

Meden School Curriculum Planning							
Subject	A Level	Year Group	13 (part 2)	Sequence No.	10-12	Topic	Aerobic Training

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> <p>- 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.</p> <p><b>KS4 Curriculum</b></p> <p>- students will be taught different training methods should these choose a fitness pathway within their Core PE lessons and these will regularly link to the benefits to specific sporting examples</p> <p>- students will be introduced to the benefits of sport to the body systems</p> <p><b>KS3 Curriculum</b></p> <p>- students will be introduced to various training methods during Core PE, in particular during their fitness lessons. They will all have performed the multi-stage fitness test and cooper run at some stage</p>	<p>Students will develop their knowledge and understanding of aerobic training. Students will be able to apply the use, benefits and drawbacks or this method of training to a range of sporting examples.</p> <p>Students will know the factors affecting VO2 with comparisons on how these cause a difference in VO2 for example:</p> <ul style="list-style-type: none"> <li>• individual physiological make-up</li> <li>• training</li> <li>• age</li> <li>• gender</li> </ul> <p>They will also consider various methods of evaluating aerobic capacity for example:</p> <ul style="list-style-type: none"> <li>• laboratory test of VO2 max using direct gas analysis</li> <li>• NCF multi-stage fitness test</li> <li>• Queen's College step test</li> <li>• Cooper 12-minute run</li> </ul> <p>They will look at what each method is, and evaluate each one, which will allow them to make judgements on which one is more suited to certain sporting examples.</p> <p>Furthermore, each student will analyse the intensity and duration of training used to develop aerobic capacity,</p>	<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>

<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>- 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 to train for the sport</li> <li>- Ideally, students will compete in sport outside of school</li> </ul>	<p>making judgements on which method may suit specific sporting examples:</p> <ul style="list-style-type: none"> <li>• continuous training</li> <li>• high intensity interval training (HIIT)</li> <li>• the use of target heart rates as an intensity guide</li> </ul> <p>Students will then begin to make links to previous learned knowledge in this unit by explaining the physiological adaptations from aerobic training on a range of body systems:</p> <ul style="list-style-type: none"> <li>• cardiovascular</li> <li>• respiratory</li> <li>• muscular</li> <li>• metabolic</li> </ul> <p>Throughout the topic, students should be able to apply all their knowledge learned to specific activities and sports in which aerobic capacity is a key fitness component, as well as applying the importance of this training to those 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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