YEAR 9 GCSE PE Learning Programme

Half Term/Term	Learning objective	Learning activity	Differentiation and extension	Resources	Homework & Unit Test
	Bones.	Knowledge of the bones at the following locations: • head/neck – cranium, vertebrae • shoulder – scapula and humerus • chest – ribs and sternum • elbow – humerus, radius and ulna • hip – pelvis and femur • knee – femur and tibia (students should also know that the patella sits in front of the knee joint) • ankle – tibia, fibula and talus. Teaching should focus on identifying where these bones are located.	Name the bones. Correlate knowledge with location (joint). Correlate to muscles that move the bones. Apply the knowledge and understanding to prescribed movements/skills.	Subject specific vocabulary Hodder textbook chapter 1 Command words	
	Structure of the skeleton.	How the skeletal system provides a framework for movement (in conjunction with the muscular system):	Know the main points. Apply these points to basic movements.	Subject specific vocabulary Command words	

		• the skeletal system allows movement at a joint • the shape and type of the bones determine the amount of movement (short bones enable finer controlled movements, long bones enable gross movement • flat bones for protection of vital organs • the different joint types allow different types of movement • the skeleton provides a point of attachment for muscles – when muscles (contract) they pull the bone. Teaching should focus on applying this knowledge. For example, how flat bones protect the vital body during specific skills, how the muscles and bones work together to perform specific movements, etc.	Apply this knowledge to sports specific skills in a variety of sports.	Hodder textbook, chapter 1	Assessment: Musculoskeletal 1 Unit Test

	Functions of the skeleton.	The main functions should be taught: • support • protection of vital organs by flat bones • movement • structural shape and points for attachment • mineral storage • blood cell production. Functions should be applied to performance in physical activity.	Know the functions. Be able to explain the functions. Be able to give applied examples, eg protection of the heart and lungs by the ribs when 'chesting' a ball.	Subject specific vocabulary Command words Hodder textbook, chapter 1	Assessment: Homework Musculoskeletal 1
	Muscles of the body.	Identification of the following muscles within the body: • latissimus dorsi • deltoid • rotator cuffs • pectorals • biceps • triceps • abdominals • hip flexors	Know the names of the muscles. Locate the anatomical position of each muscle. Apply this knowledge to basic movements. Apply this knowledge to sports specific skills.	Subject specific vocabulary Command words Hodder textbook, chapter 1	

		• gluteals • hamstring group (not individual names) • quadriceps group (not individual names) • gastrocnemius • tibialis anterior. Students should know the role of tendons (attaching muscle to bone). Teaching should ensure students can identify the location of the muscles and apply that knowledge to specific movements/ skills.			
	Structure of a synovial joint.	Knowledge of the following structures of a synovial joint: • synovial membrane • synovial fluid • joint capsule • bursae • cartilage • ligaments. Teaching will focus on explaining how these structures	Know the names. Explain what they do. Identify where they are in a joint. Apply their function to practical examples, eg kick a ball.	Subject specific vocabulary Command words Hodder textbook chapter 1	

		fulfil their function to increase stability and prevent injury. Each should be applied to practical examples of movement at the main joints. Students should know the basic role of tendons.			
	Structure of a synovial joint.	Knowledge of the following structures of a synovial joint: • synovial membrane • synovial fluid • joint capsule • bursae • cartilage • ligaments. Teaching will focus on explaining how these structures fulfil their function to increase stability and prevent injury. Each should be applied to practical examples of movement at the main joints. Students should know the basic role of tendons.	Know the names. Explain what they do. Identify where they are in a joint. Apply their function to practical examples, eg kick a ball.	Subject specific vocabulary Command words Hodder textbook chapter 1	Assessment: Homework Musculoskeletal 2
	Types of freely movable joints that allow different movements.	Identification of the types of joints with reference to the following: • elbow, knee and ankle – hinge joint	Know the names of the joint types. Locate examples of these joints.	Subject specific vocabulary Command words Hodder textbook, chapter 1	

		• hip and shoulder – ball and socket. Teaching will focus on these joints only. Focus should be on the type of movement possible at the hinge/ball and socket with application to sporting actions.	Apply this knowledge to the movements during basic skills. Apply this knowledge to varying sporting skills.		
	How joints differ in design to allow certain types of movement at a joint.	Understand that the following types of movement are linked to the appropriate joint type, which enables that movement to take place: • flexion/extension at the shoulder, elbow, hip and knee • abduction/adduction at the shoulder • rotation of the shoulder • plantar flexion/ dorsiflexion at the ankle. Teaching will focus in this section on what movement is possible at the joints and their names. Applied knowledge, ie to sporting skills is part of movement analysis. This area	Know the names of the movements. Understand what movements take place at specific joints. Apply this knowledge to sporting skills (as part of movement analysis).	Subject specific vocabulary Command words Hodder textbook, chapter 1	

		and 'movement analysis' may be taught together.			
	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.	With reference to the shoulder, elbow, hip, knee and ankle joints: • major muscle groups operating at these joints (see above) • the action of prime movers (agonists)/ antagonists • bones located at the joint (see above) • how these muscle groups work isometrically and isotonically (concentric/ eccentric). Teaching will focus on the difference between concentric and eccentric (isotonic) contractions. Classroom delivery should be applied, ie to sporting skills and movements.	Know the terms. Understand how these terms work in conjunction with each other eg an agonist will act as the prime mover to cause concentric contraction. Applied knowledge to basic movements. Applied knowledge to specific sporting skills.	Subject specific vocabulary Command words Hodder textbook, chapter 1	Musculoskeletal 2 Unit Test