

AQA GCSE Physical Education at The Bulmershe School 2018-2019
Key Stage 4 Curriculum Plan
Year 9

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Unit of Study:</u> 3.1.1.1 The structure and functions of the musculoskeletal system</p> <p>3.1.1.1 Structure and function of the skeleton</p> <p>3.1.1.1 Structure and function of the muscular system</p> <p>3.1.1.1 Structure of a synovial joint and movement patterns.</p> <p>3.1.1.1 How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints.</p> <p>3.1.1.2 The structure and functions of the cardio-respiratory system</p>	<p><u>Unit of Study:</u> 3.1.1.2 The structure and functions of the cardio-respiratory system</p> <p>3.1.1.2 Structure and function of the heart and blood vessels. Adaptations through sport linked to performance.</p> <p>3.1.1.2 Cardiac output, stroke volume and heart rate</p> <p>3.1.1.2 Mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing</p> <p>3.1.1.2 Interpretation of a spirometer trace (tidal volume, residual volume etc)</p> <p>3.1.1.3 Anaerobic and aerobic exercise</p>	<p><u>Unit of Study:</u> 3.1.1.3 The use of aerobic and anaerobic exercise in practical examples of differing intensities</p> <p>3.1.1.3 Excess post-exercise oxygen consumption (EPOC)/oxygen debt as the result of muscles respiring anaerobically during vigorous exercise and producing lactic acid</p> <p>3.1.1.3 The recovery process from vigorous exercise</p> <p>3.1.1.4 The short and long term effects of exercise</p> <p>3.1.1.4 Immediate effects of exercise (during exercise) Short-term effects of exercise (24 to 36 hours after exercise)</p>	<p><u>Unit of Study:</u> 3.1.2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</p> <p>3.1.2.1 First, second and third class lever systems within sporting examples</p> <p>3.1.2.1 Mechanical advantage – an understanding of mechanical advantage in relation to the three lever systems</p> <p>3.1.2.1 Analysis of basic movements in sporting examples</p> <p>3.1.2.2 Planes and axes of movement</p> <p>3.1.2.2 Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions</p>	<p><u>Unit of Study:</u> 3.1.3.1 The relationship between health and fitness and the role that exercise plays in both</p> <p>3.1.3.1 The relationship between health and fitness</p> <p>3.1.3.2 The components of fitness, benefits for sport and how fitness is measured and improved</p> <p>3.1.3.2 Definitions of the components of fitness. Linking sports and physical activity to the required components of fitness</p> <p>3.1.3.2 Testing procedures and reasons for and limitations of fitness testing</p> <p>3.1.3.2 carry out the tests and measuring the components of fitness. Apply to your own fitness and focus on improvements.</p>	<p><u>Unit of Study:</u> 3.1.3.3 The principles of training and overload with the SPORT and FITT principles</p> <p>3.1.3.3 Types of training. Weight training, continuous training, circuit training, fartlek running, plyometric. (done practically in lesson)</p> <p>3.1.3.3 Identification of the advantages and disadvantages (the effects on the body) of training types linked to specific aims</p> <p>3.1.3.4 How to optimise training and prevent injury. Calculated correct training intensities.</p> <p>3.1.3.4 Specific training techniques – high altitude training as a form of aerobic training</p>

<p>3.1.1.2 Structure of the lungs and pathway of air. Gaseous exchange and sporting performance</p>	<p>3.1.1.3 Understanding the terms aerobic exercise (in the presence of oxygen) and anaerobic exercise (in the absence of enough oxygen)</p>	<p>Long-term effects of exercise (months and years of exercising)</p>	<ul style="list-style-type: none"> • front somersault/ forward roll/running action • 360° twist (ice skating spin)/discus thrower rotating in circle effort • cartwheel. 	<p>3.1.3.3 The principles of training and their application to personal exercise/training programme</p>	<p>3.1.3.4 Seasonal aspects and linked to sporting performance.</p> <p>3.1.3.5 Effective use of warm up and cool down</p>
<p><u>Assessment:</u> End of half term tests. Weekly examination questions and mini quizzes in lessons.</p>	<p><u>Assessment:</u> End of half term tests. Weekly examination questions and mini quizzes in lessons.</p>	<p><u>Assessment:</u> End of half term tests. Weekly examination questions and mini quizzes in lessons.</p>	<p><u>Assessment:</u> End of half term tests. Weekly examination questions and mini quizzes in lessons.</p>	<p><u>Assessment:</u> End of half term tests. Weekly examination questions and mini quizzes in lessons.</p>	<p><u>Assessment:</u> End of half term tests. Weekly examination questions and mini quizzes in lessons.</p>
<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>
<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</p>

Specification: <https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

Enrichment/Extra Curriculum: Rugby, football, netball, table tennis, badminton, basketball, athletics, handball, gymnastics, swimming, tennis and trampolining.
The weekly homework will be set up on the Everlearner platform where student will be able to watch videos, complete quizzes and practice extended writing.
Student will be able to attend Friday catch up sessions after school if they have missed lessons

AQA GCSE Physical Education at The Bulmershe School 2018-2019
Key Stage 4 Curriculum Plan
Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Unit of Study: 3.1.4</u> Use of data</p> <ul style="list-style-type: none"> Quantitative data Methods for collecting quantitative data Qualitative data Methods for collecting qualitative data <p>3.1.4.2 Present data (including tables and graphs)</p> <p>3.1.4.2 How to plot basic:</p> <ul style="list-style-type: none"> bar charts line graphs. <p>How to label x and y axes on bar charts and line graphs.</p>	<p><u>Unit of Study: 3.2</u> Socio-cultural influences and well-being in physical activity and sport</p> <p>3.2 Skill and ability</p> <p>3.2 Classifications of skill</p> <p>3.2 Definitions of types of goals. Performance vs outcome</p> <p>3.2.1.2 The use of goal setting and SMART targets to improve and/or optimise performance</p> <p>3.2.1.2 The use and evaluation of setting performance and outcome goals in sporting examples</p> <p>3.2.1.2 The use of SMART targets to</p>	<p><u>Unit of Study: 3.2.1.5</u> Mental preparation for performance</p> <p>3.2.1.5 Arousal and effects on performance. Inverted U theory.</p> <p>3.2.1.5 How arousal can be controlled using stress management techniques before or during a sporting performance</p> <ul style="list-style-type: none"> Deep Breathing self-talk visualization <p>3.2.1.5 Understand the difference between direct and indirect aggression with application to specific sporting examples</p> <p>3.2.1.5 Understand the characteristics of introvert and extrovert</p>	<p><u>Unit of Study: 3.2.2</u> Socio-cultural influences. Engagement patterns of different social groups and the factors affecting participation</p> <ul style="list-style-type: none"> gender race/religion/culture age family/friends/peers disability. <p>Understand the clear reason for lack of participation and how barriers can be broken down.</p> <p>3.2.2.2 Commercialisation of physical activity and sport. Commercialisation triangle of sport, media and sponsorship.</p> <p>3.2.2.2 Types of sponsorship and the media.</p> <p>Positive and negative impacts of sponsorship and the media</p>	<p><u>Unit of Study: 3.2.2.3</u> Ethical and socio-cultural issues in physical activity and sport. Conduct of performers</p> <ul style="list-style-type: none"> etiquette sportsmanship gamesmanship contract to compete. <p>3.2.2.3 Prohibited substances and role in sport</p> <ul style="list-style-type: none"> stimulants narcotic analgesics anabolic agents peptide hormones (EPO) diuretics Blood doping <p>3.2.2.3 Which type of performers may use different types of performance enhancing drugs (PEDs) with sporting examples. <i>Blood doping for endurance athletes.</i></p>	<p><u>Unit of Study: 3.2.3</u> Health, fitness and well-being</p> <p>3.2.3.1 Physical, emotional and social health, fitness and well-being. Linking participation in physical activity, exercise and sport to health, well-being and fitness, and how exercise can suit the varying needs of different people</p> <p>3.2.3.2 The consequences of a sedentary lifestyle. The consequences of a sedentary lifestyle.</p> <p>3.2.3.2 Obesity and how it may affect performance in physical activity and sport</p>

<p>3.1.4.2 Analysis and evaluation of data Interpretation of data presented in basic:</p> <ul style="list-style-type: none"> • tables • bar charts • line graphs • pie charts. <p>Students to work on data questions throughout the curriculum</p>	<p>improve and/or optimise performance</p> <p>3.2.1.3 Basic information processing</p> <ul style="list-style-type: none"> • input •decision making •output •feedback <p>3.2.1.4 Guidance and feedback on performance</p> <p>3.2.1.4 Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers</p>	<p>personality types, including examples of sports which suit these particular personality types</p> <p>3.2.1.5 Definition of intrinsic and extrinsic motivation, as used in sporting examples. Evaluation of the merits of intrinsic and extrinsic motivation in sport</p>	<p>Positive and negative impacts of technology on</p> <ul style="list-style-type: none"> • performer • sport • official • audience/spectator • sponsor/company. 	<p>3.2.2.3 The advantages and disadvantages for the performer of taking PEDs</p> <p>3.2.2.3 Spectator behaviour (the positive and the negative effects of spectators at events) Reasons why hooliganism occurs and Strategies employed to combat hooliganism/ spectator behaviour</p>	<p>3.2.3.3 Energy use, diet, nutrition and hydration. Energy use linked to age, gender, somatotype.</p> <p>3.2.3.3 Nutrition – reasons for having balanced diet and what it looks like - A balanced diet contains 55–60% carbohydrate, 25–30% fat, 15–20% protein.</p> <p>3.2.3.3 Reasons for maintaining water balance (hydration) Dehydration results in:</p> <ul style="list-style-type: none"> • blood thickening (increased viscosity), which slows blood flow • increases in heart rate/heart has to work harder/irregular heart rate (rhythm) • increase in body temperature/overheat • slowing of reactions/increased reaction time/ poorer decisions • muscle fatigue/cramps
--	---	---	--	---	--

<p><u>Assessment:</u> End of half term tests. Weekly examination questions and mini quizzes in lessons.</p>	<p><u>Assessment:</u> End of half term tests. Weekly examination questions and mini quizzes in lessons.</p>	<p><u>Assessment:</u> End of half term tests. Weekly examination questions and mini quizzes in lessons.</p>	<p><u>Assessment:</u> End of half term tests. Weekly examination questions and mini quizzes in lessons.</p>	<p><u>Assessment:</u> End of half term tests. Weekly examination questions and mini quizzes in lessons.</p>	<p><u>Assessment:</u> End of half term tests. Weekly examination questions and mini quizzes in lessons.</p>
<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>
<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</p>

Specification: <https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

Enrichment/Extra Curriculum: Rugby, football, netball, table tennis, badminton, basketball, athletics, handball, gymnastics, swimming, tennis and trampolining. The weekly homework will be set up on the Everlearner platform where student will be able to watch videos, complete quizzes and practice extended writing. Student will be able to attend Friday catch up sessions after school if they have missed lessons

AQA GCSE Physical Education at The Bulmershe School 2018-2019
Key Stage 4 Curriculum Plan
Year 11

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Unit of Study:</u> Course work There are two aspects to the non-examination assessment (NEA): performance analysis assessment (analysis and evaluation).</p> <ol style="list-style-type: none"> 1. Analysis – strengths and weaknesses 2. Evaluation – the use of theoretical principles to cause improvement <p>1. <u>Analyses</u> Strengths</p> <ul style="list-style-type: none"> •With reference to recent competitive performance(s) in the chosen activity, students should identify two strengths. •One strength should be a fitness component 	<p><u>Unit of Study:</u> Extended writing skills and examination techniques.</p> <p>Students to develop a writing style to cover both sides of the argument in the 9 mark questions.</p> <p>Use pupils progress extended writing frames to ensure AO1, AO2 and AO3 are covered in their answers.</p> <p>Students to complete weekly Everlearner tasks including revision card and weekly tests.</p>	<p><u>Unit of Study:</u> Paper 1 recap. Students to spend time in lesson on recapping the course from year 9 and building on knowledge as well as challenge misconceptions and filling in gaps in knowledge.</p> <p>Students to complete weekly Everlearner tasks including revision card and weekly tests.</p>	<p><u>Unit of Study:</u> Paper 2 recap. Students to spend time in lesson on recapping the course from year 10 and building on knowledge as well as challenge misconceptions and filling in gaps in knowledge.</p> <p>Students to complete weekly Everlearner tasks including revision card and weekly tests.</p>	<p><u>Unit of Study:</u></p> <ul style="list-style-type: none"> • Review paper 1 content • Review paper 2 content • Revision and exam technique • Walking talking mocks 	

<p>(relevant to their chosen activity). Reference should be made to an appropriately relevant and developed fitness component, justifying how it has benefited performance</p> <ul style="list-style-type: none">• In choosing these strengths, students must fully justify their choices, making reference to the impact and benefit they provided in a recent, fully competitive performance(s). <p>Weakness</p> <ul style="list-style-type: none">• With reference to recent competitive performance(s) in the chosen activity, students should identify two weaknesses.• One weakness should be a fitness component (relevant to their chosen activity) where improvement is needed. Reference should be made to an appropriately relevant and developed fitness component, justifying how it has negatively affected performance.		<p>The Bulmershe school to host an external revision day to</p>			
---	--	---	--	--	--

<p>•In choosing these weaknesses, students must justify their choices, making reference to how a competitive performance(s) has been negatively affected.</p> <p>2. Evaluation</p> <p>This plan of action must include:</p> <ul style="list-style-type: none">• an identification of an appropriate training type to improve the fitness weakness• a full description of one training session that provides an example of what could be used for the performer• an explanation of how prolonged use of the identified training type could improve the fitness weakness• an identification of one other relevant part of the specification (not another training type) which, when applied, could bring about improvement in the skill/tactic/strategy/aspect of choreography weakness• an explanation of how the additional specification content					
---	--	--	--	--	--

<p>selected could lead to improvement of the identified weakness.</p> <p>Students to complete all coursework by October half term</p>					
<p><u>Assessment:</u> Course work to be assessed by teacher and passed onto internal AQA moderator in the department.</p> <p>Weekly definition tests</p>	<p><u>Assessment:</u> Christmas mock exams where student will sit paper 1 and 2</p> <p>Weekly definition tests</p>	<p><u>Assessment:</u> Weekly definition tests</p>	<p><u>Assessment:</u> Easter mock exams where student will sit paper 1 and 2</p>	<p><u>Assessment:</u> Walking talking mocks to lead up to exams</p>	
<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p><u>Skills:</u> Interpretation of sporting technical language, key skills of how to transfer to practical performance in set skilled scenarios and full context in a game. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	
<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship,</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership,</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership,</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship,</p>	<p><u>SMSC/British Values:</u> Teamwork, Leadership, Sportsmanship,</p>	

<i>Creativity and Ethics.</i>	<i>Sportsmanship, Creativity and Ethics.</i>	<i>Sportsmanship, Creativity and Ethics.</i>	<i>Creativity and Ethics.</i>	<i>Creativity and Ethics.</i>	
-------------------------------	--	--	-------------------------------	-------------------------------	--

Specification: <https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

Enrichment/Extra Curriculum: Rugby, football, netball, table tennis, badminton, basketball, athletics, handball, gymnastics, swimming, tennis and trampolining.
The weekly homework will be set up on the Everlearner platform where student will be able to watch videos, complete quizzes and practice extended writing.
Student will be able to attend Friday catch up sessions after school if they have missed lessons