

	Term	Aut 1		Unit 1		Term	Aut 2		Unit 2		Term	Spr 1		Unit 3		Term	Spr 2		Unit 4		Term	Sum 1		Unit 5		Term	Sum 2		Unit 6		Assessment
		Curriculum/Syllabus Coverage															Curriculum/Syllabus Coverage														
Year 10	Unit Title	Muscular Skeletal System AO1, AO2, AO3				Cardio vascular system				Respiratory and Cardio-respiratory System -AO1, AO2, AO3				Physical training AO1, AO2, AO3				Movement analysis - AO1, AO2, AO3,				Health and Well Being - AO1, AO2, AO3				Full paper 1 + Topic test Health					
	Sequencing: knowledge & skills	Classification and roles of muscles. Location and roles of key voluntary muscles. Antagonistic muscles. Fast and slow twitch fibres and how the skeletal and muscular system work together to allow participation. Understanding the structure of the skeletal system and classification of joints. Classification of bones and how the function of bone is relevant to performance in physical activities and sport. Movement possibilities at a joint. The role of ligaments and tendons.				- Functions of the cardiovascular system; transport of oxygen and carbon dioxide and nutrients, clotting of open wounds, regulation of body temperature. - Structure of the cardiovascular system: atria, ventricles, septum, tricuspid, bicuspid and semi-lunar valves, aorta, vena cava, pulmonary artery and vein, and their role in blood circulation. - Structure of the blood vessels and their importance during physical activity in terms of blood pressure. - The mechanisms required (vasodilation/ vasoconstriction) and the need for blood redistribution (vascular shunting) for physical activity compared to rest. - Function and importance of red/ white blood cells, platelets and plasma.				- Composition of inhaled and exhaled air and the impact of physical activity/ sport in this composition. - Vital capacity and tidal volume and the changes due to physical activity/ sport. - Location of main components of respiratory system; lungs, bronchi, bronchioles, alveoli, diaphragm and the role in movement of oxygen and carbon dioxide in/ out of the body. - Structure of the alveoli to enable gaseous exchange and the demands of required for both aerobic and anaerobic intensities. - How the cardiovascular and respiratory systems work together to allow participation in physical activity/ sport. - Aerobic respiration: The use of glucose and oxygen to release energy as well as carbon dioxide and water. - Anaerobic respiration: the impact of insufficient oxygen on energy release and production of lactic acid. - Short term effects of lactate accumulation/ muscle fatigue on performance. - Short term effects of physical activity on heart rate, stroke volume and cardiac output. - Short term effects of physical activity on depth and rate of breathing.				Understanding the principles of training and their application. Long term training effects on the musculo-skeletal system. Identification of injury, treatment and common sports injuries. Injury prevention in sport and physical activity. Performance enhancing drugs – types, advantages and disadvantages. - Understanding the relationship between health, fitness and exercise. - The importance of warm ups and cool downs. - The components of fitness, their tests and the relative importance of these components in physical activity and sport.				Understanding of the lever system (First, second and third class levers). - Mechanical advantage in sport and physical activity. - Planes and axes - generalised movement patterns. ... Students will evaluate the performance of a peer in a given sport. Students will outline the performance strengths/weaknesses in relation to both skill and fitness and develop a programme to help them develop.				- Physical, emotional and social health. - Impact of on well-being - Positive and negative impacts on lifestyle choices in relation to diet, activity level, work/rest/sleep balance and recreational drugs. - Consequences of a sedentary lifestyle. - Nutritional requirements and ratio of balanced diet. - Role and importance of macronutrients. - Role and importance of micronutrients. - Factors affecting optimum weight. - Correct energy balance to maintain a healthy weight. - Hydration for physical activity and sport.				Fitness & wellbeing + practical					
	Literacy & reading	Key words: latissimus dorsi, deltoid, rotator cuffs, pectorals, biceps, triceps, abdominals, hip flexors, gluteals, hamstring group, gastrocnemius, tibialis anterior, bones, cranium, vertebrae, scapula, humerus, ribs, sternum, radius, ulna, pelvis, femur, tibia, fibula, talus. Classification of bones - flat, irregular. Joints - synovial fluid, synovial membrane, joint capsule, bursae, cartilage, ligaments. Flexion, extensions, abduction, adduction, rotation, plantar flexion.				Key words: Pathway of air, gaseous exchange, blood vessels, structure of the heart, Cardiac output, stroke volume and heart rate, the cardiac cycle and the pathway of the blood, atria, ventricles, deoxygenated blood, pulmonary artery, gaseous exchange, stroke volume, cardiac output,				EPOC, aerobic exercise, anaerobic exercise, glucose, tiredness, fatigue, nausea, DOMS, bradycardia, hypertrophy.				specificity, progressive overload, reversibility, tedium, frequency, intensity, time, type, circuit, continuous, interval, fartlek, static, weight, plyometrics. Health, fitness, exercise, wellbeing, agility, balance, cardiovascular endurance, coordination, flexibility, muscular endurance, power/explosive strength, reaction time, strength, speed.				Movement analysis key words: fulcrum, load, effort, mechanical advantage, mechanical disadvantage, flexion, extension, abduction, adduction, plantar flexion. Oral/written coursework that will be presented to the rest of the class. Students will endeavour to encompass all manner of key terms into their work. This is a formal written/oral presentation that will assess students knowledge, comprehension and delivery of learned concepts.				Mental health, well-being, heart function, emotion control, fitness, hypertension, diabetes, somatotype, endomorph, ectomorph, mesomorph, diet, viscosity, heart rate.									
	Differentiation for MA & LA	LA: Can name specific muscles and their position on the body. Is able to talk about the role of antagonistic pairs. Can also name joint types, specific bones and their roles within the body MA: is able to explain why certain performers are able to perform better dependant upon their muscle make up. Can explain why some performers may need different types of muscle make up. Can apply joint types to sport and their classification. Is able to explain why certain bones may be classified in a certain way.				LA: Explain the function of the CVR system. Name specific bones, functions and roles of skeleton MA: Can apply function of skeleton to specific activities and the benefits that certain body types have upon performance Explain the impact of PEDs on CVR system and the impact of altitude training.				LA: Can define key terms and outline basic principles of cardio-respiratory system. MA: Can outline the function of the cardio-respiratory system and outline how they work together.				LA: Can define and explain the principles of training. Is able to explain the different components of fitness. MA: Can apply the different principles of training to different performers. Is able to explain why different sports performers may benefit from different types of training. Is able to apply the components of fitness to different performers and explain why some sports may be more reliant on some components than others.				LA: Is able to classify basic levers. MA: is able to classify lever systems and explain the mechanical advantage/disadvantage of lever types. Can apply this knowledge to sports technology. Coursework - LA: Can provide a brief outline of strengths and weaknesses in relation to performance and fitness. MA: Is able to outline a minimum of 3 strengths/weaknesses for both skill and fitness and is able to outline a programme that will improve performance.				LA: Can define key terms and outline consequences of sedentary lifestyle. MA: is able to suggest ways that an individual can improve fitness.									
	Enrichment & cultural refs	Genetic impacts upon sport preference. . Extra curricular activities such as Football, Cricket, Basketball and Netball allowing students to improve targeted components of fitness and set themselves SMART targets.				Genetic impacts upon sport preference. . Extra curricular activities such as Football, Cricket, Basketball and Netball allowing students to improve targeted components of fitness and set themselves SMART targets.				Genetic impacts upon sport preference. . Extra curricular activities such as Football, Cricket, Basketball and Netball allowing students to improve targeted components of fitness and set themselves SMART targets.				Genetic impacts upon sport preference. . Extra curricular activities such as Football, Cricket, Basketball and Netball allowing students to improve targeted components of fitness and set themselves SMART targets.				Genetic impacts upon sport preference. . Extra curricular activities such as Football, Cricket, Basketball and Netball allowing students to improve targeted components of fitness and set themselves SMART targets.				Genetic impacts upon sport preference. . Extra curricular activities such as Football, Cricket, Basketball and Netball allowing students to improve targeted components of fitness and set themselves SMART targets.									
	British Vals & SMSC	Problem solving, mutual respect, tolerance.				Problem solving, mutual respect, tolerance.				Problem solving, mutual respect, tolerance.				Problem solving, mutual respect, tolerance.				Problem solving, mutual respect, tolerance.				Problem solving, mutual respect, tolerance.									
	Personal Devt	Students will gain a deeper understanding of the muscular skeletal system. This will develop understanding of their own physiology and their potential within sports dependant upon their genetic make up and their physical attributes.				Organisation, having a deeper understanding of physiology, problem solving				Organisation, having a deeper understanding of physiology, problem solving				Students will gain a deeper understanding of the components of fitness and what makes a person fit. They will also develop an understanding of differing training methods that could be applied to their own training to make them better performers.				Students will gain a deeper understanding of what excellent performance looks like and in turn gain a greater appreciation for their own performances in sport. With the course work students will develop their presentation skills which can be used in future job interviews and college interviews. Additionally, students will learn to apply their knowledge to a given context which is applicable at exam level too.				Students will develop a greater understanding of the issues surrounding health in todays society. Students will understand the principals of a healthy balanced diet and what they can do to ensure they remain healthy.									
Careers	Social Scientist, advertising, police officer, news reader, journalist, sports journalist, Doctor, surgeon, Physiotherapist, personal trainer, professional athlete, gym instructor, Physical education teacher.				Social Scientist, advertising, police officer, news reader, journalist, sports journalist, Doctor, surgeon, Physiotherapist, personal trainer, professional athlete, gym instructor, Physical education teacher.				Social Scientist, advertising, police officer, news reader, journalist, sports journalist, Doctor, surgeon, Physiotherapist, personal trainer, professional athlete, gym instructor, Physical education teacher.				Social Scientist, advertising, police officer, news reader, journalist, sports journalist, Doctor, surgeon, Physiotherapist, personal trainer, professional athlete, gym instructor, Physical education teacher.				Social Scientist, advertising, police officer, news reader, journalist, sports journalist, Doctor, surgeon, Physiotherapist, personal trainer, professional athlete, gym instructor, Physical education teacher.				Social Scientist, advertising, police officer, news reader, journalist, sports journalist, Doctor, surgeon, Physiotherapist, personal trainer, professional athlete, gym instructor, Physical education teacher.										

	Term	Aut 1		Unit 7		Term	Aut 2		Unit 8		Term	Spr 1		Unit 9		Term	Spr 2		Unit 10		Term	Sum 1		Unit 11		Term	Sum 2		Unit 12		Assessment
		Curriculum/Syllabus Coverage															Curriculum/Syllabus Coverage														
Year 11	Unit Title	Sports Psychology AO1, AO2, AO3, AO4 and EAPI Coursework				Socio-cultural influences in sport - AO1, AO2, AO3, AO4 and EAPI - Coursework				Paper one & two revision - AO1, AO2, AO3				Practical moderation - AO1, AO2, AO3				The structure of longer answer questions - AO1, AO2, AO3				Exam preparation - AO1, AO2, AO3				Full paper 1 & 2 + Coursework/ Practical					
	Sequencing: knowledge & skills	- Classification of a range of sports skills on the environmental, difficulty and organisational continua. - Practice structures of massed, distributed, fixed and variable. - Apply the most relevant practice to the appropriate type of skill. - The use of goal setting to improve/ optimise performance using SMART principle with setting and reviewing targets. - Critically evaluate the types of guidance; visual, verbal, manual and mechanical. - Types of feedback to optimise feedback; extrinsic, intrinsic concurrent, terminal. - Mental preparation for performance.				- Participation rates in physical activity/ sport in different social groups; gender, age, socio-economic, ethnicity and disability. - The relationship between commercialisation, the media and physical activity/ sport. - Advantages/ disadvantages of commercialisation and the media for; the sponsor, the sport, the performer, the spectator. - The different types of sporting behaviour; sportsmanship, gamesmanship and the reasons for, and consequences of, deviance at elite level.				Using a variety of revision techniques students will recapitulate from paper one (cardio-respiratory system, musculo-skeletal system, movement analysis and physical training). They will also recap paper two topics (Health, fitness and well being, sport psychology and socio-cultural influences) A key focus will be on identifying any common misconceptions within these topics and checking for understanding with all topics.				A key focus on selected practical sports with the official moderation due at the beginning of summer term one. Students will look to apply knowledge of rules on laws of the games as well perfecting key skills through the use of distributed practice which will help them to maximise performance. Revision for theory will continue and will be focused on Paper two (Health, fitness and wellbeing) which will work in tandem with practical sports.				Revision on the key components and functions of each topic. With the application of sporting examples and effective analysis students will work on the structure for the longer answer questions. Students will gain continued knowledge for AO1, AO2 and AO3.				Final recap on both paper one and two in preparation for both exams. With practical moderation complete the students will have three hours per week in the classroom to focus on all topics using a variety of revision techniques as well as continuing to practice their longer answer questions.									
	Literacy & reading	Skill classification, basic, complex, open/closed, self-paced/externally paced, gross/fine. Performance goals, outcome goals, SMART targets. Information processing model, input, decision making, output, feedback, draw, visual, verbal, manual, mechanical, intrinsic, extrinsic, arousal, tangible, intangible.				KW - gender, age, race, disability, attitudes, role models, accessibility, media, education, Media, sponsorship, positive/negative impacts, technology in sports, Drugs, prohibited substances, conduct, gamesmanship, PEDs, reputation, credibility, Hooliganism, rivalries, hype, spectator behaviour, home-field advantage.				Students are always encouraged to answer questions in full sentences whilst helping to build on answers by their peers through the use of sporting examples. Students are also encouraged to analyse and conclude on peer responses. This enables students to improve on their longer answer questions by together building the perfect answer to questions.				Students are always encouraged to answer questions in full sentences whilst helping to build on answers by their peers through the use of sporting examples. Students are also encouraged to analyse and conclude on peer responses. This enables students to improve on their longer answer questions by together building the perfect answer to questions.				Students are always encouraged to answer questions in full sentences whilst helping to build on answers by their peers through the use of sporting examples. Students are also encouraged to analyse and conclude on peer responses. This enables students to improve on their longer answer questions by together building the perfect answer to questions.				Students are always encouraged to answer questions in full sentences whilst helping to build on answers by their peers through the use of sporting examples. Students are also encouraged to analyse and conclude on peer responses. This enables students to improve on their longer answer questions by together building the perfect answer to questions.									
	Differentiation for MA & LA	LA: Can explain the difference between intrinsic and extrinsic rewards. MA: Is able to apply different forms of guidance to specific coaching situations.				LA: Understand the social groups. Develop a basic understanding of relevant factors. MA: Develop analytical skills to ascertain what factors are relevant to differing circumstances.				LA: Will be able to effectively answer short answer questions within paper two and attempt long answer questions. MA: Will be able to apply knowledge from a variety of topics and apply them to long and short answer questions.				All students will be able to show appropriate skills in predetermined situations. MA will be able to apply these skills in spontaneous situations.				All students will improve their knowledge of how to answer 9 mark questions effectively.				All students will hone knowledge. LA students will be able to feel confident on definitions and short answer questions. MA students will be able to apply relevant knowledge to a variety of long and short answer questions.									
	Enrichment & cultural refs	Genetic impacts upon sport preference. . Extra curricular activities such as Football, Cricket, Basketball and Netball allowing students to improve targeted components of fitness and set themselves SMART targets.				Current affairs - LGBTQ, links to race, gender, social mobility, Social media and the impact on sport/consumerism, capitalism, Current affairs - doping scandals, BALCO, Barry Bonds, Lance Armstrong, London riots, hooliganism, racism in sport				Genetic impacts upon sport preference. . Extra curricular activities such as Football, Cricket, Basketball and Netball allowing students to improve targeted components of fitness and set themselves SMART targets.				Genetic impacts upon sport preference. . Extra curricular activities such as Football, Cricket, Basketball and Netball allowing students to improve targeted components of fitness and set themselves SMART targets.				Genetic impacts upon sport preference. . Extra curricular activities such as Football, Cricket, Basketball and Netball allowing students to improve targeted components of fitness and set themselves SMART targets.				Genetic impacts upon sport preference. . Extra curricular activities such as Football, Cricket, Basketball and Netball allowing students to improve targeted components of fitness and set themselves SMART targets.									
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	Personal Devt	Students will learn about emotion control, how to avoid becoming overaroused, the issues with feedback and also different ways to motivate themselves.				Students will gain a greater understanding of the impact that society has upon their opportunities. Students will become more aware of the role of commercialism and the role of media, fans and sponsorship. Importance of critical analysis of performance. Importance of social surroundings, understanding social constructs.				Students will consolidate knowledge and apply to exam context.				Students will consolidate knowledge and apply to exam context.				Students will consolidate knowledge and apply to exam context.				Students will consolidate knowledge and apply to exam context.									
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