



TOPICS	YEAR CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME, EG. BOOKS, WEBSITES, FAMILY LEARNING THROUGH VISITS.
<p><b>Module 1</b></p> <p>Individual Differences</p>	<p><b>Age</b> - divisions, time line outlining optimum performance and peak, suitable activities at various ages.</p> <p><b>Disability</b> -Types of disability, inclusion, how inclusion is achieved, classification of disability.</p> <p><b>Somatotype</b> - Physical features, activities, appropriate sport specific examples, ratios, combinations</p> <p><b>Gender</b> - Activity choices, physiological differences (skeleton, muscles, cardio-resp, maturity, hormones, skill, other), competition divisions.</p> <p><b>Environment</b> - Impact on performance (weather, pollution, humidity, altitude, terrain</p> <p><b>Risk and Challenge</b> - Risk assessment, control, safeguards, activity/sport specific issues, completed document</p> <p><b>Activity levels</b> - How various factors impact on Competition / recreation</p>	<p><b>Websites</b></p> <p><a href="http://www.brianmac.co.uk/index.htm">http://www.brianmac.co.uk/index.htm</a></p> <p><a href="http://www.bbc.co.uk/sport">http://www.bbc.co.uk/sport</a></p> <p><a href="http://www.skysports.com/">http://www.skysports.com/</a></p> <p><a href="http://www.bbc.co.uk/bitesize/">http://www.bbc.co.uk/bitesize/</a></p> <p><a href="http://www.aqa.org.uk/subjects/physical-education">http://www.aqa.org.uk/subjects/physical-education</a></p> <p>Read local and national daily papers.</p> <p>Discuss, with peers and family, what you learnt and improved in the lesson.</p>
<p><b>Module 2</b></p> <p>Body Systems</p>	<p><b>Skeletal System</b> -Bones in the body (effects on performance and activities), types of bone, functions of the skeleton, Joints, types and structure of synovial joints</p> <p><b>Muscular system</b> - Muscles in the body, types of muscle, antagonistic pairs, types of muscle contraction (isotonic – concentric / eccentric, isometric), muscle fibres (fast / slow twitch)</p> <p>Types of movement Flexion / extension / abduction / adduction / rotation</p> <p><b>Cardiovascular System</b> - Components of the cardiovascular system (heart, vessels), Functions of the</p>	<p><b>Websites</b></p> <p><a href="http://www.brianmac.co.uk/index.htm">http://www.brianmac.co.uk/index.htm</a></p> <p><a href="http://www.bbc.co.uk/sport">http://www.bbc.co.uk/sport</a></p> <p><a href="http://www.skysports.com/">http://www.skysports.com/</a></p> <p><a href="http://www.bbc.co.uk/bitesize/">http://www.bbc.co.uk/bitesize/</a></p> <p><a href="http://www.aqa.org.uk/subjects/physical-education">http://www.aqa.org.uk/subjects/physical-education</a></p> <p>Read local and national daily papers.</p> <p>Discuss, with peers and family, what you learnt and improved in the lesson.</p>



	<p>cardiovascular system, components of blood, Transport, protection, temperature control (inc. perspiration), Key terms (HR, SV, CO)</p> <p><b>Respiratory System</b> - Structure of the respiratory system (including components), mechanics of breathing (inspiration / expiration), Gaseous exchange, Key terms (Tidal Volume, BR, VC, VO2 max)</p> <p><b>Effects of exercise on cardio-respiratory system</b> - Short and long term effects, how to improve cardiovascular fitness.</p> <p><b>Aerobic / Anaerobic respiration</b> - Equation, application to individual sports / activities, Oxygen debt, recovery, lactic acid, disposal of waste products (excretion, expiration)</p>	
<p><b>Module 3</b> Fitness Capability and Training</p>	<p><b>Components of general and skill related fitness</b> - Definition, effect on performance, test Strength (explosive, static, dynamic), speed, suppleness, stamina (muscular / cardiovascular), Power Agility, balance, coordination, reaction time, timing.</p> <p><b>Principles of training</b> - S.P.O.R.T. F.I.T. application to sporting / practical examples</p> <p><b>Training Zones</b> - Aerobic / anaerobic respiration (input/output), Calculation of max HR, training thresholds → training zones.</p> <p><b>Methods of training</b> - What it is, advantages and disadvantages, suitable sports / types of fitness for:- Weight training, circuit, interval, fartlek, continuous.</p> <p><b>Training session</b> - Theoretical make up of a training session – Objective / focus, warm up, fitness / exercise phase, skill / team play phase, cool down.</p> <p><b>Training programme</b> - 6 – 8 week programme to focus</p>	<p><b>Websites</b> <a href="http://www.brianmac.co.uk/index.htm">http://www.brianmac.co.uk/index.htm</a> <a href="http://www.bbc.co.uk/sport">http://www.bbc.co.uk/sport</a> <a href="http://www.skysports.com/">http://www.skysports.com/</a> <a href="http://www.bbc.co.uk/bitesize/">http://www.bbc.co.uk/bitesize/</a> <a href="http://www.aqa.org.uk/subjects/physical-education">http://www.aqa.org.uk/subjects/physical-education</a></p> <p>Read local and national daily papers.</p> <p>Discuss, with peers and family, what you learnt and improved in the lesson.</p>



	<p>on progression, including targets, development, matches and rest. Particular focus on creation of a training schedule.</p> <p><b>Seasonal training</b> - The training / performance calendar. Understanding of periodization, the focus application of the different phases (pre-season, peak season, off season). Particular emphasis on the differences between various sports (eg football / athletics). Prioritising various competitions within identified sports.</p> <p><b>Warm Weather / Altitude training</b> - Altitude – physical benefits of why this is important. How it is achieved. Reasons for undertaking warm weather training.</p>	
<p><b>Module 4</b></p> <p>Demands on Performance</p>	<p><b>Fatigue / stress</b> - Causes and effects on performance of:- Fatigue and stress, Personality and emotions, tension and anxiety, motivation (intrinsic / extrinsic) and arousal (incorporate inverted U theory), Aggression, boredom and Tedium, impact of feedback and criticism</p> <p><b>Skill acquisition</b> - Types of skills (basic / complex, Open / closed), Types of feedback, types of learning (visual/verbal/manual), types of practice (whole/part/fixed)</p> <p><b>Injury / Safety</b> - Types of sports injuries, causes of injury and measures taken to reduce potential risks (inc risk assessment, rules, technique, clothing etc)</p> <p><b>Diet and Nutrition</b> - Components of a balanced diet and benefits received from each element. How dietary requirements can differ between different sports and alternative training. The consequences of dietary imbalance or deficiency (inc anorexia / obesity)</p>	<p><b>Websites</b></p> <p><a href="http://www.brianmac.co.uk/index.htm">http://www.brianmac.co.uk/index.htm</a>  <a href="http://www.bbc.co.uk/sport">http://www.bbc.co.uk/sport</a>  <a href="http://www.skysports.com/">http://www.skysports.com/</a>  <a href="http://www.bbc.co.uk/bitesize/">http://www.bbc.co.uk/bitesize/</a>  <a href="http://www.aqa.org.uk/subjects/physical-education">http://www.aqa.org.uk/subjects/physical-education</a></p> <p>Read local and national daily papers.</p> <p>Discuss, with peers and family, what you learnt and improved in the lesson.</p>