

Curriculum IntentSubject: GCSE PEYear 9

	What?	Why?	Planned Recap and recall
Term 1-1	Socio cultural influences and well being in physical activity and sport: Health fitness and well being	<ul style="list-style-type: none"> <li>The meaning of health and fitness</li> <li>Consequences of a sedentary lifestyle</li> <li>Obesity and how it affects performance in physical activity</li> <li>Somatotypes</li> <li>Energy use</li> <li>Reasons for a balanced diet and the role of nutrients</li> <li>The role of carbohydrates, fat, protein, fibre, vitamins and minerals</li> <li>Reasons for maintain water balance (hydration)</li> <li>End of unit test</li> </ul>	<p>The following <b>key knowledge</b> will be recapped throughout the unit:</p> <ul style="list-style-type: none"> <li>Recap definitions of health, fitness and well being</li> <li>What is a sedentary lifestyle? Identify 5 consequences</li> <li>Recall the effects of obesity on performance and participation (physical and mental)</li> <li>3 Somatotypes – characteristics and sport suitability</li> <li>Average energy intake for male and female</li> <li>Recall the 7 nutrients and their role in a balanced diet</li> <li>What is dehydration, causes and effect on performance.</li> </ul>
Term 1-2	The human body and movement in physical education: Applied Anatomy and Physiology	<ul style="list-style-type: none"> <li>Bones of the skeletal system</li> <li>Structure of the skeletal system</li> <li>Function of the skeletal system</li> <li>Structure of a synovial joint</li> <li>Types of freely moveable joints (hinge/ball and socket)</li> <li>Muscles of the body</li> <li>Types of contraction</li> <li>Antagonistic pairs</li> <li>Types of movement and apply to joints and sporting examples.</li> <li>Levers</li> <li>Mechanical advantage</li> <li>Planes and axis</li> <li>End of unit test</li> </ul>	<p>The following <b>key knowledge</b> will be recapped throughout the unit:</p> <ul style="list-style-type: none"> <li>Recall 5 functions of the skeletal system</li> <li>Identify and label key bones and joint structure</li> <li>Identify and label joints and types of joint</li> <li>Identify and label key muscles</li> <li>Types of contraction and apply to joint, muscle and sporting example</li> <li>Levers acronym – FRE/123 – location/sporting example</li> <li>Equation of mechanical advantage</li> <li>3 planes and 3 axis – apply to sporting examples.</li> </ul> <p><b>Interweaving Knowledge</b> that can be specifically applied from previous/other units:</p> <ul style="list-style-type: none"> <li>Feedback from end of unit test on Health, fitness and well being</li> <li>Identification of nutrients that help maintain muscles and bones</li> </ul>



			<ul style="list-style-type: none"> <li>Effect of obesity on joints, muscles and bones – associated injuries.</li> </ul>
Term 2-1	The human body and movement in physical activity: Applied anatomy and physiology	<ul style="list-style-type: none"> <li>Pathway of air and gaseous exchange</li> <li>Blood vessels</li> <li>Structure of the heart</li> <li>Cardiac cycle (pathway of blood)</li> <li>Cardiac output and stroke volume</li> <li>Mechanics of breathing</li> <li>Interpretation of spirometer trace.</li> <li>Aerobic and anaerobic exercise</li> <li>Recovery/EPOC</li> <li>Immediate/short/long term effects of exercise</li> <li>End of unit test</li> </ul>	<p>The following <b>key knowledge</b> will be recapped throughout the unit:</p> <ul style="list-style-type: none"> <li>Label components of respiratory system</li> <li>Recall definition of gaseous exchange and factors that aid it</li> <li>Recall heart structure and pathway of blood</li> <li>Write out equations for Q and SV</li> <li>Describe mechanics of inspiration/expiration at rest and during exercise</li> <li>Label a diagram of a spirometer trace – define key definitions</li> <li>Identify the difference between aerobic and anaerobic exercise</li> <li>Recap the types of recovery</li> <li>State what EPOC stands for</li> <li>Give 2 examples of immediate/short/long term effects of exercise.</li> </ul> <p><b>Interweaving Knowledge</b> that can be specifically applied from previous/other units:</p> <ul style="list-style-type: none"> <li>Feedback from end of unit test on muscles, bones and movement</li> <li>Link blood cells to function of Skeletal system – blood cell production in the bone marrow</li> <li>Manipulation of diet to aid recovery</li> <li>Types of contraction during mechanics of breathing</li> <li>Link fitness to aerobic/anaerobic training thresholds</li> <li>Links to cardio respiratory system when discussing effects of exercise.</li> <li>Links to musculo skeletal system in long term effects of exercise.</li> </ul>
	Socio cultural influences and well	<ul style="list-style-type: none"> <li>Skill/ability and classification of skill</li> <li>Definitions and types of goals (performance/outcome)</li> </ul>	The following <b>key knowledge</b> will be recapped throughout the unit:



Term 2-2	being in physical activity and sport: Sports Psychology	<ul style="list-style-type: none"> <li>The use and evaluation of performance and outcome goals</li> <li>SMART targets</li> <li>Basic information processing model</li> <li>End of unit test</li> </ul>	<ul style="list-style-type: none"> <li>Recall definitions of skill and ability and 4 classifications of skill</li> <li>State the difference between a performance and outcome goal – giving examples, stating which type of learner they would suit</li> <li>Recall SMART acronym</li> <li>Label and describe BIPM</li> </ul> <p><b>Interweaving Knowledge</b> that can be specifically applied from previous/other units:</p> <ul style="list-style-type: none"> <li>Feedback from end of unit test on cardio-respiratory systems and types of exercise</li> <li>When discussing SMART – when sport is used link to; aerobic/anaerobic, types of contraction, planes and axis.</li> </ul>
Term 3-1	The human body and movement in physical activity: Physical Training	<ul style="list-style-type: none"> <li>Components of fitness</li> <li>Linking sports to components of fitness</li> <li>Reasons for and limitations of fitness testing</li> <li>Measuring the components of fitness and demonstrating how data is collected (practical lessons)</li> <li>End of unit test</li> </ul>	<p>The following <b>key knowledge</b> will be recapped throughout the unit:</p> <ul style="list-style-type: none"> <li>Recall all 10 CoF, their definition and apply sporting examples</li> <li>State 4 reasons for testing CoF and identify 4 testing limitations</li> <li>Link test to CoF and give basic method of testing and how it is organised, measured and recorded</li> <li>State what normative data is and why we use it.</li> </ul> <p><b>Interweaving Knowledge</b> that can be specifically applied from previous/other units:</p> <ul style="list-style-type: none"> <li>Feedback from end of unit test on skill, goal setting and information processing</li> <li>Health, fitness recap, including the relationship between health and fitness</li> <li>Link aerobic and anaerobic energy systems to each CoF</li> <li>Recap the link between endurance and the cardio respiratory system.</li> </ul>





<p>Term 3-2</p>	<p>The human body and movement in physical activity: Physical Training</p>	<ul style="list-style-type: none"> <li>• Principles of training and overload</li> <li>• Application of the principles of training</li> <li>• Types of training</li> <li>• Advantages and disadvantages of the different training types for different sports</li> <li>• Calculating intensity</li> <li>• Considerations to prevent injury</li> <li>• High altitude training</li> <li>• Pre season, Competition season, Post season</li> <li>• Warming up and cooling down</li> <li>• End of unit test</li> </ul>	<p>The following <b>key knowledge</b> will be recapped throughout the unit:</p> <ul style="list-style-type: none"> <li>• Recall SPoRT, their meaning and apply to sporting examples</li> <li>• State the types of training and describe them</li> <li>• Apply certain training types to certain sports – stating advantage or disadvantages.</li> <li>• Recall how to calculate maximum HR</li> <li>• State the training thresholds for aerobic and anaerobic exercise</li> <li>• Identify 4 considerations to reduce the risk of injury</li> <li>• Recall what altitude training is and how it benefits performance</li> <li>• State the 3 seasons, apply simple examples</li> <li>• Applied to a sport of choice, state what a warm up and cool down should include. State the benefits of a cool down.</li> </ul> <p><b>Interweaving Knowledge</b> that can be specifically applied from previous/other units:</p> <ul style="list-style-type: none"> <li>• Feedback from end of unit test on CoF, fitness testing and qualitative/quantitative data.</li> <li>• Link training to aerobic and anaerobic exercise</li> <li>• Link CoF to which training threshold they would be performed in</li> <li>• Link injury to joint structure and muscles</li> <li>• Link in diet and nutrition in how to provide energy, recover from training and reduce injury.</li> <li>• Discuss the cardio respiratory system when teaching altitude training</li> <li>• Link to function of bones when producing more red blood cells</li> <li>• Link warm up and cool down to recovery/EPOC</li> </ul>
---------------------	--	---	---