

**Physical Education – Year 10 GCSE**

<b>Content (Intent)</b>	<b>Links to prior learning</b>	<b>Skills and Assessment (Implementation)</b>	<b>Expected Learning Outcomes (Impact)</b>
<p><b>Term 1 and 2 Theory</b></p> <p>Applied Anatomy and Physiology:</p> <ul style="list-style-type: none"> <li>• Structure and function of the Skeletal System</li> <li>• Structure and function of the Muscular System</li> <li>• Structure and function of the Cardiovascular System</li> <li>• Structure and function of the Respiratory System</li> <li>• Aerobic and anaerobic exercise and respiration</li> <li>• Short and long term effects of exercise on the body systems</li> </ul>	<p>Links with Science content taught at KS3 and Science GCSE.</p> <p>Builds on prior knowledge from the KS3 fitness SoW.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Development of note-taking and study skills.</li> <li>• Develop knowledge of topics concerned with the skeletal, muscular, cardiovascular and respiratory systems.</li> <li>• Develop application of these topics to exam questions and identification of their application in sporting scenarios.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• Exam questions</li> <li>• Homework tasks including powerpoints, posters, leaflets.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to identify and classify the bones of the body and explain the functions of the skeletal system.</li> <li>• To be able to identify the major muscles of the body and their functions in different sporting actions.</li> <li>• To understand how the skeletal and muscular systems work together to bring about movement at joints.</li> <li>• To be able to explain the functions and workings of both the cardiovascular and respiratory systems and how they work together to transport O<sub>2</sub>, CO<sub>2</sub> and nutrients around the body.</li> <li>• To be able to explain the difference between aerobic and anaerobic respiration and identify sports and activities which utilise each one. To know the equations for each type of respiration.</li> <li>• To be able to know and explain the short and long term effects of exercise on the body systems.</li> <li>• To be able to analyse sporting movements and scenarios and</li> </ul>

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			<p>apply their knowledge of the body systems.</p>
<p><b>Term 3 Theory</b></p> <p>Movement analysis:</p> <ul style="list-style-type: none"> <li>• Lever systems</li> <li>• Planes and Axes</li> </ul>	<p>New topics. Some pupils may identify links with trampolining and gymnastics.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Development of note-taking and study skills.</li> <li>• Develop knowledge of topics concerned with lever systems and planes and axes in the body.</li> <li>• Develop application of these topics to exam questions and identification of their application in sporting scenarios.</li> <li>• Be able to apply their knowledge through practical examples.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• Exam questions</li> </ul> <p>Homework tasks including powerpoints, posters, leaflets.</p>	<ul style="list-style-type: none"> <li>• To understand the three classes of lever.</li> <li>• To be able to apply their knowledge of the lever systems to practical examples.</li> <li>• To be able to explain mechanical advantage and disadvantage.</li> <li>• To understand the 3 planes and 3 axes of movement.</li> <li>• To be able to identify the correct axes and planes of movement in different sporting situations.</li> </ul>
<p><b>Terms 4-6 Theory</b></p> <p>Physical Training:</p> <ul style="list-style-type: none"> <li>• The link between health, fitness, exercise and performance</li> <li>• Components of fitness</li> <li>• Fitness testing</li> </ul>	<p>Links with topics taught through fitness SoW at KS3</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Development of note-taking and study skills.</li> <li>• Develop knowledge of topics concerned with physical training.</li> <li>• Develop application of these topics to exam questions and</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the components of fitness and how these are important in different sports.</li> <li>• To understand and be able to carry out fitness tests for the main components of fitness.</li> </ul>

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<ul style="list-style-type: none"> <li>• Principles of training</li> <li>• Training zones</li> <li>• Training methods</li> </ul> <p>In addition, during terms 4-6, pupils will plan and carry out a 6-week fitness-based training programme for their coursework, linking the knowledge gained through their theory lessons.</p>		<p>identification of their application in sporting scenarios.</p> <ul style="list-style-type: none"> <li>• Be able to apply their knowledge through practical examples.</li> <li>• To develop knowledge in these topic areas to enable them to produce a well-structured and coherent Personal Exercise Programme (PEP) for their coursework.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• Exam questions</li> </ul> <p>Homework tasks including powerpoints, posters, leaflets.</p>	<ul style="list-style-type: none"> <li>• To develop knowledge of the principles of training and training zones.</li> <li>• To be able to apply the principles of training to their own PEP and identify whether these are applied effectively by others.</li> <li>• To be able to plan training that is aimed at the correct training zone.</li> <li>• To understand the purpose and scope of different training methods and be able to select the correct method to improve their fitness as part of their PEP.</li> <li>• To carry out their PEP safely and effectively.</li> </ul>
<p><b>Terms 1-4 Practical</b></p> <p>Pupils will experience a range of different sports and physical activities including:</p> <ul style="list-style-type: none"> <li>• Games – netball, hockey, football, badminton</li> <li>• Gymnastics</li> <li>• Dance</li> <li>• Swimming</li> <li>• Trampolining</li> </ul>	<p>Development of skills learnt in KS3</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Develop knowledge and skills in each sport.</li> <li>• Be able to apply theory knowledge to practical activities.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Pupils are assessed against the GCSE PE Practical criteria for each sport and given a practical grade to help them choose their 3 sports for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to perform at a more advanced level in each activity</li> <li>• To understand the assessment criteria for GCSE PE practical activities.</li> <li>• To select the most appropriate 3 practical activities for assessment in Year 11.</li> </ul>

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		<ul style="list-style-type: none"> <li>Practical activities are then moderated by an external visiting moderator in Year 11.</li> </ul>	
<p><b>Terms 5-6 Practical</b></p> <p>During terms 5 to 6 pupils apply their theory knowledge of personal training through practical activities in preparation for planning and completing their PEP coursework.</p> <p>The PEP consists of:</p> <ul style="list-style-type: none"> <li>Fitness testing – identifying any fitness areas for improvement, alongside performance data collected from their sport.</li> <li>Planning a 6-week fitness training programme, applying the principles of training, choosing an appropriate training method.</li> <li>Carrying out the programme over 6 weeks, including re-testing their fitness test mid-way and at the end of the PEP.</li> <li>Evaluation of the PEP</li> </ul>	<p>Links to the theory content – physical training unit.</p> <p>Links to KS3 fitness SoW.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Through performance data collection and fitness tests, identifying personal weaknesses.</li> <li>Designing a fitness training programme.</li> <li>Monitoring and evaluation skills throughout the 6 weeks.</li> <li>Developing knowledge of how to write concisely to produce a 1500 word piece of work.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>PEPs are marked according to the edexcel marking grid and are then moderated by the exam board.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, carry out and evaluate a 1500 word PEP.</li> <li>Understand how to carry out and evaluate fitness tests.</li> <li>Understand how to apply the principles of training.</li> <li>Be able to explain and plan training so that they are working in the correct training zone.</li> <li>Show knowledge and understanding of the theory topics concerned with physical training through the PEP.</li> </ul>

## **Physical Education – Year 10 GCSE**

### **Resources and/or activities to support learning**

Textbook - Edexcel GCSE (9-1) PE Student Book 2nd edition (ISBN 978-1292129884)

Revision guide - Revise Edexcel GCSE (9-1) Physical Education Revision Guide (ISBN 978-1292135120)

Revision workbook - Revise Edexcel GCSE (9-1) Physical Education Revision Workbook (ISBN 978-1292135083)

Watching top class sport such as international matches, World and European Championships, Olympics, across a range of sports to develop general sporting knowledge, especially as the theory exams often include questions based upon more unfamiliar sports (boxing, canoeing etc).

Participating in sport as much as possible – Ideally pupils should be participating in all three of their sports outside of school.

Sporting programmes and documentaries on tv.

Taking part in extracurricular clubs - the timetable is displayed on noticeboards as the school website.