

**KS4 Curriculum overview: Subject PE (Year 10)**

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.

	<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: Activity levels, diet and rest &amp; recovery.</b></p> <p>Objectives</p> <ul style="list-style-type: none"> <li>Learners will know and understand the terms active lifestyle and sedentary lifestyle, making reference to the current physical activity guidelines.</li> <li>Learners will be able to give examples of moderate and vigorous activities for health and fitness.</li> <li>Learners will know and understand the key nutrients and what a balanced diet consists of.</li> <li>Learners will know and understand how to recommend changes to a diet to support a healthy lifestyle.</li> <li>Learners will know and understand the importance of rest and recovery for health and fitness.</li> </ul> <p><b>Key skills</b></p> <p>Learners will be able to research and understand the terms active lifestyle and sedentary lifestyle. They will develop their skills using Microsoft PowerPoint and Word to produce assignments to cover all of the objectives in this success criteria. Learners will use a range of resources to understand what key nutrients a balanced diet consists of and the importance it has on our bodies. They will explore the health benefits of having a balanced diet and look into why rest and recovery is needed for good health. Learners will be expected to independently use a variety of resources to gather information. This can include books, journals and the internet.</p>	<ul style="list-style-type: none"> <li>Digestive system (Science).</li> <li>Respiratory system (Science).</li> <li>Key vocabulary (English).</li> <li>Healthy lifestyle (PSHE).</li> <li>Rest and recovery periods (Maths).</li> <li>Nutrition (Food).</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: Other factors, health related fitness test and skill related fitness test.**

Objectives

- Learners will know and understand how drugs (recreational & performance enhancing), smoking, alcohol and stress can negatively affect health and fitness.
- Learners will be able to prepare, carry out and collect data on the appropriate fitness test for each component of health – related fitness.
- Learners will be able to prepare, carry out and collect data on the appropriate fitness test for each component of skill – related fitness.

**Key skills**

Learners will use the internet and a range of case studies to explore a variety of recreational and performance enhancing drugs that are commonly taken by athletes. They will be able to explain the effects that drugs have on the body. Learners will participate and carry out one health related and skill related fitness test whilst being able to collect data and prepare the test themselves.

- Health and fitness (Science).
- Effects of drugs on the human body (Science).
- Key vocabulary (English).
- Working independently (PSHE).
- Collecting data (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: Using data, training methods and heart rate training zones.**

Objectives

- Learners will know how collect, use and analyse data to evaluate levels of fitness.
- Learners will know and understand the different training methods and be able to apply them to support individual goals through a health and fitness programme.
- Learners will know and understand heart rate training zones and be able to apply them to support individual goals, through a health and fitness programme.

**Key skills**

Learners will understand how to read and interpret normative data whilst comparing it to national averages. They will use a mixture of resources to identify what each training methods consists of. Learners will be able to use heart rate monitors to accurately measure and record data.

- Muscular system (Science).
- Respiratory system (Science).
- Key vocabulary (English).
- Working independently (PSHE).
- Collecting and comparing data (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: Repetitions & sets, health & fitness analysis tools and goal setting.**

Objectives

- Learners will know and understand repetition and sets range and are able to apply them to support individual goals, through a health and fitness programme.
- Learners will know and understand health and fitness analysis tools, what information they collect, how to administer them and why they are used.
- Learners will know how to collect, use, analyse and evaluate data to suggest future improvements.
- Learners will know and understand the acronym SMART in relation to goal setting. Learners will be able to apply the SMART principles to set health and fitness goals based on health and fitness analysis data.

Key skills

To research the correct repetition and set ranges for different goals. Learners will be able to identify conditions that individual's may be suffering from that could impact them participating in exercise. Learners will know how to set realistic SMART goals for their clients.

- Muscular system (Science).
- Key vocabulary (English).
- Working independently (PSHE).
- Point scoring (Maths).
- Collecting data (Maths).
- Adding (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: The session card and warm-up/cool down.**

## Objectives

- Learners will know and understand the information that should be included in a session card.
- Learners will know and understand the purpose and importance of a warm-up and cool down and be able to apply them to a health and fitness programme.

**Key skills**

Learners will have to construct and deliver a warm-up/cool down whilst explaining the importance of both during exercise. They will have to tailor both the warm-up and cool down to meet the needs of the individual and the chosen activity they are participating in.

- The human body (Science).
- Key vocabulary (English).
- Working independently and in a pair (PSHE).
- Times (Maths).
- Nutrition (Food).
- Angles (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.



