**OCR GCSE PE: YEAR 9 SCHEME OF WORK**

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| Key Objectives | Prior Knowledge |
| * Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance * Understand how the physiological state affects performance in physical activity and sport * Understand the contribution which physical activity and sport make to health, fitness and well-being | * Key words cemented within KS3 Core PE lessons * Healthy, active lifestyle benefits outlined in KS3 Core PE lessons and reinforced through enrichment/extra-curricular programme of activities * STE / LTE of exercise covered in KS3 Fitness unit of work * Heart rates and Recovery rates in KS3 Fitness unit of work * Benefits of warm-ups and cool downs PLUS body part names in all warm-ups and cool downs of KS3 Core PE lessons * Difference between Aerobic / Anaerobic activities in KS3 Athletics Core PE unit of work * Components of fitness in KS3 Core PE lessons |
| Key vocabulary |
| SKELETAL MUSCULAR CARDIOVASCULAR RESPIRATORY PLANES AXES  LEVERS MECHANICAL ADVANTAGE AEROBIC ANAEROBIC SYNOVIAL ARTICULATING TENDON LIGAMENT ALVEOLI CAPILLARIES ARTERY STROKE VOLUME TIDAL VOLUME MINUTE VOLUME MAXIMUM HEART RATE |
| Literacy/Numeracy/SMSC opportunities | Differentiation/Task adjustment |
| *Literacy*: Key word/glossary developments with SPAG embedded within PE Deep Marking Policy. Extended writing development through exam-style questions.  *Numeracy*: Calculating MHR and minute volume / interpreting and analysing graphs & normative data / monitoring changes in Pulse Rate / Calculating Aerobic + Anaerobic training thresholds  *SMSC*: Support students with their personal and social development through the adoption of different roles in selected activities and working with others | Opportunities to differentiate tasks have been outlined next to the lessons of each unit, with plenty of opportunity for tasks to be further differentiated at the teacher’s discretion.  Opportunities for both LA and HA to be further supported are listed throughout the SoW. |
| Key Homework tasks | Assessment |
| Flipped Learning Research Tasks / Nandos Menu (Differentiated Heat Tasks) / Elite Performance Analysis / 6 Week Training Programme | Q&A / Mini Plenaries / Plenaries / Class Feedback / SA / PA / TA / Student Reflections / Homework Marking / Exam Style Questions / End of Unit Tests |

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| **LESSONS** | **OBJECTIVES/LEVELS** | | | **ACTIVITIES/RESOURCES** | **TASK/TIER ADJUSTMENT** | **HOMEWORK/ASSESSMENT** |
| 1.5 hours | **Intro to GCSE PE & Location of Major Bones**  Know the name and location of the following bones in the human body: | | | ***OVERVIEW OF COURSE (ASSESSMENT/ PRACTICAL: THEORY WEIGHTING). DISTRIBUTE COURSE MATERIALS***  *Lesson 1: Skeletal Structure*  Starter  On MWB:   * Identifying the names of the bones LA. * Labelling the skeleton HA   Main   * Label diagram of the skeleton * Back ground information, Axial or Appendicular. * Functions of the Skeleton students to complete work books using information from the PowerPoint. * Exam questions based on the functions of the skeleton to complete at the back of the booklets. * MWB interactive bone quiz.   Plenary   * You Bet - How many parts can you and your partner bet to name without making a mistake? Largest bet takes the floor | LA  -Chillied booklets based on prior data and targets.  -Chillied starter task. | Assessment   * Short Q & A * Mini plenaries: what is this body part used for in sporting activities * You Bet Plenary   Homework  - Exam style questions. For the HA students there is a 6 mark question taken from a past paper. |
| - cranium  - vertebrae  - ribs  - sternum  - clavicle  - scapula  - pelvis  - humerus  - ulna  - radius | - carpals  - metacarpals  - phalanges  - femur  - patella  - tibia  - fibula  - tarsals  - metatarsals | |
| 1.5 hours | **Synovial Joints**  Know the definition of a synovial joint.  Know these hinge joints:  - knee - articulating bones - femur, tibia  - elbow - articulating bones - humerus, radius, ulna.  Know these ball & socket joints:  - shoulder - articulating bones - humerus, scapula  - hip - articulating bones - pelvis, femur.  Know the roles of other components of joints  - ligament - cartilage – tendons | | | *Lesson 2: Synovial Joints*  Starter   * Identify (LA), describe (MA), and provide a practical example (HA) for each function on the skeleton.   Main   * Students have a Chillied booklet to complete. * Joints PowerPoint, background knowledge on the different types of joints. * Identifying the hinge and ball socket joint Q+A. * Students to practically identify the different movements that can occur at each joint. Are there similarities? * Knowing the articulating bones at each Synovial Joint. * Label the Components of the Synovial Joint. Q+A for answers. * What are tendons, ligaments and cartilage? * Exam Question – Chillied. * Peer assessment with mark scheme   Plenary   * Glossary of key terms. | LA  - Prompts from teacher  - Pair and Share  - Closed questioning  HA  - Links to sporting activities  - Comparisons of different joint types. | Assessment   * Short Q & A * Mini plenaries * Traffic Light Cards (Planners) * Tennis Ball Throw for Blooms/HOTS * Pair & Share   Homework  - Research movements at synovial joints – Flipped Learning. |
| 1.5 hours | **Movements at Joints**  Types of movement at hinge joints applying them to examples from physical activity/sport  - flexion  - extension. | | | *Lesson 3: Movements*  Starter   * Ligament and tendon quiz.   Main   * Card sort activity for the description of the 6 movement classifications. * Cover each movement with definition giving sporting examples. * Test your partner. LA Basic sporting example for partner to identify. HA Identify all of the movements that are available at the elbow, shoulder, knee and hip joint. * Analyse cricket catch. LA part filled work sheet. HA empty work sheet. * Using command words to create questions based on today’s content.   Plenary   * BINGO | LA  - Prompts from teacher  - Pair and Share  - Closed questioning  - Wooden figure support  - Chillied Booklet  HA  - Links to own sporting activities  - Linking movements together  -Chillied Booklet | Assessment   * Short Q & A * Mini plenaries * Traffic Light Cards (Planners) * Tennis Ball Throw for Blooms/HOTS * Pair & Share * Mix and Match Plenary   Homework:  - Create a Glossary of the Key Words learnt so far this year. |
| Types of movement at ball and socket joints and applying them to examples from physical activity/sport: | | |
| - flexion  - extension  - rotation | | - abduction  - adduction  - circumduction |
| 1.5 hours | **Muscles**  Name and locate the following muscle groups in the human body and be able to apply their use to examples from physical activity/sport: | | | *Lesson 4: Names + Functions of Muscles*  Starter   * Label the diagram with muscles LA had names of muscles HA had blank diagram. * Peer assess using planner.   Main   * Market place   Plenary   * 1,2,3 (1 minute to tell 2 people, 3 things you’ve learned) | LA  - Word Bank sheet  - Prompts from teacher  HA  - Links to own sporting activities  - Combining muscles knowledge with bones + movements | Assessment   * Short Q & A * Mini plenaries * Traffic Light Cards (Planners) * Tennis Ball Throw for Blooms/HOTS * Pair & Share * 1,2,3 Plenary   Homework  - Muscular system exam questions sheet |
| - deltoid  - trapezius  - latissimus dorsi  - pectorals  - biceps  - triceps | | - abdominals  - quadriceps  - hamstrings  - gluteals  - gastrocnemius |
|  | | |
| 1.5 hours | **Muscles in Action**  Know the definitions and roles of the following and be able to apply them to examples from physical activity/sport:  - agonist  - antagonist  - fixator  - antagonistic muscle action. | | | *Lesson 5: Muscles in Action*  Starter  Socrative quiz.  Main   * Mini white boards the names of the muscles & muscles they think could work in pairs. * BICEP &TRICEP.   1C what movements occur  2C Contracting and relaxing muscle during movement.  3c how does the shape change   * Agonist and Antagonist definitions * Fixator muscle – location & role * Exam Q: Using a sporting example explain how the muscles work in antagonistic pairs to create movement with reference to the fixator muscles.   Plenary   * MWB quiz | LA  - Prompts from teacher  - Closed questioning  - Pre-filled answers (worksheet)  HA  - Links to own sporting activities  - Combining muscles actions with names of muscles/joints  Different chilli booklets | Assessment   * Short Q & A * Mini plenaries * Traffic Light Cards (Planners) * Tennis Ball Throw for Blooms/HOTS * Answer checks: task cards * BINGO Plenary   Homework  - Flipped learning. Levers research.  Research what is meant by the terms 1st, 2nd and 3rd class Levers, giving **specific sporting examples** of each class of lever**,** describing what is meant by the terms ‘fulcrum’ / ‘effort’ / ‘load’ |
| 1.5 hours | |  | | --- | | **Lever Systems**  Know the three classes of lever and their use in physical activity and sport:  – 1st class (neck)  – 2nd class (ankle)  – 3rd class (elbow)  Know the definition of mechanical advantage. | | | | *Lesson 6: Levers*  Starter  1C: Identify two pairs of agonistic muscles.  2C: Describe what is meant by the term “agonistic muscle pairs”  3C: Use a sporting example to explain how agonistic pairs working during flexion and extension  Main   * What is a lever * Components of a lever * Fulcrum, Effort & Load   First class lever  Second class lever  Third class lever  **Location in the body and example in sport.**  **Complete Chilli Table.**  Ronaldo analysis of the different levers MWB  Mechanical advantage definition.  Plenary: Socrative quiz | LA  - Prompts from teacher  - Closed questioning  - Pre-filled answers/word bank (worksheet)  HA  - Link levers + mechanical advantage to specific sporting movements | Assessment   * Short Q & A * Mini plenaries * Traffic Light Cards (Planners) * Answer checks: worksheet * Which Lever am I? Plenary   Homework  - Find 2 pictures of different sporting actions. Describe the different classes of levers within the picture and how the muscles, bones and joints are allowing the movement to occur |
| 1.5 hours | **Axes and Planes**  Know the location of the planes of movement in the body and their application to physical activity and sport:  - frontal  - transverse  - sagittal.  Know the location of the axes of rotation in the body and their application to physical activity and sport:  - frontal  - transverse  - longitudinal. | | | Starter: Using the ipads research the different planes and axes in the body.  Q+A feedback.  Description of planes of movement. Video on planes to watch where students are required to make notes on what they have seen.  Q+A afterwards.  Axes PowerPoint slide students to make notes.  Card sort activity on planes and axes – fill table in afterwards.  Jelly babies – Students have to recreate the planes and axes using jelly babies, flash cards and cocktail sticks  Independent questions to finish.  Plenary: Bingo | Students have differentiated chillied booklets.  1C – partial word fills.  2C – Key titles and subtitles to provide structure.  3C - key titles only.  1C – to create the planes and axes  2C-To provide a description of each plane and axes  3C-To apply it to a sporting action. | Revision for the upcoming assessment week. |
| 4.5 hours | **Cardiovascular System**  Know the double-circulatory system (systemic and pulmonary).  Understand the pathway of blood through the heart:  - atria  - ventricles  - bicuspid, tricuspid and semilunar valves  - septum and major blood vessels:  - aorta  - pulmonary artery  - vena cava  - pulmonary vein.  Know the different types of blood vessel:  - arteries / capillaries / veins  Know the role of red blood cells.  Know the definitions of heart rate / stroke volume / cardiac output. | | | *Lessons 10,11+12 – The Cardiovascular System*  Starters:   * Label Heart worksheet   Mains – Structure and Function  Glossary of key parts of the heart.  Functions of the cardiovascular system  Double circulatory system.  -Systemic  -Pulmonary  Main – Valves + Vessels  Task  Different types of Valves and Vessels  Exam questions – compare the different vessels.  Discussion of valves  Make your own vessel and label it.  Main – Composition of blood  Identify components of blood.  Blood cells quiz  Definitions of stroke volume, Heart Rate and Cardiac Output.  Exam Questions  -6 mark question to describe the pathway of blood through the heart.  Peer assessment of 6 mark question  -WAGOLL  Plenaries:   * Key word BINGO | Chillied booklets for 1+2 Chiili.  3C have to make own notes. | Assessment   * Short Q & A * Mini plenaries * Peer Questioning in practical movements * Traffic Light Cards (Planners) * Tennis Ball Throw for Blooms/HOTS * Q & A format of BINGO + Blockbusters Plenaries * Class feedback from breadth of abilities from 1,2,3 Plenary   Homeworks:  Revision questions for upcoming assessment. |
| Lessons 13+14: **Y9 ASSESSMENT WEEK: MOCK EXAM + MOCK EXAM REVIEW** | | | | | | |
| 3 hours | **Respiratory System**  Understand the pathway of air through the respiratory system:  - mouth - bronchi  - nose - bronchiole  - trachea - alveoli  Understand inspiration and expiration  Know the role of respiratory muscles in breathing:  - diaphragm  - intercostals. | | | *Lessons 15+16 - The Respiratory System*  Starters:   * Active reading using the text books to identify the components of the respiratory system.   Mains:   * Complete work sheet using information from the powerpoint. * AFL – MWB pathway of oxygen from air to bloodstream. * Create own respiratory system.   Plenaries:   * Bingo | Different Chilli worksheets for students. | Assessment   * Short Q & A * Mini plenaries * Peer Questioning in Lung Model creation * Q & A format of Quiz + Blockbusters Plenaries   Homeworks  - Exam questions  - You need to produce a creative revision resource for the cardiovascular system for your upcoming assessment |
|  | **Gaseous Exchange + Aerobic and Anaerobic respiration**  Understand about alveoli as the site of gas exchange.  Know the definitions of:  - breathing rate  - tidal volume  - minute ventilation.  Know the definitions of:  - Aerobic exercise  - Anaerobic exercise.  Be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration | | | Starter   * LA – To draw a diagram of gaseous exchange   HA – Explain how gaseous exchange occurs.  Mains:  Respiration v Breathing  Breathing during exercise  Anaerobic and Aerobic research using iPads  In pairs a student will research a type of respiration each and then teach each other.  Exam Q –  1C - Answer the question using the sentence starters & the key words  2C - Answer the question using the keywords provided  3C - Attempt the question without any keyword support  Plenary  Exit Pass | Different Chilli work booklets  Targeted questioning | Homework  You need to produce a creative revision resource for the cardiovascular system for your upcoming assessment |
|  | **Cardiorespiratory EoUT – Students to Peer Mark** | | | | | |
| 1.5 hours | **Short Term Effects of Exercise**  Understand the short-term effects of exercise on:  - muscle temperature  - heart rate, stroke volume, cardiac output  - redistribution of blood flow during exercise  - respiratory rate, tidal volume, minute ventilation  - oxygen to the working muscles  - lactic acid production.  Be able to apply the effects to examples from physical activity/sport.  Be able to collect and use data relating to short-term effects of exercise. | | | *Lessons 18: Effects of Exercise*  Starter  1C-To use your iPad to research all of the questions  2C-To use your iPad for some of the questions  3C-To answer all of the questions from memory    Main  Independent research   * Using your iPads you will research the short term effects of exercise on the body. You need to research the short term effects on the following systems   + The **respiratory system**   + The **cardiovascular system**     - **Vascular Shunting**   + The **muscular system**   Pair and Share consolidation questions  Group planning 6 mark question  **“Explain the short term effects of exercise on the heart and the lungs”**  Write your own answer.  iVisualiser – peer assessment  Plenary  Exit pass | LA  - Prompts from teacher  - Closed questioning  - Word bank/ glossary  HA  - Application of effects to own physical activity/sport + examples  1C – QR code to made power points for research  2C – QR code to different websites  3C – Have to complete their own research | Assessment   * Short Q & A * Mini plenary * Interactive Task AFL * Consolidation evidence within Plenary   Homework  To complete their own research on the long term effects of exercise. |
| 1.5 hours | **Long Term Effects of Exercise**  Understand the long-term effects of exercise on:  - bone density  - hypertrophy of muscle  - muscular strength  - muscular endurance  - resistance to fatigue  - hypertrophy of the heart  - resting heart rate & resting stroke volume  - cardiac output  - rate of recovery  - aerobic capacity  - respiratory muscles  - tidal volume and minute volume during exercise  - capilliarisation.  Be able to apply the effects to examples from physical activity/sport.  Be able to collect and use data relating to LTE of exercise. | | | *Lessons 18 + 19: Effects of Exercise*  Starter  1C-Identify the short term effects of exercise on the heart and lungs.  2C-Identify and describe the short term effects of exercise on the heart and lungs.  3C-Explain the short term effects of exercise on the heart and lungs.    Main   * Definition of Long term effects on MWB * Match up task   1C - Match the statements to the definitions  2C- Match the statements to the definitions and discuss what you think happens to each of these after sustained involvement in physical activity  3C- Match the statements to the definitions, discuss what you think happens to each of these after sustained involvement in physical activity and give a practical example of how this might benefit performance in a sport/practical activity  Fill in the work sheet task on the long term effects of the task.  6 mark question  **“Explain how regular physical activity positively effects the body”**  Plenary   * Kahoot | LA  - Prompts from teacher  - Closed questioning  - Word bank/ glossary  HA  - Application of effects to own physical activity/sport + examples | Assessment   * Short Q & A * Mini plenary * Interactive Task AFL * Peer assessment of exam Qs * Traffic Light Cards (Planners) * Consolidation evidence within Plenary   Homework  - You need to create a leaflet informing people on the benefits of exercise. |
|  | *Exam Techniques* | | | *Starter –* Command word Kahoot (KSJ)  Recap Assessment objectives and how they link with PEE  Main  Students to mark exemplar examples and discuss the marks they were given. Students are then going to ensure all answers are full marks.  Students to judge two 6 mark answers and discuss the assessment objectives of the two answers and the marks they were given.  6 mark question and peer assess. |  | Homework  To create a 6 mark questionconsidering the command word that you use as well as a mark scheme to go with it.  One page should have the 6 mark question, another page should have the mark scheme on it.  The mark scheme should list all of the possible points that can be made in relation to the question.  Consider the different bands that are available. |
| 1.5 hours | *Effects of exercise (Practical Data Collection)* | | | *Starter –*  *6 mark question using AO1, AO2 + AO3 Criteria*  *6 Mark question plus peer assessment*  *Starter*   * *Identify 3 long term effects of exercise* * *Identify and define 2 long term effects of exercise* * *Explain 1 long term effects of exercise*   *Practical time*   * Students to take their resting heart rate and make a note of it on the sheet. * Students then run the cooper run and take their heart rate every minute for 5 minutes after the run. * Students to complete the questions based on the practical data | Students have chillied worksheets. | Homework  Complete the 6 mark question. |
| 1.5  hours | **Health Related Fitness**  Know the definitions of the following components and where each are important in sport. | | | *Lesson 21: Fitness Components (Health)*  *Review End of Unit Test*  Starter   * Tweet: 140 characters in 2 mins, to define Health Related fitness components   Main   * Market Place – students compile an A3 sheet with info about their researched component * 1 student then goes to another A3 sheet to learn about that component * Students return to original group to teach them about this component * Diamond 9 for Gymnastics & Football: explain/compare your orders   Plenary   * Pair and Share | LA  - Teacher support in Q&A  - Prompted worksheet  HA  - Information will be collated and synthesised to facilitate high level of learning to other students (teacher role)  - Diamond 9 will facilitate higher order conversations including comparisons / justifications | Assessment   * Short Q&A * Mini plenary * Diamond 9 higher order questioning * Plenary   Homework  - Flipped learning task: assign each student with a SR Fitness Component to research. Students will bring-in information to contribute to an info-sheet to teach the rest of the class about their component of fitness  - definition  - sports where it is particularly important  - fitness tests used to test it |
| 1.5 hours | **Skill Related Fitness**  Know the definitions of the following components of fitness & suitable tests. Be able to apply practical examples of where each are important in physical activity/sport | | | *Lesson 22: Fitness Components (Skill)*  Starter   * Health Related Fitness Buzzer Questions   Main   * Market Place – students compile an A3 sheet with as much info about their researched component as possible * 1 student then goes to another component of fitness to learn about it using the sheet left by other groups * Students return to original group to teach them about the component they have visited * Diamond 9 for Rugby and Tennis – explain/compare your orders   Plenary   * Skill Related Fitness Buzzer Questions | LA  - Teacher support in Q&A  - Prompted worksheet  HA  - Information will be collated and synthesised to facilitate high level of learning to other students (teacher role)  - Diamond 9 will facilitate higher order conversations including comparisons / justifications | Assessment   * Short Q&A * Mini plenary * Diamond 9 higher order questioning * Plenary   Homework  - Each group is assigned a Fitness test to research the Methodology and Equipment required  - This group will be responsible for setting-up this test for completion by the rest of the group, the following week |
|  | **Fitness Testing**  ***Health***  - cardiovascular endurance/stamina  o Cooper 12 minute run/walk test  o multi-stage fitness test  - muscular endurance  o press-up test  o sit-up test  - flexibility  o ‘sit and reach’ test  - strength  o grip strength dynamometer test  o 1 Repetition Maximum (RM)  ***Skill***  - speed  o 30m sprint test  - power  o ‘standing jump’ or ‘vertical jump’ tests  - agility  o Illinois agility test  - balance  o ‘stork stand’ test  - co-ordination  o ‘wall throw’ test  - reaction time  o reaction time ruler test | | | *Lesson 23 – Fitness Testing*  PRACTICAL | LA  - Teacher support in Q&A  - Pre-Fills in Testing Worksheet  HA  - Analytical report of data including discussions about validity and reliability | Assessment   * Short Q&A * Mini plenary * Traffic Light Cards (Planners) * PA comparisons of data * Plenary   Homework  - Produce a revision guide which outlines all of the fitness tests, how the tests are carried out (procedure), equipment used and the national averages for each test  HA: compare results to national averages. Look at validity and reliability of tests |
| 1.5 hours | **Principles of Training**  Know the following definitions of principles of training and be able to apply them to personal exercise/training programmes:  - specificity  - overload  - FITT  - progression  - reversibility  - tedium | | | *Lesson 24 – Principles of Training*  Starter   * Tyler Walker Training Programme – what changes do you notice? What exercises/activities are within it?   Main   * Boardworks Powerpoint + Work Booklet which follows inc interactive tasks/activities * Students to critically evaluate sample training programme ([www.netfit.co.uk/training/trainingadvice/weight-loss-program.htm](http://www.netfit.co.uk/training/trainingadvice/weight-loss-program.htm)) – Evidence of Training Principles? Suitable for a beginner? * Past Exam Q ([OCR GCSE PE Paper B453 Jan 2012, Q22 (6 marks)](file:///X:\Departmental\PE\GCSE%20PE\Theory\OCR\Past%20Papers%20+%20Mark%20Schemes\B453\B453%20-%20JAN%202012%20(Exam).pdf))   Plenary   * Exit Pass | LA  - Prompts from teacher  - Closed questioning  - Pre-filled answers/word bank (workbooklet)  HA  - Link principles to own training regime | Assessment   * Short Q & A * Mini plenaries * Answer checks: workbooklet / interactive tasks * Exit Pass Plenary   Homework  - Amend Tyler Walker’s Training programme for a further week to apply the Principles of Training from today’s lesson  - Past Exam Q ([OCR GCSE PE Paper B453 June 2012, Q18 (4 marks)](../../Edexcel)) |
| 3 hours | **Training Methods**  Know different types of training, definitions and examples of:  - continuous  - fartlek  - interval   * circuit training * weight training * plyometrics * HIIT (High Intensity Interval Training) | | | *Lesson 25 + 26 – Training Methods*  Starter   * Training Methods video –what are these? Anyone experienced any before?   Main   * Training Methods Powerpoint inc interactive tasks/activities * Practical sessions of various Training Methods after learning about their characteristics. * Evaluate and apply to relevant sports * Past Exam Q ([OCR GCSE PE Paper B453 Jan 2012, Q20 (6 marks)](../../Edexcel))   Plenary   * Post-It – 3 x A3 sheets of paper with Training Methods as headings. Students to attach 1 Post-It to each sheet outlining something they have learned about each | LA  - Prompts from teacher  - Closed questioning  - Prompt sheet  HA  - Link relevant training methods to own participation in physical activity/sport | Assessment   * Mini plenaries * Answer checks: interactive tasks/exam Q * Session evaluations * Post-It Plenary   Homeworks  - Complete an Insanity workout  - Write an account of the session inc how easy it was/what it included/how you could make it harder to apply Training Principles  - Write a detailed 6 week Training Programme for your own sport.  - Include Training Methods  - Consider Training Principles and outline on your plan where you have applied them |
| **Lessons 27/28: Intro to AEP** | | | | | | |
| 1.5 hours | **Prevention of Injury – Warm-Up & Cool Down**  Understand the key components of a warm up and apply examples:  - pulse raising  - mobility  - stretching  - dynamic movements  - skill rehearsal.  Know the physical benefits of awarm up, including effects on:  - warming up muscles/preparing the body for physical activity  - body temperature  - heart rate  - flexibility of muscles and joints  - pliability of ligaments and tendons  - blood flow and oxygen to muscles  - the speed of muscle contraction.  Understand the key components of a cool down and apply examples:  - low intensity exercise  - stretching.  Know the physical benefits of a cool down, including:  - helps the body’s transition back to a resting state  - gradually lowers heart rate  - gradually lowers temperature  - circulates blood and oxygen  - gradually reduces breathing rate  - increases removal of waste products such as lactic acid  - reduces the risk of muscle soreness and stiffness  - aids recovery by stretching muscles. | | | *Lesson 29 – Warm-Ups & Cool Downs*  Starter   * Student-Led Warm-Up in 4s: Complete PA sheet: Rate its effectiveness for Football? For Marathon Running? How do you know what to do? Describe the content   Main   * Elastic band – demonstrate effects of temperature on muscles * Boardworks Powerpoint inc interactive tasks/activities * Debate: Class in 2 teams. Which is more important; Warm-Up or Cool-Down? * Lead a Cool-Down: Complete PA sheet. Compare to previous Warm-Up completed in starter and feedback to student leader * Past Exam Q ([OCR GCSE PE Paper B451 Jan 2012, Q21 (5 marks)](../../Edexcel))   Plenary   * Exit Pass | LA  - Prompts from teacher  - Closed questioning  - Prompt sheet  - Word bank  HA  - Articulate debating. Measured argument with justifications for points + practical examples | Assessment   * Short Q & A * PA sheet * Mini plenaries * Answer checks: interactive tasks * Informal AFL during debate + probing Qs * Comparison of PA sheets and FB to students * Exit Pass Plenary   Homework  - Write a sample warm-up for 1 session & a sample cool-down for 1 session on your 6 week training programme from your last week’s homework: *these to be delivered in the following practical lessons* |
| 1.5 hours | **Prevention of Injury – Risks and Hazards**  Understand how the risk of injury in physical activity and sport can be minimised and be able to apply examples, including:  - personal protective equipment  - correct clothing/footwear  - appropriate level of competition  - lifting and carrying equipment safely  - use of warm up and cool down.  Know potential hazards in a range of physical activity and sport settings and be able to apply examples, including:  - sports hall  - fitness centre  - playing field  - artificial outdoor areas | | | *Lesson 30 – Risks and Hazards*  Starter   * Identify the risks – video   Main   * Difference between Hazards and Risks * Sample Risk Assessment Hazard Checklist ([www.bugs.bham.ac.uk/getinvolved/hazcheck.doc](http://www.bugs.bham.ac.uk/getinvolved/hazcheck.doc)) * Common sporting injuries + causes ([www.sportsinjuryclinic.net](http://www.sportsinjuryclinic.net)) * \*\* Look at Risk Assessment for the school and annotate * Feedback to class * Discussion about levels of risk * Past Exam Q ([OCR GCSE PE Paper B453 Jan 2013, 17 (4 marks)](../../Edexcel)) / ([OCR Specimen GCSE PE Paper JS587/01, Q23b (6 marks)](../../Edexcel)) * Peer Marking using Mark Scheme + WWW/EBI   Plenary   * Add It On – Various A4 sheets to circle students. Each has a sport, a setting within PE or a piece of equipment on it. 1st student writes down a potential risk/hazard associated with it. The next writes down a way of minimising injury. The next writes what potential injury this could minimise. |  | Assessment   * Starter Q & A * Mini Plenaries * Risk Assessment FB to class * Past Exam Q – Peer Marking exercise * Add It On Plenary Q & A   Homework  - Revise for End of Unit Test 3: Fitness Testing & Training  - Distribute ‘Indicative Content Sheet’ |
| Lesson 31:  **EXCURSION: RISK ASSESSMENT**  \*\* IF POSSIBLE, TAKE STUDENTS OFF-SITE FOR THE MORNING TO COMPLETE RISK ASSESSMENTS FOR A SWIMMING POOL + SPORTS HALL. IF THIS IS NOT POSSIBLE, STUDENTS SHOULD COMPLETE A RISK ASSESSMENT OF AN AREA OF THE SCHOOL GROUNDS \*\* | | | | | | |
| Lessons 32, 33 + 34: **JS587/01 REVISION** | | | | | | |