

Subject:

Year 10 Curriculum Map (GCSE PE theory)

Term/ Focus	Autumn 1 – Topic 1.2 Physical Training	Autumn 2 – Topic 1.2 Physical Training	Spring 1 – Topic 1.1 Applied anatomy and physiology	Spring 2– Topic 1.1 Applied anatomy and physiology	Summer 2 - Topic 1.1 Applied anatomy and physiology	Summer 2 - Topic 1.1 Applied anatomy and physiology
<p><b>Key knowledge and skills –</b> What core knowledge and key skills will be acquired and developed by students?</p>	<p><b>Higher tiers and ability: 9-5</b></p> <p><b>Components of fitness</b></p> <ol style="list-style-type: none"> <li>1. Know all the definitions of each component of fitness, and be able to explain how they are used in different sporting activities</li> <li>2. Be able to describe a suitable fitness test for each component of fitness, and explain how that test is related to the fitness component</li> <li>3. Be able to collect and use data relating to the components of fitness.</li> </ol> <p><b>Principles of training</b></p> <ol style="list-style-type: none"> <li>1. To know the definitions of each principle of training, and using appropriate sporting examples apply them to a personal training program</li> <li>2. Be able to explain and analyse the importance of the principles of training to an athlete who uses these to improve.</li> </ol> <p><b>Preventing injury</b></p> <ol style="list-style-type: none"> <li>1. To understand how the risk of injury in physical activity can be minimised. Suitable examples of how each risk of injury needs to be explained</li> <li>2. To understand potential hazards in different sports settings, and to comprehensively complete a risk assessment for each area.</li> </ol>	<p><b>Higher tiers and ability: 9-5</b></p> <p><b>Optimising training</b></p> <ol style="list-style-type: none"> <li>1. To know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise/training programmes</li> <li>2. To know the definitions of different types of training, and being able to explain their use in sporting activities</li> <li>3. Understand the key components of the warm up, and be able to use appropriate examples to explain how each section would be completed</li> <li>4. To know the physical benefits of the warm up and be able to explain how each benefit will have a positive effect on the performer's performance</li> <li>5. Understand the key components of a cool down, being able to use appropriate examples for each area.</li> <li>6. To know the physical benefits of the cool down and be able to explain how each benefit will have a positive effect on the performer's performance</li> </ol>	<p><b>Higher tiers and ability: 9-5</b></p> <p><b>The skeletal system</b></p> <ol style="list-style-type: none"> <li>1. To know the name of, and be able to identify the location of the bones of the body</li> <li>2. To understand the functions of the skeleton, and explain (with examples) how each of the functions has a positive effect on the body in relation to physical activity</li> <li>3. To know the definition of a synovial joint and be able to identify different synovial joints in the body along with their articulating bones.</li> <li>4. To know, understand and explain the different movements at each joint, providing accurate and realistic examples from sport to support your answer</li> <li>5. To understand what the role of ligaments, cartilages and tendons are, and explain how they will affect a sporting performance.</li> </ol>	<p><b>Higher tiers and ability: 9-5</b></p> <p><b>The Muscular system</b></p> <ol style="list-style-type: none"> <li>1. know the name and location of the muscle groups in the body and be able to apply and explain their use to examples from physical activity/sport:</li> <li>2. To know the definitions of each movement muscles allow, and apply and explain how they can be used in sport (using relevant examples)</li> </ol> <p><b>Movement Analysis</b></p> <ol style="list-style-type: none"> <li>1. To know the three different classes of levers used in sport, giving accurate sporting examples to explain how each will work</li> <li>2. To know what a 'mechanical disadvantage' is</li> <li>3. To be able to identify the different planes and axes of rotation, understanding the movements that each of them allows, and then being able to apply to identify which plane or axes different sporting movements are taking place in</li> </ol>	<p><b>Higher tiers and ability: 9-5</b></p> <p><b>The Cardiovascular system</b></p> <ol style="list-style-type: none"> <li>1. To know the terms systemic and pulmonary in terms of the double circulatory system, and be able to explain how they work together to form the system</li> <li>2. To describe the pathway of blood through the heart using the correct terminology (the structure of the heart)</li> <li>3. To know the definitions of heart rate, stroke volume and cardiac output, explaining how each can be affected by exercise (or lack of) and the impact it may have on performance.</li> <li>4. To know the role of red blood cells and be able to explain their importance in terms of physical activity</li> </ol> <p><b>The Respiratory system</b></p> <ol style="list-style-type: none"> <li>1. To describe the pathway of blood through the respiratory system using the correct terminology (from the mouth – alveoli), explaining how alveoli are used for gaseous exchange.</li> <li>2. To know the location of, the role of, and be able to explain the importance of the respiratory muscles when inhaling and exhaling.</li> <li>5. To know the definitions of breathing rate, tidal volume and minute ventilation explaining how each can be affected by exercise.</li> </ol>	<p><b>Higher tiers and ability: 9-5</b></p> <p><b>Anaerobic &amp; aerobic exercise</b></p> <ol style="list-style-type: none"> <li>1. To know the differences between anaerobic and aerobic exercise, applying practical examples. Apply this knowledge by relating them to different activities of intensity and duration</li> </ol> <p><b>Effects of exercise on the body</b></p> <ol style="list-style-type: none"> <li>1. To identify, understand and explain the effects of short term exercise on the body, applying them accurately and realistically to different examples from sport</li> <li>2. To identify, understand and explain the effects of long term exercise on the body, applying them accurately and realistically to different examples from sport</li> <li>3. To be able to collect, interpret and apply data from exercise into the short and long term effects of exercise</li> </ol>

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<p><b>Key knowledge and skills –</b> What core knowledge and key skills will be acquired and developed by students?</p>	<p>Foundation tiers and ability: 1-4</p> <p><b>Components of fitness</b></p> <ol style="list-style-type: none"> <li>1. Know all the definitions of each component of fitness, and be able to describe how they are used in different sporting activities</li> <li>2. Be able to describe a suitable fitness test for each component of fitness</li> <li>3. Be able to collect and apply data relating to the components of fitness.</li> </ol> <p><b>Principles of training</b></p> <ol style="list-style-type: none"> <li>1. To know the definitions of each principle of training, and describe each of them</li> <li>2. To understand the importance of different principles of training in terms of improving performance</li> </ol> <p><b>Preventing injury</b></p> <ol style="list-style-type: none"> <li>1. To understand how the risk of injury in physical activity can be minimised. Suitable examples of how each risk of injury needs to be identified</li> <li>2. To understand potential hazards in different sports settings, and to complete a risk assessment for each area identifying risks</li> </ol>	<p>Foundation tiers and ability: 1-4</p> <p><b>Optimising training</b></p> <ol style="list-style-type: none"> <li>1. To know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to identify when each would be used in a training program</li> <li>2. To know the definitions of different types of training, and being able to provide sporting examples of each</li> <li>3. Identify and describe the key components of the warm up.</li> <li>4. To know the physical benefits of the warm up, identifying the effects it will have on the performer</li> <li>5. Identify the key components of a cool down,</li> <li>6. To know the physical benefits of the cool down, identifying the effects it will have on the performer</li> </ol>	<p>Foundation tiers and ability: 1-4</p> <p><b>The skeletal system</b></p> <ol style="list-style-type: none"> <li>1. To know the name and identify the location of most the bones of the body</li> <li>2. To be able to identify the functions of the skeleton, and describe their effect on the body</li> <li>3. To know the definition of a synovial joint and be able to identify different synovial joints in the body along with their articulating bones.</li> <li>4. To know the different movements at each joint, giving examples from sport to support your answer</li> <li>6. To understand the role of ligaments, cartilages and tendons</li> </ol>	<p>Foundation tiers and ability: 1-4</p> <p><b>The Muscular system</b></p> <ol style="list-style-type: none"> <li>1. To be able to name most of the muscles in the body, and identify where most of them are:</li> <li>2. To know the movement muscles allow, identifying sporting examples that that would occur through this movement</li> </ol> <p><b>Movement Analysis</b></p> <ol style="list-style-type: none"> <li>1. To identify the three different classes of levers used in sport</li> <li>2. To know what a ‘mechanical disadvantage’ is</li> <li>3. To be able to identify the different planes and axes of rotation, sometimes being able to apply a sporting movement that takes place through each.</li> </ol>	<p>Foundation tiers and ability: 1-4</p> <p><b>The Cardiovascular system</b></p> <ol style="list-style-type: none"> <li>1. To know the terms systemic and pulmonary in terms of the double circulatory system, identifying the roles of each</li> <li>2. To describe the pathway of blood through the heart using the correct terminology (the structure of the heart)</li> <li>3. To know the definitions of heart rate, stroke volume and cardiac output,</li> <li>4. To know the role of red blood cells and describe what their role is</li> </ol> <p><b>The Respiratory system</b></p> <ol style="list-style-type: none"> <li>1. To describe the pathway of blood through the respiratory system using the correct terminology (from the mouth – alveoli), explaining how alveoli are used for gaseous exchange.</li> <li>2. To know the location of, the role of the respiratory muscles.</li> <li>6. To know the definitions of breathing rate, tidal volume and minute ventilation</li> </ol>	<p>Foundation tiers and ability: 1-4</p> <p><b>Anaerobic &amp; aerobic exercise</b></p> <ol style="list-style-type: none"> <li>1. To know the differences between anaerobic and aerobic exercise, applying practical examples.</li> </ol> <p><b>Effects of exercise on the body</b></p> <ol style="list-style-type: none"> <li>1. To identify the short term exercise on the body, applying them to different examples from sport</li> <li>2. To identify the long term exercise on the body, applying them to different examples from sport</li> <li>3. To be able to collect and apply data from exercise into the short and long term effects of exercise</li> </ol>
	<p><b>Homework –</b> Knowledge organiser created and on website?</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>



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<p><b>Responsive Teaching</b> – how do we assess and feed back to students in this subject (formative and summative )</p>	<p>E.g.</p> <ol style="list-style-type: none"> <li>1. Summative - End of unit tests (approx. every two weeks)</li> <li>2. Summative - Vocabulary quizzes</li> <li>3. Formative - Whole-class feedback sheets</li> <li>4. Formative - Highlighters to indicate areas of strength and areas for development</li> </ol>		
<p><b>Termly assessment content</b> – what content will be covered in your termly assessments (the two-week assessment window)?</p>	<p><b>Topic 1.2: Physical Training</b></p> <ul style="list-style-type: none"> <li>- Components of fitness</li> <li>- Principles of training</li> <li>- Preventing injury</li> <li>- Optimising performance</li> </ul>	<p><b>Topic 1.1: Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>- The skeletal system</li> <li>- The muscular system</li> <li>- Movement analysis</li> </ul> <p><b>Topic 1.2: Physical Training</b></p> <ul style="list-style-type: none"> <li>- Components of fitness</li> <li>- Principles of training</li> <li>- Preventing injury</li> <li>- Optimising performance</li> </ul>	<p><b>Topic 1.1: Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>- The skeletal system</li> <li>- The muscular system</li> <li>- Movement analysis</li> <li>- The Cardiovascular system</li> <li>- The Respiratory system</li> <li>- Aerobic and Anaerobic</li> <li>- Effects of exercise on the body</li> </ul> <p><b>Topic 1.2: Physical Training</b></p> <ul style="list-style-type: none"> <li>- Components of fitness</li> <li>- Principles of training</li> <li>- Preventing injury</li> <li>- Optimising performance</li> </ul>
<p><b>Key Skills to be developed</b></p>	<ol style="list-style-type: none"> <li>1. <b>KNOWLEDGE AND UNDERSTANDING (KU):</b> Students will enhance their knowledge and understanding of the topics as the course progresses. This will progress from identifying and defining information into being able to describe and explain each aspect in more depth.</li> <li>2. <b>USE OF EXAMPLES (EG):</b> The use of examples is extremely important in GCSE PE. The majority of answers will link into either an aspect of a sporting game or some form of Physical activity. As the course progresses students will develop their skills from simply being able to identify sports that link in with the aspect they are looking at, to being able to show in depth how the sport will effect either the individual participant or the whole game/event</li> <li>3. <b>DEVELOPING POINTS (DEV):</b> For the duration of the course students need to be able to develop their answers in order to access the higher marks in exam questions. This means that they will expand on both their knowledge and understanding and the practical examples they have applied. In developing their answers students are expected to analyse and evaluate their knowledge and understanding and show how the performer / team will be affected in either a short term performance or long term performance.</li> <li>4. <b>DATA ANALYSIS</b> is now part of the GCSE PE curriculum. Students will develop their skills from demonstrating how qualitative and quantitative data is collect through to presenting data in tables and graphs. Students will then learn the skills of how to analyse, evaluate and apply data.</li> </ol>		