

Meden School Curriculum Planning						
Subject	A Level	Year Group	13	Sequence No.	15-19	Topic
						The recovery process

Retrieval	Core Knowledge	Student Thinking
What do teachers need to <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need to teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<p><b>Students own knowledge and understanding of sport</b></p> <ul style="list-style-type: none"> <li>- students prior sporting experience, through playing or spectating or teaching, may have developed some level of knowledge in aspects of topics covered in this unit.</li> </ul> <p><b>KS4 Curriculum</b></p> <ul style="list-style-type: none"> <li>- Students may choose a Fitness programme, in which recovery will be discussed regular after a session</li> <li>- Students will have some understanding of the energy systems from Science lessons</li> </ul> <p><b>KS3 Curriculum</b></p> <ul style="list-style-type: none"> <li>- Regularly performed a wide range of sports and will have knowledge of the individual skills needed for those sports. They will be able to identify them and will have understanding on how they are performed.</li> <li>- Recovery, will be discussed with students during Core PE lessons,</li> </ul>	<ul style="list-style-type: none"> <li>• fast components of EPOC, the processes that occur and the duration: <ul style="list-style-type: none"> <li>• replenishment of blood and muscle oxygen stores</li> <li>• re-synthesis of ATP and PC</li> </ul> </li> <li>• slow components of EPOC, the processes that occur and the duration: <ul style="list-style-type: none"> <li>• elevated circulation</li> <li>• elevated ventilation</li> <li>• elevated body temperature</li> <li>• lactate removal and conversion to glycogen</li> </ul> </li> </ul> <p>Students will understand recovery process for example , how the body returns to its pre-exercise state and Excess Post exercise Oxygen Consumption (EPOC). They will develop their knowledge and understanding of the effect of exercise intensity on excess post exercise oxygen consumption (EPOC) and analyse both fast and slow components of EPOC e.g.</p> <p><b>fast components of EPOC, the processes that occur and the duration:</b></p> <ul style="list-style-type: none"> <li>• replenishment of blood and muscle oxygen stores</li> <li>• re-synthesis of ATP and PC</li> </ul> <p><b>slow components of EPOC, the processes that occur and the duration:</b></p> <ul style="list-style-type: none"> <li>• elevated circulation</li> </ul>	<p>Each week, a key theme will run through all PE lessons linked to real life examples. These will be linked to the particular learning outcome the students are on at the time and will be consistent across the department. The aim will be for students to develop their thinking, recognise the inequalities within sport (linked to the topic) and do something about them. In the 'teaching' lessons, students will be provided with a starter to challenge stereotypes in sport and then an activity linked to heading being covered where they can 'do something about them.'</p> <ol style="list-style-type: none"> <li><b>1. Physical Activity Government Guidelines and Recommendations</b> - students should have 60 minutes of moderate to high intensity exercise every day. Do they get this? How?</li> <li><b>2. Barriers to Participation for Children and Teenagers</b></li> <li><b>3. Solutions to the Barriers</b></li> <li><b>4. Current Issues in Sport/Sport in the News</b> - Linked to the impact of PE on Mental, Physical or Social Health</li> <li><b>5. Physical Benefits of Sport and PE on the Body</b></li> <li><b>6. Social Benefits of Sport and PE on the Body</b></li> <li><b>7. ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to</li> </ol>

<p>and regular class discussions on this will be held. Students may be able to compare the recovery process for different sports they competed at</p> <ul style="list-style-type: none"> <li>- Boys and Girls all do the same sports on the curriculum to challenge stereotypes and raise awareness of opportunities for them to get involved e.g. Mansfield Rugby Club for Girls</li> </ul> <p><b>Extra Curricular/Clubs</b></p> <ul style="list-style-type: none"> <li>- Students will have their own knowledge of the sports they regularly participate within and will be able to relate to these within their work</li> <li>- All students will be given a breadth of extracurricular opportunities to allow them to perform further in the key sports discussed in this topic</li> <li>- Students will have viewed sports that will be discussed and may understand how the body performs it</li> <li>- Ideally, students will compete in sport outside of school</li> </ul>	<ul style="list-style-type: none"> <li>• elevated ventilation</li> <li>• elevated body temperature</li> <li>• lactate removal and conversion to glycogen</li> </ul> <p>Finally students will use a range of sporting examples to demonstrate their knowledge of the implications of the recovery process for planning exercise or training sessions related to physical activities and sports</p>	<p>improve physical, social and mental health within PE</p> <ol style="list-style-type: none"> <li>8. <b>Popularity of Sport in the UK</b> – what are the current trends for the most popular sport in the UK. Why are they the most popular sports?</li> <li>9. <b>Emerging/Growing Sports in the UK</b> – which sports are new to the UK? How can we make them more popular?</li> <li>10. <b>National Governing Bodies</b> – What is their role within a sport? What are the key NGB’s for each sport?</li> <li>11. <b>Major Sporting Events</b> – What are they? When and where do they occur?</li> <li>12. <b>Olympic Creed and Olympic Values</b></li> <li>13. <b>Current Issues in Sport/Sport in the News</b> – Linked to new sports, growing sports or a major sporting event occurring</li> <li>14. <b>ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</li> <li>15. <b>Sporting Values – Excellence</b> – Linked to Role Models and demonstrating excellence within a sport</li> <li>16. <b>Sporting Values - Tolerance and Respect</b></li> <li>17. <b>Sporting Values – Fair play</b></li> <li>18. <b>Sporting Values – Teamwork and Inclusion</b></li> <li>19. <b>Sporting Values - Citizenship</b></li> <li>20. <b>ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</li> <li>21. <b>Performance Enhancing Drugs</b> – What are they and why are they taken?</li> </ol>
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