Physical Education

Team Byrchall - Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers further develop
- Developing fair play and sportsmanship in students

'Team Byrchall – Sport for Life' encourages lifelong participation in sporting activity.
The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

Physical

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student's ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

Personal

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness. To give students the opportunity to discover and to use appropriately the facilities available locally.
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.

GCSE PE Y10

Unit	Duration (lessons)	Learning Objectives/Outcomes
Skeletal System	8	• Develop understanding of functions of the skeleton. • To introduce the pupils to labelling the skeletal system. • Structure of a synovial joint • Types of synovial joints / Movements at joints • Revision for retention prior to Week 8. • End of unit assessment.
Muscular System	6	• Names of locations of major muscles • Muscles and their movement • Antagonistic muscles • Revision/depth of understanding/6-mark Q • Types of muscle contractions (check this is on new syllabus) • Unit test
Cardiovascular System	8	• The parts of the cardiovascular system (blood, blood vessels/heart) • Main functions of the cardiovascular system (O2/Co2 removal/Energy for exercise) • The main structures of the heart and circulatory system • The functions of main structures of the heart. • Difference between each of the 3 main blood vessels. • Definitions of heart rate, stroke volume, cardiac output, blood pressure. • The relationship between the heart and exercise in relation to above definitions • The journey of blood around the circulatory system. • Why the heart pumps to 2 places (lungs/body)

Respiratory System	6/7	• To learn structures and functions of the respiratory system. • Gaseous exchange and the process of breathing. • Definitions associated with respiratory system and relate to effects of exercise. • Aerobic v anaerobic respiration (with sports specific examples) • Revision and rich tasks • End of unit assessment
Components of Fitness	8	• Define and understand tests for 3 components of fitness – CV Fitness/Muscular Endurance/Speed. • Define and understand tests for 4 components of fitness - Strength, Power, Reaction Time, Agility. • Define and understand tests for 3 components of fitness - Flexibility, Balance, Co-ordination • Practically test for 10 CoF to develop understanding. • Revision and deepening learning. • End of unit test.
Training	12	• Principles of Training Intro • Principles of Training 2 • Principles of Training Practical Session • F.I.T.T principles • Training Methods Intro – Continuous Training • Interval Training – Weight training • Interval Training – Circuit training • Interval Training – Plyometrics and HITT • Fartlek Training • Warm- up and Cool-down • Short- and Long-Term Effects of Training • Revision lesson – recall and retention • End of unit test
Movement Analysis	8	• Lever Systems • Planes of movement • Practical for planes of movement • Axis of rotation • End of module test/review.

Injury Prevention	4	• Injury Prevention methods • Risk Assessments • Unit test and feedback
Coursework Started in Y10 (completed in Y11)	14 hrs (controlled conditions)	• Learners will assess the physical fitness/strengths/ weaknesses of the performer being analysed using tests for the different components of fitness. (2–3 hours) • For a chosen physical activity learner will (3–4 hours): a) analyse the importance of the different components of fitness for the activity b) give an overview of the key skills in the activity c) assess the strengths/weaknesses of the performer being analysed in the activity. For a specific skill or technique in the chosen activity learners will (1–2 hours): d)analyse a movement involved – joint, type of movement, muscle group(s), muscle function/role classify the skill on the difficulty and environmental continua. e)Produce an action plan (not to be implemented) to improve an aspect of the performance of the performer being analysed in the chosen activity (4–5 hours).