Greenfields Academy (Secondary) - Long Term Planning – GCSE PE						
Academic Year Overview 2020/21 – YEAR 10 11 (Part 2)						
Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
TRANSITION FROM….	1.3 Anaerobic and aerobic exercise & 2.1 Lever systems, examples use and mechanical advantage & 2.2 Planes and axes of movement 2.2 Planes and axes of movement & 3.1 Physical, emotional and social health, fitness and well-being	2.2 Planes and axes of movement & 3.1 Physical, emotional and social health, fitness and well-being & 3.2 The consequences of a sedentary lifestyle & 3.3 Energy use, diet, nutrition and hydration	4.1 Use of data	Practical elements & Revision, Strengthen gaps in knowledge	Practical elements & Revision, Strengthen gaps in knowledge	

Weekly Sequence	KEY: N – New Learning & Knowledge, KQ – Key Question, WSF – Whole School Focus (e.g. Computing Week, Language Day)					
1	N – Know the long-term effects of exercise on the body systems – long-term effects of aerobic and anaerobic training and exercise and the benefits to the muscular-skeletal and cardiorespiratory systems and performance. KQ – What are the potential long-term effects of exercise on the body? What is the long-term effect of aerobic and anaerobic exercise? What effect will training have on both these systems?	N – Understand how to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual. KQ – How can an individual plan to develop their personal health? What is important to add when planning? Why should specific needs be taken into consideration?	N – Be able to develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods. KQ – What is meant by Data analysis? What is the purpose? What impact can analyse data have? How can data be collected? Do you understanding the terms reliability and validity in regards to collecting data?	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –
2	N – Understand Interpretation of graphical representations of heart rate, stroke volume and	N – Lifestyle choices in relation to: diet, activity level, work/ rest/sleep balance, and recreational drugs (alcohol, nicotine).	N – Present data (including tables and graphs).	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –

	cardiac output values at rest and during exercise. KQ – Can you identify key measures of the heart (HR, SV, cardiac output)? Would you recognise this in a graph and be able to interoperate and make good sense and use of the data given?	Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer). KQ – When thinking about lifestyle choices, what might this involve thinking about? Can you distinguish the differences between potentially positive and potentially negative choices and the influences they may have?	Interpret data accurately KQ – Can you collect data and present is accurately? How might you do this? Was an equipment used to gather your data? How did you present you data?			
3	N – Understand and distinguish the differences between first, second- and third-class levers and their use in physical activity and sport. Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the	N – Understand sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture.	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –

	body's lever systems and the impact on sporting performance KQ – What are levers? How many levers are there? What is there purpose/importance? What does each leaver consist of and in what order? Can you identify movements or performances where levers can be seen?	Interpretation and analysis of graphical representation of data associated with trends in physical health issues. KQ – What is a sedentary lifestyle? What might a sedentary lifestyle consist of? What health issues or concerns might arise as a result of a sedentary lifestyle? Can you analyse data from sedentary lifestyles with health concerns and interpret basic information? Can you assess national statics and data on sedentary lifestyles?				
4	N – Develop knowledge on movement patterns using body planes and axes: sagittal, frontal and transverse plane and frontal, sagittal, vertical axes applied to physical activities and sporting actions.	N – Develop knowledge and understanding on nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport.	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –

	Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults. Movement in the frontal plane about the sagittal axis when performing cartwheels. Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining. Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining. KQ – Can you identify all 3 different planes of motion? Can you identify all three axis? Can you link the correct motion with the correct axis? Can you observe a movement and describe what plane of motion in	KQ – Can you describe the “healthy food plate”? Can you identify what foods fall into specific food groups? Can you explain the daily requirements for a balanced diet? Would this vary for performing athletes? If so how and why?				

	involved and what axis in involved?					
5	N – Develop knowledge of physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved. Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved. Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved. KQ – Can you identify each of the three terms physical, mental and social health? Can you describe how and what	N – Develop understanding of the role and importance of macronutrients (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes. The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports KQ – Can you define macro and micro-nutrients? How are they different? What does each consist of? What is the importance of each macro and micro-nutrients? How will an	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –

	influencing factors may affect these terms both positively and negatively? How does sport or physical activity have an impact on each of the terms physical, mental and social health?	athlete use macro and micro nutrients?				
6	N –Develop understanding of the Impact of fitness on well-being: positive and negative health effects. KQ – What is fitness? What is Well-being? How can each term impact / influence one another?	N – Know the factors affecting optimum weight: sex, height, bone structure and muscle girth KQ – Can you define optimum weight / sex / height? What might affect these? How can bone structure and muscle girth be affected? What impact does puberty have and/or physical activity have on all of the above?	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –
7	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –	N – KQ – WSF –