

**Medium Term Learning Plan**

Year/Group: KS3/ 4

 Course: **GCSE PE – Movement Analysis**

About the unit	Assessment Focus
The unit is designed to allow students to develop their understanding of movement and the appropriate terminology for describing movement.	NC levels/ Exam specification Beginners levels: 1-3 Skill Builders levels: 3-5 Advanced levels: 5-8
Key Content to be covered	Expected Learning Outcomes
<b>3.1.2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</b> <b>3.1.2.2 Planes and axes of movement</b>	Students should develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport
Key Skills to be developed	Key Assessment Points (evidence)
<ul style="list-style-type: none"> <li>• Development and understanding of biomechanical analysis, movement and anatomical terms.</li> <li>• Link human movement to analysis terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and Post assessment</li> <li>• In class discussion</li> </ul>
Language for Learning	Links to EBD/ personal, social and emotional needs
<ul style="list-style-type: none"> <li>• Anatomical Terminology</li> </ul>	L1, L2, C6, C7, E14

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Session	Learning Objectives	Content to be covered	Suggested Pedagogy/Teaching Activities	Learning Outcomes (Assessment/ Level descriptors for this lesson)
1	<b>3.1.2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</b>	First, second and third class lever systems within sporting examples	Identification of first, second and third class lever systems.  Basic drawings of the three classes of lever to illustrate the positioning of: <ul style="list-style-type: none"> <li>• fulcrum</li> <li>• load (resistance)</li> <li>• effort.</li> </ul> Draw linear versions of a lever, showing the positioning of the fulcrum, load/resistance and effort.	Students complete the learning objectives and answer appropriately on the end point assessment.

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<b>2</b>	<b>3.1.2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</b>	<p>Mechanical advantage – an understanding of mechanical advantage in relation to the three lever systems</p>	<p>Students do not need to be taught to draw anatomical body parts but must be able to link the correct lever to a sporting movement or action. Interpretation of sporting movements or actions, which involve flexion or extension of the elbow and/or knee, and plantar or dorsi-flexion at the ankle.</p> <p>Pg 27-30 text book</p>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>
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			Pg 27-30 text book.	
3	<b>3.1.2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</b>	Analysis of basic movements in sporting examples	<p>Types of movement:</p> <ul style="list-style-type: none"> <li>• flexion/extension at the shoulder, elbow, hip and knee</li> <li>• abduction/adduction at the shoulder</li> <li>• rotation of the shoulder</li> <li>• circumduction of the shoulder</li> <li>• plantar flexion/dorsiflexion at the ankle.</li> </ul> <p>This section links specific sporting actions to the types of movement. Applied anatomy and physiology (page 9) links the joint type to the type of movement only. This should</p>	Students complete the learning objectives and answer appropriately on the end point assessment.

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			<p>include but not be limited to the following sporting actions:</p> <ul style="list-style-type: none"> <li>• elbow action in push-ups/football throw in</li> <li>• hip, knee and ankle action in running, kicking, standing vertical jump, basic</li> </ul> <p>squats</p> <ul style="list-style-type: none"> <li>• shoulder action during cricket bowling (overarm rotation)</li> </ul> <p>Pg 27-41 text book</p>	
<b>4</b>	<b>3.1.2.2 Planes and axes of movement</b>	<p>Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions</p>	<p>Planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) should be related to sporting actions. Teaching of these planes/axes should include but not be limited to the following sporting actions:</p>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>

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<b>5</b>	<b>3.1.2.2 Planes and axes of movement</b>	<p>Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions</p>	<ul style="list-style-type: none"> <li>• front somersault/forward roll/running action</li> <li>• 360° twist (ice skating spin)/discus thrower rotating in circle effort</li> <li>• cartwheel</li> </ul> <p>Pg 27-31 text book</p>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>
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			<ul style="list-style-type: none"><li>• cartwheel</li></ul> <p>Pg 27-41 text book</p>	
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