



CHS Curriculum Intent

SUCCESSFUL: An education where imagination, curiosity and resilience enable us to ignite our learning.

CREATIVE: A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

HAPPY: Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

CHS Curriculum Area Framework for Learning – Year 10

SUBJECT	PE
INTENT	<p>The curriculum area of Physical Education aims to give all students the desire and ability to be lifelong participants in physical activity. Students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity.</p> <p>This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing.</p>

Year Group	10					
Rationale/ Narrative	The aim of this course is to build on students' knowledge and understanding of the factors underpinning physical activity and sport performance. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.					
	Autumn 1 (8 weeks)	Autumn 2 (7 Weeks)	Spring 1 (6weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7weeks)
KNOWLEDGE	<p>1.1 The structure and function of the skeletal system</p> <ul style="list-style-type: none"> - Functions - Classification of bones - Structure - Classification of joints - Movement possibilities - Role of ligaments & tendons 	<p>1.2 The structure and function of the cardiovascular system</p> <ul style="list-style-type: none"> - Functions of the cardiovascular system - Structure of the system - Structure of the arteries 	<p>1.3 The short- and long-term effects of exercise on the body's systems</p> <ul style="list-style-type: none"> - Cardiovascular - Respiratory - Skeletal - Muscular 	<p>(component 2) 2.2 SMART Goal Setting</p> <p>3.5 How to optimise training and prevent injury</p> <ul style="list-style-type: none"> - Injuries that occur - RICE - Injury Prevention 	<p>3.1/3.2/3.3/3.4 Physical Training</p> <ul style="list-style-type: none"> - Importance of component of fitness - Fitness testing - Methods of training - Principles of training 	<ul style="list-style-type: none"> - Personal exercise program project - collection of data and weekly evaluation - Conclusion and evaluation to project



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	<p>- The link to physical activity</p> <p>1.1 The structure and function of the muscular system</p> <ul style="list-style-type: none"> - Classification and characteristics of muscle types - Location and role of voluntary muscles - Antagonistic muscle pairs and the movement they create - Characteristics of slow and fast twitch muscle fibers - How the skeletal system and muscular system work together - The link to physical activity 	<ul style="list-style-type: none"> - Mechanisms required for the redistribution of blood flow - the functions and importance of red and white blood cells, plasma and platelets - The link to physical activity <p>1.2 The structure and function of the respiratory system</p> <ul style="list-style-type: none"> - Composition of air - Vital capacity and tidal volume changes during activity and why - Structure of the respiratory system - Structure of the alveoli and gaseous exchange - How the respiratory system and cardiovascular system work together. - The link to physical activity <p>1.3 Aerobic and anerobic activity including energy sources</p>	<p>2.1/2.2 Movement Analysis</p> <ul style="list-style-type: none"> - Levers and their mechanical advantage - The link to physical activity - Planes and Axis of movement 	<ul style="list-style-type: none"> - Performance enhancing drugs <p>3.6 Effective use of warm-up and cool down</p>	<p>Introduction of component 4 - Personal exercise program project</p> <ul style="list-style-type: none"> - Planning and preparation 	<ul style="list-style-type: none"> - Targeted revision lessons on Autumn & Spring topics
SKILLS	<p>Throughout this year students will learn to apply a range of command words to their knowledge and understanding, these include: Assess, analyse, calculate, classify, Complete, define, describe, discuss, examine, explain, evaluate, give, identify, justify, label predict, select, state, using an example, which.</p>				<p>Students will develop their extended writing skills when writing their personal exercise program. They will learn how to evaluate and justify their points with evidence. Data interpretation and analysis will also be an important skill.</p>	



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	Practically they will continue to develop their practical application of skills in isolation, under pressure and in a game real situation in a wide variety of sports.					
ASSESSMENTS	Marking point 1: 9-mark question	Marking point 2: 9-mark question Marking point 3: Progress Test	Marking point 1: 9-mark question Marking point 2: Practical moderation Joint with CHS	Marking point 3: Progress Test	Marking point 1: Component 4: Personal exercise program Externally assessed in Y11 Deadline 15 th May Marking point 2: Component 3: Practical Performance Assessment of summer activities – Athletics/cricket Marking point 3 – Progress test Full paper 1	
HOME LEARNING	HWK 1 – Online quiz using teams based on function/structure of the skeletal system and classification of bones. HWK 2 – – Online quiz using teams based on classification of bones and joints and the movements possible. HWK 3 – – Online quiz using teams based on the muscular system.	HWK 1 – Online quiz using teams based on the structure and function of the cardiovascular system. HWK 2 – Online quiz using teams based on the respiratory system HWK 3 – Online quiz using teams based on anaerobic and aerobic energy.	HWK 1 – Online quiz using teams based on the effects of exercise on the respiratory and skeletal system. HWK 2 – Online quiz based on the effects of exercise on the cardiovascular and muscular system. HWK 3 – Online quiz based on movement analysis	HWK 1 – Online Quiz using teams based SMART goals setting and the purpose of warm-ups/cool downs HWK 2 – Online quiz based on Injury prevention/RICE HWK 3 – Online quiz based on Performance enhancing drugs	HWK 1 – Online quiz based on physical training. HWK 2 – Online quiz based on physical training. HWK 3 – Online quiz based on physical training.	HWK 1 – Online quiz based on revision topics identified. HWK 2 – Online quiz based on revision topics identified. HWK 3 – Online quiz based on revision topics identified.
READING, WRITING, TALK	Reading – use of a range of different resources from news articles, autobiographies, social media to encourage students to read around the topic area and enhance their knowledge Writing – Use of exam questions to encourage well structure answers	Students are encouraged to break down worded questions into smaller parts or identify and explore key words that are key to successfully answering exam questions.	Discussion based around the topic effects of exercise. Links to athletes and explanations as to how and why exercise effects them and their performance.	Peer assessment used for students to provide feedback to each other, Students encourage to use correct terminology/key words Goal setting – students will discuss	Research looking at different athletes training programs. Writing opportunities to consolidate findings of training program	



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	Talk – Discussions based around how the theory related to them in a practical sport setting			and share their own goals providing feedback to ensure that they meet SMART	
TIER 3 VOCAB	Antagonistic pairs Flexion Extension Abduction Adduction Rotation Plantar flexion Dorsi flexion	Aerobic Anaerobic Vascular shunting Vasoconstriction Vasodilation Tidal volume Cardiac output Vital capacity	Lever Sagittal axis Sagittal plane Frontal Axis Frontal plane Transverse plane Myoglobin Mitochondria Hypertrophy Lactate accumulation Alveoli Diaphragm	Concussion Dislocation Fracture Abrasion Sprain Strain	Components of fitness Fitness testing Methods of training Principles of training
PSPSMC, BRITISH VALUES	<p>Democracy</p> <ul style="list-style-type: none"> • Encouragement of students self-managing and team leaders in selecting teams, strategies and tactics. • Encouraging students to take on roles as leaders and officials. <p>Students supporting each other in participation for all ethos</p> <p>The Rule of Law</p> <ul style="list-style-type: none"> • Encouraging students to always follow rules and laws of games • Use of external facilities and respect towards the public, community coaches and professionals. • Students taking responsibility for enforcing rules of the games as leaders. • Abiding by fair play conduct and sanctions given in games e.g. red cards. <p>Enforcing fair and equal rules</p> <p>Mutual Respect</p> <ul style="list-style-type: none"> • Ensuring fair teams to meet a balance of competition, respect and self esteem. Students understand • Lead learners take on responsibilities to support less able students in leadership roles. • Challenging racism, disability and lessons being inclusive. • Sexism challenged in broad curriculum and access to sports for both girls and boys <p>Individual Liberty</p> <ul style="list-style-type: none"> • Students work towards set objectives to improve self-knowledge. • Effects of exercise are taught through curriculum and benefits to health and self-esteem 				



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- Students develop self-confidence through individual objectives that allow success for all
- Kit policy clearly enforced across department and pursued by all students. Linked with potential safety implications

Students safety key in PE and expectations shared with students to help them understand potential safety precautions in lessons e.g. trampoline spotting support for others

Tolerance

- Sharing awareness of students when they may be fasting through religious periods.
- Catering for student's alternative kits and encouraging other students' tolerance of others religions e.g. head scarves, clothing that covers the body.
- Challenging racism, disability and lessons being inclusive.