

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>Year 10</b>	L1 – The functions of the skeleton L2 – Classification of bones L3 – Structure of the skeleton L4 - Classification of joints L5 – Movement possibilities at joints L6 – The role of ligaments and tendons L7 – End of topic test L8 – DIRT L9 – Classification and characteristics of muscle L10 – Location and role of voluntary muscular system L12 – Characteristics of fast/slow twitch muscle fibre L14 – End of Topic Test L15 – DIRT	L16 – Functions of the cardiovascular system L17 – Structure of the cardiovascular system L18 – Structure of arteries, capillaries and veins L19 – redistribution of blood flow L20 – Function of blood cells, platelets and plasma L21 – End of topic test L22 – DIRT L23 – Composition of inhaled and exhaled air L24 – Lung Volumes L25 – Location of main components of respiratory system L26 – Structure of alveoli L27 – How the cardio and Resp systems work L28 – End of Topic Test L29 – DIRT	L30 – Energy: L31 – Energy sources L32 – Short-term effects of physical activity L1 L33 - Short-term effects of physical activity L2 L34 - Short-term effects of physical activity L3 L35 - Long-term effects of exercise L36 – Interpretation of graphical representations L37 – End of Topic Test L38 – DIRT L39 – First-, second- and third-class levers L40 – Mechanical advantage and disadvantage L41 - Movement patterns using body planes and	L42 – Movement in the sagittal plane L43 – Movement in the frontal plane L44 – Movement in the transverse plane L45 – End of topic test L46 – DIRT L47 - Definitions of fitness: health, exercise L48 – Components of fitness L49 – Fitness tests L50 – Fitness Tests L51 – Planning training using the principles of L52 - training methods L53 – training methods L54 – Long-term effects L55 – Long-term effects	L56 – The use of a PARQ L57 – Injury prevention L58 – Injuries L59 – RICE L60 – Performance-enhancing drugs L61 - Warm-ups and cool down L62 – End of topic test L63 – DIRT	Component 4: Personal Exercise Programme (PEP)
<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>Type 1 and Type Iix and Ila muscle fibre types</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>The double circulatory system</li> <li>The different types of blood vessels</li> <li>The pathway of blood through the heart.</li> <li>Definitions of heart rate, stroke volume and cardiac output</li> <li>role of the red blood cells, white blood cells, platelets and plasma</li> <li>Structure and pathway of the respiratory system</li> <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> </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 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>Three classes of lever and you will be able to apply examples from physical activity/sport.</li> </ul> Collect and use data relating to long-term effects of exercise.	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>Axes of rotation</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 Planes of movement</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 use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ</li> <li>Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports</li> <li>Injuries that can occur in physical activity and sport: concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions)</li> <li>RICE (rest, ice, compression, elevation)</li> <li>Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones (GH)), stimulants, blood doping</li> <li>The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport</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>Understand the physiological/fitness requirements for a sporting activity</li> <li>Conduct an analysis of performance or part of a performance e.g., time/distance, pass completion in each time limit, serves into a given part of the court, accuracy of throwing, etc</li> <li>Undertake a battery of fitness tests specific to the sporting activity</li> <li>Analyse pre-PEP test results</li> <li>Construct an appropriate aim based on developing performance through improving a component of fitness.</li> <li>Select and justify the use of appropriate SMART targets, method(s) of training and principles of training</li> <li>Complete a PAR-Q</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> <li>PRACTICAL – application of core and advanced skills across 3 sports (main focus on sport 3)</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	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	<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	
Spiritual, Moral, Social and Cultural.	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes					Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes		Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes
British Values	Group work to encourage valuing others' opinions and building a mutual respect for others in the class	Group work to encourage valuing others' opinions and building a mutual respect for others in the class	Group work to encourage valuing others' opinions and building a mutual respect for others in the class					Group work to encourage valuing others' opinions and building a mutual respect for others in the class		Group work to encourage valuing others' opinions and building a mutual respect for others in the class	Group work to encourage valuing others' opinions and building a mutual respect for others in the class
Cultural Capital	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.					Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.		Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.
	<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>										