

GCSE PE Year 10 (Year 1 of course)

**INTENT**  
Physical Education will equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. This will require them to: develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance • understand how the physiological and psychological state affects performance in physical activity and sport • perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas • develop their ability to analyse and evaluate to improve performance in physical activity and sport • understand the contribution which physical activity and sport make to health, fitness and well-being • understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Dates</b>	04/09/2023 11/09/2023 18/09/2023 25/09/2023 02/10/2023 09/10/2023 16/10/2023 23/10/2023	06/11/2023 13/11/2023 20/11/2023 27/11/2023 04/12/2023 11/12/2023 18/12/2023	08/01/2024 15/01/2024 22/01/2024 29/01/2024 05/02/2024	19/02/2024 26/02/2024 04/03/2024 11/03/2024 18/03/2024	08/04/2024 15/04/2024 22/04/2024 29/04/2024 06/05/2024 13/05/2024 20/05/2024	03/06/2024 10/06/2024 17/06/2024 24/06/2024 01/07/2024 08/07/2024 15/07/2024
<b>Year 10</b>	L1 – Bones and bones of the skeleton L2 – Synovial joints L3 – Other components of joints L4 - Explain ball and socket L5 – Cont. ball and socket L6 – Revision of functions and movement <b>L7 – End of topic test</b> L8 – DIRT L9 – Major muscles L10 – cont. major muscles L11 – Muscles in movement L12 – Linking/ revising skeletal and muscles <b>L13 – End of topic test</b> L14 – DIRT L15 – Lever systems and examples	L16 – Mechanical advantage L17 – Planes and Axes L18 – Cont. Planes and axes <b>L19 – End of topic test</b> L20 – Dirt L21 – Identify pathway and label the heart L22 – Double circulatory pump L23 – Blood and blood vessels L24 – Role of RBS and redistribution of blood L25 – HR/SV/Q and data L26 – Revision for cardiovascular <b>L27 – End of topic test</b> L28 – DIRT L29 – Pathway of respiratory system	L30 – Mechanics of breathing and definitions L31 – Gaseous exchange L32 – Aerobic and anaerobic exercise L33 Exam technique and revision <b>L34 End of topic test</b> L35 - DIRT L36 – Effects of exercise/ STE L37 – Cont STE and start LTE L38 – complete LTE and exam application L39 – Other effects and data	<b>L40 – End of topic test</b> L41 - DIRT L42 – Components of fitness L43 – Cont. components of fitness L44 – Set up and carry out tests L45 - Continue L46 – Continue L47 - Continue L48 – Exam technique and revision <b>L49 – End of topic test</b>	L50 – DIRT L51 – Principles of training L52 - FITT L53 – Types of training L54 – Cont. Types of training L55 – Applying types of training L56 –Applying types of training L57 – Warm – up and cool down L58 – Minimise risk in physical activity L59 – Potential hazards L60 – Revision <b>L61 - End of topic test</b> L62 – DIRT L63 – Revisit Skeletal and muscular system	L64 – Revisit Movement analysis L65 – Revisit Cardiovascular system L66 – Revisit respiratory system L67 – Revisit effects of exercise L68 – Practical component sport 3 L69 – Practical component sport 3 L70 - Practical component sport 3 L71 - Practical component sport 3 L72 - Practical component sport 3 L73 - Practical component sport 3 L74 - Practical component sport 3 L75 - Practical component sport 3 L76 – Paper 2 current trends L77 – Cont. current trends
<b>End Points</b>	Students will be able to apply knowledge of the following content areas and apply this knowledge to examples from physical activity: <ul style="list-style-type: none"><li>Location of the major bones in the body.</li><li>Examples to the functions of the skeleton</li><li>Major joints and the articulating bones in the knee, elbow, shoulder and hip.</li><li>Types of movements at hinge joints and ball and socket joints and be able to use practical examples to show and analyse different movements.</li><li>Name and location of the main muscles groups in the human body and be able to apply them to examples from physical activity/sport.</li><li>Definitions and roles of the agonist, antagonist, fixator and antagonistic muscle action.</li><li>Three classes of lever and you will be able to apply examples from physical activity/sport.</li></ul>	Students will be able to apply knowledge of the following content areas and apply this knowledge to examples from physical activity: <ul style="list-style-type: none"><li>Planes of movement</li><li>Axes of rotation</li><li>The double circulatory system</li><li>The different types of blood vessels2</li><li>The pathway of blood through the heart.</li><li>Definitions of heart rate, stroke volume and cardiac output as well as the role of the red blood cells.</li><li>Structure and pathway of the respiratory system</li></ul>	Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity <ul style="list-style-type: none"><li>The role of respiratory muscles in breathing</li><li>Definitions of breathing rate, tidal volume and minute ventilation.</li><li>Structure and role of alveoli</li><li>The role and purpose of gaseous exchange.</li><li>Definitions of aerobic and anaerobic exercise</li><li>Application of exercise in relation to intensity and duration.</li><li>Short-term effects on the cardiovascular, muscular and respiratory systems</li><li>Collect and use data relating to short-term effects.</li><li>Long-term effects of exercise on bones, muscles and the cardiovascular and respiratory system</li><li>Collect and use data relating to long-term effects of exercise.</li></ul>	Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity: <ul style="list-style-type: none"><li>Definitions</li><li>Suitable tests</li><li>Practical example for the following: Cardiovascular endurance Muscular endurance Speed Strength Power Flexibility Agility Balance Coordination Reaction time</li><li>Collect and use data relating to the components of fitness</li></ul>	Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity <ul style="list-style-type: none"><li>Know definitions and application to personal exercise and training programmes for: Specificity Overload Progression Reversibility Definitions of the elements of FITT (frequency, intensity, time, type) and application to personal exercise and training programme.</li><li>Types of training</li><li>Key components and benefits of a warm-up and cool-down.</li><li>Minimising risk of injury, applying Personal Protective Equipment Correct clothing/footwear Appropriate level of competition Lifting and carrying equipment safely Use of warm-up and cool down.</li><li>Potential hazards in sport settings Sports hall Fitness centre Playing field Artificial outdoor areas Swimming pool</li></ul>	Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity <ul style="list-style-type: none"><li>Accurate recall of applied anatomy and physiology</li><li>Core and advanced skill, tactical awareness across a range of sports</li><li>Current trends in different social groups' participation</li></ul>
<b>Progress &amp; assessment</b>	Assessment will consist of: <ul style="list-style-type: none"><li>AO1 style low stakes testing at the start of every lesson.</li><li>AO1, AO2 and AO3 assessed in tasks/silent study through self/peer assessment.</li><li>AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit.</li></ul> Progress tracked using OCR grade boundaries for 9-1, grades inputted into class marksheet tracked against target grade.	Assessment will consist of: <ul style="list-style-type: none"><li>AO1 style low stakes testing at the start of every lesson.</li><li>AO1, AO2 and AO3 assessed in tasks/silent study through self/peer assessment.</li><li>AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit.</li></ul> Progress tracked using OCR grade boundaries for 9-1, grades inputted into class marksheet tracked against target grade.	Assessment will consist of: <ul style="list-style-type: none"><li>AO1 style low stakes testing at the start of every lesson.</li><li>AO1, AO2 and AO3 assessed in tasks/silent study through self/peer assessment.</li><li>AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit.</li></ul> Progress tracked using OCR grade boundaries for 9-1, grades inputted into class marksheet tracked against target grade.	Assessment will consist of: <ul style="list-style-type: none"><li>AO1 style low stakes testing at the start of every lesson.</li><li>AO1, AO2 and AO3 assessed in tasks/silent study through self/peer assessment.</li><li>AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit.</li></ul> Progress tracked using OCR grade boundaries for 9-1, grades inputted into class marksheet tracked against target grade.	Assessment will consist of: <ul style="list-style-type: none"><li>AO1 style low stakes testing at the start of every lesson.</li><li>AO1, AO2 and AO3 assessed in tasks/silent study through self/peer assessment.</li><li>AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit.</li></ul> Progress tracked using OCR grade boundaries for 9-1, grades inputted into class marksheet tracked against target grade.	Assessment will consist of: <ul style="list-style-type: none"><li>AO1 style low stakes testing at the start of every lesson</li><li>AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit</li></ul> Progress tracked using NCFE grade boundaries for L1PMD + L2PMD, grades inputted into class PLC.

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Key Vocabulary/liters or opportunities	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding Practical students will need to know which are core and advanced skills
Connected Knowledge	<p><b>Links to practical Core PE – (Year 7-11)</b> The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. <b>Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with GCSE practical specification.</b> <b>Links to other topics</b> – Coursework, analysing and evaluating performance. <b>A Level PE</b> – Structure and function of joints, movement and muscles. Functional roles of muscles and types of contraction. Biomechanics - levers <b>BTEC Sport Level 3</b> - Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</p>	<p><b>Links to practical Core PE – (Year 7-11)</b> The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. <b>Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with GCSE practical specification.</b> <b>Links to other topics</b> Coursework, analysing and evaluating performance. <b>A Level PE</b> – Biomechanics – levels and mechanical advantage. Movement analysis. Cardiovascular system at rest and during different intensities and recovery. <b>BTEC Sport Level 3</b> - Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</p>	<p><b>Links to practical Core PE – (Year 7-11)</b> The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. <b>Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with GCSE practical specification.</b> <b>Links to other topics</b> - Coursework, analysing and evaluating performance. <b>A Level PE</b> – respiratory system at rest and during different intensities and recovery. <b>BTEC Sport Level 3</b> - Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</p>	<p><b>Links to practical Core PE – (Year 7-11)</b> The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. <b>Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with GCSE practical specification.</b> <b>Links to other topics</b> - Coursework, analysing and evaluating performance. <b>A Level PE</b> – EAPI, periodisation of training. <b>BTEC Sport Level 3</b> - Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</p>	<p><b>Links to practical Core PE – (Year 7-11)</b> The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. <b>Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with GCSE practical specification.</b> <b>Links to other topics</b> - Coursework, analysing and evaluating performance. <b>A Level PE</b> – EAPI, periodisation of training, types of training, injuries and injury prevention, rehabilitation. <b>BTEC Sport Level 3</b> - Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</p>	<p><b>Links to practical Core PE – (Year 7-11)</b> The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. <b>Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with V CERT Health and Fitness specification</b> <b>Links to other topics</b> Coursework, analysing and evaluating performance. <b>A Level PE</b> – EAPI – strengths and weaknesses of performance, creating a long-term development plan, linking in content at AO3 level. <b>BTEC Sport Level 3</b> - Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</p>
Links to C+C				Healthy eating and lifestyle factors	Healthy eating and lifestyle factors	
<p><b>IMPACT:</b> Students will learn the content that is assessed in 2 ways, through an internal and external assessment. Once all content has been covered students will undertake an internal assessment in the form of coursework. At the end of Year 11 pupils will be assessed by a moderator for the practical element, as well as completing 2 papers for external assessment. Students progress will be tracked through frequent assessment points for both the internal and external assessment, progress will be tracked using the OCR grade boundaries (9-1).</p>						