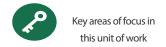


GCSE Physical Education Department



Enrichment and Personal Development		Links to Careers in Physical Education	Catholicity in the Curriculum	
Year 10	Year 10 and 11: Pupils will be offered the opportunity to participate in an extensive extra-curricular programme that includes (but is not limited to) sports such as, trampolining, netball, football, table tennis, dance, boxing and fitness. Pupils will also be invited to attend an OAA residential trip to continue to develop skills from practical lessons such as teamwork, confidence and problem solving. Pupils will be offered the opportunity to hear from local colleges	Through studying a multitude of anatomical and physiological topics during Year 10, pupils can build basic knowledge for careers in multiple avenues. Knowledge of the body systems will allow pupils to move into careers such as sports scientists, cardiac sciences, exercise physiologists and fitness instructors. Pupils will also study topics that delve into movement analysis of performers. This will prepare them for sports coaching, sports analysis, sports reporting and sports rehabilitation practitioners. Alongside their theoretical learning, pupils will develop their practical performance and this could prepare them for becoming professional sportsmen and teaching PE.	 Dignity: Pupils understand the importance of looking after their body including nutrition, recreational drugs and methods of training. Dignity: Pupils learn to respect their body through the positive impact of exercise. Option for the Poor and Solidarity: Pupils consider different groups who might be disadvantaged when it comes to participation in 	
Year 11	and different pathways into higher education through sport. Throughout Year 10 and 11 GCSE pupils will focus on different areas of personal development including what it means to live a healthy lifestyle and maintaining a healthy weight. They will develop an understanding of obesity, overweight and overfat body types. They will also look at the importance of nutrition, the benefits of physical exercise and the physical risks associated with smoking and alcohol.	Pupils will develop their knowledge of training programmes through the completion of their coursework unit developing a personal exercise programme for their own performance. This will prepare them for a career in the fitness industry, specifically gym instructing and personal training as it addresses the need to adapt exercises to suit the needs of an individual and progressively overload this to ensure they improve. During Year 11, pupils will also review their knowledge of skill complexity continuums, classification of skill and the different types of guidance and feedback. This knowledge will prepare them for careers in sports psychology such as lead performance psychologists at professional sports clubs as well as lecturing in sports psychology in further education.	 sport. The Dignity of Work and Participation: Pupils understand how money can influence the popularity of a sport. The Common Good and Peace: Pupils consider the behaviours demonstrated by sports people and the influence that sportsmanship / gamesmanship can have on the sport and spectator. 	











KS3 Transferable Skills

- Knowledge of health and fitness including the components of health-related fitness, how to measure components of fitness using fitness testing and how to improve cardiovascular health can be applied and developed during the study of Component 1.
- The development of skills learnt during practical lessons in KS3 will be built on with a greater focus on precision of technique and application to highly pressurised situations.
- Tactical awareness, officiating and leadership will all be built upon during practical performance.

GCSE Physical Education



























Autumn		Spring		Summer	
Declarative Knowledge: Pupils will develop knowledge of: Cardiovascular System: Structure of the heart and functions of the cardiovascular system Components of blood Respiratory System Aerobic and anaerobic energy Structure of the respiratory system Pathway of air Inhalation and exhalation Muscular System Identification of the location of muscles Muscle classifications Muscle classifications Muscle fibre types Skeletal System Functions of the skeletal system Classification of bones Procedural Knowledge: Pupils will apply all of the knowledge they develop to a variety of sports performers and specific sporting examples. Pupil will use their knowledge of the different body systems to multiple choice, short answer and developed answer exam questions. Pupil will use their knowledge to interpret data including graphical representation of heart rates and respiratory volumes.		Declarative Knowledge: Pupils will develop knowledge of: Pupils will continue to develop their knowledge of the body systems and how they can affect sports performance. Physical Training: Methods of Training Components of Fitness SMART targets Fitness Testing Principles of Training Long term effects of physical training Movement Analysis: Planes Axis Classes of Levers Mechanical Advantage Mechanical Disadvantage Procedural Knowledge: Apply their knowledge of fitness testing to interpret graphical and numerical data analysis of fitness test results. Apply knowledge of levers, planes and axis to specific sports performance and be able to identify and explain the types of movement that occurred. Apply knowledge of levers to be able to identify where and when mechanical advantage might occur. Apply kall knowledge of Component Two to a variety of multiple choice, long and short answer questions.		Declarative Knowledge: Health Social Emotional Physical Effects of sleep, rest and diet on health. Sedentary Lifestyle and the risks carried by this. Nutritional requirements of a performer including macro nutrients and micro nutrients. Types of guidance and feedback: Intrinsic, extrinsic, concurrent terminal Open, closed, simple complex Participation rates in sport The link between commercialisation and sport Sporting behaviours: gamesmanship, sportsmanship and deviance. Procedural Knowledge: Apply knowledge of participation rates to graphical representations and analysis of these. Pupils will apply all knowledge of health and sedentary lifestyles to exam questions. Pupils will develop basic knowledge of answering long answer exam questions. Pupils will apply knowledge to a full exam series, further developing their knowledge of exam questioning.	
Cardiac Skeletal Functions Mineral storage Joints for movement Flexion Extension Abduction	Adduction Short, long, flat and irregular bones Type I, Type lla and Type llx muscle fibres Inhalation Exhalation Fatigue	Fartlek Interval Continuous Cardiovascular Fitness Flexibility Muscular Endurance Muscular Strength Frontal Sagittal	Vertical Transverse Class 1, 2 and 3 Hypertrophy 12 Minute Cooper Run Sit and Reach Harvard Step Test Illinois Agility	Gamesmanship Sportsmanship Deviance Overfat Overweight Obesity Depression Blood pressure	Coronary heart disease Commercialisation The Golden Triangle Protein Carbohydrates Minerals and Vitamins Water and hydration Socio-economic groups
Formative: Teacher observation and questioning throughout lessons. Tasks within classes that both apply and review knowledge – these will be self and peer assessed Low tariff recall activities Summative: End of half term exam reviewing knowledge from topics learnt. This will happen twice during the Autumn term (October and December) Analysis of end of HT testing to be completed.		Formative: Teacher observation and questioning throughout lessons. Tasks within classes that both apply and review knowledge – these will be self and peer assessed Low tariff recall activities Summative: End of half term exam reviewing knowledge from topics learnt. This will happen once during the Spring Term (February HT) Full Paper One to be sat week before Easter Analysis of end of HT testing to be completed.		Formative: Teacher observation and questioning throughout lessons. Tasks within classes that both apply and review knowledge – these will be self and peer assessed Low tariff recall activities Summative: End of HT test to be sat reviewing prior knowledge of all Paper 2 topics prior to May HT Full exam series including a Paper 1 and a Paper 2 to be sat prior to the summer. Analysis of end of HT testing to be completed.	

Cardiovascular / circulatory system, vasoconstriction and dilation taught in PE but only in triple for science through the context of maintaining body temperature, skeleton and functions of muscles, ligaments and tendons, antagonistic pairs, respiration is a key theme including anaerobic respiration and the oxygen debt. Adaptations of the alveoli, PE teach about healthy diet and use the eat well plate as well as the effects of a sedentary lifestyle.

Food and Nutrition:

The importance of different macro and micronutrients

when writing their PEP (coursework in Year 11).

physiological learning. This will be used to inform answers and interleave with other

topics as they progress through Year 10 and 11. Knowledge of the body systems

is key for when pupils move onto their physical training unit and have to apply

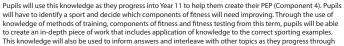
knowledge of these in order to improve. This knowledge will also be developed

Understanding heart rate zones during fitness and how we calculate anaerobic and aerobic thresholds, interpreting data to understand participation rates.

Pupils will use this knowledge to create a basis for their anatomical and

will have to identify a sport and decide which components of fitness will need improving. Through the use of knowledge of methods of training, components of fitness and fitness testing from this term, pupils will be able to create an in-depth piece of work that includes application of knowledge to the correct sporting examples. This knowledge will also be used to inform answers and interleave with other topics as they progress through Year 10 and 11.

Pupils will continue to embed this knowledge as they progress into Year 11. This knowledge will provide a sound basis for pupils to be apply to apply to exam questions and focus on developing their exam technique during the Spring and Summer terms when reviewing key components of both papers.



GCSE Physical Education Department Year 11 **Curriculum Journey**

Spring



Summer

Pupils will review their knowledge of Paper 2 topics with a focus on exam technique and applying information

Nutritional requirements of a performer including macro nutrients and micro nutrients.

Apply knowledge of participation rates to graphical representations and analysis of these.



Declarative Knowledge: Pupils will develop knowledge of:

How to create a personal exercise programme for a sport of their choice. They will further develop their knowledge of components of fitness, training methods and fitness testing.

Autumn

They will develop their knowledge of creating and understanding data analysis of

Pupils will begin to review their knowledge of the basic body systems including the cardio-respiratory and musculo-skeletal.

Procedural Knowledge:

- Pupils will apply all of the knowledge they develop to a particular sports performer to create the basis of their coursework.
- Pupils will apply knowledge of the different body systems to multiple choice, short answer and developed answer exam questions.
- Pupils will use their knowledge to interpret data including graphical representation of fitness testing, heart rates and performance data to ensure that fitness improvements are being made.

Pupils will further develop and review their knowledge of

Physical training content including methods of training, components of fitness and fitness testing.

Movement analysis including knowledge of levers, planes and axis and how they are linked with sports

Physical Training:

- Methods of Training
- Components of Fitness
- SMART targets
- Fitness Testing
- Principles of Training
- Long term effects of physical training

Movement Analysis:

- Classes of Levers
- Mechanical Advantage
- Mechanical Disadvantage

Procedural Knowledge:

- Pupils will apply knowledge of physical training and movement analysis to multiple choice, short answer and developed answer exam questions.
- Pupils will use their knowledge to interpret data including graphical representation of fitness testing, heart rates and performance data to ensure that fitness improvements are being made.
- Pupils will use their knowledge to apply it to 9-mark questions effectively to ensure maximum marks can
- Pupils will continue to work on exam technique and ability to identify and use AO1, AO2 and AO3,
- Pupils will apply knowledge to a full exam series, further developing their knowledge of exam questioning.
 - Vertical
 - Transverse
 - Class 1, 2 and 3 Hypertrophy
 - 12 Minute Cooper Run
 - Sit and Reach
 - Harvard Step Test
 - Illinois Agility

Gamesmanship Sportsmanship

to exam questions. This will include:

Types of guidance and feedback:

Participation rates in sport

Procedural Knowledge:

Open, closed, simple complex

Effects of sleep, rest and diet on health.

Sedentary Lifestyle and the risks carried by this.

Intrinsic, extrinsic, concurrent terminal

The link between commercialisation and sport

and developed answer exam questions

Sporting behaviours: gamesmanship, sportsmanship and deviance.

Declarative Knowledge:

Social Emotional

Physical

Health

- Deviance
- Overfat
- Overweight
- Obesity
- Depression
- Blood pressure

- Coronary heart disease Commercialisation
- The Golden Triangle
- Protein

Tasks within classes that both apply and review knowledge – these will be self and peer assessed

Pupils will apply knowledge of physical training and movement analysis to multiple choice, short answer

Pupils will use their knowledge and apply it to 9-mark questions effectively to ensure maximum marks

Pupils will continue to work on exam technique and ability to identify and use AO1, AO2 and AO3.

- Carbohydrates
- Minerals and Vitamins
- Water and hydration
- Socio-economic groups



Cardiac

Skeletal

Flexion

Evtension

Abduction

Functions

Mineral storage

Joints for movemen

- Teacher observation and questioning throughout lessons.
- Tasks within classes that both apply and review knowledge these will be self and peer assessed
- Low tariff recall activities

- End of half term exam reviewing knowledge from topics learnt. This will happen twice during the Autumn term (October and December)
- Analysis of end of HT testing to be completed.

Fartlek

Interval

Continuous

Flexibility

Frontal

Sagittal

Cardiovascular Fitness

Muscular Endurance

Muscular Strength

- Teacher observation and questioning throughout lessons.
- Tasks within classes that both apply and review knowledge these will be self and peer assessed
- Pupils will complete a test reviewing knowledge so far prior to February HT.
- Prior to Easter, pupils will complete a minimum of 2 full exam papers.
- Analysis of each paper sat will be sent home for both pupil and parental viewing.
- Targeted summative question dependant on class weaknesses.

Teacher observation and questioning throughout lessons

Low tariff recall activities



Science: Recap of Year 10

Interpreting fitness test data to analyse strengths and weaknesses in their performance for the PEP Creation of graphs and tables to show collation and interpretation of data

Adduction

muscle fibres

Inhalation

bones

Exhalation

Fatigue

Short, long, flat and irregular

Type I, Type IIa and Type IIx

Pupils could use this knowledge to enter further education to study A Level physical education or a vocational course in sports science alongside Biology qualifications if desired.. This knowledge can be developed into pathways for higher education including BSc Sports Science, BSc Anatomical Sciences or BSc Sport and Exercise Physiology (can be progressed to MSc). Knowledge of their PEP will allow pupils progress into further education to study a BTEC in Sport and Activity leading or gain an apprenticeship in the fitness industry.

This further development of knowledge at further and higher education can lead to careers in fitness coaching, sports wellness coaching, personal training, sports physiotherapy and/or exercise physiology.









