

Year: 10

Subject: Sports Studies

| Autumn Term   |  |   |
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| Overarching Topic:  |  |   |
| What has come before and what comes later:  | Students will have taken part in core PE lessons covering a variety of sports and activities. Students will have completed a block on HRE and will have some practical experience and basic knowledge and understanding of selected fitness tests and components of fitness.   |   |
|   | Core   | Extension   |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | Unit 1: Health and fitness (Exam) <ul style="list-style-type: none"> <li>Name the different methods of training for each component of fitness.</li> <li>What are the advantages and disadvantages of these methods of training?</li> <li>What is flexibility training and how would you conduct a session?</li> <li>What is Muscular Strength training and how would you conduct a session?</li> <li>What is Muscular Endurance training and how would you conduct a session?</li> <li>What are the fundamentals steps you take to warm-up correctly?</li> <li>What are the different fitness tests applied to test the components of physical fitness and skill-related fitness?</li> <li>How can you improve the validity and reliability of fitness testing?</li> <li>How can you ensure that progress is being made during fitness training?</li> <li>What different methods are there to measure the intensity of training during a fitness session?</li> <li>Explain the application of the Principles of Training to fitness training.</li> </ul> | <ul style="list-style-type: none"> <li>How does fitness impact performance?</li> <li>What impact does flexibility have on my performance?</li> <li>How can I progress with my training?</li> <li>How do you utilise the Principles of Training?</li> <li>How do you use the FITT Principle in your training plan designs?</li> <li>What is the difference between validity and reliability?</li> <li>How is progressive overload used during a fitness training programme?</li> </ul> |

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|                    | <ul style="list-style-type: none"><li>• What is the protocol to conduct the following fitness tests – Multi-stage Fitness test, Illinois Agility test, Stork test?</li><li>•</li></ul> |   |
|                    | Skill/Technique  | How students will develop and demonstrate this    |
| Key skills         | <ul style="list-style-type: none"><li>•</li></ul>  | <ul style="list-style-type: none"><li>•</li></ul> |
| <b>Spring Term</b> |  |   |

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| Overarching Topic:  |  |   |
|---|--|---|
| What has come before and what comes later:  | The students have experienced a range of content to develop knowledge and understanding of Fitness for Sport & Exercise. They have been able to apply knowledge and understanding to various tasks and questions in preparation for their external examination. They have begun to apply the principles of training to fitness programme design and have conducted fitness testing to review their own levels of physical fitness. They have also analysed their results and compared their own performance to national averages of students their own age.  |   |
|   | Core   | Extension   |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | <p>Unit 3:</p> <p>Learning Aim A:</p> <ul style="list-style-type: none"> <li>• What are short, medium and long term goals?</li> <li>• What is the significance in lifestyle and medical history questionnaires?</li> <li>• What are the physical components of fitness and their corresponding methods of training?</li> <li>• Explain the application of the principles of training to fitness program design.</li> <li>• Explain the importance of a warm-up and give clear examples of the different activities to be undertaken.</li> <li>• Explain the importance of a cool down and give clear examples of the different activities to be undertaken.</li> <li>• What are the different methods to monitor the intensity of training for different methods of training?</li> </ul> <p>Learning Aim B:</p> <ul style="list-style-type: none"> <li>• What are the locations of the major muscles in the human body?</li> <li>• What are the locations of the major bones in the human body?</li> <li>• Explain the structure of the synovial joints at the hip,</li> </ul> | <ul style="list-style-type: none"> <li>• Explain the role of SMARTER goals and the importance of short, medium and long-term goals.</li> <li>• How can the FITT Principle be applied to fitness program design?</li> <li>•</li> </ul> |

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|                    | <p>shoulder, pelvis and knee.</p> <ul style="list-style-type: none"><li>• What are the short-term effects of fitness on the musculoskeletal system?</li><li>• Explain the structure of the cardiovascular system.</li><li>• Explain the structure of the respiratory system.</li><li>• What are the short-term effects of exercise on the cardiorespiratory system?</li></ul> |  |
|                    | <b>Skill/Technique</b>  | <b>How students will develop and demonstrate this</b>  |
| Key skills         | <ul style="list-style-type: none"><li>• Identifying</li><li>• Explaining</li><li>• Analysing</li><li>• Evaluating</li></ul>   | <p>Develop through:</p> <ul style="list-style-type: none"><li>• Understanding the requirements of different athlete's in relation to their fitness training for performance.</li></ul> |
| <b>Summer Term</b> |   |  |

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| Overarching Topic:  |   |  |
|---|---|--|
| What has come before and what comes later:  | Students have covered the first half of the unit gaining a base of knowledge and understanding on the human body systems and functions and how these are important for sport and exercise. Students will now look at planning and carrying out a series of training sessions, measuring success and reviewing their impact.   |  |
|   | Core  | Extension  |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | <p>Unit 3:</p> <p>Learning Aim C:</p> <ul style="list-style-type: none"> <li>• Know the importance of keeping an accurate training diary when completing an exercise fitness program.</li> <li>• What health and safety requirements need to be considered when carrying out a training programme?</li> <li>• What are the different types of motivation?</li> <li>• How can success be measured in relation to training programmes?</li> </ul> <p>Learning Aim D:</p> <ul style="list-style-type: none"> <li>• What is the importance of completing a review of your training program once it has been completed?</li> <li>• What physiological changes have occurred and how have these been measured?</li> </ul> | <ul style="list-style-type: none"> <li>• How can a training program be adapted to suit the needs of the individual?</li> <li>• How can training programmes be adapted/improved for the future?</li> <li>• What is the importance of measuring success and what impact can this have on future training?</li> </ul> |
|   | Skill/Technique   | How students will develop and demonstrate this   |
| Key skills  |   | <ul style="list-style-type: none"> <li>•</li> </ul>  |