

Year 9	Description	Levels covered	Skills & content covered	Skills & content revisited
Autumn 1	Principles of Training & components of fitness	1 to 9	<p>Know the following components of fitness:</p> <ul style="list-style-type: none"> <li>cardiovascular endurance/stamina - know the definition of cardiovascular endurance/stamina - be able to apply practical examples where this component is particularly important in physical activity and sport - know suitable tests for this component, including:               <ul style="list-style-type: none"> <li>o Cooper 12 minute run/walk test</li> <li>o multi-stage fitness test</li> </ul> </li> <li>muscular endurance - know the definition of muscular endurance - be able to apply practical examples where this component is particularly important in physical activity and sport - know suitable tests for this component, including:               <ul style="list-style-type: none"> <li>o press-up test</li> <li>o sit-up test</li> </ul> </li> <li>speed - know the definition of speed - be able to apply practical examples where this component is particularly important in physical activity and sport - know suitable tests for this component, including:               <ul style="list-style-type: none"> <li>o 30m sprint test</li> </ul> </li> <li>strength - know the definition of strength - be able to apply practical examples of where this component is particularly important in physical activity and sport - know suitable tests for this component, including:               <ul style="list-style-type: none"> <li>o grip strength dynamometer test</li> <li>o 1 Repetition Maximum (RM)</li> </ul> </li> <li>flexibility - know the definition of flexibility - be able to apply practical examples of where this component is particularly important in physical activity and sport - know suitable tests for this component, including:               <ul style="list-style-type: none"> <li>o 'sit and reach' test</li> </ul> </li> <li>agility - know the definition of agility - be able to apply practical examples of where this component is particularly important in physical activity and sport - know suitable tests for this component, including:               <ul style="list-style-type: none"> <li>o Illinois agility test</li> </ul> </li> <li>be able to collect and use data</li> </ul>	Revisited in controlled assessment and effects of exercise and training

Autumn 2	Optimising training and injury prevention	1 to 9	<p>Understand and be able to apply examples of the use of goal setting: - for exercise/training adherence - to motivate performers - to improve and/or optimise performance. • understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, and Timed). • be able to apply the SMART principle to improve and/or optimise performance. • know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise/training programmes. • know different types of training, definitions and examples of: – continuous – fartlek – interval - circuit training - weight training – plyometrics - HIIT (High Intensity Interval Training). • understand the key components of a warm up and be able to apply examples: - pulse raising - mobility - stretching - dynamic movements - skill rehearsal. • know the physical benefits of a warm up, including effects on: - warming up muscles/preparing the body for physical activity - body temperature - heart rate - flexibility of muscles and joints - pliability of ligaments and tendons - blood flow and oxygen to muscles - the speed of muscle contraction. • understand the key components of a cool down and be able to apply examples: - low intensity exercise - stretching. • know the physical benefits of a cool down, including: - helps the body's transition back to a resting state - gradually lowers heart rate - gradually lowers temperature - circulates blood and oxygen - gradually reduces breathing rate - increases removal of waste products such as lactic acid - reduces the risk of muscle</p>	Revisited in controlled assessment and effects of exercise and training
----------	---	--------	---	---

Spring 1	Functions of the skeleton	1 to 9	Know the name and location of the following bones in the human body: cranium - vertebrae - ribs - sternum - clavicle - scapula - pelvis - humerus - ulna - radius - carpals - metacarpals - phalanges - femur - patella - tibia - fibula - tarsals - metatarsals. Understand and be able to apply examples of how the skeleton provides or allows: - support - posture - protection - movement - blood cell production - storage of minerals.	Revisited when looking at levers
Spring 2	The roles of muscle in movement	1 to 9	know the name and location of the following muscle groups in the human body and be able to apply their use to examples from physical activity/sport: - deltoid - trapezius - latissimus dorsi - pectorals - biceps - triceps - abdominals - quadriceps - hamstrings - gluteals - gastrocnemius. know the definitions and roles of the following and be able to apply them to examples from physical activity/sport: - agonist - antagonist - fixator - antagonistic muscle action.	Covered again during training planning controlled assessment
Summer 1	Diet & nutrition	1 to 9	know the definition of a balanced diet • know the components of a balanced diet - carbohydrates - proteins - fats - minerals - vitamins - fibre - water and hydration. • understand the effect of diet and hydration on energy use in physical activity • be able to apply practical examples from physical activity and sport to diet and hydration.	revisited in the health and well being section.
Summer 2	Violence in sport/ Ethics	1 to 9	Know the definitions of: - sportsmanship - gamesmanship - deviance. • be able to apply practical examples to these concepts. Know the reasons for player violence • give practical examples of violence in sport.	Not revisited
Year 10	Description	Levels covered	Skills & content covered	Skills & content revisited

Autumn 1	Joints and movement	1 to 9	<p>know the definitions and roles of the following and be able to apply them to examples from physical activity/sport: - agonist - antagonist - fixator - antagonistic muscle action Know the definition of a synovial joint. • Know the following hinge joints: - knee - articulating bones - femur, tibia - elbow - articulating bones - humerus, radius, ulna. • Know the following ball and socket joints: - shoulder - articulating bones - humerus, scapula - hip - articulating bones - pelvis, femur. Know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport: - flexion - extension. Know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport: - flexion - extension - rotation - abduction - adduction - circumduction. Know the roles of: - ligament - cartilage - tendons.</p>	Revisited in the levers section
Autumn 2	Cardiovascular system	1 to 9	<p>Know the double-circulatory system (systemic and pulmonary).  • know the different types of blood vessel: - arteries  - Veins  - Capillaries  - Understand the pathway of blood through the heart: - atria - ventricles - bicuspid, tricuspid and semilunar valves - septum and major blood vessels: - aorta - pulmonary artery - vena cava - pulmonary vein. • Know the definitions of: - heart rate - stroke volume - cardiac output. • know the role of red blood cells</p>	recovered in the effects of exercise section

Spring 1	Respiratory system	1 to 9	Understand the pathway of air through the respiratory system: - mouth - nose - trachea - bronchi - bronchiole - alveoli. • Know the role of respiratory muscles in breathing: - diaphragm - intercostals. • Know the definitions of: - breathing rate - tidal volume - minute ventilation. • Understand about alveoli as the site of gas exchange. Know the definitions of: - aerobic exercise - anaerobic exercise. • Be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration.	recovered in the effects of exercise section
Spring 2	Short term effects of exercise	1 to 9	Understand the short-term effects of exercise on: - muscle temperature - heart rate, stroke volume, cardiac output - redistribution of blood flow during exercise - respiratory rate, tidal volume, and minute ventilation - oxygen to the working muscles - lactic acid production. • be able to apply the effects to examples from physical activity/sport. • be able to collect and use data relating to short-term effects of exercise Know the reasons why sports performers use drugs • know the types of drugs and their effect on performance: - anabolic steroids - beta blockers - stimulants. • give practical examples of the use of these drugs in sport.	recovered in the health and well being section
Summer 1	Long term effects of exercise	1 to 9	Understand the long-term effects of exercise on: - bone density hypertrophy of muscle - muscular strength - muscular endurance - resistance to fatigue - hypertrophy of the heart - resting heart rate and resting stroke volume - cardiac output - rate of recovery - aerobic capacity - respiratory muscles - tidal volume and minute volume during exercise - capillarisation. • be able to apply the effects to examples from physical activity/sport. • be able to collect and use data relating to long-term effects of exercise.	recovered in the health and well being section

Summer 2	Health, fitness and wellbeing	1 to 9	know what is meant by health, fitness and well-being • understand the different health benefits of physical activity and consequences of a sedentary lifestyle: – physical: - injury - coronary heart disease (CHD) - blood pressure - bone density - obesity - Type 2 diabetes - posture - fitness. – Emotional: - self-esteem/confidence - stress management - image. – Social: - friendship - belonging to a group - loneliness. • be able to apply the above to different age groups. • be able to respond to data about health, fitness and wellbeing	recovered in the reasons for participation module
Year 11	Description	Levels covered	Skills & content covered	Skills & content revisited
Autumn 1	Skills & feedback	1 to 9	know the definition of motor skills • understand and be able to apply examples of the characteristics of skilful movement: - efficiency - pre-determined - co-ordinated - fluent - aesthetic. Know continua used in the classification of skills, including: - simple to complex skills (difficulty continuum) - open to closed skills (environmental continuum). • be able to apply practical examples of skills for each continuum along with justification of their placement on both continua. Know mental preparation techniques and be able to apply practical examples to their use: - imagery - mental rehearsal - selective attention - positive thinking. Understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: - visual - verbal - manual - mechanical. understand types of feedback and be able to apply practical examples to their use: - intrinsic - extrinsic - knowledge of performance - knowledge of results - positive - negative	Not revisited

Autumn 1	Levers & Axis of rotation	1 to 9	<p>Know the three classes of lever and their use in physical activity and sport: – 1st class - neck – 2nd class - ankle – 3rd class - elbow. • Know the definition of mechanical advantage.</p> <p>Know the location of the planes of movement in the body and their application to physical activity and sport: - frontal - transverse - sagittal. • Know the location of the axes of rotation in the body and their application to physical activity and sport: - frontal - transverse - longitudinal.</p>	Not revisited
Autumn 2	Participation in physical activity and sport	1 to 9	<p>Be familiar with current trends in participation in physical activity and sport: - using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS)) - of different social groups - in different physical activities and sports.</p> <p>understand how different factors can affect participation, including: - age - gender - ethnicity - religion/culture - family - education - time/work commitments - cost/disposable income - disability - opportunity/access - discrimination - environment/climate - media coverage - role models. • understand strategies which can be used to improve participation: - promotion - provision - access. • be able to apply examples from physical activity/sport to participation issues.</p>	developed in the commercialisation of sport module

Spring 1	Commercialisation of sport	1 to 9	Understand the influence of the media on the commercialisation of physical activity and sport: – different types of media - social - internet - TV/visual - newspapers/magazines. • know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle): – positive and negative effects of the media on commercialisation – be able to apply practical examples to these issues. • understand the influence of sponsorship on the commercialisation of physical activity and sport: – positive and negative effects of sponsorship on commercialisation – be able to apply practical examples to the issue of sponsorship.	Not revisited
Spring 2	Revision	1 to 9		