

# Curriculum Map Year 10 PE

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<b>Health, fitness and wellbeing</b>  Show understanding of knowledge gained (AO1)	Autumn HT1	<ul style="list-style-type: none"> <li>The effects of exercise on physical, mental and social wellbeing</li> <li>The consequences of a sedentary lifestyle</li> <li>Obesity</li> <li>Somatotypes</li> </ul>	Students should be able to apply their own practical experience in sport from KS3 to the benefits of exercise	Links to A Level curriculum which include: <ul style="list-style-type: none"> <li>Benefits of raising participation</li> </ul>
<b>The structure and functions of the skeletal system</b>  Apply knowledge to sporting examples	Autumn HT1	<ul style="list-style-type: none"> <li>Bones</li> <li>Structure and functions of the skeleton</li> <li>Structure of a synovial joint</li> <li>Types of synovial joints</li> <li>Types of movement at different joints</li> <li>Muscles of the body</li> <li>How major muscle groups cause movement at joints</li> </ul>	Students should have knowledge of a wide range of sports and movements within those sports from KS3 to be able to apply to types of movement	Links to A Level curriculum which includes: <ul style="list-style-type: none"> <li>Joint actions in three planes and axes</li> <li>Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction</li> </ul>
<b>Health, fitness and wellbeing (continued)</b>  Understand command words	Autumn HT2	<ul style="list-style-type: none"> <li>Energy use</li> <li>Reasons for having a balanced diet</li> <li>The role of major food groups</li> <li>Reasons for maintaining water balance</li> </ul>		Links to A Level curriculum which include: <ul style="list-style-type: none"> <li>Understand the exercise-related function of food classes</li> </ul>
<b>The structure and function of the cardio-respiratory system</b>  Analyse and evaluate graphs	Autumn HT2	<ul style="list-style-type: none"> <li>The pathway of air</li> <li>Gaseous exchange</li> <li>Mechanics of breathing</li> <li>Interpretation of a spirometer tracing</li> </ul>	Students should be able to apply their own practical experience in sport from KS3 to changes in breathing during exercise and be able to use this to analyse a spirometer tracing	Links to A Level curriculum which includes: <ul style="list-style-type: none"> <li>Lung volumes</li> <li>Gas exchange</li> </ul>
<b>Physical training</b>  Methods for collecting data	Spring HT3	<ul style="list-style-type: none"> <li>The relationship between health and fitness</li> <li>The components of fitness</li> <li>Reasons for and limitations of fitness testing</li> <li>Use of data</li> <li>Measuring the components of fitness</li> </ul>	Students should have some knowledge of different components of fitness from KS3 practical lessons	Links to A Level curriculum which includes: <ul style="list-style-type: none"> <li>Understanding of the key terms relating to laboratory conditions and field tests</li> </ul>
<b>The structure and function of the cardio-respiratory system (continued)</b>  Presenting data and evaluation of graphs	Spring HT3	<ul style="list-style-type: none"> <li>Blood vessels</li> <li>Structure of the heart</li> <li>Pathway of blood and the cardiac cycle</li> <li>Cardiac output, heart rate and stroke volume</li> </ul>	Students should be able to apply their own practical experience in sport from KS3 to changes in heart rate during exercise and be able to use this to analyse a graph	Links to A Level curriculum which includes: <ul style="list-style-type: none"> <li>The hormonal, neural and chemical regulation of responses during physical activity and sport</li> </ul>
<b>Physical training (continued)</b>  Understand how to optimise training benefits	Spring HT4	<ul style="list-style-type: none"> <li>The principles of training</li> <li>Types of training and their advantages and disadvantages</li> <li>Optimising training</li> <li>Prevention of injury during training</li> </ul>		Links to A Level curriculum which includes: <ul style="list-style-type: none"> <li>Impact of specialist training methods on energy systems</li> <li>Principles of training</li> <li>Training methods to improve physical fitness and health</li> <li>Types of injury</li> <li>Understanding different methods used in injury prevention, rehabilitation and recovery.</li> </ul>
<b>Anaerobic and aerobic exercise</b>	Spring HT4	<ul style="list-style-type: none"> <li>Aerobic and anaerobic exercise</li> <li>EPOC – Excess Post-Exercise Oxygen Consumption</li> <li>The recovery process</li> <li>The effects of exercise</li> </ul>	Students should be able to apply their own practical experience in sport from KS3 to the effects of exercise	Links to A Level curriculum which includes: <ul style="list-style-type: none"> <li>Energy transfer in the body</li> <li>Physiological reasons for methods used in injury rehabilitation</li> </ul>

Understand factors that underpin performance in sport				
<b>Physical training (continued)</b>  Link theoretical content in extended response questions	Summer HT5	<ul style="list-style-type: none"> <li>• Specific training types – altitude training</li> <li>• Seasonal aspects</li> <li>• Warming up and cooling down</li> </ul>	Warming up and cooling down is covered in KS3 as part of practical lessons	Links to A Level curriculum which includes: <ul style="list-style-type: none"> <li>• Physiological effects and benefits of a warm up and cool down</li> <li>• Impact of specialist training methods on energy systems</li> <li>• Application of principles of periodisation</li> </ul>
<b>NEA performance analysis assessment – analysis</b>  Analyse sporting performance	Summer HT5	<ul style="list-style-type: none"> <li>• Identification of chosen sport</li> <li>• Identification of two strengths – one fitness related and one skill</li> <li>• Identification of two weaknesses – one fitness related and one skill</li> <li>• Justification of strengths and weaknesses and their impact on a recent competitive performance</li> </ul>	Students likely to choose a sport and a skill that has been covered in the KS3 curriculum	Links to A Level curriculum which includes: <ul style="list-style-type: none"> <li>• NEA performance analysis assessment - analysis of two weaknesses</li> </ul>
<b>NEA performance analysis assessment – evaluation</b>  Evaluate how improvements can be made to sporting performance	Summer HT6	<ul style="list-style-type: none"> <li>• Identification of an appropriate training type to improve the fitness weakness</li> <li>• Description of one training session that provides an example of what could be used for the performer</li> <li>• Explanation of how prolonged use of the identified training type could improve the fitness weakness</li> <li>• Identification of one other relevant part of the specification (not another training type) which, when applied, could bring about improvement in the weakness</li> <li>• Explanation of how the additional specification content selected could lead to improvement of the identified weakness.</li> </ul>	Students likely to choose a sport and a skill that has been covered in the KS3 curriculum	Links to A Level curriculum which includes: <ul style="list-style-type: none"> <li>• NEA performance analysis assessment - evaluation of two weaknesses</li> </ul>
<b>Mock exam preparation</b>	Summer HT6	<ul style="list-style-type: none"> <li>• Understanding command words</li> <li>• Analysis of AO1, AO2 and AO3 questions</li> <li>• Recapping content from HT1 to HT5</li> </ul>		