



# 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

<b>SUBJECT</b>	<b>PE</b>
<b>INTENT</b>	<p><b>Physical education</b> supports the curriculum's vision for our young people by enabling students to become confident, connected, actively involved, lifelong learners. <b>Physical education</b> 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 &amp; wall games; strike &amp; field games; track &amp; 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. Students will be guided to independently develop their skillset and explore different ways to pally these skills. They will develop skills such as teamwork, cooperation, communication, creativity and leadership; all of which will be essential life skills. Additionally, students will learn to cope with physical and mental challenge through 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>

<b>Year Group</b>	<b>YEAR 10 GCSE</b>					
<b>Rationale/ Narrative</b>	Students will be introduced to the foundations of the Edexcel GCSE PE Component 2 content and the Component 4 Personal Exercise Programme (PEP). They will develop the ability to design, analyse, evaluate a personal exercise programme. Students will develop understanding of practice structures, skill classifications and types of feedback and guidance. This will enable them to understand how to optimise performance.					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KNOWLEDGE</b>	<p><b>Component 2: Health and Performance</b></p> <p><b>Topic 2: Sport psychology</b></p> <p><b>2.1.1</b> Classification of Skills</p> <p><b>2.1.2</b> Practice structures:</p> <p><b>2.1.3</b> Application of knowledge of practice and skill classification</p> <p><b>2.2.1</b> The use of goal setting</p> <p><b>2.2.2</b> Principles of SMART targets</p> <p><b>2.2.3</b> Setting and reviewing targets</p>	<p><b>Topic 3: Socio-cultural influences</b></p> <p><b>3.1.1</b> Participation rates in physical activity</p> <p><b>3.1.2</b> Interpretation and analysis</p> <p><b>3.2.1</b> The relationship between commercialisation, the media and physical activity and sport</p>	<p><b>Topic 4: Use of data</b></p> <p><b>4.1 Use of data</b></p> <p><b>4.1.1</b> Develop knowledge and understanding of data analysis</p> <p><b>4.1.2</b> Demonstrate an understanding of how data is collected on fitness</p> <p><b>4.1.3</b> Present data</p> <p><b>4.1.4</b> Interpret data</p>	<p><b>PLC Driven Revision Lessons</b></p> <p><b>Topics identified from Component 1 and 2 exam performance analysis.</b></p>	<p><b>Component 4 Personal Exercise Programme (PEP)</b></p> <p><b>PARQ</b></p> <p>- To be able to complete personal PARQ.</p> <p><b>Aim/ Component of Fitness and Fitness tests</b></p> <p>- Identify and justify a component of fitness as an area improvement using fitness testing.</p>	<p><b>Component 4: PEP</b></p> <p><b>PEP coursework.</b></p> <p><b>Analysis:</b></p> <p>Model answer work for PEP; compare and contrast grades.</p> <p>Cut words down to within the new allocated word count. Begin to re-write according to feedback.</p>



# CHORLTON HIGH SCHOOL: CURRICULUM

	<p><b>2.3.1</b> Types of guidance to optimise performance  <b>2.3.2</b> Advantages and disadvantages of each type of guidance  <b>2.3.3</b> Types of feedback to optimise performance  <b>2.4.1</b> Mental preparation for performance</p>	<p><b>3.2.2</b> The advantages and disadvantages of commercialisation and the media  <b>3.3.1</b> The different types of sporting behaviour  <b>3.3.2</b> Interpretation and analysis</p>	<p><b>4.1.5</b> Analyse and evaluate statistical data</p>		<p><b>Training Methods</b>  - Able to select and justify the use of training methods.  <b>Principles of Training</b>  - Able to select and justify the use of principles of training.  <b>SMART</b>  - Able to use SMART targets.  <b>Training Thresholds</b>  - Able to identify and apply training thresholds.</p>	<p>Cut words down to within the new allocated word count. Begin to re-write according to feedback.    Comp 1, 3.1.1-.3.1.4 Recap long term effects of exercise on the body systems.    <b>Evaluation of PEP:</b>  Begin writing according to previous analysis work.    Complete feedback loop for both the analysis and evaluation sections of the PEP.</p>
<p><b>SKILLS</b></p>	<p><b>Component 2: Health and Performance</b>  Students will develop their <b>evaluation</b> skills through evaluating the advantages and disadvantages the media and guidance to optimize performance. They will develop how to critically analyse skills through <b>critical analysis</b> of theirs' and others performance  The students will develop the ability to select and communicate sound knowledge and understanding of health, fitness, lifestyle, nutrition, optimum weight, skills, feedback, preparation and goal setting.  <b>Identify, describe and explain</b> the psychological factors and socio-cultural factors that can affect performance  <b>Unit 2.1 Practical Performance</b>  The student will develop advanced skills, techniques and strategies for the activity in practice and competitive situations</p>	<p><b>Component 2: Health and Performance</b>  Students will develop their <b>evaluation</b> skills through evaluating the advantages and disadvantages the guidance to optimize performance. They will develop how to critically analyse skills through <b>critical analysis</b> of theirs' and others performance  The students will develop the ability to select and communicate sound knowledge and understanding of lifestyle, optimum weight, feedback, preparation and goal setting.  The students recall, select and communicate sound knowledge and understanding of factors which affect performance and the benefits of regular exercise on performance  <b>Understand</b> the terms of health, exercise and fitness and the link to performance.  <b>Understanding</b> how to use the FITT and Goal setting strategies.</p>	<p><b>Understand</b> the links between exercise, diet and rest.  <b>Explain</b> a balanced diet.  <b>Understand</b> how these factors affect a healthy lifestyle.    <b>Describe</b> different body types and link them to specific sports.  <b>Outline</b> why optimum weight is important and its effects.  <b>Explain</b> specific terms associated with each topic above and <b>their effects</b> with examples.  Be able to <b>identify</b> risks and act upon them.</p>	<p><b>Knowledge of the rules</b>  Key terms to support examples  <b>Observational</b>  To watch identify and improve  <b>Analytical</b>  Discuss the perfect model in comparison.    <b>Interpreting data</b>  Presenting key facts and how to use them to improve.  Students will develop how to <b>evaluate</b> and critically analyse skills through <b>critical analysis</b> of theirs' and others performance. Develop <b>observation skills</b>.  <b>Create</b> a Personal Exercise Programme and practice sessions to develop skills, fitness and tactics.  Develop their written and communication skills.</p>	<p><b>Understand</b> the impact of these systems on the body and the effects of sport.  <b>Explain</b> the immediate and long term effects of the cardiovascular and respiratory system and how other factor contributes to the improvement or increased risk.    Identify, apply and link the appropriate effects on the Cardiovascular and Respiratory system to immediate and regular exercise and how this impacts on performance.</p>	<p><b>Understand</b> the impact of these systems on the body and the effects of sport.  <b>Explain</b> the immediate and long term effects of the musculo-skeletal system and how other factor contributes to the improvement or increased risk.    Identify, apply and link the appropriate effects on the Cardiovascular and Respiratory system to immediate and regular exercise and how this impacts on performance.</p>



# CHORLTON HIGH SCHOOL: CURRICULUM

	They will also demonstrate a clear understanding of the rules when taking part.	<b>Describe</b> with examples what SMART targets. <b>Analyse</b> different training zones to evaluate graphs.				
<b>ASSESSMENTS</b>	<p><b>Marking Point 1</b> Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p><b>Marking Point 2</b> Written Home Learning Task- Test the knowledge and understanding of Optimum Weight</p> <p><b>Marking Point 3</b> Assessment of Personal Exercise Programme SMART Targets</p>	<p><b>Marking Point 4</b> Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p><b>Marking Point 5</b> Written Home Learning Task- Test the knowledge and understanding of skills and practice structures</p> <p><b>Marking Point 6</b> Autumn Written Progress Test on Units 1.1, 1.5-1.7, 2.1, 2.2, 3.1-3.3 and 4.1, Practical Assessment in Activity 1 (Table Tennis or Trampoline)</p>	<p><b>Marking Point 7</b> Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p><b>Marking Point 8</b> Written Home Learning Task- Evaluation of PEP Coursework</p> <p><b>Marking Point 9</b> Practical Assessment in Activity 2 (Football, Netball or Trampoline)</p>	<p><b>Marking Point 10</b> Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p><b>Marking Point 11</b> Written Home Learning Task- Test the knowledge and understanding of Training Principles and Body Systems</p> <p><b>Marking Point 12</b> Spring Written Progress Test on Unit 1.1, 3.1-3.3 and Practical Assessment in Activity 3 (Football or Trampoline)</p>	<p><b>Marking Point 13</b> Classwork Assessment Piece (CA PEP Coursework)</p> <p><b>Marking Point 14</b> Written Home Learning Task- Test the knowledge and understanding of the Respiratory System</p> <p><b>Marking Point 15</b> Practical Assessment in Activity 4 (Athletics or Rock climbing)</p>	<p><b>Marking Point 16</b> Classwork Assessment Piece (CA PEP Coursework)</p> <p><b>Marking Point 17</b> Written Home Learning Task- Test the knowledge and understanding of the Muscular System</p> <p><b>Marking Point 18</b> Summer Progress Test on Component 2 and Practical Assessment in Activity 5 (Athletics or Cricket)</p>