

# Subject Curriculum Overview: PE KS4

<b>Subject: GCSE PHYSICAL EDUCATION</b>	<b>Year:10</b>
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<b>Paper 1: Skeletal system.</b> <b>Paper 2: Ethical and socio-cultural issues in physical activity and sport.</b>		<b>Paper 1:</b> The Muscular system and Movement Analysis. <b>Paper 2:</b> Commercialisation of physical activity and sport		<b>Paper 1:</b> The structure and function of the Cardiovascular system <b>Paper 2:</b> Engagement patterns		<b>Paper 1:</b> The structure and function of the Respiratory system. Aerobic/Anaerobic exercise. Effects of exercise on body systems <b>Paper 2:</b> Psychology of sport		<b>Paper 1:</b> Components of Fitness <b>Paper 2:</b> Psychology of sport		<b>Paper 1:</b> NEA Written Controlled Assessment <b>Paper 2:</b> NEA Practical Assessment	
<b>Duration:</b> Term 1 (approximately 15 lessons)		Duration: <i>Term 2 (approximately 15 lessons)</i>		<b>Duration:</b> Term 3 (approximately 15 lessons)		<b>Duration:</b> <i>Term 4</i> ((approximately 15 lessons)		<b>Duration:</b> Term 5 (approximately 15 lessons)		<i>Duration: Term 6 (approximately lessons)</i>	
<b>Content:</b> Location of major bones. Functions of the skeleton. Types/structure of synovial joints. Types of movement at hinge and ball and socket joints.	<b>Content:</b> Understand the value of sportsmanship. The use of performance enhancing drugs and the causes of violence in sport.	<b>Content:</b> Location and role of major muscle groups. Lever systems. Planes of movement. Axes of Rotation.	<b>Content:</b> Influence of media and sponsorship on different types of physical activity and sport.	<b>Content:</b> Structure and function of the double circulatory system. Pathway of blood through the heart. Different types of blood vessel. Heart volumes. Role of RBC.	<b>Content:</b> Trends and factors affecting participation in physical activity and sport.	<b>Content:</b> Pathway of air through system. Role of respiratory muscles in breathing. Respiratory volumes. Alveoli as the site of gaseous exchange. Examples of aerobic and anaerobic exercise. ST and LT effects of exercise on different body systems.	<b>Content:</b> Characteristics of skilful movement. Classifying skills. Goal setting. Mental preparation	<b>Content:</b> Define, apply practical examples, know and carry out suitable tests to measure the 10 components of fitness.	<b>Content:</b> Use of the 4 types of guidance and 6 types of feedback.	<b>Content:</b> Analysing and evaluating performance.	<b>Content:</b> Demonstrate practical performance in a range of different physical activities.
<b>Key concepts students need to understand (Core Knowledge):</b> Joint structures, types of movement. What does the Skeleton do? Evaluate the use of PEDs in sport.		<b>Key concepts students need to understand (Core Knowledge):</b> Frontal/Sagittal/Transverse /Longitudinal. Application of lever systems to sport. Golden triangle. Impact of sponsorship.		<b>Key concepts students need to understand (Core Knowledge):</b> <i>Heart rate, stroke volume, cardiac output.</i> Chambers/vessels/valves in the Circulatory system. How participation differs according to various social groups		<b>Key concepts students need to understand (Core Knowledge):</b> Respiratory structures, applying knowledge of body systems to exercise. Frequency, Tidal Volume, Minute Volume. Open/closed, simple/complex skills. Imagery, mental rehearsal, selective attention, positive thinking.		<b>Key concepts students need to understand (Core Knowledge):</b> Understanding of and testing for components of fitness. Guidance types, feedback types.		<b>Key concepts students need to understand (Core Knowledge):</b> Analysis of their own performance in the components of fitness and core/advanced skills in a chosen activity. Core and advanced skills in practical activities.	

SMSC Opportunities (including evidence of British Values)	Out of classroom opportunities	Assessment opportunities (Please see Assessment Calendar on Website)
<p>The value of sportsmanship and fair play in sport, the reasons for deviant behaviour in sport. The role of sport in a healthy active lifestyle to promote physical, mental and social well-being.</p>	<p><i>Attendance at extra-curricular clubs is STRONGLY RECOMMENDED to boost practical grade which accounts for 30% of NEA.</i></p> <p><i>Trips: Twickenham (Womens 6 nations) and water sports/outdoor activities trip to Ardeche</i></p>	<p><i>Exam style assessments during penultimate week of terms 1-4. Practical (skills) NEA assessment throughout term 6 (Athletics). Controlled assessment started term 6, TBC term 1 of year 11. Summative assessment in term 6.</i></p>

# Subject Curriculum Overview: PE KS4

<b>Subject: GCSE PHYSICAL EDUCATION</b>	<b>Year:11</b>
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<b>Paper 1:</b> NEA Controlled Assessment Completion <b>Paper 2:</b> Health, Fitness and Wellbeing		<b>Paper 1: Applying the principles of training. Optimising training.</b> <b>Paper 2:</b> Consolidation/Recap		<b>Paper 1:</b> Preventing injury in physical activity <b>Paper 2:</b> NEA Practical Assessments		<b>Paper 1:</b> Revision <b>Paper 2:</b> Revision		<b>Paper 1:</b> Exam Preparation <b>Paper 2:</b> Exam Preparation	
<b>Duration:</b> Term 1 (approximately 15 lessons)		<b>Duration:</b> Term 2 (approximately 15 lessons)		<b>Duration:</b> Term 3 (approximately 15 lessons)		<b>Duration:</b> Term 4 (approximately 15 lessons)		<b>Duration:</b> Term 5 (approximately 15 lessons)	
<b>Content:</b> Completion of the NEA controlled assessment.	<b>Content:</b> Define Health, fitness and well-being. Benefits of a healthy lifestyle. Diet and Nutrition. The use of components of a balanced diet applied to sport.	<b>Content:</b> <b>Define and apply the principles of training. Using different methods of training to optimise performance. Understanding the importance of warm up and cool down.</b>	<b>Content:</b> Revisiting the units within Paper 2 and consolidating knowledge.	<b>Content:</b> Understand how to minimise risk. Know potential hazards in a variety of sports settings.	<b>Content:</b> Perform in a range of practical activities for the practical NEA component.	<b>Content:</b> Revisiting the units within Paper 1 and consolidating knowledge.	<b>Content:</b> Revisiting the units within Paper 2 and consolidating knowledge.	<b>Content:</b> Use of different types of training. Importance of warm up and cool down.	<b>Content:</b> Revisiting the units within Paper 2 and consolidating knowledge.
<b>Key concepts students need to understand (Core Knowledge):</b> How to write an action plan to improve performance. Key terms: health, fitness, well-being, physical, mental, social factors.		<b>Key concepts students need to understand (Core Knowledge):</b> Different methods of training and applying to the principles of training. Phases of warm up and cool down.		<b>Key concepts students need to understand (Core Knowledge):</b> PPE, risk vs hazard, sedentary lifestyle.		<b>Key concepts students need to understand (Core Knowledge):</b> <b>Recap of knowledge in preparation for exams. Writing extended answers for 6 mark questions.</b>		<b>Key concepts students need to understand (Core Knowledge):</b> Methods of training. Phases of warm up, phases of cool down. Guidance types, feedback types.	

<b>SMSC Opportunities (including evidence of British Values)</b>	<b>Out of classroom opportunities</b>	<b>Assessment opportunities (Please see Assessment Calendar on Website)</b>
The value of sportsmanship and fair play in sport, the reasons for deviant behaviour in sport. The role of sport in a healthy active lifestyle to promote physical, mental and social well-being.	<i>Attendance at extra-curricular clubs is STRONGLY RECOMMENDED to boost practical grade which accounts for 30% of NEA.</i> <i>Trips: Twickenham (Womens 6 nations), Ardeché Multi-Sport trip and Skiing (TBC)</i>	<i>Completion of controlled assessment term 1. PPEs during term 2. NEA Practical (skills) assessment term 3 (activities TBC depending on cohort). Exam style assessment beginning of term 4 to identify key revision topics.</i>

