



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 9

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 9 GCSE					
Rationale/ Narrative	Students will be introduced to the foundations of the Edexcel GCSE PE Component 1 Content. They will develop the ability to identify how the body systems work together and are affected by exercise and relate to the practical skills and knowledge they have developed through Y7&8. Students will develop understanding of fitness and training in preparation for examinations and the Component 4 Personal Exercise Programme Coursework.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Component 1 Unit 1.1 Musculo-Skeletal System</p> <p>Course introduction with focus on theory & practical in relationship to the weight of the course.</p> <ul style="list-style-type: none"> To gain an awareness of the overall course structure and its requirements. 	<p>Component 1 Unit 1.2 Cardio-respiratory System</p> <p>1.2.1/1.2.2 Function and Structure of the CV System</p> <ul style="list-style-type: none"> O2 transport Blood clotting CO2 and nutrients Body temp reg Maintain blood circulation 	<p>Component 1 Unit 1.4 Short and long-term effects of Physical Activity</p> <p>1.4.1/1.4.5 Effects of exercise on the Muscular System</p> <ul style="list-style-type: none"> Lactate Accumulation 	<p>Component 1 Unit 2.1 2.1.1 The Lever Systems</p> <p>2.2.2 Movement Patterns</p> <p>2.2.3 Movement Analysis</p> <p>Unit 3.1 The relationship between health and fitness and the role that exercise plays in both.</p>	<p>Component 1 3.2.2 and 3.2.4 Fitness tests:</p> <ul style="list-style-type: none"> The value and purpose of fitness testing. <p>Health-related fitness tests.</p> <ul style="list-style-type: none"> Understand and link Health-related fitness to how they are tested. <p>Skill-related fitness tests.</p> <ul style="list-style-type: none"> To link skill-related fitness tests. 	<p>Component 2: Health and Performance Topic 1 Health Fitness and Well-being</p> <p>1.1 Physical, emotional and social health, fitness and well-being</p> <p>1.1.1 Physical health: how increasing physical ability, through</p>



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	<p><u>1.1.1/1.1.2</u> <u>Functions of the skeleton</u></p> <ul style="list-style-type: none"> • Functions applied to performance • Protection • Movement • Blood cell production • Storage of minerals <p><u>1.1.2</u></p> <ul style="list-style-type: none"> • Long and short • Flat and irregular • Applied in performance <p><u>1.1.3/1.1.4/1.1.5</u> Structure/ Classification of Joints/ Joints and Movement</p> <p><u>1.1.6</u> Role of Ligaments and Tendons</p> <ul style="list-style-type: none"> • Link to performance. <p><u>1.1.7/1.1.8 Muscle Types</u></p> <ul style="list-style-type: none"> • Classification and role of muscle types. <p><u>1.1.9/1.1.10</u> Antagonistic Pairs and Fast and Slow twitch Fibres</p> <p><u>1.1.11</u> How skeletal and Muscular Systems work together</p>	<p><u>1.2.3 Structure of Blood Vessels</u></p> <ul style="list-style-type: none"> • Arteries • Capillaries • Veins • Blood pressure • Oxygenated/ deoxygenated blood <p><u>1.2.4 Blood-Redistribution</u></p> <ul style="list-style-type: none"> • Role of mechanisms (vasoconstriction/ vasodilation). <p><u>1.2.5 Blood Cells</u></p> <ul style="list-style-type: none"> • Function of red and white blood cells. <p><u>Unit 1.3</u> <u>Anaerobic and aerobic exercise</u></p>	<p><u>1.4.2/1.4.3 Short term effects of exercise on the CV and Respiratory System</u></p> <p><u>1.4.3/1.4.5 Effects of exercise on the Respiratory System</u></p> <p><u>1.4.5 Effects of exercise on the Skeletal System</u></p> <p><u>1.4.2 Effects of aerobic and anaerobic training</u></p>	<p><u>3.1.1</u> <u>Definitions of fitness, health, exercise and performance and the relationship between them.</u></p> <ul style="list-style-type: none"> • To be able to define each term and hoe exercise impacts on both. <p><u>3.2.1</u> <u>Components of fitness</u></p> <ul style="list-style-type: none"> • To be able to understand the health-related fitness components. • To identify the importance of each of the skill-related components. <p><u>3.2.2 and 3.2.4</u> <u>Fitness tests:</u></p> <ul style="list-style-type: none"> • The value and purpose of fitness testing. <p><u>Health-related fitness tests.</u></p> <ul style="list-style-type: none"> • Understand and link Health-related fitness to how they are tested. <p><u>Skill-related fitness tests.</u></p> <ul style="list-style-type: none"> • To link skill-related fitness tests. <p><u>3.2.3</u> <u>Collection and interpretation of data from fitness test results</u></p> <ul style="list-style-type: none"> • Collect test results and interpret, analyse and evaluate against normative data. 	<p><u>3.2.3</u> <u>Collection and interpretation of data from fitness test results</u> Collect test results and interpret, analyse and evaluate against normative data</p> <p><u>Unit 3.3</u> <u>The principles of training and their application to personal exercise/training programmes.</u></p> <p><u>Training Principles</u></p> <ul style="list-style-type: none"> • Understanding the different principles of training required to allow improvement in fitness. <p><u>Target Training Zones</u></p> <ul style="list-style-type: none"> • Understanding Aerobic and anaerobic training. • Different heart rates/training target zones. <p><u>3.3.2 Factors to consider when training</u></p> <ul style="list-style-type: none"> • Deciding training methods and training intensities for different physical activities and sports. <p><u>3.3.3 Using different training methods</u></p> <ul style="list-style-type: none"> • Fitness classes. • Disadvantages and advantages of each. <p><u>3.6.1/ 3.6.2/ 3.6.3</u> <u>Importance of warm Ups and cool downs/</u></p>	<p>improving components of fitness can improve health/reduce health risks and how these benefits are achieved</p> <p>1.1.1 Extend Answer Question</p> <p><u>1.1.5</u> How to promote personal health through the importance of a PEP</p> <p><u>1.1.6</u> Lifestyle choices</p> <p><u>1.1.7</u> Positive and negative impact of lifestyle choices</p> <p><u>1.2.1</u> A sedentary lifestyle and its consequences: <u>1.2.2</u> Interpretation and analysis <u>1.3.1</u> The nutritional requirements</p> <p><u>1.3.2</u> The role and importance of macronutrients 1.3.2 Extended Answers</p> <p><u>1.3.3</u> The role and importance of micronutrients <u>1.3.4</u> The factors affecting optimum weight <u>1.3.5</u> The variation in optimum weight</p> <p><u>1.3.6</u> The correct energy balance to maintain a healthy weight <u>1.3.7</u> Hydration for physical activity and sport</p>
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					phases and activities	
SKILLS	<p>Students will develop their evaluation skills through evaluating the advantages of a healthy, active lifestyle and the risks related to physical activities. 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 factors which affect performance and the benefits of regular exercise on performance.</p> <p>They will develop Identify the main factors that influence taking part</p> <p>Describe reasons for taking part in physical activity.</p> <p>Explain specific terms and their effects on following a healthy active, lifestyle.</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 evaluate the strengths and weaknesses in fitness. They create solutions to improve weaknesses and apply training principles and the risks related to physical activities.</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>Know the 5 components of HRE.</p> <p>Identify the 6 components of skill related fitness and the importance of each test.</p> <p>Know what is meant by a PAR-Q and how to assess physical readiness.</p> <p>Explain the principles and methods of training.</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>Understand the links between exercise, diet and rest.</p> <p>Explain a balanced diet.</p> <p>Understand how these factors affect a healthy lifestyle.</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>Knowledge of the rules</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>Understand the impact of these systems on the body and the effects of sport.</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>Understand the impact of these systems on the body and the effects of sport.</p> <p>Explain the immediate and long term effects of the cardiovascular and respiratory system and how other factors contribute to the improvement or increased risk.</p> <p>Identify, apply and link the appropriate effects on the Muscular and skeletal systems to immediate and regular exercise and how this impacts on performance.</p>
ASSESSMENTS	<p>Marking Point 1</p> <p>Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 2</p> <p>Written Home Learning Task- Test the knowledge and understanding of the Health related and Skill-related Components of fitness</p>	<p>Marking Point 4</p> <p>Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 5</p> <p>Written Home Learning Task- Test the knowledge and understanding of Training Principles. Calculating your own Training Zone and</p>	<p>Marking Point 7</p> <p>Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 8</p> <p>Written Home Learning Task- Test the knowledge and understanding of PEPs and Circuit Training</p> <p>Marking Point 9</p>	<p>Marking Point 10</p> <p>Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 11</p> <p>Written Home Learning Task- Test the knowledge and understanding of the Structure and Functions of the Cardiovascular System</p>	<p>Marking Point 13</p> <p>Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 14</p> <p>Written Home Learning Task- Test the knowledge and understanding of the Structure and Functions of the Respiratory System</p>	<p>Marking Point 16</p> <p>Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 17</p> <p>Written Home Learning Task- Test the knowledge and understanding of the Structure and Functions of the Skeletal System</p>



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	<p>Marking Point 3 Assessment of Personal Exercise Programme SMART Targets</p>	<p>completing a PARQ form based on your medical history.</p> <p>Marking Point 6 Autumn Written Progress Test on Units 3.1-3.3, 3.5 and 3.6, 2.2 and Practical Assessment of skills in isolation in Activity 1 (Table Tennis or Trampoline)</p>	<p>Practical Assessment in Activity 2 (Football or Netball)</p>	<p>Marking Point 12 Spring Written Progress Test on 1.1-1.11 and Practical Assessment in Activity 3 (Basketball or Trampoline)</p>	<p>Marking Point 15 Practical Assessment in Activity 4 (Cricket, Athletics track or Athletics field)</p>	<p>Marking Point 18 Summer Written Progress Test on Component 1 and Practical Assessment in Activity 5 (Cricket, Athletics track or Athletics field)</p>
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