

## YEAR 10 GCSE PE Learning Programme

Half Term/Term	Learning objective	Learning activity	Differentiation and extension	Resources	Homework & Unit Test
	Health and fitness.	Definitions of health and fitness. Teaching should make use of the World Health Organisation (WHO).	Simple recall of the definitions.	Subject specific vocabulary Command words  Hodder textbook, chapter 3	
	The relationship between health and fitness.	The relationship between health and fitness. Teaching should look at the potential relationship and should include concepts like: <ul style="list-style-type: none"> <li>• decreased fitness because of ill health, ie poor</li> <li>• health can result in an inability to train which lowers fitness</li> <li>• increased fitness despite ill health, ie unhealthy but able to train, increases fitness.</li> </ul>	Use of the definitions. Basic links of the relationship. How one can affect the other and vice versa.	Subject specific vocabulary Command words  Hodder textbook, chapter 3	
	The components of fitness.	Definitions of the following components of fitness: <ul style="list-style-type: none"> <li>• agility</li> <li>• balance</li> </ul>	Simple recall of definitions of each.	Subject specific vocabulary Command words	

		<ul style="list-style-type: none"> <li>• cardiovascular endurance (aerobic power)</li> <li>• coordination</li> <li>• flexibility</li> <li>• muscular endurance</li> <li>• power/explosive strength (anaerobic power)</li> <li>• reaction time</li> <li>• strength (maximal, static, dynamic and explosive)</li> <li>• speed.</li> </ul> <p>Only these components need to be taught.</p>		Hodder textbook, chapter 3	
	Linking sports and physical activity to the required components of fitness.	Understand and justify why the components of fitness (as stated above) may or may not be needed when performing certain physical activities and sports. Teaching will make use of a variety of sporting examples.	Recap the definitions above. Apply each to extreme examples, eg speed for sprinting. Apply to mixed use, eg in games. Evaluate and justify the importance of the components to varying sporting examples. Use of reasoned conclusions.	Subject specific vocabulary Command words  Hodder textbook, chapter 3	Homework: Components of Fitness

	<p>Reasons for and limitations of fitness testing.</p>	<p>Teaching of the reasons for fitness testing should include:</p> <ul style="list-style-type: none"> <li>• to identify strengths and/or weaknesses in a performance/the success of a training programme</li> <li>• to monitor improvement</li> <li>• to show a starting level of fitness</li> <li>• to inform training requirements</li> <li>• to compare against norms of the group/national averages</li> <li>• to motivate/sets goals</li> <li>• to provide variety to a training programme.</li> </ul> <p>Limitations of teaching of the limitations of fitness testing should include:</p> <ul style="list-style-type: none"> <li>• tests are often not sport specific/too general</li> <li>• they do not replicate movements of activity</li> <li>• they do not replicate competitive conditions required in sports</li> </ul>	<p>Recall reasons for fitness testing. Recall limitations of fitness testing. Build on the repertoire of knowledge. Link to the box below, eg reasons for carrying out an agility test.</p>	<p>Subject specific vocabulary Command words</p> <p>Hodder textbook, chapter 3</p>	
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	Measuring the components of fitness.	<p>Students must gain knowledge of the main procedures of the tests used to measure the following components of fitness:</p> <ul style="list-style-type: none"> <li>• agility – Illinois Agility Test</li> <li>• balance – Stork Balance</li> <li>• cardiovascular endurance (aerobic power) – Multi Stage Fitness Test</li> <li>• coordination – Wall Toss Test</li> <li>• flexibility – Sit and Reach Test</li> <li>• muscular endurance – Sit-Up Bleep Test</li> </ul>	<p>The basic protocol of each test. Full explanation of how to administer/ carry out each test. Include how data is collected – see box below. Evaluate the suitability of using each test for differing sports people.</p>	<p>Subject specific vocabulary Command words  Hodder textbook, chapter 3</p>	

		<ul style="list-style-type: none"> <li>• power/explosive strength (anaerobic power) – Vertical Jump Test</li> <li>• reaction time – Ruler Drop Test</li> <li>• maximal strength – One Rep Max Test</li> <li>• speed – 30 metre sprint test</li> <li>• strength – Handgrip Dynamometer Test.</li> </ul> <p>Testing procedures refers to 'how each test is carried out' and includes reference to how the test is organised (when applicable) in relation to the following:</p> <ul style="list-style-type: none"> <li>• the facilities and the equipment needed to set it up</li> <li>• the procedures that have to be followed – the tasks and the rules</li> <li>• the measurements that are used to score the performance</li> </ul>			<p>Homework: Health and Fitness and components of fitness.</p>
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		<ul style="list-style-type: none"> <li>the way conclusions are drawn from the scores/results.</li> </ul> <p>Evaluate whether or not these tests are relevant to performers in different sporting activities. Teaching will only cover the stated tests. Practical experience of completing some of/all of the tests.</p>			
	Demonstration of how data are collected for fitness testing.	Understanding of how test scores are measured/recorded (eg in seconds, levels, centimeters, numbers). Definitions of the terms qualitative and quantitative, in relation to the collection of fitness testing data. Understanding that the quantitative data collected during fitness testing can be compared to national averages.	As per the box to the left.	Subject specific vocabulary Command words Hodder textbook, chapter 3	
	The principles of training and overload.	Teaching should focus on the key principles of training. SPORT to include: <ul style="list-style-type: none"> <li>specificity</li> <li>progressive overload</li> <li>reversibility</li> <li>tedium.</li> </ul> Key principles of overload. FITT to include:	This is simply what the terms mean. The application to sporting activities is included below.	Subject specific vocabulary Command words Hodder textbook, chapter 3	Assessment: Unit test: Health and Fitness and components of fitness.

		<ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type.</li> </ul> <p>Students should be taught the terms and what they mean.</p>			
	Application of the principles of training.	How the principles of training can be applied to bring about improvements in fitness. Application of the principles to sporting examples.	<p>Re-cap of the terms above.</p> <p>How the principles can be applied to a sport.</p> <p>How the principles can be applied to varying sports.</p> <p>Evaluate how certain principles hold particular importance when training for certain sports.</p> <p>Make links to the training types below.</p>	Subject specific vocabulary Command words Hodder textbook, chapter 3	Assessment: Unit Test: Principles of Training and their application.