

**KS4 Curriculum overview: Subject PE (Year 11)**

All students who have selected PE at Belmont Park school will cover the criteria of the NCFE Level 1/2 Health and Fitness Technical Award. They will be taught a number of different topics and have to complete both assignments and an exam in order to pass the course. In addition, learners will be offered the chance to complete a BTEC Level 1 Award/ Certificate and Diploma in Sport and Active Leisure if V-Cert course is successfully completed.

	<b>Objectives/Key skills</b>	<b>Cross Curricular Links</b>	<b>Social skills development/SMSC</b>
A U T U M N  1	<p><b>Topics: Skeletal system, muscular system, respiratory system, cardiovascular system and energy system.</b></p> <p>Objectives</p> <ul style="list-style-type: none"> <li>Learners will know and understand the structure and functions of the skeletal system including being able to identify the different types of bones and joints.</li> <li>Learners will know and understand the structure and functions of the muscular system including the different types of muscles and fibre types.</li> <li>Learners will know and understand the structure and functions of the cardiovascular system including how to measure blood pressure.</li> <li>Learners will know and understand the structure and functions of the respiratory system including understanding the changes that occur to lung volume when participating in health and fitness.</li> <li>Learners will know and understand the structure and functions of the energy system.</li> </ul> <p><b>Key skills</b> Learners will be able to identify, label and explain the functions and structure of each one of the body's system. They will be able to draw out the correct diagram for each of the body's system and label each part using the correct terminology. Learners will be taught how to structure sentences correctly in preparation for their written exam.</p>	<ul style="list-style-type: none"> <li>Human Body Systems (Science).</li> <li>Angles &amp; Shapes (Maths).</li> <li>Fractions (Maths).</li> <li>Key vocabulary (English).</li> <li>Healthy lifestyle (PSHE).</li> </ul>	<ul style="list-style-type: none"> <li>To be able to work independently and be part of a team.</li> <li>To be able to present in front of their peers.</li> <li>To be polite and respectful.</li> <li>Listening and following instructions given by others.</li> </ul>

**Topics: Effects of health & fitness activities on the body, health & fitness and principles training.**

Objectives

- Learners will know and understand the short term and long term effects that health and fitness activities can have on the body.
- Learners will be able to know and understand the tern health & fitness and be able to identify the components of fitness.
- Learners will know and understand both the components of health-related fitness and skill-related fitness.
- Learners will know and understand the principles of training (SPORT) and the importance of the principles of FITT.

**Key skills**

Learners will be able to devise an in depth training programme explaining week by week what is expected of their client. They will need to consider their client’s goals whilst ensuring that they select the correct principles of training to help achieve the goals set by their client. Learners will be able to separate the short term effects from the long term effects of different health and fitness activities.

- Health and fitness (Science).
- The human body (Science).
- Respiratory system (Science).
- Key vocabulary (English).
- Collecting data (Maths).
- Percentages (Maths).
- Fractions (Maths).

- To be able to work independently and be part of a team.
- To be able to present in front of their peers.
- To be polite and respectful.
- Listening and following instructions given by others.

**Topics: Taking part in sport and taking part in exercise & fitness.**

## Objectives

- Learners will take part in two team sports (football and basketball).
- Learners will take part in two individual sports (badminton and table tennis).
- Learners will take part in two exercises (swimming and cycling).
- Learners will take part in two fitness activities (spin and body rebound).

## Key skills

1

Learners must complete the booklet for both team and individual sports. They must complete the types of team sports booklet, equipment needed and self-reflection. Learners must fill out the types of individual sports booklet, equipment needed and self-reflection. Alongside this, they must complete the strengths and weakness worksheets for both team sports. Finally, the learners will independently conduct a self-evaluation in relation to both individual sports they have participated in.

Learners must complete the types of exercise classes' worksheet. They must complete the types of fitness activities worksheet. Learners will fill out the different types of fitness and exercise facilities worksheet. They will be required to independently devise their own warm – up and cool – down. Finally, the learners will complete a self-evaluation for each exercise class and fitness activity they participated in.

- Muscular system (Science).
- Respiratory system (Science).
- Key vocabulary (English).
- Working independently and in a team (PSHE).
- Point scoring & Timings (Maths).

- To be able to work independently and be part of a team.
- To be able to present in front of their peers.
- To be polite and respectful.
- Listening and following instructions given by others.

S P R I N G  2	<p><b>Topics: Planning own fitness programme and assist at a sport or active leisure event.</b></p> <p>Objectives</p> <ul style="list-style-type: none"> <li>• Learners will be expected to attend a selection of gyms to work on each component of fitness.</li> <li>• Learners will participate in a selection of fitness classes.</li> <li>• Learners will visit a number of gyms to speak to personal trainers on how they assess their client’s level of fitness.</li> <li>• Learners will dedicate themselves to a role for a sports day.</li> <li>• Learners will be expected to prepare refreshments for the event.</li> </ul> <p><b>Key skills</b> Learners will complete worksheets on the different components of fitness. They will be expected to complete the assessment of their own fitness worksheet then design their own fitness programme. Learners will complete worksheets on different types of training activities and the barriers of achieving and ways to overcome your goals worksheet. Learners will complete different types of leisure events and sports events worksheet. Finally, they will complete the self-evaluation worksheet.</p>	<ul style="list-style-type: none"> <li>• Muscular system (Science).</li> <li>• Key vocabulary (English).</li> <li>• Working independently (PSHE).</li> <li>• Leadership skills (PSHE).</li> <li>• Collecting data (Maths).</li> <li>• Adding (Maths).</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work independently and be part of a team.</li> <li>• To be able to present in front of their peers.</li> <li>• To be polite and respectful.</li> <li>• Listening and following instructions given by others.</li> </ul>

<p style="text-align: center;">S U M M E R  1</p>	<p><b>Topics: How the body works.</b></p> <p>Objectives</p> <ul style="list-style-type: none"> <li>• Learners will be able to research, identify and or explain the structure and functions of both the skeletal and muscular system.</li> <li>• Learners will be able to research, identify and or explain the structure and functions of the cardio-respiratory system.</li> <li>• Learners will be able to research, identify and or explain the functions of each nutrient required for a healthy diet.</li> </ul> <p><b>Key skills</b></p> <p>Learners will use a range of resources to independently research and explain the structure and functions of the skeletal, muscular and cardio-respiratory system. Learners will also independently research and explore the functions of each nutrient required for a healthy diet.</p>	<ul style="list-style-type: none"> <li>• The human body (Science).</li> <li>• Skeletal system (Science).</li> <li>• Muscular system (Science).</li> <li>• Cardiovascular system (Science).</li> <li>• Respiratory system (Science).</li> <li>• Key vocabulary (English).</li> <li>• Working independently (PSHE).</li> <li>• Nutrition (Food).</li> <li>• Angles (Maths).</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work independently and be part of a team.</li> <li>• To be able to present in front of their peers.</li> <li>• To be polite and respectful.</li> <li>• Listening and following instructions given by others.</li> </ul>

<p>S U M M E R  2</p>	<p><b>Topics: Assisting a leader of sports or active leisure activities to plan and deliver an activity.</b>  <b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Learners will be able to identify the qualities needed to support a sports or active leisure leader.</li> <li>• Learners will be able to identify the responsibilities of supporting a sports or active leisure leader.</li> <li>• Learners will be able to identify the components of a sports or active leisure session.</li> <li>• Learners will be able to contribute to a plan for a sport or active leisure activity including writing a session plan and choosing a variation of activities to deliver.</li> <li>• Learners will be able to deliver or part deliver a sport or leisure activity according to an agreed plan.</li> </ul> <p><b>Key skills</b>  Learners will be assisting at a school's sports day by helping to plan, run and supervise the event. They will be expected to adopt a role and carry out their role as professionally as possible. This will include dressing appropriately, being on time and being respectful to all participants.</p>	<ul style="list-style-type: none"> <li>• The anatomy (Science).</li> <li>• Key vocabulary (English).</li> <li>• Working independently (PSHE).</li> <li>• Leadership skills (PSHE).</li> <li>• Nutrition (Food).</li> <li>• Time (Maths).</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work independently.</li> <li>• To be able to present in front of their peers.</li> <li>• To be polite and respectful.</li> <li>• Listening and following instructions given by others.</li> </ul>