



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 11

SUBJECT	PE
INTENT	<p>Physical education supports the curriculum's vision for our young people by 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. 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 are 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>

Year Group	YEAR 11 GCSE				
Rationale/ Narrative	<p>Students will consolidate and embed knowledge of understanding of the Components 1 and 2 content on Anatomy and Physiology and Movement Analysis, in preparation for the second and final external exam.</p> <p>Students will also prepare and perform their three Component 3 practical performances for assessment.</p>				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
KNOWLEDGE	<p><u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u></p>	<p><u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u></p>	<p><u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u></p>	<p><u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u></p>	<p><u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u></p>
SKILLS	<p><u>Component 2: Health and Performance</u> Students will develop their <u>evaluation</u> skills through evaluating the advantages and disadvantages the media and</p>	<p><u>Component 2: Health and Performance</u> Students will develop their <u>evaluation</u> skills through evaluating the advantages and disadvantages the guidance to optimize performance.</p>	<p><u>Understand</u> the links between exercise, diet and rest. <u>Explain</u> a balanced diet. <u>Understand</u> how these factors affect a healthy lifestyle.</p>	<p><u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u> <u>Knowledge of the rules</u></p>	<p><u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u> <u>Understand</u> the impact of these systems on the body and the effects of sport.</p>



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	<p>guidance to optimize performance.</p> <p>They will develop how to critically analyse skills through critical analysis of theirs' and others performance</p> <p>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.</p> <p>Identify, describe and explain the psychological factors and socio-cultural factors that can affect performance</p> <p>Unit 2.1 Practical Performance</p> <p>The student will develop advanced skills, techniques and strategies for the activity in practice and competitive situations</p> <p>They will also demonstrate a clear understanding of the rules when taking part.</p>	<p>They will develop how to critically analyse skills through critical analysis of theirs' and others performance</p> <p>The students will develop the ability to select and communicate sound knowledge and understanding of lifestyle, optimum weight, feedback, preparation and goal setting.</p> <p>The students recall, select and communicate sound knowledge and understanding of factors which affect performance and the benefits of regular exercise on performance</p> <p>Understand the terms of health, exercise and fitness and the link to performance.</p> <p>Understanding how to use the FITT and Goal setting strategies.</p> <p>Describe with examples what SMART targets.</p> <p>Analyse different training zones to evaluate graphs.</p>	<p>Describe different body types and link them to specific sports.</p> <p>Outline why optimum weight is important and its effects.</p> <p>Explain specific terms associated with each topic above and their effects with examples.</p> <p>Be able to identify risks and act upon them.</p>	<p>Key terms to support examples</p> <p>Observational</p> <p>To watch identify and improve</p> <p>Analytical</p> <p>Discuss the perfect model in comparison.</p> <p>Interpreting data</p> <p>Presenting key facts and how to use them to improve.</p> <p>Students will develop how to evaluate and critically analyse skills through critical analysis of theirs' and others performance. Develop observation skills.</p> <p>Create a Personal Exercise Programme and practice sessions to develop skills, fitness and tactics.</p> <p>Develop their written and communication skills.</p>	<p>Explain the immediate and long term effects of the cardiovascular and respiratory system and how other factor contributes to the improvement or increased risk.</p> <p>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>ASSESSMENTS</p>	<p>Marking Point 1 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 2 Written Home Learning on the topic informed by exam analysis, where underachievement is most evident.</p> <p>Marking Point 3 Assessment of Personal Exercise Programme SMART Targets</p>	<p>Marking Point 4 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 5 Written Home Learning on the topic informed by exam analysis, where underachievement is most evident.</p> <p>Marking Point 6 Autumn College Entry Exam Paper Component 1 Practical Assessment in Activity 1 (Trampoline or Table Tennis)</p>	<p>Marking Point 7 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 8 Written Home Learning on the topic informed by exam analysis, where underachievement is most evident.</p> <p>Marking Point 9 Practical Assessment in Activity 2 (Football, Netball or Trampoline)</p>	<p>Marking Point 10 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 11 Component 3 Practical External Practical Performance Moderation Exam on Activity 1, 2 and 3</p> <p>Marking Point 12 Autumn College Entry Exam Paper Component 2 Practical Assessment of Activity 3 (Trampoline or Athletics)</p>	<p>Marking Point 13 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 14 Written Home Learning on the topic informed by exam analysis, where underachievement is most evident.</p> <p>Marking Point 15 Autumn College Entry Exam Paper Component 2</p>