

PE

Curriculum map

YR10 – YR11

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 10	<p>Unit 1</p> <p>Topic A.1 Components of physical fitness:</p> <ul style="list-style-type: none"> aerobic endurance, muscular endurance, flexibility, speed, muscular strength, body composition. <p>Topic A.2 Components of skill-related fitness:</p> <ul style="list-style-type: none"> agility, balance, coordination, power, reaction time, components for sports <p>Topic A.3 Why fitness components are important for successful participation in given sports in terms of:</p> <ul style="list-style-type: none"> being able to successfully meet the physical demands of the sport in order to reach optimal performance being able to successfully meet the skill-related demands of the sport in order to reach optimal performance being able to perform efficiently giving due consideration to the type of event/position played. 	<p>Unit 1</p> <p>Topic A.3 Why fitness components are important for successful participation in given sports in terms of:</p> <ul style="list-style-type: none"> being able to successfully meet the physical demands of the sport in order to reach optimal performance being able to successfully meet the skill-related demands of the sport in order to reach optimal performance giving due consideration to the type of event/position played. <p>Topic A.4 cont.:</p> <ul style="list-style-type: none"> know that the Borg (1970) (6–20) Rating of Perceived Exertion (RPE) Scale can be used as a measure of exercise intensity know about the relationship between RPE and heart rate where: $RPE \times 10 = HR$ (bpm) application of the FITT principles to training methods, regimes and given exercise situations. <p>Topic A.5 The basic principles of training</p> <ul style="list-style-type: none"> frequency: the number of training sessions completed over a period of time, usually per week intensity: how hard an individual will train time: how long an individual will train for type: how an individual will train by selecting a training method to improve a specific component of fitness and/or their sports performance. <p>Topic A.6 Additional principles of training:</p> <ul style="list-style-type: none"> progressive overload specificity individual differences/needs adaptation reversibility variation rest and recovery application of the principles of training to training methods, regimes and given exercise settings. 	<p>Unit 1</p> <p>Topic B.1 Requirements for each of the following fitness training methods:</p> <ul style="list-style-type: none"> safe, correct use of equipment safe, correct use of training technique requirements for undertaking the fitness training method application of the basic principles of training (FITT) for each fitness training method linking each fitness training method to the associated health-related/skill-related component of fitness. <p>Topic B.2 Additional requirements for each of the fitness training methods:</p> <ul style="list-style-type: none"> advantages/disadvantages application of exercise intensity to fitness training methods application of principles of training to fitness training methods appropriate application of fitness training method(s) for given situation(s) appropriate application of fitness training method(s) to given client needs, goals, aims and objectives. <p>Topic B.3 Fitness training methods for:</p> <p>flexibility training: static, ballistic, PNF technique</p>	<p>Unit 1</p> <ul style="list-style-type: none"> Topic C.1 Fitness test methods for components of fitness Topic C.3 Requirements for administration of each fitness test Topic C.4 Interpretation of fitness test results: In the context of: <ul style="list-style-type: none"> flexibility: sit and reach test strength: grip dynamometer. Topics C.1, C.3 and C.4 cont.: In the context of aerobic endurance: <ul style="list-style-type: none"> multi-stage fitness test definition of VO₂ max. Topics C.1, C.3 and C.4 cont.: In the context of aerobic endurance: <ul style="list-style-type: none"> forestry step test. Topics C.1, C.3 and C.4 cont.: In the context of: <ul style="list-style-type: none"> speed: 35m sprint speed and agility: Illinois agility run test. Topics C.1, C.3 and C.4 cont.: In the context of: <ul style="list-style-type: none"> anaerobic power: vertical jump test muscular endurance: one-minute press-up, one-minute sit-up. Topics C.1, C.3 and C.4 cont.: In the context of body composition: <ul style="list-style-type: none"> Body Mass Index (BMI) Bioelectrical Impedance Analysis (BIA). Topics C.1, C.3 and C.4 cont.: In the context of body composition: <ul style="list-style-type: none"> skinfold testing. 	<p>Unit 2</p> <p>Rules (or laws) for a specific sport.</p> <p>Topic A.2 Regulations:</p> <p>For example, relating to players and participants, equipment, playing surface, facilities, health and safety, time, officials (referee, umpire, judge, starter, timekeeper).</p> <p>Topic A.3 Scoring systems:</p> <p>For example, the method of scoring goals or points, method and/or requirements of victory.</p> <p>Topic A.4 Application of the rules/laws of sports in different situations:</p> <p>For example, when a goal is scored when a player is in an offside position in football, lbw in cricket, charging in lead-up to scoring in basketball, forward pass resulting in a try in rugby.</p> <p>Sport A</p> <p>Assignment 1 Tasks for Learning aim A</p> <p>Assignment 3 Tasks for Learning aim B</p> <p>Sport A</p> <p>Assignment 3 Task for Learning aim C</p>	<p>Revision /Examination</p> <p>Coursework completion unit 2</p> <p>Sport A</p> <p>Assignment 1 Tasks for Learning aim A</p> <p>Assignment 3 Tasks for Learning aim B</p> <p>Sport A</p> <p>Assignment 3 Task for Learning aim C</p>

PE
Curriculum map
YR10 – YR11

Year 11	<p><u>Unit 3</u></p> <p>Topic A.1 Personal information to aid training programme design: personal goals (SMARTER) aims objectives</p> <p>Topic A.1 cont.: lifestyle and physical activity history medical history questionnaire</p> <p>Topic A.4 Programme design: Selection of appropriate method(s)/activities for improving/maintaining fitness, e.g. flexibility.</p> <p>Topic A.2 Programme design</p> <ul style="list-style-type: none"> • Use of personal information to aid training programme design • Selectin of appropriate training methods • Assignment 1 • Tasks for Learning aim A • Assignment 2 • Tasks for Learning aim B <p>Assignment 3 Tasks for Learning aim C</p> <p>Assignment 4 Tasks for Learning aim D</p>	<p><u>unit 6</u></p> <p>Topic A.1 Sports leaders: e.g. sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches.</p> <p>Topic B.1 Sports Activities</p> <p>Topic A.2 Attributes: skills (communication, organisation of equipment, knowledge) advanced skills (activity structure, target setting, use of language, evaluation). qualities (appearance, enthusiasm, confidence) additional qualities (leadership style, motivation, humour, personality).</p> <p>Topic A.3 Responsibilities: core responsibilities (professional conduct, health and safety, equality) wider responsibilities (insurance, child protection, legal obligations, ethics and values, rules and regulations).</p> <p>Assignment 1</p> <p>Assignment 2</p> <p>Assignment 3</p>	<p><u>Coursework completion</u></p> <p><u>Unit 2, 3,6</u></p>	<p><u>Revision</u></p> <p><u>Unit 1</u></p> <p><u>Coursework completion</u></p> <p><u>Unit 2, 3,6</u></p>	<p><u>Exam</u></p> <p><u>Edexcel pearsons</u></p> <p><u>Btec first Award sport level1/2</u></p>	
----------------	---	---	---	---	---	--