

Enrichment and Personal Development		Links to Careers in Physical Education	Catholicity in the Curriculum
Year 10	<p>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 and different pathways into higher education through sport.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Dignity: Pupils understand the importance of looking after their body including nutrition, recreational drugs and methods of training.</li> <li>• Dignity: Pupils learn to respect their body through the positive impact of exercise.</li> <li>• Option for the Poor and Solidarity: Pupils consider different groups who might be disadvantaged when it comes to participation in sport.</li> <li>• The Dignity of Work and Participation: Pupils understand how money can influence the popularity of a sport.</li> <li>• 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.</li> </ul>
Year 11	<p>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.</p>	<p>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.</p>	



Key areas of focus in  
this unit of work



Subject specific  
knowledge



Assessment (including both  
formative and summative)



Interdisciplinary Learning



Progression of  
learning

## 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 Department Year 10 Curriculum Journey



**Holy Cross**  
CATHOLIC HIGH SCHOOL

Autumn		Spring		Summer	
<p>Declarative Knowledge: Pupils will develop knowledge of:</p> <p>Cardiovascular System:</p> <ul style="list-style-type: none"><li>• Structure of the heart and functions of the cardiovascular system</li><li>• Components of blood</li></ul> <p>Respiratory System</p> <ul style="list-style-type: none"><li>• Aerobic and anaerobic energy</li><li>• Structure of the respiratory system</li><li>• Pathway of air</li><li>• Inhalation and exhalation</li></ul> <p>Muscular System</p> <ul style="list-style-type: none"><li>• Identification of the location of muscles</li><li>• Muscle classifications</li><li>• Muscle fibre types</li></ul> <p>Skeletal System</p> <ul style="list-style-type: none"><li>• Functions of the skeletal system</li><li>• Classification of bones</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>• Pupils will apply all of the knowledge they develop to a variety of sports performers and specific sporting examples.</li><li>• Pupils will apply knowledge of the different body systems to multiple choice, short answer and developed answer exam questions.</li><li>• Pupil will use their knowledge to interpret data including graphical representation of heart rates and respiratory volumes.</li></ul>		<p>Declarative Knowledge: Pupils will develop knowledge of:</p> <p>Pupils will continue to develop their knowledge of the body systems and how they can affect sports performance.</p> <p>Physical Training:</p> <ul style="list-style-type: none"><li>• Methods of Training</li><li>• Components of Fitness</li><li>• SMART targets</li><li>• Fitness Testing</li><li>• Principles of Training</li><li>• Long term effects of physical training</li></ul> <p>Movement Analysis:</p> <ul style="list-style-type: none"><li>• Planes</li><li>• Axis</li><li>• Classes of Levers</li><li>• Mechanical Advantage</li><li>• Mechanical Disadvantage</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>• Apply their knowledge of fitness testing to interpret graphical and numerical data analysis of fitness test results.</li><li>• Apply knowledge of levers, planes and axis to specific sports performance and be able to identify and explain the types of movement that occurred.</li><li>• Apply knowledge of levers to be able to identify where and when mechanical advantage and disadvantage might occur.</li><li>• Apply all knowledge of Component Two to a variety of multiple choice, long and short answer questions.</li></ul>		<p>Declarative Knowledge: Health</p> <ul style="list-style-type: none"><li>• Social</li><li>• Emotional</li><li>• Physical</li><li>• Effects of sleep, rest and diet on health.</li></ul> <p>Sedentary Lifestyle and the risks carried by this.</p> <p>Nutritional requirements of a performer including macro nutrients and micro nutrients.</p> <p>Types of guidance and feedback:</p> <ul style="list-style-type: none"><li>• Intrinsic, extrinsic, concurrent terminal</li><li>• Open, closed, simple complex</li></ul> <p>Participation rates in sport</p> <p>The link between commercialisation and sport</p> <p>Sporting behaviours: gamesmanship, sportsmanship and deviance.</p> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>• Apply knowledge of participation rates to graphical representations and analysis of these.</li><li>• Pupils will apply all knowledge of health and sedentary lifestyles to exam questions.</li><li>• Pupils will develop basic knowledge of answering long answer exam questions</li><li>• Pupils will apply knowledge to a full exam series, further developing their knowledge of exam questioning.</li></ul>	
<ul style="list-style-type: none"><li>• Cardiac</li><li>• Skeletal</li><li>• Functions</li><li>• Mineral storage</li><li>• Joints for movement</li><li>• Flexion</li><li>• Extension</li><li>• Abduction</li></ul>	<ul style="list-style-type: none"><li>• Adduction</li><li>• Short, long, flat and irregular bones</li><li>• Type I, Type IIa and Type IIx muscle fibres</li><li>• Inhalation</li><li>• Exhalation</li><li>• Fatigue</li></ul>	<ul style="list-style-type: none"><li>• Fartlek</li><li>• Interval</li><li>• Continuous</li><li>• Cardiovascular Fitness</li><li>• Flexibility</li><li>• Muscular Endurance</li><li>• Muscular Strength</li><li>• Frontal</li><li>• Sagittal</li></ul>	<ul style="list-style-type: none"><li>• Vertical</li><li>• Transverse</li><li>• Class 1, 2 and 3</li><li>• Hypertrophy</li><li>• 12 Minute Cooper Run</li><li>• Sit and Reach</li><li>• Harvard Step Test</li><li>• Illinois Agility</li></ul>	<ul style="list-style-type: none"><li>• Gamesmanship</li><li>• Sportsmanship</li><li>• Deviance</li><li>• Overfat</li><li>• Overweight</li><li>• Obesity</li><li>• Depression</li><li>• Blood pressure</li></ul>	<ul style="list-style-type: none"><li>• Coronary heart disease</li><li>• Commercialisation</li><li>• The Golden Triangle</li><li>• Protein</li><li>• Carbohydrates</li><li>• Minerals and Vitamins</li><li>• Water and hydration</li><li>• Socio-economic groups</li></ul>
<p>Formative:</p> <ul style="list-style-type: none"><li>• Teacher observation and questioning throughout lessons.</li><li>• Tasks within classes that both apply and review knowledge – these will be self and peer assessed</li><li>• Low tariff recall activities</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>• End of half term exam reviewing knowledge from topics learnt. This will happen twice during the Autumn term (October and December)</li><li>• Analysis of end of HT testing to be completed.</li></ul>		<p>Formative:</p> <ul style="list-style-type: none"><li>• Teacher observation and questioning throughout lessons.</li><li>• Tasks within classes that both apply and review knowledge – these will be self and peer assessed</li><li>• Low tariff recall activities</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>• End of half term exam reviewing knowledge from topics learnt. This will happen once during the Spring Term (February HT)</li><li>• Full Paper One to be sat week before Easter</li><li>• Analysis of end of HT testing to be completed.</li></ul>		<p>Formative:</p> <ul style="list-style-type: none"><li>• Teacher observation and questioning throughout lessons.</li><li>• Tasks within classes that both apply and review knowledge – these will be self and peer assessed</li><li>• Low tariff recall activities</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>• End of HT test to be sat reviewing prior knowledge of all Paper 2 topics prior to May HT</li><li>• Full exam series including a Paper 1 and a Paper 2 to be sat prior to the summer.</li><li>• Analysis of end of HT testing to be completed.</li></ul>	
<p>Science: 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.</p> <p>Food and Nutrition: The importance of different macro and micronutrients</p> <p>Maths: Understanding heart rate zones during fitness and how we calculate anaerobic and aerobic thresholds, interpreting data to understand participation rates.</p>					
Pupils will use this knowledge to create a basis for their anatomical and 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 when writing their PEP (coursework in Year 11).		Pupils will use this knowledge as they progress into Year 11 to help them create their PEP (Component 4). Pupils 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 able 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.	



Year  
11



Year  
**11**

# GCSE Physical Education

## Department Year 11

### Curriculum Journey



**Holy Cross**  
CATHOLIC HIGH SCHOOL



Autumn		Spring		Summer	
<p>Declarative Knowledge: Pupils will develop knowledge of:</p> <p>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.</p> <p>They will develop their knowledge of creating and understanding data analysis of performance.</p> <p>Pupils will begin to review their knowledge of the basic body systems including the cardio-respiratory and musculo-skeletal.</p> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>Pupils will apply all of the knowledge they develop to a particular sports performer to create the basis of their coursework.</li><li>Pupils will apply knowledge of the different body systems to multiple choice, short answer and developed answer exam questions.</li><li>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.</li></ul>		<p>Declarative Knowledge: Pupils will further develop and review their knowledge of:</p> <p>Physical training content including methods of training, components of fitness and fitness testing.</p> <p>Movement analysis including knowledge of levers, planes and axis and how they are linked with sports performance.</p> <p>Physical Training:</p> <ul style="list-style-type: none"><li>Methods of Training</li><li>Components of Fitness</li><li>SMART targets</li><li>Fitness Testing</li><li>Principles of Training</li><li>Long term effects of physical training</li></ul> <p>Movement Analysis:</p> <ul style="list-style-type: none"><li>Planes</li><li>Axis</li><li>Classes of Levers</li><li>Mechanical Advantage</li><li>Mechanical Disadvantage</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>Pupils will apply knowledge of physical training and movement analysis to multiple choice, short answer and developed answer exam questions.</li><li>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.</li><li>Pupils will use their knowledge to apply it to 9-mark questions effectively to ensure maximum marks can be gained.</li><li>Pupils will continue to work on exam technique and ability to identify and use AO1, AO2 and AO3.</li><li>Pupils will apply knowledge to a full exam series, further developing their knowledge of exam questioning.</li></ul>		<p>Pupils will review their knowledge of Paper 2 topics with a focus on exam technique and applying information to exam questions. This will include:</p> <p>Declarative Knowledge: Health</p> <ul style="list-style-type: none"><li>Social</li><li>Emotional</li><li>Physical</li><li>Effects of sleep, rest and diet on health.</li></ul> <p>Sedentary Lifestyle and the risks carried by this.</p> <p>Nutritional requirements of a performer including macro nutrients and micro nutrients.</p> <p>Types of guidance and feedback:</p> <ul style="list-style-type: none"><li>Intrinsic, extrinsic, concurrent terminal</li><li>Open, closed, simple complex</li></ul> <p>Participation rates in sport</p> <p>The link between commercialisation and sport</p> <p>Sporting behaviours: gamesmanship, sportsmanship and deviance.</p> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>Apply knowledge of participation rates to graphical representations and analysis of these.</li><li>Pupils will apply knowledge of physical training and movement analysis to multiple choice, short answer and developed answer exam questions.</li><li>Pupils will use their knowledge and apply it to 9-mark questions effectively to ensure maximum marks can be gained.</li><li>Pupils will continue to work on exam technique and ability to identify and use AO1, AO2 and AO3.</li></ul>	
<ul style="list-style-type: none"><li>Cardiac</li><li>Skeletal</li><li>Functions</li><li>Mineral storage</li><li>Joints for movement</li><li>Flexion</li><li>Extension</li><li>Abduction</li></ul>	<ul style="list-style-type: none"><li>Adduction</li><li>Short, long, flat and irregular bones</li><li>Type I, Type IIa and Type IIx muscle fibres</li><li>Inhalation</li><li>Exhalation</li><li>Fatigue</li></ul>	<ul style="list-style-type: none"><li>Fartlek</li><li>Interval</li><li>Continuous</li><li>Cardiovascular Fitness</li><li>Flexibility</li><li>Muscular Endurance</li><li>Muscular Strength</li><li>Frontal</li><li>Sagittal</li></ul>	<ul style="list-style-type: none"><li>Vertical</li><li>Transverse</li><li>Class 1, 2 and 3</li><li>Hypertrophy</li><li>12 Minute Cooper Run</li><li>Sit and Reach</li><li>Harvard Step Test</li><li>Illinois Agility</li></ul>	<ul style="list-style-type: none"><li>Gamesmanship</li><li>Sportsmanship</li><li>Deviance</li><li>Overfat</li><li>Overweight</li><li>Obesity</li><li>Depression</li><li>Blood pressure</li></ul>	<ul style="list-style-type: none"><li>Coronary heart disease</li><li>Commercialisation</li><li>The Golden Triangle</li><li>Protein</li><li>Carbohydrates</li><li>Minerals and Vitamins</li><li>Water and hydration</li><li>Socio-economic groups</li></ul>
<p>Formative:</p> <ul style="list-style-type: none"><li>Teacher observation and questioning throughout lessons.</li><li>Tasks within classes that both apply and review knowledge – these will be self and peer assessed</li><li>Low tariff recall activities</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>End of half term exam reviewing knowledge from topics learnt. This will happen twice during the Autumn term (October and December)</li><li>Analysis of end of HT testing to be completed.</li></ul>		<p>Formative:</p> <ul style="list-style-type: none"><li>Teacher observation and questioning throughout lessons.</li><li>Tasks within classes that both apply and review knowledge – these will be self and peer assessed</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>Pupils will complete a test reviewing knowledge so far prior to February HT.</li><li>Prior to Easter, pupils will complete a minimum of 2 full exam papers.</li><li>Analysis of each paper sat will be sent home for both pupil and parental viewing.</li></ul>		<p>Formative:</p> <ul style="list-style-type: none"><li>Teacher observation and questioning throughout lessons.</li><li>Tasks within classes that both apply and review knowledge – these will be self and peer assessed</li><li>Low tariff recall activities</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>Targeted summative question dependant on class weaknesses.</li><li>Exam series.</li></ul>	
<p>Science: Recap of Year 10</p> <p>Maths: 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</p>					
<p>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.</p> <p>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.</p>					

