

Forensic Learning Points in Physical Education at Kineton High School

	Key Stage 4			
Time	Year 10 BTEC Sport Tech Award	Year 10 AQA GCSE PE	Year 11 BTEC Sport Tech Award	Year 11 AQA GCSE PE
Autumn 1	<p style="text-align: center;">Component 1: Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Curriculum end points:</p> <p>1) Explore and recall types and provision of sport and physical activity for different types of Participants.</p> <p>2) Understand Barriers to participation in sport and physical activity for different types of Participant</p> <p>3) Identify Methods to address barriers to participation in sport and physical activity for different types of participants</p> <p>Vocab: Public, Private, Voluntary, NGB, Physical health, Social Health, Mental Health</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson by lesson examination style questions • End of topic tests 	<p style="text-align: center;">Paper 1 Anatomy and Physiology</p> <p>Curriculum end points:</p> <p>1) 3.1.1.1 Know and understand and can explain the structure and function of the <u>Musculoskeletal System</u>.</p> <p>2) 3.1.1.2 Know and understand and can explain the structure and function of the <u>Cardio-respiratory System</u>.</p> <p>3) Be able to relate all aspects of A and P to how the body performs its best.</p> <p>Vocab: Bones, Muscles, Heart, Lungs, Alveoli, Antagonistic, Pull, Ligaments, Tendons, Blood, Blood vessels.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson by lesson examination questions. • End of unit tests for 3.1.1.3 and 3.1.1.4. 	<p style="text-align: center;">Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Curriculum end points:</p> <p>1) Know and understand Fitness testing methods for components of physical fitness.</p> <p>2) Analysis of fitness component testing advantages and limitations.</p> <p>3) Comprehension and application of fitness testing methods in comparison to normative data.</p> <p>Vocab: Components, Procedures, Protocols,</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson by lesson examination style questions • End of topic tests 	<p style="text-align: center;">Paper 2 Sport Psychology</p> <p>Curriculum end points:</p> <p>1) 3.2.1.1 Understand, define and explain how <u>Skill and Ability</u>; 3.2.1.2 <u>Goal Setting and SMART</u>; 3.2.1.3 <u>Information Processing Model</u>; 3.2.1.4 <u>Types of Guidance and Feedback</u>; 3.2.1.5 <u>Arousal and stress, Aggression/Personality and Motivation</u> affect and athletes performance.</p> <p>2) Students will be able to discuss the pro's and con's of each of these psychological tools and its appropriateness to certain scenarios.</p> <p>Vocab: Stress, Personality, Motivation, Inverted-U, Visualisation.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson by lesson examination questions. <p>End of unit tests for 3.2.1.1/2/3, 3.2.1.4 and 3.2.1.5.</p>

Time	Year 10 BTEC Sport Tech Award	Year 10 AQA GCSE PE	Year 11 BTEC Sport Tech Award	Year 11 AQA GCSE PE
Autumn 2	<p>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Curriculum end points:</p> <p>1) Examine equipment, technology and clothing required for participants to use when taking part in sport and physical activity. 2) Explore the benefits and limitations of technology, clothing, and equipment impact on sporting performance. 3) Be able to prepare participants to take part in physical activity.</p> <p>Vocab: Musculoskeletal, Cardiorespiratory system, Alveoli, Protective and safety equipment, Performance analysis</p> <p>Assessments:</p> <ul style="list-style-type: none"> Examination style Questions End of topic assessments Mock PSA 	<p>Paper 1 Anatomy and Physiology</p> <p>Curriculum end points:</p> <p>1) 3.1.1.3 Know and understand what <u>anaerobic and aerobic</u> respiration and EPOC is. 2) 3.1.1.4 Be able to describe and explain the <u>short- and long-term</u> effects of exercise on the body and performance 3) Be able to relate all aspects of A and P to how the body performs its best.</p> <p>Vocab: Anaerobic, Aerobic, Respiration, EPOC, Recovery, Immediate.</p> <p>Assessments:</p> <ul style="list-style-type: none"> Lesson by lesson examination questions. End of unit tests for 3.1.1.3 and 3.1.1.4. 	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Curriculum end points:</p> <p>1) Investigate and understand different fitness training methods. 2) Analysis of fitness component training advantages and limitations. 3) To be able to adapt fitness training and testing methods to a specific scenario e.g. injury.</p> <p>Vocab: Continuous, Fartlek, Circuit, Interval, MSFT , Yo-Yo, Harvard step test, sit and reach test, grip dynamometer , BMI, BIA, 1 minute sit-up and press up test.</p> <p>Assessments:</p> <ul style="list-style-type: none"> Lesson by lesson examination style questions End of topic tests 	<p>Year 11 AQA GCSE PE Paper 2 Socio-cultural Influences</p> <p>Curriculum end points:</p> <p>1) 3.2.2.1 Understand, define and explain how <u>engagement patterns</u>; 3.2.2.2 <u>sponsorship, commercialisation, technology</u>; 3.2.2.3 <u>etiquette and sportsmanship, performance enhancing drugs and spectator behaviour</u> affect how sport is run/governed and how athletes can ensure they contribute as effective team members or individuals. 2) Students will be able to discuss moral issues and wider issues about participation, technological advances and 'the state of the game' using selected sports.</p> <p>Vocab: Hooliganism, Commercialisation, Funding, Drugs, Conduct, Impact.</p> <p>Assessments:</p> <ul style="list-style-type: none"> Lesson by lesson examination questions. End of unit tests for 3.2.2.1, 3.2.2.2 and 3.2.2.3.

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Spring 1	<p>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Curriculum end points:</p> <p>1) Explore types and provision of sport and physical activity for different types of Participant</p> <p>2) Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>3) To be able to prepare participants to take part in sport and physical activity.</p> <p>Vocab: Cost, Access, Time, Culture, Gender, Pliability, Age, Progression, hindrance, public engagement</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Pearson Set Assignment 	<p>Paper 1 Movement Analysis</p> <p>Curriculum end points:</p> <p>1) 3.1.2.1 Know and explain what <u>Lever Systems</u> are and how they affect performance.</p> <p>2) 3.1.2.2 Know and explain the <u>Planes and Axis of Movement</u> in relation to performance. Can write what is seen using anatomical language.</p> <p>3) Be able to relate all aspects of A and P to how the body performs its best.</p> <p>Vocab: Lever, 1st, 2nd, 3rd class levers. Load, Fulcrum, Effort. Sagittal, Transverse, Longitudinal, Frontal.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson by lesson examination questions. • End of unit tests for 3.1.2.1 and 3.1.2.2. 	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Curriculum end points:</p> <p>1) To investigate the effects of long-term fitness training on the body systems</p> <p>2) To explain how adaption occurs in the cardiorespiratory system.</p> <p>3) Design a personal fitness programming to improve fitness and sports performance.</p> <p>Vocab: Adaptations, cardiovascular, respiratory systems, cardiac hypertrophy, decreased resting heart rate, respiratory muscles capillarisation around alveoli.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson by lesson examination style questions • End of topic tests <ul style="list-style-type: none"> • Mock PSA 	<p>Paper 2 Health, Fitness and Well-being</p> <p>Curriculum end points:</p> <p>1) 3.2.3.1 Understand the <u>physical, emotional and social health, fitness and well-being</u> can alter how someone is viewed in health terms and how each one impacts the other.</p> <p>2) 3.2.3.2 Know and explain the consequences of a <u>sedentary lifestyle</u>.</p> <p>3) 3.2.3.3 Explain and discuss how <u>energy use, diet, nutrition and hydration</u> can affect performance and how it can be manipulated.</p> <p>Vocab: Health, Participation, Diet, Macronutrients, Micronutrients, Dehydration.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson by lesson examination questions. <p>End of unit tests for 3.2.3.1, 3.2.3.2 and 3.2.3.3.</p>

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Spring 2	<p>Component 2: Taking Part and Improving Other Participants Sporting Performance</p> <p>Curriculum end points:</p> <p>1) Understand how different components of fitness are used in different physical activities.</p> <p>2) Identify Techniques, strategies and fitness required for different sports.</p> <p>3) Knowledge of rules, regulations, and the responsibility of officials in a range of sports and physical activity.</p> <p>Vocab: Aerobic endurance, Muscular endurance, Muscular strength, speed, flexibility. Skill-related fitness components.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson by lesson examination style questions • End of topic tests 	<p>Paper 1 Physical Training</p> <p>Curriculum end points:</p> <p>1) 3.1.3.1 Can explain the relationship between <u>Health and Fitness</u> and discuss effectively.</p> <p>2) 3.1.3.2 Can know, understand and explain <u>Components of Fitness</u> and the related tests.</p> <p>3) 3.1.3.3 Know and explain what <u>Principles of Training</u> are and how they affect how we train to improve physical performance</p> <p>4) Be able to relate all aspects of A and P to how the body performs its best.</p> <p>Vocab: Fitness, Health, Skill, Relationship, Procedures, Data.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson by lesson examination questions. • End of unit tests for 3.1.3.1, 3.1.3.2 and 3.1.3.3. 	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Curriculum end points:</p> <p>1) Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.</p> <p>2) Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.</p> <p>3) Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson by lesson examination style questions • End of topic tests • PSA Exam 60 marks 	<p>Paper 2 NEA</p> <p>Curriculum end points:</p> <p>1) NEA Part 2 – <u>Analysis of Performance</u> <u>And Evaluation of Performance</u></p> <p>a) Can explain and analyse fitness strength and weaknesses. b) Will explain and analyse your skill strength and weaknesses. c) Will have evaluated and planned a training programme to improve your fitness weaknesses. d) Using psychology will know how can you improve your mental capacity to improve your performance?</p> <p>Vocab: Competition, Improvement, Psychology, FITT, Principles, Overload, Circuits, Cardiovascular</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson by lesson examination questions. • Completed and moderated NEA parts 1 and 2.

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Summer 1	<p>Component 2: Taking Part and Improving Other Participants Sporting Performance</p> <p>Curriculum end points: 1) Demonstrate ways to improve participants sporting techniques. 2) Planning drills and conditioned practices to develop participants' sporting skills. 3) Drills to improve sporting performance.</p> <p>Vocab: Unopposed stationary drills, introduction of travel, passive opposition, Isolated, Competitive, Conditioned active opposition.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • PSA • Lesson by lesson examination style questions • Component 2 PSA <p>End of topic tests</p>	<p>Paper 1 Physical Training</p> <p>Curriculum end points: 1) 3.1.3.3 Know and explain the advantages and disadvantages of each <u>principles of training</u> are and how we use them. 2) 3.1.3.4 Know, explain and discuss how we optimise training and <u>injury prevention</u> through using high altitude and training zones effectively. 3) 3.1.3.5 Can know, plan and conduct effective <u>warm up's and cool down's</u>. 4) Be able to relate all aspects of A and P to how the body performs its best.</p> <p>Vocab: Altitude, SPORT, FITT, Stretch, Heart Rate, Training Zones.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson by lesson examination questions. • End of unit tests for 3.1.2.3, 3.1.2.4 and 3.1.2.5. 	<p>Components 1,2 and 3 Complete</p>	<p>Paper 1 and Paper 2 Complete</p>

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Summer 2	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>1) Explore the importance of fitness for sports performance.</p> <p>2) Understand the need and application of fitness training principles.</p> <p>3) Identify exercise intensity and how it can be calculated and applied to training programmes.</p> <p>Vocab: Borg scale , RPE, HR, Max HR , BPM , FITT, 1RM , Additional principles of training, Pre-test procedures.</p> <p>Assessments:</p> <ul style="list-style-type: none"> •Lesson by lesson examination style questions •End of topic tests 	<p>Paper 1 Physical Training</p> <p>Curriculum end points:</p> <p>1) 3.1.4.1/.2/.3 Will be able to understand how data is collected quantitatively and qualitatively and</p> <p>2) NEA Part 1 - Know what the students strengths and weakness of two element of fitness and two skills are from a selected sport. Can write in detail how these fitness and skill strength and weaknesses affect performances in competitive performances.</p> <p>Vocab: Quantitative, Qualitative, Charts, Graphs, Plotting, Strengths, Weaknesses, Competition.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Lesson by lesson examination questions. • Completion of Part 1 of NEA. • End of Year Paper 1 Mock. 	<p>Components 1,2 and 3 Complete</p>	<p>Paper 1 and Paper 2 Complete</p>