

Curriculum Map 2022 - 2023 – PE part 2

TERM	YEAR 9 – NCFE Health and fitness	YEAR 10 – NCFE Health and fitness	YEAR 11 – NCFE Health and fitness
AUTUMN	<p>Content</p> <ul style="list-style-type: none"> 1 – Health and fitness 2 – Components of fitness 3 – Principles of training 	<p>Content</p> <ul style="list-style-type: none"> 1 – The structure of the skeleton 2 – Joint structure and actions 3 – The muscular system 	<p>Content</p> <ul style="list-style-type: none"> 1 – Heart rate training zones 2 – Understanding repetitions and sets 3 – Health and fitness analysis 4 – Goal setting 5- The session card 6 – Warm up and cool downs 7 – Health and safety
	<p>Skills</p> <ul style="list-style-type: none"> ~ Identification on how to train effectively and what the barrier are to training - To vocalise what principles and methods of training are, and how it effects sporting success and everyday life situations. - To be able to assess fitness levels and justify areas for improvement - To develop the ability to analyse information to form an opinion for data gathered. 	<p>Skills</p> <ul style="list-style-type: none"> - Use of anatomical vocabulary - Application of content knowledge to varies sporting scenarios - The linking and understanding of how the skeleton and the muscles work together in the body. - To apply point, evidence and an explanation to extended writing 	<p>Skills</p> <ul style="list-style-type: none"> - Use training knowledge to plan appropriate training programs to develop varies components of fitness - The linking and understanding of how the skeleton and the muscles work together in the body and how they can be manipulated through training - To apply point, evidence and an explanation to extended writing
	<p>Cultural capital</p> <ul style="list-style-type: none"> - Students will be able to make links base line test and normative data, with the ability to compare their own experiences to others - Students will discuss and reflect why performer may wish to take performance enhancing drugs to aid recovery - Student to be aware of opportunities and careers with the fitness industry 	<p>Cultural capital</p> <ul style="list-style-type: none"> - Students will be able to apply their knowledge of skills to reflect their own experience and compare with those who might play elite level sport. - Students will discuss and reflect on sporting events that highlight political change and values. 	<p>Cultural capital</p>

	<p>Personal Development HE - The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight</p> <p>Spiritual – Opportunities to assess strengths and weaknesses in theory and practical. Opportunities to develop knowledge on the human body and training and how it can be manipulated</p> <p>Social – Development of working with others and opportunities to peer assess work. Assessment of a client and the ability to work with them to meet their needs</p>	<p>Personal Development Moral – Promotion of fair play, the difference between right/wrong and gamesmanship Spiritual – Opportunities to assess strengths and weaknesses in theory and practical. Opportunities to develop knowledge on the human body and how it can be manipulated Social – Development of working with others and opportunities to peer assess work</p>	<p>Personal development</p>
SPRING	<p>Content 1 – Principles of training continued 2 – Fitness testing for all components of fitness 3 – Training methods</p>	<p>Content 1 – The muscular system continued 2 – The respiratory system 3 – The cardiovascular system</p>	<p>Content 1 – Synoptic project (coursework)</p>
	<p>Skills ~ To be able to identify and link components of fitness to the appropriate fitness test ~ To be able to analyse data effectively to inform a program of training ~ Identify strengths and weaknesses and understand what methods of training can aid improvement ~ To be able to justify reasoning behind training choices</p>	<p>Skills - Use of anatomical vocabulary - Application of content knowledge to varies sporting scenarios, with the ability to vocalise how it effects our body in the long and short term - To be able to link anatomy and physiology elements to a healthy, active lifestyle - The understanding and evaluating if how the heart and lungs work together in the body. - To apply point, evidence and an explanation to extended writing</p>	<p>Skills - Use of anatomical and training vocabulary - Application of content knowledge to improve a set component of fitness, with the ability to vocalise how it effects our body in the long and short term - To be able to link anatomy and physiology elements to a healthy, active lifestyle - To apply point, evidence and an explanation to extended writing</p>
	<p>Cultural capital - Students will be able to make links base line test and normative data, with the ability to compare their own experiences to others - Students will discuss and reflect why performers may wish to take performance</p>	<p>Cultural capital - Students will be able to apply their knowledge of terminology to compare and contrast their own experience and compare with those who might play elite level sport. - Students will discuss and reflect on sporting events that highlight political change and values.</p>	<p>Cultural capital - Students will be able to make links base line test and normative data, with the ability to compare their own experiences to others - Students will discuss and reflect why performers may wish to training to improve a variety of health, fitness and lifestyle factors.</p>

	<p>enhancing drugs to aid recovery and rehabilitation</p> <p>- Student to be aware of opportunities and careers with the fitness industry</p>		<p>- Student to be aware of opportunities and careers with the fitness industry</p>
	<p>Personal Development</p> <p>HE - The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight</p> <p>Spiritual – Opportunities to assess strengths and weaknesses in theory and practical. Opportunities to develop knowledge on the human body and training and how it can be manipulated</p> <p>Social – Development of working with others and opportunities to peer assess work. Assessment of a client and the ability to work with them to meet their needs</p>	<p>Personal Development</p> <p>HE - About the science relating to blood, organ and stem cell donation</p> <p>Moral – Promotion of fair play, the difference between right/wrong and gamesmanship</p> <p>Spiritual – Opportunities to assess strengths and weaknesses in theory and practical. Opportunities to develop knowledge and the human body and how it can be manipulated</p> <p>Social – Development of working with others and opportunities to peer assess work</p>	<p>Personal Development</p> <p>HE - The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight</p> <p>Spiritual – Opportunities to assess strengths and weaknesses in theory and a practical scenario. Opportunities to develop knowledge on the human body and how training affects it</p> <p>Social – Development of working with others and opportunities to peer assess work. Assessment of a client and the ability to work with them to meet their needs</p> <p>Moral – Looking into the rights and wrongs of advertisement campaigns</p>
SUMMER	<p>Content</p> <p>1 – Activity levels</p> <p>2 – Diet</p> <p>3 – Rest and recover</p> <p>4 – Other lifestyle factors</p>	<p>Content</p> <p>1 – The cardiovascular system continued</p> <p>2 – Energy systems</p> <p>3 – The effects of health and fitness on the body</p>	<p>Content – Alterations to coursework, to ensure appropriate grading boundaries have been reached</p>
	<p>Skills</p> <p>- Identification on how diet links to a healthy, active lifestyle</p> <p>- To use knowledge gained to aid reflection and discuss on how activity levels effect everyday life</p> <p>- To identify how rest and recovery aids performance</p> <p>- To develop the ability to analyse information to form an opinion.</p> <p>What are drugs and their effect on the body, with a focus on sports performers</p>	<p>Skills</p> <p>- Use of anatomical vocabulary</p> <p>- Application of content knowledge to varies sporting scenarios, with the ability to vocalise how it effects our body in the long and short term</p> <p>- To be able to link anatomy and physiology elements to active levels and how it could aid fitness plan development</p> <p>- The understanding and evaluating if how energyud systems effect a variety of types of training.</p> <p>- To apply point, evidence and an explanation to extended writing</p>	<p>Skills</p>

	<p>Cultural capital</p> <ul style="list-style-type: none"> - Students will be able to apply their knowledge of health and wellbeing to understand how elite performers fuel differently to the general public. - Students will discuss and reflect on sporting supplement vs sports enhancing drugs. 	<p>Cultural capital</p> <ul style="list-style-type: none"> - Students will be able to apply their knowledge of terminology to compare and contrast their own experience and compare with those who might play elite level sport. - Students will discuss and reflect on sporting events that highlight political change and values <ul style="list-style-type: none"> - Students will have opportunities to link understanding to the fitness profession and how this data is used in a variety of sporting settings 	Cultural capital
	<p>Personal Development</p> <p>HE - The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight</p> <p>Spiritual – Opportunities to assess strengths and weaknesses in theory and practical. Opportunities to develop knowledge on the human body and how diet affects it</p> <p>Social – Development of working with others and opportunities to peer assess work. Assessment of a client and the ability to work with them to meet their needs</p> <p>Moral – Looking in to the rights and wrongs of sugar and advertisement campaigns</p>	<p>Personal Development</p> <p>Spiritual – Opportunities to assess strengths and weaknesses in theory and practical. Opportunities to develop knowledge and the human body and how it can be manipulated</p> <p>Social – Development of working with others and opportunities to peer assess work</p>	Personal Development

Assessment calendar

TERM	YEAR 9	YEAR 10	YEAR 11
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AUTUMN	<p>1 - Components of fitness – Topic test, recap question, extending writing task</p> <p>2 - Principles of training - Topic test 1 and 2, recap questions and extending writing task</p>	<p>1 – The structure of the skeleton – Topic test, recap question and extended writing task</p> <p>2 – Joint structure and actions - Topic test, recap question and extended writing task</p>	<p>Autumn term recap</p> <p>Year 11 Mock</p> <p>Synoptic practice question</p>
SPRING	<p>1 – Principles of training - Topic test 1 and 2, recap questions and extending writing task</p> <p>2 – Fitness testing for all components of fitness – Topic test.</p> <p>3 – Training methods – Topic test</p>	<p>1 – The muscular system - Topic test, recap question and extended writing task</p> <p>2 – The respiratory system - Topic test, recap question and extended writing task</p>	<p>Synoptic question – 60% of final grade</p> <p>Spring exam recap</p>
SUMMER	<p>1 – Activity levels - Topic test</p> <p>2 – Diet - Topic test</p> <p>3 – Rest and recover - Topic test</p> <p>4 – Other lifestyle factors - Topic test</p>	<p>1 – The cardiovascular system - Topic test, recap question and extended writing task</p> <p>2 – Energy systems - Topic test, recap question and extended writing task</p> <p>3 – The effects of health and fitness on the body - Topic test, recap question and extended writing task</p>	<p>Final GCSE exam</p>