



Curriculum Map for CNAT Sport Year 11

YEAR 11	Autumn 1	Autumn 2
Topics	<p>RO43 - The Body's Response to Exercise</p> <p>Learning Objectives 1 and 2: LO1 - Know the key components of the musculoskeletal and cardio-respiratory systems, their functions and roles. LO2 - Understand the importance of the musculoskeletal and cardio-respiratory systems in health and fitness.</p>	<p>RO43 - The Body's Response to Exercise</p> <p>Learning Objectives 3 and 4: LO3 - Be able to assess the short-term effects of physical activity on the musculoskeletal and cardio-respiratory systems. LO4 - Be able to assess the long-term effects of physical activity on the musculoskeletal and cardio-respiratory systems.</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Students will learn about the key components of the Musculoskeletal system, also creating a description of the function of each part of the system. • Students will learn about the key components of the Cardio-respiratory system also creating a description of each part of the system. • Students will learn about the role of the Musculoskeletal system in producing movement. • Students will learn about the role of the Cardio-respiratory system during physical activity. • Students will learn about the benefits of cardio-respiratory fitness, muscular strength, flexibility and muscular endurance in everyday life. 	<ul style="list-style-type: none"> • Students will learn about the short and long-term effects of the physical activity on the musculoskeletal system and cardio-respiratory system, explaining the reasons for these changes.
Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied	<ul style="list-style-type: none"> • Students will be able to identify major bones in the human body, explaining their function. • Students will be able to identify synovial joints in the human body explaining their function and how they help to create movement. • Students will be able to explain connective tissue, types of joints and how this is used within the human body, explaining their function. 	<ul style="list-style-type: none"> • Students will be able to investigate, measure and record short and long-term effects of physical activity on the body. • Students will be able to identify changes in range of motion around joints and explain the reasons for the changes during short term exercise. • Students will be able to identify and explain the reason for the change in heart rate, stroke volume, breathing rate, cardiac output, temperature, and

	<ul style="list-style-type: none"> • Students will be able to explain the functions of each part of the Musculoskeletal system. • Students will be able to identify key aspects of the heart, blood vessels, respiratory system and arteries. • Students will be able to explain the different aspects of the human blood and their function. • Students will be able to explain the functions of the Cardio-respiratory system. • Students will be able to explain the types of movement and muscle contractions and roles they in producing movement during physical activity. • Students will be able to explain the heart rate, blood pressure, vascular shunt mechanism, breathing mechanism, internal respiration and aerobic and anaerobic respiration and the roles these play during physical activity. • Students will be able to explain the benefits of cardio-respiratory fitness in the reduction or prevention of common conditions. • Students will be able to explain the benefits of muscular strength, flexibility and muscular endurance when completing everyday tasks, to help avoid injury and prevent illness. <p>Kaleidoscope Questions: –</p> <ul style="list-style-type: none"> • The importance of steps in our daily routine. • How do we exercise safely? • How quickly can the body adapt to exercise? • What is stronger, our body or our mind? 	<ul style="list-style-type: none"> • muscle fatigue during short term exercise. • Students will be able to practically measure and record the effects of short-term exercise on the cardio-respiratory and muscular-skeletal system. • Students will be able to explain the results of the investigation looking at the short-term effects of exercise on the body. • Students will be able to plan and conduct an investigation to measure and record the effects of long-term physical activity on the cardio-respiratory and muscular – skeletal systems. • Students will be able to explain the results of the investigation looking at the long-term effects of exercise on the body. • Students will be able to identify and explain the reason for the change in resting heart rate, muscle size and strength, training heart rate, heat rate recovery time, flexibility, muscle recovery and lung capacity over long term exercise. <p>Kaleidoscope Questions: –</p> <ul style="list-style-type: none"> • The importance of steps in our daily routine • How do we exercise safely? • How quickly can the body adapt to exercise? • What is stronger, our body or our mind?
Skills	<ul style="list-style-type: none"> • Effective Assignment Writing Skills • Language Skills • Interpersonal Skills • ICT Skills • Presenting Skills • Develop Practical Working Skills Through Investigating Effects of Exercise on the Body 	<ul style="list-style-type: none"> • Effective Assignment Writing Skills • Language Skills • Interpersonal Skills • ICT Skills • Presenting Skills • Develop Practical Working Skills Through Investigating Effects of Exercise on the Body
Links To Prior Learning	<ul style="list-style-type: none"> • Build upon knowledge from Year 10 within RO41 and RO42. • Build on knowledge from Years 7 to 9. 	<ul style="list-style-type: none"> • Build upon knowledge from Year 10 within RO41 and RO42.

	<ul style="list-style-type: none"> • Knowledge and understanding of Muscles and Skeletal system taught during Health and Fitness Lessons. 	<ul style="list-style-type: none"> • Build on knowledge from KS3 knowledge and understanding of Muscles and Skeletal system taught during Health and Fitness Lessons.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Oracy when doing presentations. • Use of data when conducting practical investigations. Use of graphs and charts when analysing data. • Using equipment to measure and record results and calculate answers. 	<ul style="list-style-type: none"> • Oracy when doing presentations. • Use of data when conducting practical investigations. Use of graphs and charts when analysing data. • Using equipment to measure and record results and calculate answers.
Cross Curricular	<ul style="list-style-type: none"> • Anatomy and Physiology – specifically Human Biology (heart, lungs, muscles and skeleton) • The Value of Sport to Individuals – Source of Pride • Values Promoted Through Sport - Link to Elite Level Performers • Working in Groups • Participation in Audience Assessment of Presentations • VTCT Beauty Therapy Modules 	<ul style="list-style-type: none"> • Anatomy and Physiology – specifically Human Biology (heart, lungs, muscles and skeleton) • The Value of Sport to Individuals – Source of Pride • Values Promoted Through Sport - Link to Elite Level Performers • Working in Groups • Participation in Audience Assessment of Presentations • VTCT Beauty Therapy Modules
Assessment	<ul style="list-style-type: none"> • Formative Learning Checks - through starter activities. • Summative Assessment – End of Learning Objective Assignment assessed by the teacher. • Peer and Self-Assessment in class. • Moderated Assessments by exam board in June window of Year 11. 	<ul style="list-style-type: none"> • Formative Learning Checks - through starter activities. • Summative Assessment - End of Learning Objective Assignment assessed by the teacher. • Peer and Self-Assessment in class. • Moderated Assessments by exam board in June window of Year 11. • Formal R043 coursework completed.

YEAR 11	Spring 1	Spring 2 Summer 1
Topics	<p>R045 -Sports Nutrition</p> <p>Learning Objectives 1 and 2:</p> <p>LO1 - Know about the nutrients needed for a healthy, balanced diet</p> <p>LO2 - Understand the importance of nutrition in sport</p>	<p>R045 – Sports Nutrition</p> <p>Learning Objectives 3 and 4:</p> <p>LO3 - Know about the effects of a poor diet on sports performance and participation</p> <p>LO4 - Be able to develop diet plans for performers</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Students will learn about the characteristics of a balanced diet. • Students will learn what nutrients are. • Students will learn the role that nutrients play within a balanced diet. 	<ul style="list-style-type: none"> • Students will learn what malnutrition and overeating is and how these impact on sporting performance. • Students will learn about the effects of undereating on sports performance.

	<ul style="list-style-type: none"> • Students will learn about the different sources of nutrients within food sources and give examples. • Students will learn about the importance of nutrition before, during and after exercise. • Students will learn about the varying nutritional needs giving sporting case studies as examples. • Students will learn about the use of dietary supplements within a balanced diet to aid performance. 	<ul style="list-style-type: none"> • Students will learn about dehydration and its effects on sports performance. • Students will learn how to develop a diet plan for a peer. • Students will learn how to evaluate the effectiveness of the diet plan they have developed for a peer.
<p>Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied</p>	<ul style="list-style-type: none"> • Students will be able to explain the characteristics of a healthy balanced diet, eat well plate, food groups, and how to meet individual nutritional needs and explain how this will impact performance in sport. • Students will be able to give a detailed definition of what nutrients are and give examples of nutrients and where they are found in different food sources. • Students will be able to give a range of different examples of these food sources and link them to sporting examples of where they will be most beneficial to performance. • Students will be able to discuss the importance of nutrition for a range of different sports performances, explaining the impact it will have before, during and after their performance. • Students will be able to explain reasons why diets are varied for different types of athletes including endurance/aerobic activities, strength-based activities, and short and intense activities. They will also explain the possible differences between the two different diets. • Students will also identify and discuss the use of dietary supplements, what they are and why an athlete might choose to use them. They will be able to explain any benefits of them and drawbacks. <p>Kaleidoscope Questions –</p> <ul style="list-style-type: none"> • Are diet shakes a healthy way to control weight? • Can elite athletes still eat McDonalds? • What is more important, calorie intake or nutritional value? 	<ul style="list-style-type: none"> • Students will identify the definition of malnutrition and explain how this effects sports performance. • Students will explain how overeating has effects on fitness, along with the physical and psychological health and performance of an athlete. • Students will explain how undereating can have effects on the physical and psychological health and performance of an athlete. • Students will be able to explain what dehydration is and how it effects the physical health, wellbeing and performance an athlete using sporting examples. • Students will be able to create and implement a successful healthy balanced diet plan for their peer. • Students will be able to conduct research that gathers basic details about their peer’s goals, aims and objectives dietary preferences. • Students will be able to review the effectiveness of their diet plan, recording outcomes objectively and subjectively and giving conclusions of how to make improvements to the diet plan. <p>Kaleidoscope questions –</p> <ul style="list-style-type: none"> • Are diet shakes a healthy way to control weight? • Can elite athletes still eat McDonalds? • What is more important, calorie intake or nutritional value? • Can you eat 2000 calories of sugary snacks and still maintain a healthy weight? • Why do some people stay overweight even when they diet?

	<ul style="list-style-type: none"> • Can you eat 2000 calories of sugary snacks and still maintain a healthy weight? • Why do some people stay overweight even when they diet? 	
Skills	<ul style="list-style-type: none"> • Effective Assignment Writing Skills • Subject Specific Language Skills • Interpersonal Skills • ICT Skills • Presenting Skills in a Range of Environments • Study Skills – researching nutritional values • Interpreting and Using Nutritional Data 	<ul style="list-style-type: none"> • Effective Assignment Writing Skills • Subject Specific Language Skills • Interpersonal Skills • ICT Skills • Presenting Skills in a Range of Environments • Study Skills – researching nutritional values • Interpreting and Using Nutritional Data
Links To Prior Learning	<ul style="list-style-type: none"> • Build upon knowledge from Year 10 within RO41 and RO42. • Build on knowledge from KS3 knowledge and understanding of Healthy Active Lifestyles during Health and Fitness Lessons and general Years 7 to 9 Core PE Lessons. 	<ul style="list-style-type: none"> • Build upon knowledge from Year 10 within RO41 and RO42. • Build on knowledge from KS3 knowledge and understanding of Healthy Active Lifestyles during Health and Fitness Lessons and general Years 7 to 9 Core PE Lessons.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Students utilise various websites and textbooks to support their learning. Learning objectives and kaleidoscope questions are displayed on the board. Key words, paragraph structure and sentence starters are displayed on the board to support students when writing coursework. • Interpreting diet plans and nutritional values. • Use of data when conducting practical investigations. Use of graphs and charts when analysing data. • Using equipment to measure and record results and calculate answers. 	<ul style="list-style-type: none"> • Students utilise various websites and textbooks to support their learning. Learning objectives and kaleidoscope questions are displayed on the board. Key words, paragraph structure and sentence starters are displayed on the board to support students when writing coursework. • Interpreting diet plans and nutritional values. • Use of data when conducting practical investigations. Use of graphs and charts when analysing data. • Using equipment to measure and record results and calculate answers.
Cross Curricular	<ul style="list-style-type: none"> • Anatomy and Physiology - specifically energy systems and how food is used to fuel the body. • The value of sport to individuals – source of pride – case studies link to local Elite Sports People. • Values promoted through sport. • Working in groups. • Participation in audience assessment of presentations. • GCSE Food and Nutrition Units. 	<ul style="list-style-type: none"> • Anatomy and physiology - specifically energy systems and how food is used to fuel the body. • The value of sport to individuals – source of pride – case studies link to local Elite Sports People. • Values promoted through sport. • Working in groups. • Participation in audience assessment of presentations. • GCSE Food and Nutrition Units.
Assessment	<ul style="list-style-type: none"> • Formative Learning Checks through starter activities. 	<ul style="list-style-type: none"> • Formative Learning Checks through starter activities.

	<ul style="list-style-type: none">• Summative Assessment – End of Learning Objective Assignment assessed by the teacher.• Peer and Self-Assessment in class.• Moderated Assessments by exam board in June window of Year 11.	<ul style="list-style-type: none">• Summative Assessment – End of Learning Objective Assignment assessed by the teacher.• Peer and Self-Assessment in class.• Moderated Assessments by exam board in June window of Year 11.• Formal R045 coursework completed June.
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