**Y10 PE Curriculum Progression Map**

**R180 - Reducing the risk of sports injuries and dealing with common medical conditions (Exam) M**

**R181 - Applying the principles of training: fitness and how it affects skill performance (Coursework) M**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Dates** | 4th September – 20th October | 30th October – 15th December | 2nd January – 9th February | 19th February – 23rd March | 9th April – 25th May | 4th June – 24th July |
| **Weeks** | 7 Weeks | 7 Weeks | 6 Weeks | 5 Weeks | 5 Weeks | 7 weeks |
| **Lessons** | 7 Lessons | 7 Lessons | 6 Lessons | 5 Lessons | 5 Lessons | 7 Lessons |
| **Inset** | 2nd, 3rd, 20th September | 2nd December | - | - | - | 23rd July, 24th July |
| **Unit Title** | **R180** Different factors which influence the risk and severity of injury**R181** Components of fitness applied in sport | **R180** Warm up and cool down routines**R181** Principles of training in sport | **R180** Different types and causes of sporting injuries**R181** Organising and planning a fitness training programme | **R180** Reducing risk, treatment and rehabilitation of sports injuries and medical conditions**R181** Evaluate own performance in planning and delivery of a fitness training programme | **R180** Causes, symptoms and treatment of medical conditions**R181** NEA(working on) | **R180** Revision of TA1-5 Internal examination**R183** Nutrients needed for a healthy balanced nutrition plan**R181** (submit for moderation)[[1]](#footnote-1) |
| **Sequence** | **Topics include:**Topic Area 1: Different factors which influence the risk and severity of injuryTopic Area 1: Components of fitness applied in sport | Topic Area 2: Warm up and cool down routinesTopic Area 2: Principles of training in sport | Topic Area 3: Different types and causes of sports injuriesTopic Area 3: Organising and planning a fitness training programme | Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditionsTopic Area 4: Evaluate own performance in planning and delivery of a fitness training programmeOCR-set assignment | Topic Area 5: Causes, symptoms and treatment of medical conditions | **Topics include:**Topic Area 1: Nutrients needed for a healthy, balanced nutrition planTopic Area 2: Applying different dietary requirements to varying types of sporting activityTopic Area 3: Developing a balanced nutrition plan for a selected sporting activityTopic Area 4: How nutritional behaviours can be managed to improve sports performance |
| **Rationale** | **R180****Reducing the risk of sports injuries and dealing with common medical conditions**By completing this unit students will be prepared to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. | **Unit R181****Applying the principles of training: fitness and how it affects skill performance** By completing this unit, students will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. They will also learn how to design, plan and evaluate a fitness training programme. Students will then interpret the data collected from these fitness tests and learn how best to feed this back. | **R180****Reducing the risk of sports injuries and dealing with common medical conditions**By completing this unit students will be prepared to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. | **Unit R181****Applying the principles of training: fitness and how it affects skill performance** By completing this unit, students will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. They will also learn how to design, plan and evaluate a fitness training programme. Students will then interpret the data collected from these fitness tests and learn how best to feed this back. | **R180****Reducing the risk of sports injuries and dealing with common medical conditions**By completing this unit students will be prepared to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. | **Unit R183**Nutrition and sports performance By completing this unit students will gain understanding of healthy, balanced nutrition. They will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge they gain will be used to produce an appropriate, effective nutrition plan for a performer. |
| **Key Building Blocks** | Knowledge of:FitnessHealthLeading a Healthy, Active LifestyleLinks to other units | Knowledge of:FitnessHealthLeading a Healthy, Active LifestyleLinks to other units | Knowledge of:FitnessHealthLeading a Healthy, Active LifestyleLinks to other units | Knowledge of:FitnessHealthLeading a Healthy, Active LifestyleLinks to other units | Knowledge of:FitnessHealthLeading a Healthy, Active LifestyleLinks to other units | Knowledge of:FitnessHealthLeading a Healthy, Active LifestyleLinks to other units |
| **Retrieval Practices** | Whiteboard activitiesQ and A sessionPractical performanceDemonstration Exam questions and practice | Whiteboard activitiesQ and A sessionPractical performanceDemonstrationExam questions and practice | Whiteboard activitiesQ and A sessionPractical performanceDemonstrationExam questions and practice | Whiteboard activitiesQ and A sessionPractical performanceDemonstrationExam questions and practice | Whiteboard activitiesQ and A sessionPractical performanceDemonstrationExam questions and practice | Whiteboard activitiesQ and A sessionPractical performanceDemonstrationExam questions and practice |
| **Key Skills** | ListeningPractical applicationLinking topics, cross curricular learning | ListeningPractical applicationLinking topics, cross curricular learning | ListeningPractical applicationLinking topics, cross curricular learning | ListeningPractical applicationLinking topics, cross curricular learning | ListeningPractical applicationLinking topics, cross curricular learning | ListeningPractical applicationLinking topics, cross curricular learning |
| **Key terms** | InfluenceCausePreventInjurySeverityRiskTreatment | ProtectivePerformanceClothingFootwear | RegulationsExperienceCommunicationSupervisionEthical standardsBehaviour | IntrinsicIndividual variableGenderAgeExperienceWeightFitness levels | ExtrinsicSeverityActivity typeKnowledgeTechniquesRules | TechniqueAbilityNutritionHydrationMedical condition |
| **Numeracy** | Measuring, timing, angles | Pitch measurements and markings, angles.  | Scoring, Movement.  | Scoring, timings.  | Angles, measurements, timings.  | Scoring systems, pitch angles.  |
| **Formative Assessment** | Peer & Self-AssessmentTeacher feedback | Peer & Self-AssessmentTeacher feedback | Peer & Self-AssessmentTeacher feedback | Peer & Self-AssessmentTeacher feedback | Peer & Self-AssessmentTeacher feedback | Peer & Self-AssessmentTeacher feedback |
| **Summative Assessment** | Fitness test resultsMock exam resultsIn class exams – AP points | Fitness test resultsMock exam resultsIn class exams – AP points | Fitness test resultsMock exam resultsIn class exams – AP points | Fitness test resultsMock exam resultsIn class exams – AP points | Fitness test resultsMock exam resultsIn class exams – AP points | Fitness test resultsMock exam resultsIn class exams – AP points |
| **SMSC, BV & Cultural Capital** | Links with the Olympics and para Olympics to identify sporting role models from a diverse background.  | Links with the Olympics and para Olympics to identify sporting role models from a diverse background.  | Citizenship – sportsmanship and learning to be tolerant of others. Disability awareness in sport. | Citizenship – sportsmanship and learning to be tolerant of others. Disability awareness in sport. | Citizenship – sportsmanship and learning to be tolerant of others. Links with the Olympics, world Championships, Diamond League events.  | Citizenship – sportsmanship and learning to be tolerant of others. Disability awareness in sport. |
| **Linking curriculum to careers** | Linking to fitness instructor careers and PT trainers who complete fitness tests as part of their job.  | Links to jobs and careers within the Football industry. Coaching, managers etc.  | Links to jobs and careers within the health, fitness and sports industry.  | Links to jobs and careers within the health, fitness and sports industry. | Links to jobs and careers within the health, fitness and sports industry. | Links to jobs and careers within the health, fitness and sports industry. Nutritionists and dietitians.  |

1. [↑](#footnote-ref-1)