**GCSE PE: 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   * Post it notes – where is the….   Main   * Label diagram of the skeleton * Interactive Skeleton Building Games + Bones Facts/Features ([www.bbc.co.uk/science/humanbody](http://www.bbc.co.uk/science/humanbody)) * Race Task: article containing examples of how the skeleton provides or allows:   support / posture / protection  / movement / blood cell production / storage of minerals.  Plenary   * You Bet - How many parts can you and your partner bet to name without making a mistake? Largest bet takes the floor | LA  - Post-it prompts from teacher  - Pre-filled letter starters on the diagram of the skeleton  - Answer pile for Race Task  - You Bet lives  HA  - Relate body part to sporting activity | Assessment   * Short Q & A * Mini plenaries: what is this body part used for in sporting activities * You Bet Plenary   Homework  - Extended writing task: Which body parts are involved in a sporting action of your choice? What are the functions of your skeleton during the sport that you play? Do these change at any point throughout the course of that sport? |
| - 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   * Label Andy Murray   Main   * Joints Powerpoint + Student Work Booklet * Label synovial joint + roles of components * Past Exam Q ([OCR GCSE PE Paper B453 Jan 2012, Q23 (4 marks)](../Past%20Papers%20+%20Mark%20Schemes)) / ([OCR GCSE PE Paper B453 June 2014, Q22 (3 marks)](../Past%20Papers%20+%20Mark%20Schemes))   Plenary   * Pair & Share | 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 |
| 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   * Label a synovial joint   Main   * Pairs Football short passes + Q&A (Inc: why is it a ‘hinge’ joint? What type of movement happens at a hinge? * Pairs Bicep Curls + Q&A (Inc: What are the similarities to Football Pass? Why?) * Pairs Cricket Bowl + Q&A (Inc: Similarities/Differences to the last 2 activities? Why different? * Hula Hoop + Q&A (Inc: Where is the movement? Describe it and how is it similar to any previous?) * Past Exam Q ([OCR GCSE PE Paper B453 Jan 2013, Q19 (4 marks)](../../Edexcel)) / ([OCR GCSE PE Paper B453 June 2013, Q19 (4 marks)](../../Edexcel))   Plenary   * Mix & Match task | LA  - Prompts from teacher  - Pair and Share  - Closed questioning  - Wooden figure support  HA  - Links to own sporting activities  - Linking movements together | Assessment   * Short Q & A * Mini plenaries * Traffic Light Cards (Planners) * Tennis Ball Throw for Blooms/HOTS * Pair & Share * Mix and Match Plenary   Homework:  - Write an account of movements occurring with specific sporting activities within your sport eg: taking a penalty in Football. (Preparation / Execution / Follow-through) |
| 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   * What Do I Know?: Skeleton * Label your partner’s muscles   Main   * Interactive drag & drop muscle game + info ([www.bbc.co.uk/science/humanbody](http://www.bbc.co.uk/science/humanbody)) * Muscle Function Table Fill (Booklet) * Video of sporting movements: which muscles are being used? Link to previous lesson on movements at joints * Past Exam Q ([OCR Specimen GCSE PE Paper JS587/01, Q3a (2 marks)](../../Edexcel))   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   * 3 columns match-up task   Main   * Muscle Action powerpoint information input * T ask cards table (relating to Tennis) * Fill in the table worksheet using task card answers * Past Exam Q (([Edexcel GCSE PE Paper 2016, Q19 (6 marks)](../../Edexcel))   Plenary   * BINGO | LA  - Prompts from teacher  - Closed questioning  - Pre-filled answers (worksheet)  HA  - Links to own sporting activities  - Combining muscles actions with names of muscles/joints | Assessment   * Short Q & A * Mini plenaries * Traffic Light Cards (Planners) * Tennis Ball Throw for Blooms/HOTS * Answer checks: task cards * BINGO Plenary   Homework  - Watch a famous sportsperson on YouTube. Explain the muscles in action during this movement |
| 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   * When in any part of life do you use leverage? Examples?   Main   * Levers Powerpoint +worksheet * 1,2,3 FRE * GCSE Bitesize Design & Technology (<http://www.bbc.co.uk/schools/gcsebitesize/design/systemscontrol/mechanismsrev1.shtml>) * Past Exam Q ([OCR Specimen GCSE PE Paper JS587/01, Q12 (1 mark)](../../Edexcel))   Plenary   * Which Lever am I? | 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  - Draw 1st Class / 2nd Class / 3rd Class Levers and give an example of each in use within a specific sporting activity |
| 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. | | | *Lesson 7: Axes and Planes*  Starter   * GET UP! How many different ways can you move? Imagine there were laser lines everywhere.   Main   * Practical Planes + Axes movements within the classroom – Guided Discovery * Planes + Axes Powerpoint * Pairs Task: students completes a movement and partner states which plane/axes this moves through * Past Exam Q ([OCR Specimen GCSE PE Paper JS587/01, Q15 (1 mark)](../../Edexcel))   Plenary   * Federer serve analysis – which planes/which axes? | LA  - Prompts from teacher  - Closed questioning  - Picture Cards of Axes + Planes  - Simpler movements to guess (pairs task)  HA  - More complex actions to guess (pairs task)  - Own examples of sport and application of Planes and Axes within specific sporting actions | Assessment   * Short Q & A * Mini plenaries * Traffic Light Cards (Planners) * Peer Questioning in practical movements * Q & A in Federer Plenary   Homework  - Revise for EoUT 1 – Muscles, Bones & Movements  - Distribute ‘Indicative Content Sheet’ |
| 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 * Blood Mobile Song * Label Circulatory System worksheet   Mains:   * Practical: Pathway of blood. Red Bibs (Oxygenated Blood). Blue Bibs (Deoxygenated Blood). Move through valves (pairs using arms as open/closed valves) & veins/arteries. * Pairs definitions match-up task * Boardworks Powerpoint – information re-cap and input for blood vessels including interactive activities * Coloured diagram of CV system ([www.abacon.com/dia/exphys/home.htmlb](http://www.abacon.com/dia/exphys/home.htmlb)) * Past Exam Q ([OCR Specimen GCSE PE Paper JS587/01, Q22a (4marks) +22b(i) (3 marks)](../../Edexcel))   Plenaries:   * Key word BINGO * Blockbusters (class split: Pink & Blue Team) * 1,2,3 (1min to tell 2 people, 3 things you’ve learned) | LA  - Prompts from teacher  - Closed questioning  - Word bank  - Pre-filled labels on heart/circulatory system task  HA  - Links to how exercise can affect the Cardiovascular System, with reference to their own sport and specific sporting circumstances | 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:  - Select a chilli appropriate task (relevant to your target grade) from the Nandos Menu  Lemon + Herb (1 chilli) = Target C  Medium (2 chillies) = Target B  Hot (3 chillies) = Target A  Extra-Hot (4 chillies) – Target A\*  Students must select a task at **least** their target grade or above |
| 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 about alveoli as the site of gas exchange.  Know the role of respiratory muscles in breathing:  - diaphragm  - intercostals.  Know the definitions of:  - breathing rate  - tidal volume  - minute ventilation. | | | *Lessons 15+16 - The Respiratory System*  Starters:   * Pairs Mini Whiteboard Task: Write down as many words/body parts to do with the Respiratory System as you can think of * Deep breathing / circular breathing – what is happening in our bodies? * Past Exam Q ([OCR Specimen GCSE PE Paper JS587/01, Q5 (1 marks)](../../Edexcel))   Mains:   * Boardworks Powerpoint – information input and interactive tasks * Balloon/Bottle Lung practical activity: <https://www.youtube.com/watch?v=JFUu-pn7Qtg> / Science Bell Jar * Coloured diagram of Respiratory system ([www.abacon.com/dia/exphys/home.htmlb](http://www.abacon.com/dia/exphys/home.htmlb))   Plenaries:   * Key word Quiz * Blockbusters RE-MATCH (class split in to Pink and Blue Team) | LA  - Prompts from teacher  - Closed questioning  - Word bank  - Prompt card for Lung Model creation  HA  - Links to how exercise can affect the Respiratory System, with reference to their own sport and specific sporting circumstances | Assessment   * Short Q & A * Mini plenaries * Peer Questioning in Lung Model creation * Q & A format of Quiz + Blockbusters Plenaries   Homeworks  - Design an information leaflet/booklet which explains how the Respiratory System works during exercise, using specific sporting examples  - Design a starter task for next year’s group regarding key words/definitions relating to the Respiratory System |
| 1.5 hours | **Aerobic and Anaerobic Exercise**  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 | | | *Lesson 17: Anaerobic/ Aerobic Exercise*  Starter   * How to take your pulse. Calculate MHR. Record on worksheet   Mains   * Calculate Anaerobic HR and Aerobic HR training zone * Practical: Jogging/Sprinting with HR recording – why are they different? What is happening in the body during each activity? * Invasion Game: Repeat above. When do you work anaerobically/aerobically? How does this differ with each position?   Plenary   * Famous sportspeople photo cards: who is working anaerobically/aerobically? Why? | LA  - Prompts from teacher  - Closed questioning  - HR help sheet  HA  - Analysis of own performance – anaerobic + aerobic contribution within sporting/physical activity | Assessment   * Short Q & A * Mini plenaries * Traffic Light Cards (Planners) * Tennis Ball Throw for Blooms/HOTS * Q & A format of Photo Card plenary   Homework  - Revise for End of Unit Test 2: Cardiorespiratory System  - Distribute ‘Indicative Content Sheet’ |
| 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 + 19: Effects of Exercise*  Starter   * GET UP! Mini warm-up (star jumps/Spotty Dogs/Spot Sprints) – What is happening to our bodies?   Main   * Boardworks Powerpoint - Effects of Exercise. Info input + interactive activities inc word fill / mini test * Past Exam Q ([OCR GCSE PE Paper B453 June 2012, Q21 (3 marks)](../../Edexcel))   Plenary   * Glossary Fill & Name Dropper. Use as many words as you can, that you have learned today, in 1 long LOGICAL sentence. 2 mins to practise | 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 * Consolidation evidence within Plenary   Homework  - 6 mark exam question: Explain the STE of a striker playing Football on the body  - Draw a diagram of the body which shows (with arrows) the STE of exercise on the different areas of the body. Leave space for LTE of exercise NEXT WEEK, which you can write in a different colour |
| 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   * Make a list (with the person next to you) of all the effects you have noticed within your body as a result of taking part in regular physical activity   Main   * Boardworks Powerpoint - Effects of Exercise. Info input + interactive activities inc word fill / mini test * Add LTE of exercise to STE diagram (last week’s H/W) * Past Exam Q ([OCR GCSE PE Paper B453 June 2012, Q25 (6 marks)](../../Edexcel)) * Peer assessed using Mark Scheme   Plenary   * BINGO – descriptions are read aloud and students have to associate the LTE being described to mark-off their grid | 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  - Revise for EoUT |
| Lesson 20:  **Revision for Assessment Week** | | | | | | |
| 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)](../../Edexcel))   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** | | | | | | |