

**Subject: OCR Sports**  
**Year 10**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	R181 Applying the principles of training: fitness and how it affects skill performance				R182 The bodies response to Physical activity and how technology supports this	
<b>Core Course Topic:</b> These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly	<b>Topic Area 1:</b> <b>Components of fitness applied in sport</b>	<b>Topic Area 2: Principles of training in sport</b>	<b>Topic Area 3:</b> <b>Organising and planning a fitness training programme</b>	<b>Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme</b>	<b>Topic area 1:</b> The cardio- respiratory system and how the use of technology supports different types of sports and their intensities  <b>Topic area 2:</b> The musculo - skeletal system and how the use of technology supports different types of sports and their movements	<b>Topic areas 3 3. Short-term effects of exercise on the cardio-respiratory and Musculoskeletal</b>  <b>Topic Area 4: Long-term effects of exercise on the cardio-respiratory and musculoskeletal systems</b>
<b>Additional support links:</b>	<b>Components of fitness</b> <a href="#">Link</a> <b>Exercise intensities</b> <a href="#">Link</a> <b>Principles of training</b> <a href="#">Link</a> <b>Fitness tests</b> <a href="#">Link</a> <b>Methods of training</b> <a href="#">Link</a>				<b>Short &amp; long term adaptations of body systems</b> <b>Cardiorespiratory &amp; musculoskeletal</b> <a href="#">Link</a> <b>Energy systems</b> <a href="#">Link</a>	
<b>Knowledge:</b>	Relevance of components of fitness to different sports The definition of, and suitable fitness tests used, to measure each component of fitness Fitness component requirements of sports:	Principles of raining and goal setting in a sporting context  Methods of training and their benefits	<b>Factors when designing a fitness training programme</b> Correct equipment/facilities used Duration of the training programme (e.g. suitable length to achieve goals) Suitability of activities (e.g. activities meet the needs of the subject, activities target specific areas)	Evaluation performance in planning and delivery of a fitness training program Teaching content Exemplification	<ul style="list-style-type: none"> <li>Short &amp; long term adaptations of body systems</li> </ul> Cardiorespiratory systems <ul style="list-style-type: none"> <li>Short &amp; long term adaptations of body systems</li> <li>Musculo skeletal</li> </ul>	The sports Performer in Action <ul style="list-style-type: none"> <li>Long term effects of body systems</li> <li>Cardiorespiratory &amp; musculoskeletal</li> </ul>

**Subject: OCR Sports**  
**Year 10**

			<p>Organisation of activities (e.g. variety of training methods, sufficient rest days)</p>		<ul style="list-style-type: none"> <li>• Cardio-respiratory</li> </ul>	
<p><b>Skills:</b></p>	<p><b>Fitness for sport</b></p> <ul style="list-style-type: none"> <li>• Application of number</li> <li>• Analysis of data</li> <li>• Interpretation of instructions</li> <li>• Structure (analysis and application)</li> </ul> <p>In the units above students will</p> <ul style="list-style-type: none"> <li>• Recall knowledge and apply to practical situations.</li> <li>• Break things down and then critically analyse their own and others performance.</li> <li>• Put things together and use creative thinking to outwit opponents in competitive situations.</li> </ul> <p>-Evaluate their own and other performance, and feedback how to improve.</p> <ul style="list-style-type: none"> <li>• <b>Components of fitness:</b></li> <li>• <u>Physical</u>: Aerobic endurance, Muscular endurance, Muscular strength, Flexibility, Speed, Body Composition.</li> <li>• <u>Skill</u>: Agility, Balance, Coordination, Power, Reaction time.</li> <li>• <b>Training methods</b>: Continuous, Interval, Fartlek, Circuit, Weight, Speed, Flexibility, Plyometric</li> <li>• <b>Fitness testing</b> e.g. sit and reach for flexibility</li> <li>• <b>Principles of training</b>: Frequency, Intensity, Time, Type</li> <li>• <b>Additional Principles of training</b>: Specificity, Progressive Overload, Reversibility, Rest &amp; Recovery, Individual Needs, Variation, Adaptation.</li> <li>• <b>Exercise intensity</b> e.g. Borg 6-20 scale, Heart Rate</li> </ul> <p><b>Interpretation of results</b> e.g. using normative data tables</p>			<p>Be able to identify or recognise a given item, for example on a diagram</p> <ul style="list-style-type: none"> <li>• Use direct recall to answer a question, for example the definition of a term. Understanding</li> <li>• To assess and evidence the perceived meaning of something in greater depth than straight identification or recall.</li> <li>• Understanding will be expressed and presented using terms such as: how; why; when; reasons for; benefits and drawbacks of; advantages and disadvantages of; purpose of; suitability of; recommendations for improvement; pros and cons; appropriateness of something to/in different contexts.</li> </ul> <p><b>Upper body:</b> cranium, scapula, clavicle, humerus, radius, ulna, ribs, vertebrae</p> <p><b>Lower body:</b> femur, tibia, fibula, patella</p> <p><b>Skeletal muscle groups:</b> Upper body - biceps, triceps, abdominals, pectorals, latissimus dorsi, deltoids, trapezius</p> <p><b>Lower body:</b> hamstrings, soleus, gluteals, quadriceps, gastrocnemius</p> <p><b>Synovial joints:</b> Ball and socket, Hinge, Gliding, Pivot</p> <p><b>Connective tissue:</b> Ligaments, Tendons, Cartilage</p> <p>2.1.2 The role of the components in producing the types of movement:</p>		

**Subject: OCR Sports**  
**Year 10**

		<ul style="list-style-type: none"><li>• Flexion</li><li>• Extension</li><li>• Abduction</li><li>• Adduction</li><li>• Rotation</li><li>• Circumduction Heart – ventricles, atria, valves</li><li>• Blood cells vessels – arteries, veins, capillaries</li></ul>
--	--	---