>3.2.2 Skill related fitness</p>



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	<p>1.1.5 Joint actions</p> <p>1.1.6 Structure of a synovial joint (knee)</p> <p>1.1.7 Structure of the spine and posture</p>	<p>1.2.4 Muscle fibre types</p> <ul style="list-style-type: none"> •Type 1 (slow twitch) and type 2 (fast twitch) 		<p>1.4.4 Cardiovascular measurements</p> <p>1.4.5 Blood pressure</p>	<p>2.1.2 Long term effects on health and fitness activities</p>	<p>4.1 Principles of training</p> <p>4.1.1 The principles of training</p> <p>4.1.2 Principles of FITT</p>
SKILLS	<p>Describe (PASS criteria), Describe in detail (MERIT criteria) and Describe comprehensively (DISTINCTION criteria)</p> <p>Explain (PASS criteria), Explain in detail (MERIT criteria) and Explain comprehensively (DISTINCTION criteria)</p> <p>Create</p> <p>Planning and preparing</p> <p>Apply</p> <p>Demonstrate</p> <p>Design</p> <p>Evaluate</p>	<p>Describe (PASS criteria), Describe in detail (MERIT criteria) and Describe comprehensively (DISTINCTION criteria)</p> <p>Explain (PASS criteria), Explain in detail (MERIT criteria) and Explain comprehensively (DISTINCTION criteria)</p> <p>Create</p> <p>Planning and preparing</p> <p>Apply</p> <p>Demonstrate</p> <p>Design</p> <p>Evaluate</p>	<p>Describe (PASS criteria), Describe in detail (MERIT criteria) and Describe comprehensively (DISTINCTION criteria)</p> <p>Explain (PASS criteria), Explain in detail (MERIT criteria) and Explain comprehensively (DISTINCTION criteria)</p> <p>Create</p> <p>Planning and preparing</p> <p>Apply</p> <p>Demonstrate</p> <p>Design</p> <p>Evaluate</p>	<p>Describe (PASS criteria), Describe in detail (MERIT criteria) and Describe comprehensively (DISTINCTION criteria)</p> <p>Explain (PASS criteria), Explain in detail (MERIT criteria) and Explain comprehensively (DISTINCTION criteria)</p> <p>Revision /Recall</p> <p>Describe</p> <p>Create</p> <p>Planning and preparing</p> <p>Apply</p> <p>Demonstrate</p> <p>Design</p> <p>Reflection and Evaluate</p>		
ASSESSMENTS	<p><u>Marking Point 1</u> Classwork assessment piece Task- short answer questions on the skeletal system structure/functions</p> <p><u>Marking Point 2</u> Written Home Learning Task- Test the knowledge and understanding of the skeletal system</p> <p><u>Marking Point 3</u> Classwork Assessment Piece (Written QWC Extended Answer Question) Application to health and fitness activities</p>	<p><u>Marking Point 4</u> Classwork assessment piece Task- short answer questions on the muscular system structure/functions</p> <p><u>Marking Point 5</u> Written Home Learning Task- Test the knowledge and understanding of muscular system</p> <p><u>Marking Point 6</u> Autumn Written Progress Test on Units 1.1 and 1.2</p>	<p><u>Marking Point 7</u> Classwork assessment piece Task- short answer questions on the respiratory system structure/functions</p> <p><u>Marking Point 8</u> Written Home Learning Task- Test the knowledge and understanding of the respiratory system</p> <p><u>Marking Point 9</u> Classwork Assessment Piece (Written QWC Extended Answer Question) Application to health and fitness activities</p>	<p><u>Marking Point 10</u> Classwork assessment piece Task- short answer questions on the cardiovascular system structure/functions</p> <p><u>Marking Point 11</u> Written Home Learning Task- Test the knowledge and understanding of cardiovascular system</p> <p><u>Marking Point 12</u> Spring Written Progress Test on Units 1.1, 1.2, 1.3 and 1.4</p>	<p><u>Marking Point 13</u> Classwork assessment piece (Written QWC Extended answer question) on anaerobic and aerobic energy systems</p> <p><u>Marking Point 14</u> Written Home Learning Task- Test the knowledge and understanding of short term and long term effects of exercise on the body systems</p> <p><u>Marking Point 15</u> Classwork Assessment Piece (Written QWC Extended Answer Question) Long term effects of exercise on (one of) body system</p>	<p><u>Marking Point 16</u> Classwork assessment piece To show understanding of the terms health and fitness and the relationship between them (Written QWC Extended Answer Question)</p> <p><u>Marking Point 17</u> Written Home Learning Task- Test the knowledge and understanding principles of training</p> <p><u>Marking Point 18</u> Summer Written Progress Test on Unit 1 – past paper</p>