

<b>KS4 Module 1: Physical Training</b> <i>(Year 10 Module 1 of 3)</i>	<b>KS4 Module 2: Health and Fitness / Use of data</b> <i>(Year 10 Module 2 of 3)</i>	<b>KS4 Module 3: Sports Psychology</b> <i>(Year 10 Module 3 of 3)</i>
<p><b>Knowledge</b> <i>What pupils will know</i></p> <ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Components of fitness</li> <li>• Reasons for and limitations of fitness testing</li> <li>• Measuring the components of fitness</li> <li>• The principles of training and overload</li> <li>• Types of training</li> <li>• Calculating intensities to optimise training effectiveness</li> <li>• Considerations to prevent injury</li> <li>• High altitude training as a form of aerobic training</li> <li>• Seasonal aspects of training</li> <li>• Warming up and cooling down</li> <li>• Poetic methods used by The Romantics</li> </ul>	<p><b>Knowledge</b> <i>What pupils will know</i></p> <ul style="list-style-type: none"> <li>• Physical, emotional and social health</li> <li>• The consequences of a sedentary lifestyle</li> <li>• Obesity and how it may affect performance in physical activity and sport</li> <li>• Somatotypes</li> <li>• Energy use, diet, nutrition and hydration</li> <li>• Use of data</li> </ul>	<p><b>Knowledge</b> <i>What pupils will know</i></p> <ul style="list-style-type: none"> <li>• Classifications of skills</li> <li>• Types of goals</li> <li>• Basic information processing model</li> <li>• Guidance and feedback on performance.</li> <li>• Mental preparation for performance</li> <li>• Direct and indirect aggression.</li> <li>• The characteristics of introvert and extrovert personality types</li> <li>• Intrinsic and extrinsic motivation</li> </ul>
<p><b>Skill</b> <i>What pupils will be able to do</i></p> <ul style="list-style-type: none"> <li>• Demonstrate the relationship between health and fitness.</li> <li>• Link sports and physical activity to the required components of fitness.</li> <li>• Explain the reasons for and limitations of fitness testing.</li> <li>• Evaluate whether or not fitness tests are relevant to performers in different sporting activities.</li> <li>• Show how the principles of training can be applied to bring about improvements in fitness.</li> <li>• Demonstrate understanding of the distinctions between different types of training.</li> <li>• Calculate the aerobic/anaerobic training zone.</li> <li>• Evaluate the benefits and the limitations of altitude training for different sports performers.</li> </ul>	<p><b>Skill</b> <i>What pupils will be able to do</i></p> <ul style="list-style-type: none"> <li>• Link participation in physical activity, exercise and sport to health, wellbeing and fitness.</li> <li>• Respond to questions about possible consequences of a sedentary lifestyle.</li> <li>• Identify the most suitable body type for particular sports (or positions within a sport) and justify their choice.</li> <li>• Explain the reasons for having a balanced diet.</li> <li>• Evaluate the consequences of dehydration to performance in different sporting activities.</li> <li>• Demonstrate an understanding of how data are collected – both qualitative and quantitative.</li> <li>• Present and interpret data (including tables and graphs).</li> </ul>	<p><b>Skill</b> <i>What pupils will be able to do</i></p> <ul style="list-style-type: none"> <li>• Select and justify the appropriate classifications in relation to sporting examples.</li> <li>• The use and evaluation of setting performance and outcome goals in sporting examples.</li> <li>• The use of SMART targets to improve and/or optimise performance.</li> <li>• Explain the role of each stage (input, decision making, output and feedback) of the model.</li> <li>• Choose and justify which types of guidance are appropriate for beginners and/or elite level performers.</li> <li>• Evaluate, the effectiveness of the use of types of feedback, with reference to beginners and elite level performers</li> </ul>

<ul style="list-style-type: none"> <li>• To apply and justify the characteristics of the seasonal aspects to different sporting activities.</li> <li>• Be able to justify appropriate elements of a warm up and a cool down for different sporting activities.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe the inverted-U graph and the relationship between arousal level and performance level.</li> <li>• Link appropriate arousal level (high/low) to gross/fine skills in sporting actions.</li> <li>• Demonstrate how arousal can be controlled using stress management techniques before or during a sporting performance</li> <li>• Be able to suggest examples of direct/indirect aggression in sport.</li> <li>• Explain appropriate examples of intrinsic and extrinsic motivation linked to sporting examples.</li> </ul>
<p><b>KS4 Module 4: Applied anatomy and physiology</b> <i>(Year 11 Module 1 of 7)</i></p>	<p><b>KS4 Module 5: The structure and function of the cardio-respiratory system</b> <i>(Year 11 Module 2 of 7)</i></p>	<p><b>KS4 Module 6: Anaerobic and aerobic exercise</b> <i>(Year 11 Module 3 of 7)</i></p>
<p><b>Knowledge</b> <i>What pupils will know</i></p>	<p><b>Knowledge</b> <i>What pupils will know</i></p>	<p><b>Knowledge</b> <i>What pupils will know</i></p>
<ul style="list-style-type: none"> <li>• Bones</li> <li>• Structure and functions of the skeleton</li> <li>• Muscles of the body</li> <li>• Structure of a synovial joint</li> <li>• Types of freely movable joints that allow different movements</li> <li>• How joints differ in design to allow certain types of movement at a joint</li> <li>• Antagonistic muscle action</li> </ul>	<ul style="list-style-type: none"> <li>• The pathway of air</li> <li>• Gaseous exchange</li> <li>• Blood vessels</li> <li>• Structure of the heart</li> <li>• The cardiac cycle</li> <li>• Cardiac output, stroke volume and heart rate</li> <li>• Mechanics of breathing</li> <li>• Interpretation of a spirometer trace</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the terms aerobic exercise and anaerobic exercise</li> <li>• The use of aerobic and anaerobic exercise in practical examples of differing intensities</li> <li>• Excess post-exercise oxygen consumption (EPOC)</li> <li>• The recovery process from vigorous exercise</li> <li>• Immediate effects of exercise</li> <li>• Short-term effects of exercise</li> <li>• Long-term effects of exercise</li> </ul>
<p><b>Skill</b> <i>What pupils will be able to do</i></p>	<p><b>Skill</b> <i>What pupils will be able to do</i></p>	<p><b>Skill</b> <i>What pupils will be able to do</i></p>
<ul style="list-style-type: none"> <li>• Identification of bones at a variety of locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of the pathway of air.</li> <li>• Describe gas exchange at the alveoli.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms aerobic exercise and anaerobic exercise.</li> </ul>

<ul style="list-style-type: none"> <li>• Explain how the skeletal system provides a framework for movement.</li> <li>• Identification of a variety of muscles.</li> <li>• Label the structure of a synovial joint.</li> <li>• Identification of the types of joints.</li> <li>• Link different types of movement to the appropriate joint type.</li> <li>• Describe how the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the structure of each blood vessel relates to the function.</li> <li>• Identification of a variety of components of the heart.</li> <li>• Describe the cardiac cycle and the pathway of the blood.</li> <li>• Interpret heart rate graphs, including an anticipatory rise, and changes in intensity.</li> <li>• Explain the interaction of the intercostal muscles, ribs and diaphragm in breathing.</li> <li>• Identification of different volumes on a spirometer trace.</li> </ul>	<ul style="list-style-type: none"> <li>• Link practical examples of sporting situations to aerobic or anaerobic exercise.</li> <li>• Evaluate a variety of methods to recover from exercise.</li> <li>• Identify a variety of immediate, short-term and long-term effects of exercise.</li> </ul>
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<b>KS4 Module 7: Socio-cultural influences</b> <i>(Year 11 Module 4 of 7)</i>	<b>KS4 Module 8: Commercialisation of physical activity and sport</b> <i>(Year 11 Module 5 of 7)</i>	<b>KS4 Module 9: Ethical issues</b> <i>(Year 11 Module 6 of 7)</i>
<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>
<ul style="list-style-type: none"> <li>• Engagement patterns of different social groups and the factors affecting participation</li> <li>• Barriers to participation</li> </ul>	<ul style="list-style-type: none"> <li>• Commercialisation of physical activity and sport</li> <li>• Types of sponsorship and the media</li> <li>• Positive and negative impacts of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct of performers</li> <li>• Prohibited substances</li> <li>• Prohibited methods (blood doping)</li> <li>• Spectator behaviour</li> </ul>
<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>
<ul style="list-style-type: none"> <li>• Explain the factors that contribute to engagement patterns in different social groups.</li> <li>• Link barriers to participation to different social groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the relationship between sport, sponsorship and the media.</li> <li>• Evaluate the impacts of sponsorship and the media on sport.</li> <li>• Evaluate the impacts of technology on sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Categorise prohibited substances and describe the basic positive effects and negative side effects.</li> <li>• Explain how blood doping occurs and the effects/side effects of doing it.</li> <li>• Identify the advantages and disadvantages for the performer of taking PEDs.</li> <li>• Describe the positive and the negative effects of spectators at events.</li> </ul>

		<ul style="list-style-type: none"> <li>• Explain the reasons why hooliganism occurs and the strategies used to combat it.</li> </ul>
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<b>KS4 Module 10: Movement analysis</b> <i>(Year 11 Module 7 of 7)</i>		
<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>	<b>Knowledge</b> <i>What pupils will know</i>
<ul style="list-style-type: none"> <li>• First, second and third class lever systems.</li> <li>• Mechanical advantage</li> <li>• How to analyse basic movements in sporting examples</li> <li>• Planes and axes of movement</li> </ul>		
<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>	<b>Skill</b> <i>What pupils will be able to do</i>
<ul style="list-style-type: none"> <li>• Identification of first, second and third class lever systems.</li> <li>• Draw linear versions of a lever, showing the positioning of the fulcrum, load/resistance and effort.</li> <li>• Labelling of the effort arm and resistance arm on lever drawings, and interpretation of the mechanical advantage of that lever.</li> <li>• Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions.</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>

