

Theory PE

Key Stage 3 Curriculum includes fitness which gives the pupils a good grounding in the components of fitness and the different methods of training.



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1			<p>Health and fitness, including the relationship between health and fitness.</p> <p>The components of fitness.</p> <p>Linking sports and activities to the required components of fitness.</p>	<p>Blood vessels.</p> <p>Structure of the heart and the cardiac cycle (pathway of blood).</p> <p>The pathway of air and gaseous exchange.</p> <p>Cardiac output and stroke volume (including the effects of exercise).</p> <p>Mechanics of breathing and interpretation of a spirometer trace.</p> <p>Aerobic and anaerobic exercise.</p> <p>Recovery/EPOC.</p>	<p>First, second- and third-class levers.</p> <p>Mechanical advantage.</p> <p>Engagement patterns and the factors affecting them.</p> <p>Commercialisation, sponsorship and the media.</p>	<p>DGR</p> <p>Anatomy and Physiology</p> <p>3.1.1.2 Cardiovascular system</p> <p>3.1.1.3 Respiratory system</p> <p>3.1.1.4 Neuromuscular system</p> <p>RCE</p>	<p>DGR Psychology</p> <p>Aspects of personality</p> <p>Attitudes</p> <p>Arousal</p> <p>Anxiety</p> <p>Aggression</p> <p>Motivation</p> <p>Social facilitation</p> <p>Group dynamics</p> <p>Importance of goal setting</p> <p>RCE</p>

Autumn 2			<p>Reasons for and limitations of fitness testing.</p> <p>Measuring the components of fitness and demonstrating how data is collected.</p>	<p>The short- and long-term effects of exercise.</p> <p>Bones and the functions of the skeleton.</p> <p>Structure of the skeletal system/functions of the skeleton.</p> <p>Muscles of the body.</p> <p>Structure of a synovial joint.</p> <p>Types of freely moveable joints that allow different movements.</p> <p>How joints differ in design to allow certain types of movement.</p>	<p>Positive and negative impacts of technology.</p> <p>Engagement patterns and the factors affecting them.</p> <p>Commercialisation, sponsorship and the media</p> <p>And PPE2 Prep</p>	<p>DGR</p> <p>Anatomy and Physiology</p> <p>3.1.1.5 The musculo-skeletal system and analysis of movement in physical activities</p> <p>3.1.1.6 Different energy systems ATP/PC system, anaerobic glycolytic and aerobic.</p>	<p>DGR</p> <p>Psychology</p> <p>Achievement motivation theory</p> <p>Attribution theory</p> <p>Self-Efficacy and self confidence</p> <p>Leadership</p> <p>Stress Management</p>
					RCE	RCE	

Spring 1			<p>Types of training- including an introduction to the analysis and evaluation task.</p> <p>Types of training (continued) with reference to the advantages and disadvantages of using these types for different sports.</p> <p>High altitude training and seasonal aspects.</p>	<p>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.</p> <p>Analysis of basic movements in sporting examples.</p> <p>Planes and axes.</p>	<p>The meaning of health and fitness: physical, mental/emotional and social health-linking participation in physical activity to exercise, sport to health and well-being.</p> <p>The consequences of a sedentary lifestyle.</p> <p>Obesity and how it may affect performance in physical activity and sport.</p> <p>Somatotypes. And PPE 3 prep</p>	<p>DGR</p> <p>Skill Acquisition</p> <p>3.1.2.1 Skill, skill continuums and transfer of skills</p> <p>3.1.2.2 Impact of skill classification on structure of practice for learning</p> <p>3.1.2.3 Principles and theories of learning and performance</p> <p>3.1.2.4 Use of guidance and feedback</p> <p>RCE</p>	<p>DGR</p> <p>Injury and rehabilitation</p> <p>Types of injury</p> <p>Methods of injury prevention, rehabilitation and recovery.</p> <p>Physiological reasons we use Hyperbaric chambers and cryotherapy.</p> <p>Importance of sleep and nutrition.</p> <p>RCE</p>
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Spring 2			<p>The principles of training and overload.</p> <p>Applications of the principles of training. Calculating intensity.</p> <p>Considerations to prevent injury.</p> <p>Warming up and cooling down.</p>	<p>Conduct of performers and introduction to drugs. Sporting examples of drug taking.</p> <p>Advantages/disadvantages to the performer/the sport of taking PED's.</p>	Revision	<p>DGR Skill Acquisition Input, Decision making, output, feedback Whiting info procession model Response time (simple/Choice), hicks' law, PRP, single channel hypothesis Anticipation and strategies to improve response time Schmidt schema Theory Improving information processing</p>	<p>DGR Coursework</p>
						RCE	RCE

Summer 1			<p>Arousal and the Inverted U theory.</p> <p>Application of how optimal arousal has to vary in relation to the skill/stress management techniques.</p> <p>Aggression and personality.</p> <p>Intrinsic and extrinsic motivation, including evaluation of their merits.</p>	<p>Energy use.</p> <p>Reasons for having a balanced diet and the role of nutrients.</p> <p>The role of carbohydrates, fat, protein, vitamins and minerals.</p> <p>Reasons for maintaining water balance (hydration) and further applications of the topic area.</p>		<p>DGR</p> <p>Biomechanics</p> <p>Newton's three laws of linear motion applied to sporting movements.</p> <p>Definitions, equations and units of example scalars.</p> <p>Centre of mass.</p> <p>Factors affecting stability.</p> <p>Levers</p> <p>Linear Motion</p>	<p>DGR</p>
						<p>RCE</p>	<p>RCE</p>

Summer2			<p>Skill and ability, including classification of skill.</p> <p>Definitions and types of goals, including the use of SMART targets.</p> <p>Basic information processing.</p> <p>Examples of and evaluation of the types of feedback and guidance.</p>	Coursework and PP1 prep		<p>DGR</p> <p>Biomechanics</p> <p>Angular motion</p> <p>Projectile motion</p> <p>Fluid mechanics</p>	DGR
						RCE	RCE