

## PE Curriculum Sequence – Key Stage 4

	<b>KS3 National Curriculum prior learning</b>	<b>By the end of the term, students can:</b>	<b><u>Year 10 Term 1</u></b> Reducing the risk of sports injuries and dealing with common medical conditions 1 of 5 lessons	<b><u>Year 10 Term 1</u></b> Applying the principles of training: fitness and how it affects skill performance 4 of 5 lessons	<b><u>Year 10 Term 2</u></b> Reducing the risk of sports injuries and dealing with common medical conditions 1 of 5 lessons	<b><u>Year 10 Term 2</u></b> Applying the principles of training: fitness and how it affects skill performance 4 of 5 lessons	<b><u>Year 10 Term 3</u></b> Reducing the risk of sports injuries and dealing with common medical conditions 1 of 5 lessons	<b><u>Year 10 Term 3A</u></b> Applying the principles of training: fitness and how it affects skill performance 4 of 5 lessons	<b><u>Year 10 Term 3B</u></b> Nutrition and sports performance 4 of 5 lessons	<b><u>Year 11 Term 1</u></b> Reducing the risk of sports injuries and dealing with medical conditions 2 of 5 lessons	<b><u>Year 11 Term 1</u></b> Nutrition and sports performance 3 of 5 lessons	<b><u>Year 11 Term 2</u></b> Reducing the risk of sports injuries and dealing with medical conditions 2 of 5 lessons	<b><u>Year 11 Term 2</u></b> Nutrition and sports performance 3 of 5 lessons	<b><u>Year 11 Term 3</u></b> Reducing the risk of sports injuries and dealing with medical conditions 4 of 5 lessons	<b><u>Year 11 Term 3</u></b> Nutrition and sports performance
<b>What we want our students to know and remember</b>	<i>Warm up routines</i> <i>Components of fitness</i> <i>Knowledge of skill drills</i> <i>Nutrition for energy</i> <i>Types of training</i>	Define the key tier 3 <b>vocabulary</b> :	Influence Cause Effect Ethical standards Extrinsic Intrinsic Supervision Individual variable	Cardiovascular endurance Stamina Muscular endurance Speed Strength Power Agility Balance Flexibility Coordination Reaction time	Prevent Severity Retaliation Channelled Arousal Anxiety Dynamic Pliability Physiological Psychological	Specificity Progression Overload Reversibility Frequency Intensity Time Type Specific Measurable Achievable Realistic Time-bound Continuous training Fartlek training Interval training Circuit training Plyometrics Weight/resistance training HIIT (High Intensity Interval Training) Aerobic Aerobic Duration Lactic acid	Acute Chronic Sprains Strains Lacerations Contusions Dislocations Epicondylitis Lateral epicondylitis – tennis elbow Medial epicondylitis – golfer's elbow	Risk Aim Goal Objective PAR-Q Fitness based training programme Duration Session Weakness Coaching points Monitor Warm up Cool down Coaching points Adaptation of programme Mid-term test Evaluate Success Failure Effectiveness	Sports nutritionist Nutrition plan Training needs Calorific needs Nutrients Medical needs Cultural needs Allergies Food intolerance Immune system Carbohydrates Fats Proteins Food intolerance Fibre Water Vitamins and minerals Fruit and vegetables	Control measures Hazards Risk assessment Emergency action plan Personnel Acronym Cryotherapy Electrotherapy Hydrotherapy Kinesiology	Characteristics Nutrients Sports nutritionist Energy Hydration Aid recovery Aerobic exercise Half time/interval Rehydrate Appropriate nutrients Sources of nutrients Pre event extras Muscles mass Excess body fat Specific Improvement Justification Impact Data Effectiveness Goals Vegan Nauseous Protein shakes Portion sizes Change timings Amount of meals Nutritional changes	Asthma Triggers Diabetes Sudden cardiac arrest Epilepsy Seizures Defibrillator Hypothermia Heat exhaustion Hydration Dehydration	Managed Detrimental Poor diet Dehydration Overheating Cramp Poor decision making Heat stroke Headaches Concentration Weight categories Optimum performance weight Nutritional behaviour Manipulated Components of fitness – Speed Agility Flexibility Stamina Muscle mass	R180 Revision of TA1, 2, 4 & 5	Submit for moderation

	<i>Anatomy and physiology Reducing the risk of sports injury Designing training programmes Demonstrating practical skills Leadership</i>	Recall the <b>knowledge:</b>	How do we warm up for exercise? Recall muscle names and locations How have your teachers planned your lessons to be safe? What type of things have impacted upon the safety of your PE lessons in KS3?	Recall different fitness needs based on the sports covered in KS3 Remember from online learning the components of fitness and the requirements in sport Recall the fitness tests used in baseline testing at the start of Y7 to assess fitness	Why/how do we warm up for exercise?	Remember how a person can increase their fitness through training Recall training methods discussed during lessons in the fitness suite and the benefits they can have on the body	Recall personal knowledge of injuries from their own or family history Recall discussions based around preventing certain injuries through effective warm ups	Recall methods of training and how they can be programmed to increase a specific fitness goal	Recall links with food technology; What are nutrients Eat well plate How can we balance portions	Recall warm ups as a safety measure Recall what teachers might do to make a playing area safe	Recall links from applying principles of training; Principles of training Types of exercise Energy requirements for exercise	Recall discussion on medical conditions they have heard of sharing own/family history	Components of fitness – Speed Agility Flexibility Stamina Muscle mass	<b>R180</b> Revision of TA1-5 <b>External examination June 2024</b>	
<b>What we want our students to do</b>	<i>Be able to lead a warm up / cool down and explain the benefits Be able to explain how injury risk can be minimised in a number of activities Describe components of fitness and state where they can be demonstrated</i>	Demonstrate excellence in these <b>skills:</b>	Identify, describe and explain; * how different sports/physical activity and coaching/instructing/leading can reduce or increase the risk and severity of injury *how different environmental factors and types of equipment can reduce or increase the risk and severity of injury * how different intrinsic factors and individual variables can reduce or increase the risk and severity of injury	*Know the definitions of each component of fitness *Understand the tests for each component of fitness *Apply components of fitness to performance in different sports skills *Know the definitions of each component of fitness *Understand the tests for each component of fitness *Be able to apply components of fitness to performance in different sports skills *Know how to collect and compare results from	*how key components of a warm up can reduce or increase the risk and severity of injury *the physiological benefits of a warm up *how key components of a cool down can reduce or increase the risk and severity of injury *Plan and design warm up and cool down routines using named components and exercises that target different parts of the body Identify, describe and explain;	*Understand the SPOR training principle and how it is applied *Understand the FITT training principle and how it is applied *Understand the SMART training principle and how it is applied *Understand the advantages and disadvantages of different methods of training *Understand the advantages and disadvantages of different types of training methods *Understand the difference	*acute injuries, soft and hard tissue injuries *different skin injuries *different hard tissue and head injuries *tendonitis and epicondylitis as chronic injuries *shin splints and stress fractures as chronic injuries	*Understand what needs to be considered when planning a fitness training programme *Know the key components of a training programme *Know how to produce a fitness based training programme for an identified weakness *Understand how to monitor progress during a fitness training programme	TA1 Describe some of the characteristics of a balanced nutrition plan Describe the role of carbohydrates, fats and proteins in sport and identify a range of sources Describe the role of fibre, water and vitamins and minerals, in sport and identify a range of sources	*the benefits of safety checks and strategies to help reduce the risk of injury/medical conditions *the responses of SALTAPS, DRABC, recovery position and PRICE *different treatments and therapies *different psychological effects of dealing with injuries and medical conditions including treatment and long-term rehabilitation Identify, describe and explain;	TA1: Explain what nutrients are and their role within a healthy balanced diet for the client's sporting activity Outline the food sources of nutrients for the person outlined in the set assignment's activity  TA2: Describe the dietary needs of endurance/aerobic activities Describe the dietary needs of short intense/anaerobic activities Describe the dietary needs of strength based activities Explain the importance of	*different causes, symptoms and treatment for asthma *different causes, symptoms and treatment for diabetes *different causes, symptoms and treatment for epilepsy and SCA (sudden cardiac arrest) *different causes, symptoms and treatment for hypothermia and heat exhaustion *different causes, symptoms and treatment for dehydration	TA4: Explain the effects of overeating on sports performance Explain the effects of undereating on sports performance Explain the effect of dehydration on sports Discuss how overeating behaviour can be managed to improve sports performance Discuss how undereating behaviour can be managed to improve sports performance Discuss how dehydration can be managed to improve sports performance	R180 Revision of TA1, 2, 4 & 5	R180 Revision of TA1, 2, 4 & 5

			<p>*how psychological factors and mental strategies can reduce or increase the risk and severity of injury</p>	<p>various fitness tests *Understand what makes a fitness test valid and reliable *Understand how to devise a skill based fitness test *Know how to undertake and record results from their skill based fitness test</p>		<p>between aerobic and anaerobic exercise *Know which activities are aerobic and anaerobic</p>		<p>*Know how to record and compare results of tests *Understand how to check the effectiveness of a fitness training programme</p>			<p>nutrition before, during and after exercise for each sporting activity Outline a wide range of nutritional requirements for each sporting activity and match different needs with different activities Explain why some foods are ideal and what foods to limit for each sporting activity</p> <p>TA3: Describe how to gather details about a performer's nutritional information Explain the key factors when considering the success/ impact of a nutrition plan</p>				
<p>Key assessment questions:</p>			<p>TA1: Can you identify, describe &amp; explain different factors which influence the risk and severity of injury?</p>	<p>TA1:Are a wide range of skills are linked to components of fitness in detail, with clear and relevant examples given for each? Can you confidently, demonstrate a wide range of well-developed skills</p>	<p>TA2: Can you describe &amp; explain warm up and cool down routines. Can you explain the impact on the body both physically and psychologically? Can you create your own sports specific warm up and cool down</p>	<p>TA2:Are SPOR and FITT principles are described in detail with clear and relevant examples given for each aspect of their selected sporting activity? Are SMART goals are described in detail with clear and relevant examples</p>	<p>TA3: Can you understand the different types and causes of sports injuries? Can you compare and contrast the types of injuries and how a participant may be at risk? Can you suggest ways to minimise the risk of</p>	<p>TA3: Can you produce a fully appropriate and comprehensive plan which considers most of the requirements for an effective and safe fitness training programme? Can you produce an appropriate and comprehensiv</p>	<p>TA1: Can you comprehensively explain what nutrients are and their role within a healthy balanced diet for the client's sporting activity? Do you give a wide range of relevant examples of food sources of nutrients?</p>	<p>TA4: Can you explain how to reducing risk and suggest treatment and rehabilitation of sports injuries and medical conditions? Can you explain the different types of treatment available for performers? Can you explain the</p>	<p>TA2: Do you comprehensively explain the importance of nutrition before, during and after exercise for each sporting activity? Do you outline a wide range of nutritional requirements for each sporting activity. Matching</p>	<p>TA5: Can you explain the signs, symptoms and treatments of different medical conditions Can you suggest ways of managing certain medical conditions when participating in sport? Can you describe</p>	<p>TA4: Do you discuss in detail the detrimental effects of overeating, under eating and dehydration, with clear and detailed references to sports performance in your client's activity? Do you discuss in detail how nutrition</p>	<p>R180 Revision of TA1, 2, 4 &amp; 5</p>	<p>R180 Revision of TA1, 2, 4 &amp; 5</p>

				relevant to the components of fitness? Are tests described in detail with clear and relevant examples of how they also measure an appropriate component of fitness? Can you comprehensively analyse the strengths and weaknesses of the data from each test and what it means to their fitness for the activities?		given for each aspect of their selected sporting activity? Can you comprehensively analyse the benefits of applying the principles to the training programme? Can you comprehensively analyse your selected training methods, including a clear and detailed comparison of aerobic and anaerobic exercise?	sports injuries?	e risk assessment which considers most of the requirements for a safe fitness training programme? TA4: Can you comprehensively describe most areas that went well and did not go well in the planned fitness training programme? Can you comprehensively describe all areas that needed to be adapted in the planned fitness training programme. Shows detailed analysis when altering the plan with justified suggestions? Can you comprehensively analyse the effectiveness of the fitness training programme. Making clear and detailed reference to the goals and objectives?		advantages and disadvantages of the different types of treatments available?	different needs with different activities accurately? Can you comprehensively explain why some foods are ideal and what foods to limit for each sporting activity? Can you give detailed justification of why these foods are either ideal or to be limited? TA3: Does your plan meet all of the specific needs and requirements identified in the goals? Is the measurement of the impact of the nutrition plan comprehensive and most of the client's needs reflected upon? Do you provide ideas for improvement are specific to the sporting activity or individual? Do you give detailed justification of the ideas for improvement?	things you should NOT do when trying to treat certain medical conditions?	can be positively managed by overeating, under eating and dehydration, with clear and detailed references to sports performance in your client's activity?		
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Disciplinary Rigour		What makes your subject different to other subjects ? What are the expectations for students in your subject area in the KS4 National Curriculum if applicable / KS4 qualification specification?	By completing this unit students will be prepared to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.	By completing this unit, students will conduct a range of fitness tests, understand what they test and their advantages and disadvantages . They will also learn how to design, plan and evaluate a fitness training programme. Students will then interpret the data collected from these fitness tests and learn how best to feed this back.	By completing this unit, students will conduct a range of fitness tests, understand what they test and their advantages and disadvantages . They will also learn how to design, plan and evaluate a fitness training programme. Students will then interpret the data collected from these fitness tests and learn how best to feed this back.	By completing this unit students will be prepared to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.	By completing this unit, students will conduct a range of fitness tests, understand what they test and their advantages and disadvantages . They will also learn how to design, plan and evaluate a fitness training programme. Students will then interpret the data collected from these fitness tests and learn how best to feed this back.	By completing this unit, students will conduct a range of fitness tests, understand what they test and their advantages and disadvantages . They will also learn how to design, plan and evaluate a fitness training programme. Students will then interpret the data collected from these fitness tests and learn how best to feed this back.	In this unit you will learn to consider the composition of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge gained will be used to produce an appropriate, effective nutrition plan for a performer.	By completing this unit students will be prepared to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.	In this unit you will learn to consider the composition of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge gained will be used to produce an appropriate, effective nutrition plan for a performer.	By completing this unit students will be prepared to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.	In this unit you will learn to consider the composition of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge gained will be used to produce an appropriate, effective nutrition plan for a performer.	By completing this unit students will be prepared to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.	
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