

St John Fisher Catholic High School – Physical Education Curriculum Map 2019-20

The PE department aim to provide a program of study that provides a positive learning experience for all students to achieve their full potential.

Y10 GCSE PE – AQA GCSE PE (8582)

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 10 GCSE PE	<p>The components of fitness</p> <ul style="list-style-type: none"> Definitions of the following components of fitness Fitness and the main procedures of the tests. <p>Principles of training</p> <ul style="list-style-type: none"> The principles of training and overload <p>Warming up and cooling down</p> <ul style="list-style-type: none"> Effective use of warm up and cool down 	<p>Types of training</p> <ul style="list-style-type: none"> Understand the 7 training methods Calculate intensities to optimise training effectiveness <p>Classification of skills</p> <ul style="list-style-type: none"> Definitions of basic/complex, open/closed <p>Definitions of types of goals</p> <p>Definitions of:</p> <ul style="list-style-type: none"> performance goals outcome goals <p>Guidance and feedback on performance</p> <p>Types of guidance</p> <ul style="list-style-type: none"> visual (seeing), verbal (hearing), manual (assist movement – physical), mechanical (use of objects/aids). 	<p>NEA - Coursework Analysis of Performance</p> <p>Analysis – one strength and one weakness of a skill and fitness component.</p>	<p>Types of feedback</p> <ul style="list-style-type: none"> Positive Negative knowledge of results knowledge of performance extrinsic/intrinsic. <p>The use of goal setting and SMART targets to improve and/or optimise performance</p> <p>The use of SMART targets</p> <ul style="list-style-type: none"> specific measurable accepted realistic time bound. 	<p>Basic information processing</p> <p>The role of each stage of the model:</p> <ul style="list-style-type: none"> Input Decision making Output and feedback <p>Mental preparation for performance</p> <ul style="list-style-type: none"> Arousal Inverted-U theory Direct and indirect aggression 	<p>NEA - Coursework Evaluation</p> <ul style="list-style-type: none"> Evaluation – select the most appropriate training methods to produce a training session to improve the component of fitness weakness Use other knowledge of the course to correct the skill weakness.

Y11 GCSE PE – AQA GCSE PE (8582)

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 11 GCSE PE	<p>Musculoskeletal system</p> <ul style="list-style-type: none"> • Functions of the skeleton • Applied to performance in physical activity. • Muscles of the body <p>Structures of a synovial joint</p> <ul style="list-style-type: none"> • How they help to prevent injury and types of movement <p>Cardio-respiratory system</p> <ul style="list-style-type: none"> • Understand the structure and functions • The pathway of air and gaseous exchange • Blood vessels and functions • Cardiac cycle and pathway of blood 	<p>Anaerobic and aerobic exercise</p> <ul style="list-style-type: none"> • Link practical examples of sporting situations • EPOC <p>Effects of exercise</p> <ul style="list-style-type: none"> • Immediate • Short • Long <p>Movement Analysis</p> <ul style="list-style-type: none"> • First, second and third class lever systems within sporting examples • Analysis of sporting examples <p>Planes and axes of movement</p> <ul style="list-style-type: none"> • Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions 	<p>Physical training</p> <ul style="list-style-type: none"> • Health & fitness • Reasons for and limitations of fitness testing • Demonstration of how data is collected for fitness testing <p>Injury prevention</p> <ul style="list-style-type: none"> • Considerations to prevent injury • Specific training techniques – high altitude training as a form of aerobic training • Seasonal aspects <p>Use of data</p> <ul style="list-style-type: none"> • Demonstrate an understanding of how data are collected – both qualitative and quantitative 	<p>Engagement patterns of different social groups in physical activity and sport</p> <ul style="list-style-type: none"> • Patterns of different social groups and the factors affecting participation <p>Commercialisation of physical activity and sport</p> <ul style="list-style-type: none"> • The relationship between sport, sponsorship and the media. • Positive and negative impacts of sponsorship and the media • Positive and negative impacts of technology 	<p>Ethical and socio-cultural issues in physical activity and sport</p> <ul style="list-style-type: none"> • Prohibited substances • Prohibited methods (blood doping) • PEDS and advantages and disadvantages of taking them • Spectator behaviour <p>Health, fitness and wellbeing</p> <ul style="list-style-type: none"> • understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing. • Energy use, diet, nutrition and hydration 	GCSE EXAMS