

Physical Education PoS: Year 10 HT1 - GCSE Theory

Students will colour code as they work through the scheme of work.

Students will learn about... The different aspects that affect and influence individuals - some are factors that the individual is able to control and some are not.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to identify and state some examples of the following:</p> <p>Age – be aware of the effects that aging may have on the body and how these might affect the suitability for certain activities Physical activity and age – 2 examples Age divisions</p> <p>Disability – be aware of the disabilities that exist and the way in which the disabled can still be active participants Sporting adaptations – 2 examples Facilities – 2 examples</p> <p>Gender – be aware of the differences that exist between male and females and how this can affect participation Physical differences – 2 examples Perceived differences – 2 examples</p> <p>Physique – be aware of the link between body type and how this might affect the suitability Body types Body type and sport</p> <p>Environment Weather Altitude Humidity Terrain</p> <p>Risk and Challenge Challenging activities – 2 examples Safeguards</p> <p>Activity levels and needs Activity needs Activity effects</p> <p>Training Level of participation – 2 examples Time available – 2 examples Available funds – 2 examples</p>	<p>Students will be able to explain and state examples of the following:</p> <p>Age – be aware of the effects that aging may have on the body and how these might affect the suitability for certain activities Physical activity and age – 3 examples Age divisions – 3 examples</p> <p>Disability – be aware of the disabilities that exist and the way in which the disabled can still be active participants Sporting adaptations Facilities</p> <p>Gender – be aware of the differences that exist between male and females and how this can affect participation Physical differences – 3 examples Perceived differences – 3 examples</p> <p>Physique – be aware of the link between body type and how this might affect the suitability Body types Body type and sport</p> <p>Environment Weather – 3 examples Altitude Humidity Terrain</p> <p>Risk and Challenge Challenging activities – 3 examples Safeguards</p> <p>Activity levels and needs Activity needs Activity effects</p> <p>Training Level of participation – 3 examples Time available Available funds – 3 examples</p>	<p>Students will be able to critically evaluate and use examples to support the following:</p> <p>Age – be aware of the effects that aging may have on the body and how these might affect the suitability for certain activities Physical activity and age – 4+ examples Age divisions – 4+ examples</p> <p>Disability – be aware of the disabilities that exist and the way in which the disabled can still be active participants Sporting adaptations – 4+ examples Facilities – 4+ examples</p> <p>Gender – be aware of the differences that exist between male and females and how this can affect participation Physical differences – 4+ examples Perceived differences – 4+ examples</p> <p>Physique – be aware of the link between body type and how this might affect the suitability Body types Body type and sport</p> <p>Environment Weather – 4+ examples Altitude Humidity Terrain</p> <p>Risk and Challenge Challenging activities – 4+ examples Safeguards</p> <p>Activity levels and needs Activity needs Activity effects</p> <p>Training Level of participation – 4+ examples Time available Available funds – 4+ examples</p>
Assessment		
Written end of unit half term test , Classwork and Homework.		

Physical Education PoS: Year 10 HT2 - GCSE Theory

Students will colour code as they work through the scheme of work.

Students will learn about... The factors affecting your performance. Some factors you will have some control over, but some you will not, such as injury		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to identify and state some examples of the following:</p> <p>Fatigue and stress – consider what fatigue and stress are, the reasons why they occur and the effects they can have Fatigue – 2 examples Stress – 2 examples</p> <p>Injury – be aware of the ways in which injury can occur, the types of injury and the precautions that can be taken to avoid injury Techniques and safe practice 2 examples Precautions - 2 examples</p> <p>First aid and emergency arrangements – be aware of common injuries and what actions should be taken if an accident, injury or emergency does occur Common injuries - 2 examples Cuts - 2 examples</p>	<p>Students will be able to explain and state examples of the following:</p> <p>Fatigue and stress – consider what fatigue and stress are, the reasons why they occur and the effects they can have Fatigue - 3 examples Stress - 3 examples</p> <p>Injury – be aware of the ways in which injury can occur, the types of injury and the precautions that can be taken to avoid injury Techniques and safe practice - 3 examples Precautions - 3 examples</p> <p>First aid and emergency arrangements – be aware of common injuries and what actions should be taken if an accident, injury or emergency does occur Common injuries - 3 examples Cuts - 3 examples</p>	<p>Students will be able to critically evaluate and use examples to support the following:</p> <p>Fatigue and stress – consider what fatigue and stress are, the reasons why they occur and the effects they can have Fatigue – 4+ examples Stress 4+ examples</p> <p>Injury – be aware of the ways in which injury can occur, the types of injury and the precautions that can be taken to avoid injury Techniques and safe practice - 4+ examples Precautions - 4+ examples</p> <p>First aid and emergency arrangements – be aware of common injuries and what actions should be taken if an accident, injury or emergency does occur Common injuries - 4+ examples Cuts - 4+ examples</p>
Assessment		
Written end of unit half term test , Classwork and Homework.		

Physical Education PoS: Year 10 HT3 - GCSE Theory

Students will colour code as they work through the scheme of work.

Students will learn about... The benefits to be gained by taking part in leisure and recreation activities as a way of ensuring that a balanced healthy lifestyle can be established and maintained		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to identify and state some examples of the following:</p> <p>Leisure Define what leisure time is. Give examples of the choices that individuals make about their use of leisure time. Active Leisure – identify active leisure with examples . Passive Leisure – identify passive leisure activities with examples. History of Leisure – where the word leisure derives from? Leisure Provision – identify the different leisure providers. Private enterprise. Rural areas. Urban areas.</p> <p>Recreation Identify what recreation and recreation time are. Physical Recreation – identify why you would opt to participate. Individual reasons e.g. age, location. Outdoor Recreation – identify activities which have challenge with examples. Lifelong Sports – identify which sports can be lifelong.</p>	<p>Students will be able to explain and state examples of the following:</p> <p>Leisure Define and explain what leisure time is. Explain the choices that individuals make about their use of leisure time. Active Leisure – identify and explain active leisure with examples (low and high impact). Passive Leisure – identify and explain passive leisure activities with examples. History of Leisure – explain where the word leisure derives from. Leisure Provision – identify and explain the different leisure providers. Private enterprise. Rural areas. Urban areas.</p> <p>Recreation Explain what recreation and recreation time are. Physical Recreation – explain why you would opt to participate. Individual reasons e.g. age, location. Outdoor Recreation – explain activities which have challenge with examples. Lifelong Sports – explain which sports can be lifelong.</p>	<p>Students will be able to critically evaluate and use examples to support the following:</p> <p>Leisure Define and explain what leisure time is giving example to fully explain. Explain and evaluate the choices that individuals make about their use of leisure time. Active Leisure – identify, explain and evaluate active leisure with examples (low and high impact). Passive Leisure – identify and explain passive leisure activities with examples uses to evaluate choices. History of Leisure – explain and evaluate where the word leisure derives from. Leisure Provision – identify, explain and evaluate the different leisure providers. Private enterprise. Rural areas. Urban areas.</p> <p>Recreation Explain and evaluate what recreation and recreation time are. Physical Recreation – evaluate why you would opt to participate. Individual reasons e.g. age, location. Outdoor Recreation – evaluate activities which have challenge with examples. Lifelong Sports – evaluate which sports can be lifelong.</p>
Assessment		
Written end of unit half term test , Classwork and Homework.		

Physical Education PoS: Year 11 HT4 - GCSE Theory

Students will colour code as they work through the scheme of work.

Students will learn about... How to analyse and judge a performance accurately, making some judgements using technical terms to comment on the strengths and weaknesses		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to identify and state some examples of the following:</p> <p>Can show the ability to observe simple actions or simple combinations of movement patterns/skills.</p> <p>Can make simple judgments.</p> <p>Can recognise major strengths and weaknesses.</p> <p>Can identify and comment on how skills, techniques and ideas have been used in their own or others' work, and on compositional and other aspects of performance, and suggest ways to improve the outcome.</p> <p>Can identify when known skills are used effectively in a game/activity/performance/competitive context and can describe simple tactics, strategies, compositional principles showing limited evaluation, and have the ability to use some technical terms and suggest simplistic improvements.</p>	<p>Students will be able to explain and state examples of the following:</p> <p>Can explain critically by applying a range of relevant criteria to judge a performance. Feedback is comprehensively undertaken.</p> <p>Can select the most important aspects of a performance/ outcome to be improved.</p> <p>Can decide how to modify or refine subsequent attempts in order to achieve the intended result of a corrected model/outcome.</p> <p>Can describe, analyse and evaluate their own and others' performance demonstrating an understanding of the impact that skills, tactics, strategies or composition and fitness have on the quality and effectiveness of performance/outcome; using the relevant technical terms correctly and confidently.</p> <p>Can understand how to monitor and evaluate progress towards improved quality of performance/outcomes. They create action plans and ways of monitoring improvement.</p>	<p>Students will be able to critically evaluate and use examples to support the following:</p> <p>Are extremely confident and able to evaluate critically and accurately by applying a range of relevant criteria to judge a performance and give highly detailed feedback.</p> <p>Can clearly identify the strengths and weaknesses and select the most important aspects of a performance/ outcome to be improved.</p> <p>Can confidently decide how to modify or refine subsequent attempts in order to achieve the intended result of a corrected model/outcome.</p> <p>Can accurately describe, analyse and evaluate their own and others' performance demonstrating comprehensive understanding of the impact that skills, tactics, strategies or composition and fitness have on the quality and effectiveness of performance; using the relevant technical terms correctly and confidently.</p> <p>Can understand how to monitor and evaluate progress towards improved quality of performance/outcomes. They create detailed action plans and ways of monitoring improvement.</p>
<p>Assessment</p> <p>Written CCA</p>		

Physical Education PoS: Year 10 HT5 - GCSE Health Fitness And A Healthy Active Lifestyle

Students will colour code as they work through the scheme of work.

Students will learn about... The factors that contribute to ensuring that you are able to lead an active and healthy lifestyle		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to identify and state some examples of the following:</p> <p>General Health What is good health? Simple definition Dangers to health - smoking and alcohol</p> <p>Healthy Active Lifestyle Good exercise habits - 2 examples Benefits to be gained - 2 examples Guidelines and effects</p> <p>The structure of the skeletal system Functions Bones Joints Connective tissue</p> <p>The role of the skeletal system Joints Movement Movement and activity</p> <p>The structure of the muscular system Muscle types Muscles and movement</p> <p>The role of the muscular system Muscles and movement Muscular contractions Major muscles and movement functions</p> <p>Components of fitness Strength Speed Power Cardiovascular endurance Flexibility</p> <p>Skill related factors of fitness</p>	<p>Students will be able to explain and state examples of the following:</p> <p>General Health What is good health? World Health definition Dangers to health – smoking, alcohol and drugs</p> <p>Healthy Active Lifestyle Good exercise habits - 3/4 examples Benefits to be gained - 3/4 examples Guidelines and effects - long and short term</p> <p>The structure of the skeletal system Functions Bones Joints Connective tissue</p> <p>The role of the skeletal system Joints Movement Movement and activity</p> <p>The structure of the muscular system Muscle types Muscles and movement</p> <p>The role of the muscular system Muscles and movement Muscular contractions Major muscles and movement functions</p> <p>Components of fitness Strength Speed Power Cardiovascular endurance Flexibility</p> <p>Skill related factors of fitness</p>	<p>Students will be able to critically evaluate and use examples to support the following:</p> <p>General Health What is good health? World Health definition and components involved Dangers to health - smoking, alcohol and both prescribed and performance enhancing drugs</p> <p>Healthy Active Lifestyle Good exercise habits - 4/5 examples Benefits to be gained - 4/5 examples Guidelines and effects - long and short term and physical condition</p> <p>The structure of the skeletal system Functions Bones Joints Connective tissue</p> <p>The role of the skeletal system Joints Movement Movement and activity</p> <p>The structure of the muscular system Muscle types Muscles and movement</p> <p>The role of the muscular system Muscles and movement Muscular contractions Major muscles and movement functions</p> <p>Components of fitness Strength Speed Power Cardiovascular endurance Flexibility</p>

Agility Balance Co-ordination Reaction Time Timing	Agility Balance Co-ordination Reaction Time Timing	Skill related factors of fitness Agility Balance Co-ordination Reaction Time Timing
Assessment		
Written end of unit half term test , classwork and homework.		

Physical Education PoS: Year 10 HT6 - GCSE Diet

Students will colour code as they work through the scheme of work.

Students will learn about... The dietary needs with regards to maintaining a balanced diet as a contributory factor in maintaining a healthy active lifestyle and the different needs that different activities and categories of performers might have.		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will be able to identify and state some examples of the following:</p> <p>Maintaining a balanced diet What constitutes a balanced diet:</p> <p>Carbohydrates Fats Proteins Vitamins Minerals Water Fibre</p> <p>Dietary considerations - 5 main food groups.</p> <p>Specific Diets Levels of participation - energy needed Carbohydrate loading High protein diets</p>	<p>Students will be able to explain and state examples of the following:</p> <p>Maintaining a balanced diet What constitutes a balanced diet and the nutrients needed:</p> <p>Carbohydrates - simple and complex Fats - 3 types Proteins - plants/animals Vitamins Minerals Water Fibre - digestion</p> <p>Dietary considerations - 5 main food groups. Dietary deficiencies.</p> <p>Specific Diets Levels of participation - energy needed before, during and after exercise Carbohydrate loading High protein diets</p>	<p>Students will be able to critically evaluate and use examples to support the following:</p> <p>Maintaining a balanced diet What constitutes a balanced diet, the nutrients needed and the different food types</p> <p>Carbohydrates Fats - 3 types Proteins - plants/animals Vitamins Minerals Water Fibre/roughage - digestion</p> <p>Dietary considerations - 5 main groups and portions needed for balanced intake. Dietary deficiencies - obesity.</p> <p>Specific Diets Levels of participation - energy needed before, during and after exercise - calorie intake Carbohydrate loading High protein diets</p>
Assessment		
Written end of unit half term test , classwork and homework.		