

Year 10 PE GCSE

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn Sept- Oct HT	Paper 2: Health and Performance <i>Health, Fitness and Wellbeing</i>	Do you understand the theoretical factors that underpin a Healthy Active Lifestyle?	<ul style="list-style-type: none"> • How increasing physical ability can improve health and reduce health risks • How taking part in sport can improve emotional health • How taking part in sport can improve social health • The impacts of fitness on well-being – both positive and negative • How to use a PEP to promote personal health • Lifestyle choices and their impact on health, fitness and well-being 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Students will be able to understand and explain key terms relating to the terms health, fitness and wellbeing and the effects on sport and physical activity • Use appropriate terminology within their PEP <p>Skills</p> <ul style="list-style-type: none"> • Demonstration of knowledge and understanding in class, homework tasks and end of unit tests. • Long answer questions • Application of knowledge in PEP • Explaining reasons why • Analysis and interpretation • Define key terminology <p>Assessment Point information</p> <ul style="list-style-type: none"> • Classwork and homework • Long answer questions • End of unit tests
Autumn Sept- Oct HT	Paper 1: Fitness and Body Systems <i>Physical Training</i>	Can you explain the physiological factors that affect development of a skill?	<ul style="list-style-type: none"> • What the terms health, exercise and performance mean • The relationship between health and fitness • The role that exercise plays in keeping someone fit and healthy 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Students will be able to understand and explain key terms relating to the terms health, exercise and performance and the effects on sport and physical activity • Students will be able to provide specific examples as to why being fit and healthy is important <p>Skills</p> <ul style="list-style-type: none"> • Demonstration of knowledge and understanding in class, homework tasks and end of unit tests.

				<ul style="list-style-type: none"> • Explaining reasons why • Analysis and interpretation • Define key terminology <p>Assessment Point information</p> <ul style="list-style-type: none"> • Classwork and homework • Long answer questions • End of unit tests
Autumn Nov-Dec	Paper 2: Health and Performance Sports Psychology	Can you explain the psychological factors that affect development of a skill?	<ul style="list-style-type: none"> • How to classify sports skills as open/closed, basic/complex and low organisation/high organisation • Practice structures – massed, distributed, fixed and variable • How to apply these to choose the best practice to develop a range of skills 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Students will be able to understand and explain how to classify different sports skills. • Students will be able to explain why different practice structures are used. • Students will be able explain how a range of skills can be developed. <p>Skills</p> <ul style="list-style-type: none"> • Demonstration of knowledge and understanding in class, homework tasks and end of unit tests. • Explaining reasons why • Define key terminology • Analysis and interpretation • Analysis and interpretation of graphs <p>Assessment Point information</p> <ul style="list-style-type: none"> • Classwork and homework • Long answer questions • End of unit tests

Autumn Nov-Dec	Component 3: Practical	Volleyball	<ul style="list-style-type: none"> • Understand what you will need to do for the practical component of the course • Understand what activities you can do • Understand how you will be assessed and marked on your practical performances • Understand how to prepare effectively for your performances 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Through practical demonstration and verbal theoretical understanding <p>Skills</p> <ul style="list-style-type: none"> • Perform team based skills according to the assessment criteria. • Pupils will be assessed on two areas: • The performance of skills and techniques in isolation/unopposed situations (/10) • Application of skills, techniques and decision making under pressure during a conditioned practised and conditioned/formal/competitive situation (/25) • Total: / 35 <p>Assessment Point information</p> <ul style="list-style-type: none"> • Internally marked and externally moderated.
Spring Jan- Feb	Paper 1: Fitness and Body Systems <i>Anatomy and Physiology</i>	Can you identify and explain the structure and function of the body system and the effects on physical activity?	<p><u>Musculo-Skeletal System</u></p> <ul style="list-style-type: none"> • The different functions of the skeleton and its importance in physical activity • How bones and joints are classified • The structure of the musculo-skeletal system • The different movement possibilities at joints within the body • The role of ligaments and tendons and their relevance to physical activity and sport • The classification and characteristics of muscle types • How the main muscles are used during physical activity • How the muscular system works with the skeleton to allow participation in physical activity and sport. <p><u>Cardio-respiratory System</u></p>	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Students will be able to understand and explain the structure and function of the musculo skeletal system • Students will be able to use specific examples to explain how the musculo-skeletal system allows an athlete to participate in sport and physical activity. • Students will be able to understand and explain the structure and function of the cardio-respiratory system. • Students will be able to use specific examples to explain how the cardio-respiratory system allows an athlete to participate in sport and physical activity. <p>Skills</p>

			<ul style="list-style-type: none"> • The main functions and structure of the CV system and its role in physical activity • The structure of arteries, capillaries and veins • How blood flows and is distributed • The function and importance of blood • The composition of air and how VC and TV impact on sporting activity • The location and role of parts of the respiratory system • The structure of the alveoli and the process of GE • How the CV and the R systems work together to let us to take part in sport 	<ul style="list-style-type: none"> • Demonstration of knowledge and understanding in class, homework tasks and end of unit tests. • Label all muscles in the body • Label all bones in the body • Define key terminology • Label the structure of the heart • Explaining reasons why • Analysis and interpretation • Analysis and interpretation of graphs <p>Assessment Point information</p> <ul style="list-style-type: none"> • Classwork and homework • Long answer questions • End of unit tests
Spring Feb- March	Paper 1: Fitness and Body Systems Anatomy and Physiology	Can you identify and explain the structure and function of the body system and the effects on physical activity?	<p><u>Aerobic and Anaerobic Exercise</u></p> <ul style="list-style-type: none"> • How the body uses glucose and oxygen to release energy • How fats and carbohydrates give energy for different sorts of activity <p><u>Short and Long term effects of Exercise</u></p> <ul style="list-style-type: none"> • Short term effects of physical activity and sport on: muscles; heart and respiratory system • How the R and CV systems work together so people can take part in physical activity and recover from it • How to interpret graphs showing HR, SV and CO values at rest and during exercise. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Students will be able to explain the difference between aerobic and anaerobic exercise • Students will be able to explain the short and long term effects of exercise and the effects on the body and participation in sport and physical activity <p>Skills</p> <ul style="list-style-type: none"> • Demonstration of knowledge and understanding in class, homework tasks and end of unit tests. • Define key terminology • Explaining reasons why • Analysis and interpretation • Analysis and interpretation of graphs <p>Assessment Point information</p>

			<p>Data – Interpreting Graphs:</p> <ul style="list-style-type: none"> • Look at a particular aspect of what is happening as an athlete exercises • Be able to make a quick visual comparison, between athletes or between sports • Look in more detail at where changes or issues occur, by analysing what is found on the graph 	<ul style="list-style-type: none"> • Classwork and homework • Long answer questions • End of unit tests <p>How understanding is assessed</p> <ul style="list-style-type: none"> • Lesson and homework tasks • End of unit tests <p>Skills</p> <ul style="list-style-type: none"> • Producing graphs for PEP • Interpret graphs during exam • Understanding and analysing a variety of different graphs <p>Assessment Point information</p> <ul style="list-style-type: none"> • Mock exam / End of unit tests
Summer April- May	Paper 1: Fitness and Body Systems Physical Training	Can you explain how injury and drug use can affect your practical performance?	<ul style="list-style-type: none"> • Identify what a PAR-Q is, and how it is used in training • How to prevent injury through correct training, warming up and cooling down, wearing appropriate clothing, checking equipment and facilities, and playing to the rules. • Some common injuries in sport and how to treat injuries: RICE • Performance-enhancing drugs and their positive and negative effects 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Students will be able to explain why a PAR-Q is important before completing a training programme. • Students will be able to explain how injury can be prevented. • Students will be able to explain how to treat injuries • Students will be able to explain the difference between performance enhancing drugs and their positive and negative effects <p>Skills</p>

				<ul style="list-style-type: none"> • Demonstration of knowledge and understanding in class, homework tasks and end of unit tests. • Define key terminology • Explaining reasons why • Analysis and interpretation • Analysis and interpretation of graphs <p>Assessment Point information</p> <ul style="list-style-type: none"> • Classwork and homework • Long answer questions • End of unit tests
Summer April - May	Component 3: Practical	Athletics: Track and Field	<ul style="list-style-type: none"> • Understand what you will need to do for the practical component of the course • Understand what activities you can do • Understand how you will be assessed and marked on your practical performances • Understand how to prepare effectively for your performances 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Through practical demonstration and verbal theoretical understanding <p>Skills</p> <ul style="list-style-type: none"> • Perform individual based skills according to the assessment criteria. • Pupils will be assessed on two areas: • The performance of skills and techniques in isolation/unopposed situations (/10) • Application of skills, techniques and decision making under pressure during a conditioned practised and conditioned/formal/competitive situation (/25) • Total: / 35 <p>Assessment Point information</p> <ul style="list-style-type: none"> • Internally marked and externally moderated.
Summer May - July	Paper 1: Fitness and Body Systems	Can you explain how the lever systems affect	<ul style="list-style-type: none"> • First, second and third class levers and how they are used in physical activity and sport • How lever systems affect the range of movement and their impact on sporting performance 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Students will be able to explain how first, second and third class levers are used in physical activity and sport.

	<i>Movement Analysis</i>	the movement of the body?		<ul style="list-style-type: none"> Students will be able to use specific sporting examples in exam style questions <p>Skills</p> <ul style="list-style-type: none"> Demonstration of knowledge and understanding in class, homework tasks and end of unit tests. Define key terminology Explaining reasons why Analysis and interpretation Analysis and interpretation of graphs <p>Assessment Point information</p> <ul style="list-style-type: none"> Classwork and homework Long answer questions End of unit tests
Summer May- June	Paper 2: Health and Performance Socio-Cultural Influences	Can you explain the different socio-cultural influences affect participation in sport and physical activity?	<ul style="list-style-type: none"> Understand the impact that gender, age, socio-economic group, ethnicity, disability, and the other people's influence have on participation in sport Understand how to interpret data in graphs about participation rates Understand how commercialisation and the media affect sport, and their impact on those involved. Understand trends in sport Understand different types of sporting behaviour. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Students will be able to explain the different socio-cultural influence that affect participation in sport and physical activity Students will be able to use specific sporting examples in exam style questions <p>Skills</p> <ul style="list-style-type: none"> Demonstration of knowledge and understanding in class, homework tasks and end of unit tests. Define key terminology Explaining reasons why Analysis and interpretation Analysis and interpretation of graphs <p>Assessment Point information</p> <ul style="list-style-type: none"> Classwork and homework

Curriculum Outline 2021-22

Department: PE

				<ul style="list-style-type: none">• Long answer questions• End of unit tests
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