**NTSport GCSE PE Theory PLC - YEAR 10**

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| **Autumn 1, Year 10****Physical Training – Paper 1: The Human Body and Movement in Physical Activity and Sport** |  |  |  |
| Health and Fitness, including the relationship between Health and Fitness |  |  |  |
| The Components of Fitness |  |  |  |
| Linking Sports and Activities to the required Components of Fitness |  |  |  |
| Reasons for and limitations of fitness testing |  |  |  |
| Measuring the Components of Fitness and demonstrating how data is collected |  |  |  |
| The Principles of Training and Overload |  |  |  |
| Applications of the Principles of Training |  |  |  |
| Types of Training |  |  |  |
| Calculating Intensity |  |  |  |
| Considerations to prevent Injury |  |  |  |
| High Altitude Training and seasonal aspects |  |  |  |
| Warming Up and Cooling Down |  |  |  |
| END OF TOPIC ASSESSMENT |  |

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| **Autumn 2, Year 10****Applied Anatomy and Physiology – Paper 1: The Human Body and Movement in Physical Activity and Sport** |  |  |  |
| Bones and the Functions of the Skeleton |  |  |  |
| Structure of the Skeletal System/Functions of the Skeleton  |  |  |  |
| Muscles of the Body |  |  |  |
| Structure of a Synovial Joint |  |  |  |
| Types of Freely Movable Joint that allow different Movements  |  |  |  |
| How Joints differ in design to allow certain types of Movement |  |  |  |
| How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints  |  |  |  |
| END OF TOPIC ASSESSMENT |  |

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| **Spring 1, Year 10****Movement Analysis – Paper 1: The Human Body and Movement in Physical Activity and Sport** |  |  |  |
| First, Second and Third Class Levers |  |  |  |
| Mechanical Advantage |  |  |  |
| Analysis of basic movements in sporting examples |  |  |  |
| Planes and Axes |  |  |  |
| END OF TOPIC ASSESSMENT |  |

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| **Spring 2, Year 10****Applied Anatomy and Physiology – Paper 1: The Human Body and Movement in Physical Activity and Sport** |  |  |  |
| The pathway of air and gaseous exchange |  |  |  |
| Blood Vessels |  |  |  |
| Structure of the Heart and the Cardiac Cycle (pathway of blood) |  |  |  |
| Cardiac Output and Stroke Volume (including the effects of exercise) |  |  |  |
| Mechanics of breathing and interpretation of a Spirometer trace |  |  |  |
| Aerobic and Anaerobic exercise |  |  |  |
| The Short and Long Term effects of exercise |  |  |  |
| Recovery/EPOC (Exercise Post Oxygen Consumption) |  |  |  |
| END OF TOPIC ASSESSMENT |  |

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| **Summer 1 and 2, Year 10****Sports Psychology – Paper 2: Socio-Cultural Influences and well-being in Physical Activity and Sport** |  |  |  |
| Skill and Ability, including classification of skill |  |  |  |
| Definitions and types of goals |  |  |  |
| The use of evaluation of setting performance and outcome goals, including the use of SMART targets to improve/optimise performance |  |  |  |
| Information Processing |  |  |  |
| APPLICATION OF ALL YEAR 10 CONTENT TO COMPLETE ANALYSIS AND EVALUATION COURSEWORK |  |
| YEAR 10 PPE |  |

**YEAR 11**

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| **Autumn 1, Year 11****Health, Fitness and Well-Being – Paper 2: Socio-Cultural Influences and well-being in Physical Activity and Sport** |  |  |  |
| The meaning of health and fitness: Physical, Mental/Emotional and Social Health – linking participation in physical activity to exercise, sport, health and well being |  |  |  |
| The consequences of a sedentary lifestyle |  |  |  |
| Obesity and how it may affect performance in physical activity and sport |  |  |  |
| Somatotypes |  |  |  |
| Energy use |  |  |  |
| Reasons for having a balanced diet and the role of nutrients |  |  |  |
| The role of Carbohydrates, Fats, Protein, Vitamins and Minerals |  |  |  |
| Reasons for maintaining water balance (hydration) and further applications of the topic area |  |  |  |
| END OF TOPIC ASSESSMENT |  |

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| **Autumn 2, Year 11****Sports Psychology – Paper 2: Socio-Cultural Influences and well-being in Physical Activity and Sport** |  |  |  |
| Examples of and evaluation of the types of feedback and guidance |  |  |  |
| Arousal and the inverted U theory |  |  |  |
| Application of how optimal arousal has to vary in relation to the skill/stress management techniques |  |  |  |
| Aggression and Personality |  |  |  |
| Intrinsic and extrinsic motivation, including evaluation of their merits |  |  |  |
| END OF TOPIC ASSESSMENT |  |
| YEAR 11 PPE |  |

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| **Spring 1, Year 11****Socio-Cultural Influences – Paper 2: Socio-Cultural Influences and well-being in Physical Activity and Sport** |  |  |  |
| Engagement patterns and the factors affecting them |  |  |  |
| Commercialisation, Sponsorship and Media |  |  |  |
| Positive and negative impacts of sponsorship and the media |  |  |  |
| Positive and negative impact of technology |  |  |  |
| Conduct of performers and introduction to drugs |  |  |  |
| Sporting examples of drug taking |  |  |  |
| Advantages/disadvantages to the performer/the sport of taking PED’s |  |  |  |
| Spectator behaviour and hooliganism, including strategies to combat hooliganism  |  |  |  |
| END OF TOPIC ASSESSMENT |  |