



# TARLETON

## ACADEMY

FACIMUS NOSTRAE FUTURAE

## GCSE CURRICULUM JOURNEY

### KS3 – PRIOR KNOWLEDGE/SKILLS -

**Healthy Mind** - During KS3 pupils will have developed holistically through their healthy body topics such as, principles of training, procedures of warm ups and cool downs, as well as components of fitness

**Healthy Body** - Students will have also developed physically through the teaching of a variety of sports including, Football, Netball, Basketball, Handball, OAA, Dance, Trampolining, Cricket, Rounders, Athletics, Swimming. They will have also developed their evaluation skills which will be essential through the Sports Studies course.

## GCSE - Practical

### DECLARATIVE KNOWLEDGE

Students will know the core and advanced skills for each of their sport. They will know what different tactics they can use in competitive scenarios, they will also know the key decision-making techniques they need within competition.

### PROCEDURAL KNOWLEDGE

Students will know how to apply the core and advanced skills within their chosen sports, they will also know how to apply, evaluate and manipulate different tactics within a game to be as competitive as possible, they will know how to do this using their specific decision-making skills.

### PROGRESSION

Students will progress through the core skills in each sport, then the advanced skills and will then try to apply these in competitive scenario's, building on evaluation techniques built throughout KS3, enabling them to enhance their decision-making processes and choose correct tactics in competition.

## GCSE - Theory

### YEAR 10

#### Term 1

#### DECLARATIVE KNOWLEDGE

Pupils will further develop their knowledge of components of fitness, methods of training and principles of training. They will also enhance their knowledge of optimising training techniques, the location of major bones and functions of the skeletal system

#### PROCEDURAL KNOWLEDGE

### YEAR 11

#### Term 1

#### DECLARATIVE KNOWLEDGE

Pupils will further develop knowledge of core and advanced skills within their chosen sport, they will also further their knowledge of assessing skills and how to train skills through a series of drills as well as train fitness components appropriately. Pupils will also know about trends in physical activity in the UK and how different user groups are affected by barriers to participation. They will develop knowledge of commercialisation in

<p>Students will start to apply their knowledge by writing their AEP coursework for their own sport. Pupils will also apply their knowledge by explaining and evaluating how sports performers are affected by training principles and optimising training. They will also evaluate the importance of different components of fitness as well as half termly test.</p> <p><b>PROGRESSION</b></p> <p>Pupils will use this knowledge as a base to understand the importance of different fitness components within sport and how it is appropriate to train these correctly. As well as developing the basis of their coursework, this knowledge directly links to the Healthy Mind topics in Y9 and is interwoven throughout topics throughout Y10 and 11.</p>	<p>sport and the different methods of promoting physical activity as well as the golden triangle.</p> <p><b>PROCEDURAL KNOWLEDGE</b></p> <p>Students will know how participation is affected by user groups, barriers and they will evaluate positives and negatives of potential schemes that are in place to encourage people to participate more. Students will also know how different sporting values are promoted within sport and know how deviant behaviour can affect sport.</p> <p>They will also know how participation can be increased/decreased by different media outlets and why this may occur. They will also know how the positives and negatives can affect numerous facets of the sport including sponsorship opportunities and impacts on communities.</p> <p><b>PROGRESSION</b></p> <p>This unit builds from the previous term allowing students to develop and apply those evaluative skills in order to determine the positives and negatives and possible ramifications of media on sport as well as other contemporary issues within sport.</p>
<p><b>Term 2</b></p> <p><b>DECLARATIVE KNOWLEDGE</b></p> <p>Location of muscles, the role of muscles in different movement types, antagonistic pairs, planes, axes, levers. Structure and function of the cardiovascular systems and respiratory systems, short- and long-term effects of exercise on these systems.</p> <p><b>PROCEDURAL KNOWLEDGE</b></p> <p>Students will know how muscles work together and know how planes and axis work within a sporting context. Know how the cardiovascular and respiratory systems respond to exercise and why this occurs. All this can be explained and evaluated giving relevant sporting examples.</p> <p><b>PROGRESSION</b></p> <p>Pupils will further develop their knowledge here from KS3 and this will cement a firm base of knowledge that will underpin many other topics throughout Y10 and 11. This allows students to make links between other topics. Knowledge of body systems is key for students to form their movement analysis and action plan aspects of their AEP.</p>	<p><b>Term 2</b></p> <p><b>DECLARATIVE KNOWLEDGE</b></p> <p>Students will know the characteristics of a skill, how to set appropriate goals, mental preparation techniques, types of guidance and types of feedback. Students will know of what it means to have a healthy, active lifestyle, how we promote this and also what good diet and nutrition consists of.</p> <p><b>PROCEDURAL KNOWLEDGE</b></p> <p>Students will know how to characterise and also how to classify skills from different sports using 2 different continuums. They will know how to set appropriate goals and apply within different sporting contexts as well as knowing how this affects athletes. Students will know how different athletes apply mental preparation techniques and will know how to evaluate these. Students will know how different types of guidance and feedback should be used depending on the ability of the athlete. Students will also know how to manipulate someone's diet to improve the health and performance of an athlete by knowing how different components of diet affect the body.</p>
<p><b>HT 3</b></p> <p><b>Term 3</b></p> <p><b>DECLARATIVE KNOWLEDGE</b></p>	<p><b>PROGRESSION</b></p> <p>Pupils will now develop knowledge of what a skill is and how it is improved, they will also use knowledge from previous units to explain how different body systems when fatigued</p>

<p>Students will know the core and advanced skills for their chosen practical sport. They will know what tactics are involved and what decision-making skills are needed.</p> <p><b>PROCEDURAL KNOWLEDGE</b></p> <p>Students will know how the core and advanced skills, decision making skills and tactics are applied in their sport and will be able to evaluate their importance linking to relevant examples.</p> <p><b>PROGRESSION</b></p> <p>Pupils will build on their knowledge from the previous 2 terms in order to be able to link the importance of fitness components as well as their evaluation skills to evaluate the importance of their skills within a sport. They will then build on this knowledge in order to apply previous knowledge of movement analysis, characteristics of a skill, and principles of training in order to develop an action plan to improve these skills.</p>	<p>can negatively affect skill. They will also learn how a coach can guide participants through new skills and how they feedback to them. This is knowledge students will need for the final aspect of their AEP.</p>
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