

## PEFORMANCE STUDIES (GCSE PE)

### PHYSICAL TRAINING SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>In the key stage three science and technology curriculums, students will learn about managing risks in a practical setting, which will be important for sections of this scheme of learning. In addition, in key stage 3 physical education, students will develop a basic understanding of components of fitness, training methods and testing through the year 8 and 9 health and fitness schemes of learning. Students will be able to draw upon this knowledge when furthering their learning at GCSE level.</p> <p>Firstly, students will develop their knowledge and understanding of the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility. They will be able to define each component and be able to apply using a range of practical examples from physical activities and sports. Students will also develop their knowledge of suitable tests for each component.</p> <p>Following this, students will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise/ training programmes. Students will develop their knowledge and understanding of how to optimise training using the FITT principle and different types</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Know the components of fitness, definitions, tests and apply to a sporting context</li> <li>- Be able to use normative data</li> <li>- know the following definitions of principles of training and be able to apply them to personal exercise/training programme</li> <li>- know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise/training programmes</li> <li>- know different types of training, definitions and examples</li> <li>- understand the key components of a warm up and be able to apply examples</li> <li>- know the physical benefits of a warm up, including</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Agility - The ability to change direction at speed; nimbleness</i></li> <li>• <i>Balanced diet - The ability to stay upright or stay in control of body movement</i></li> <li>• <i>Cardiovascular endurance – The ability to continue exertion while getting energy from the aerobic system used to supply the body with energy. Also referred to as stamina.</i></li> <li>• <i>Circuit training - Series of alternate exercises performed at stations that focus on different muscle groups.</i></li> <li>• <i>Continuous training - Training that involves activity without rest intervals. It can be performed at any intensity.</i></li> <li>• <i>Coordination - The ability to move two or more body parts under control, smoothly and efficiently.</i></li> <li>• <i>Cool-down - The act of allowing physiological activity to return to normal gradually after strenuous exercise by engaging in less strenuous exercise.</i></li> <li>• <i>Fartlek training - Training which varies in intensity and duration and consists of bursts of intense effort alternating with less strenuous activity</i></li> <li>• <i>FITT - Frequency – the number of times exercise takes place Intensity – how hard and intense the exercise is Time – how long you exercise for Type - the kind of exercise that takes place.</i></li> <li>• <i>Flexibility - Range of movement available around a joint.</i></li> <li>• <i>HITT - Exercise that alternates between high intensity and periods of recovery.</i></li> <li>• <i>Interval Training - Training that incorporates periods of exercise and rest.</i></li> <li>• <i>Muscular endurance - The ability to move your body and muscles</i></li> </ul>

<p>of training. Students will also build upon their key stage three understanding by developing their knowledge and understanding of the key components and physical benefits of the warm up and cool down applied to physical activities and sports.</p> <p>Finally, students will develop their knowledge and understanding of how to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings. They will know how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of competition.</p> <p>Teaching the content in this order enables students to develop their understanding of how to structure physical training programmes and carryout these safely and effectively. Students will go on to apply this understanding in the examination paper 1 and also in the analysing and evaluating performance coursework task.</p>	<p>effects on the body</p> <ul style="list-style-type: none"> <li>- understand the key components of a cool down and be able to apply examples</li> <li>- know the physical benefits of a cool down, including the effects on the body</li> <li>- understand how the risk of injury in physical activity and sport can be minimised and be able to apply examples</li> <li>- know potential hazards in a range of physical activity and sport settings and be able to apply examples</li> <li>- Know and understand how to apply this to exam style questions</li> </ul>	<p><i>repeatedly without fatiguing.</i></p> <ul style="list-style-type: none"> <li>• <i>Overload - A greater than normal stress that is applied on the body for training adaptations to take place.</i></li> <li>• <i>Plyometrics - Involves jumping, bounding, hopping exercise.</i></li> <li>• <i>Power - The ability to exert a maximal force in as short a time as possible.</i></li> <li>• <i>Progression - Gradual increases in exercise in order for the body to adapt through overload.</i></li> <li>• <i>Reaction time - The ability to respond quickly to a stimulus.</i></li> <li>• <i>Reversibility - Any adaptation that takes place as a result of training will be lost if you stop training.</i></li> <li>• <i>Specificity - The training must be matched to the needs of the sporting activity and individual.</i></li> <li>• <i>Speed - The ability to move quickly across the ground or move limbs rapidly through movements.</i></li> <li>• <i>Strength (muscular) - The maximum force a muscle/group of muscles can apply against a resistance.</i></li> <li>• <i>Warm-up - Preparatory exercises to prepare the body and mind for physical activity. Aims to increase breathing heart rate and muscle temperature</i></li> <li>• <i>Weight (resistance) training - A method of training that uses free weights or resistance machines used to develop strength.</i></li> </ul>	
<p><b>Challenge and Support:</b></p>	<p><b>Worldwide learning/ links to 21<sup>st</sup> century:</b></p>	<p><b>Cultural capital/ Industry/ Enrichment:</b></p>	
<p>This scheme of learning is ambitious for all students. Throughout each lesson the Emerging, Developing, Secure and Mastered criteria is aimed at the highest achievers to score level 9 grades at GCSE PE theory. Throughout the course, students are required to apply their understanding to sporting contexts and in each lesson, the Mastered task is application of knowledge to a sporting scenario and/or exam questions.</p>	<p>Students will understand how fitness testing is used extensively in 21<sup>st</sup> century Britain in areas such as sport, healthcare and industry.</p> <p>Prevention of injury and management of risk assessments is covered in this</p>	<p>Fitness testing and training programmes are used in every sport and students will be able to apply this to their own school sports or in future employment as a coach, performer or healthcare professional. Types of training and principles of training are also covered in this scheme of learning. Students will be</p>	

<p>Lessons contain regular and quick extension tasks to challenge more able students whilst students who may require support to access learning are provided with sentence starters and key words, which keeps motivation high.</p> <p>Throughout the lessons, the content is covered and assessed at a low stakes level through mini whiteboards and mass question/answer sessions whereby every student is required to answer. Tasks are short and concise to hold students attention and allows the teacher to ascertain knowledge and understanding. This supports students who may become overwhelmed with longer drawn out tasks, whilst more able students are supplemented with extension tasks.</p>	<p>scheme of learning, and this is vitally important in any work setting in the 21<sup>st</sup> century. Students will touch upon some of the legalities associated with managing risk in a work and public setting.</p>	<p>able to combine this with knowledge from sports psychology and health and fitness to create detailed fitness training programmes for themselves or others in many future careers.</p> <p>Risk assessment and managing hazards are vital employability skills which are very important for future employment.</p>
<p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>	<p><b>Cross curricular links/ literacy/numeracy:</b></p>	<p><b>Common misconceptions:</b></p>
<p>Students will be able to understand components of fitness and recognise themselves, or in that of others, which aspects of fitness they need to improve in.</p> <p>Risk assessments and managing hazards is taught which will enable students to keep themselves and others safe in sport and general activities.</p>	<p>Students will regularly be asked to read aloud and share their ideas and thoughts in group discussions. In addition, students will complete extended writing pieces of work to apply their understanding to a sporting setting.</p> <p>Students will be required to collect and interpret data before comparing this to normative figures for each fitness test.</p> <p>Many risk assessment and management aspects will be transferable to and from practical subjects like catering, science and design.</p>	<p>Students can often mix up dynamic movements and dynamic stretching when answering questions on the components of a warm-up.</p> <p>HIIT and interval training can often be mistaken for each other because they are very similar concepts. The teacher will reduce this by giving practical examples and also completing a practical lesson for students to experience the difference between these types of training.</p> <p>The FITT principle is taught alongside the principles of training and students can sometimes think that the FITT principle is a principle of training. However, it is used to optimise training (apply the principles of training) and the teacher will ensure that this is very clear during teaching.</p>
<p><b>Assessment timeline:</b></p>		
<p>For formative assessment purposes, every lesson is structured using Emerging, Developing, Secure and Mastered criteria. These guide the lesson content that gets progressively harder throughout the lesson. After each, a progress check takes place on mini whiteboards. This enables the teacher to ascertain learning and intervene if required for individuals or the class.</p>		

When setting tasks in lessons, the resources include WAGOLLS to assist students in structuring their work. These WAGOLLS include sentence starters and key words.

At the end of the scheme of learning, students will complete a revision lesson. This will be all whiteboard work covering the content of the scheme through questioning and answering. Students will complete a self-assessment sheet throughout the lesson to note down topic areas they need to develop before the end of unit assessment.

The final lesson of the unit will see students completing an end of unit assessment. The assessment will consist of exam style questions of various lengths and will last for 1 hour. The scores from this assessment is used to inform tracking alongside the practical data from students' performances in their three sports.

For students that significantly perform below their ALPs target grade, the teacher will complete a small number of coaching sessions before a re-test is completed to ensure that students do not fall behind in any topics.

### **Home learning**

Lesson 4 – Students will design a 6-week training programme for a sports performer of their choice

Lesson 7 – Students will revise thoroughly for their end of unit assessment

### **Feedback**

Lessons contain a detailed written 'apply it' task. The teacher will mark this piece of work and give next steps if understanding is not correct. For correct responses praise or an extension task may be given.

Students will complete exam style questions and will mark their peers work in green pen using the mark scheme. They will provide a mark, what went well and even better if.

Students will complete an end of unit assessment for the final lesson of the scheme. The assessment will consist of exam style questions of various lengths and will last for 1 hour. The teacher will give a percentage score and level (based on the previous exam cohort national averages) along with highly specific and individualised feedback 4 for each child. This will contain next steps for students to act upon and address either knowledge or exam technique.

**Length of unit (duration indicated in hours)**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<b>Unit:</b>																													

**Note – Above is in hours as some lessons are two hours long. There 5 x 1hour and 3 x 2 hour lessons in this scheme of learning**