PE Unit Overview Year 10 GCSE

It is our intent in PE to create an inclusive curriculum that provides students with opportunities to succeed in sport and physical activity, providing knowledge and understanding of how to lead a healthy active lifestyle throughout adulthood and to provide a love of learning that inspires a lifelong involvement in sport and physical activity.

Pupils are given the opportunity to excel within a broad curriculum with a focus on improving their motor competence (in warm-ups; skills within lessons – passing etc), knowledge of rules, tactics and strategies while engaging in healthy participation.

The sequencing of our curriculum across KS3 provides opportunities for students to build their confidence, communication, resilience, and leadership skills in the broad number of sports that are offered, and skills that are learnt are transferrable across the different sports. These skills are built upon from year 7 to year 9 where more tactical based skills are learnt alongside the more technical skills.

In year 9, students are also provided with theory knowledge, which not only gives them an understanding of the topics in GCSE PE but also provides them with them with knowledge that they can use in later life with regards to their health and physical resilience.

The knowledge and skills that are learnt both theoretically and physically are continued into GCSE PE and BTEC Sport where the depth and breadth of knowledge is increased throughout KS4 and KS5.

GCSE PE – Year 10 Term 1.1				
What are we learning?	**Our Intention - What knowledge, understanding and skills will we gain?**	**Evaluation and Assessment Methods**	**Implementation**	**What additional resources are available?**

Topics Physical Training Components of fitness Methods of training Principles of training Initiating controlled assessment (Personal Exercise Programme)	Knowledge: 5 health-related and 6-skill related components of fitness, and the tests to measure them Principles of training and why they are important to make training effective SMART goals Understanding: How the various methods of training work, which types of sports performers might use them and why When aiming to improve a specific component of fitness, you must select an appropriate method of training Skills: Identifying components of fitness and methods of training suitable to given sporting examples Evaluating their own fitness for a sport of their choice, with comparisons to normative data Creating effective SMART targets	Demonstrating exceptional independence on all topics, supplemented by independent research Analysing sporting examples/scenarios and identifying appropriate method/s of training to improve performance Applying the principles of training to sporting examples to illustrate how fitness can be improved Evaluating advantages and disadvantages of the methods of training A well-planned 6-week training programme, with progressions to improve fitness and justified choices about fitness and selected methods of training	Components of fitness have been regularly incorporated into KS3 practical lessons Students studied the components of fitness in greater detail in year 9 theory lessons Students have sampled some of the training methods in KS3 practical lessons Students have experienced a range of sports across the key stages, giving them knowledge and understanding of the fitness requirements of different sports	Revise Edexcel GCSE (9-1) Physical Education revision guide Revise Edexcel GCSE (9-1) Physical Education revision cards Grade 9-1 GCSE Physical Education Edexcel revision question cards Pocket Posters GCSE PE revision app (available on app store) Seneca BBC Bitesize

GCSE PE – Year 10 Term 1.2				
What are we learning?	**Our Intention - What knowledge, understanding and skills will we gain?**	**Evaluation and Assessment Methods**	**Implementation**	**What additional resources are available?**

Topics Completing controlled assessment (Personal Exercise Programme) Health & well-being Lifestyle choices Sedentary lifestyles	Knowledge: Heart rate values including resting heart rate, working heart rate and heart rate recovery Components of fitness and principles of training Physical, emotional and social wellbeing How to make positive lifestyle choices Sedentary (inactive) lifestyles Understanding: How heart rate values can be used to determine whether a training session is effective and if fitness is improving How to adapt a training session if it is too easy/hard How lifestyle choices can affect physical, emotional and social wellbeing The consequences of a sedentary lifestyle on health and well-being Skills: Measuring radial and carotid pulse Adapting during a training session where needed to ensure maximum fitness benefits	Demonstrating exceptional independence on all topics, supplemented by independent research. A completed 6-week training programme, with a range of recorded heart rate data that can be used for analysis. An awareness of how to take care of physical, emotional and social well-being. The ability to make positive lifestyle choices. Analysing the negative effects of making poor lifestyle choices on health and performance.	Components of fitness, methods and principles of training have been regularly incorporated into KS3 and year 9 theory lessons. In term 1.1, students revisited the above in more detail and planned their 6week training plan.	Revise Edexcel GCSE (91) Physical Education revision guide Revise Edexcel GCSE (91) Physical Education revision cards Grade 9-1 GCSE Physical Education Edexcel revision question cards Pocket Posters GCSE PE revision app (available on app store) Seneca BBC Bitesize

GCSE PE – Year 10 Term 2.1

What are we learning?	Our Intention - What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
Topics Diet & hydration Dietary manipulation Sports psychology	Knowledge Carbohydrates, protein, fats, vitamins, minerals, fibre & water Carbohydrate loading & timing protein intake Optimum weight Classification of skills Types of practice Guidance & feedback Understanding What each of the 6 nutrients does for the body How much of each nutrient we need in our diet to stay healthy (macronutrients & micronutrients) How diet can be manipulated by athletes to improve endurance (carbohydrate loading) and aid recovery (timing protein intake) The effects of dehydration on health and performance How skills can be classified in relation to their difficulty, the effects of the environment and how their parts are organised The importance of guidance and feedback to performers Skills Identifying which components of diet would be important for different performers Classifying simple examples of open/closed, basic/complex or low organisation/high organisation skills Stating which practice structure/s are best suited to different skill classifications	Demonstrating exceptional independence on all topics, supplemented by independent research. Analysing the processes of carbohydrate loading and timing protein intake and their impact on performance. The ability to classify a wide range of skills as open/closed, basic/complex and high/low organisation. Evaluating the uses of the different types of guidance and feedback, and justifying recommendations for different sporting examples.	Students will have considered their diet as part of their controlled assessment (PEP). Across all key stages, students have experienced a variety of sports and have knowledge of sports skills for analysis. Throughout KS3 students regularly give and receive guidance/feedback from subject leaders and their peers, so have experienced the use of guidance/feedback to improve performance.	Revise Edexcel GCSE (9-1) Physical Education revision guide Revise Edexcel GCSE (9-1) Physical Education revision cards Grade 9-1 GCSE Physical Education Edexcel revision question cards Pocket Posters GCSE PE revision app (available on app store) Seneca BBC Bitesize

GCSE PE – Year 10 Term 2.2

What are we learning?	Our Intention - What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
Topics Sports psychology Personal factors affecting participation Commercialisation Ethical & sociocultural issues	Knowledge SMART targets & goal setting Mental preparation Commercialisation of sport Sportsmanship & gamesmanship Deviance Understanding How mental preparation can improve performance The benefits/limitations of commercialisation on the performer, the sport and the sponsor The importance of sportsmanship and how gamesmanship can undermine the credibility of a sport The different types of deviance in sport, including violence, performanceenhancing drugs match fixing, racism and sexism The value of goal setting for improving performance Skills Creating effective SMART targets Recognising examples of commercialisation in various sports Referring to current events in discussions about ethical issues in sport	Demonstrating exceptional independence on all topics, supplemented by independent research. Evaluating mental preparation as one of many factors involved in preparing for performance Weighing up the positive and negative effects of commercialisation on sponsors, performers and spectators. Explaining the notion of 'media sports' and their impact on sport in a wider context. Evaluating how governing bodies and officials promote sportsmanship and manage gamesmanship, to ensure fair and safe competition. Demonstrating an informed view of ethical issues in sport, and drawing on real-life cases to analyse their effects.	Students created SMART targets for their controlled assessment (PEP) in term 1.1. When studying sports in KS3, students will have been taught about examples of sportsmanship (shaking hands, stopping play for injury etc). Through participation in PE lessons or extra-curricular activities, students will have witnessed a variety of methods to manage gamesmanship and can draw on these experiences.	Revise Edexcel GCSE (9-1) Physical Education revision guide Revise Edexcel GCSE (9-1) Physical Education revision cards Grade 9-1 GCSE Physical Education Edexcel revision question cards Pocket Posters GCSE PE revision app (available on app store) Seneca BBC Bitesize

GCSE PE – Year 10 Term 3.1				
What are we learning?	**Our Intention - What knowledge, understanding and skills will we gain?**	**Evaluation and Assessment Methods**	**Implementation**	**What additional resources are available?**
Topics Injuries Injury prevention Skeletal system Muscular system	Knowledge: Common sports injuries (concussion, fractures, dislocations & soft tissue) Injury treatment (RICE) Methods to reduce injury risk Bone classification Structure of the skeleton Ligaments & tendons Muscle classification Muscle names & locations Movement at joints & muscles responsible Antagonistic muscle pairs Understanding: The causes of common sports injuries Methods that are used to ensure the safety of performers How to immediately treat an injury to prevent further damage The structure of the skeletal system and the importance of its components The structure of the muscular system and where key muscles are located The types of movement available at different joints How muscles work in pairs to create movement Skills: Identifying common sports injuries and their symptoms Naming the important bones and muscles in the body Identifying muscles involved in specific movements	Demonstrating exceptional independence on all topics, supplemented by independent research. Effectively evaluating risk and suggesting appropriate action to minimise danger to performers. Consistently recalling the names of key bones and muscles in the body. An understanding of how the skeletal and muscular systems work together to produce movement, and that one cannot do this job without the other. Being able to name the 4 key antagonistic pairs in the body (biceps/triceps, quadriceps/hamstrings, gastrocnemius/tibialis anterior, hip flexors/gluteals) and the movements they are responsible for.	Many students will have experienced/witnessed sports injuries through their own participation, so these experiences will be at the forefront of discussion. In KS3 practical lessons and Year 9 theory lessons, students have studied the anatomical names of some of bones and muscles.	Revise Edexcel GCSE (9-1) Physical Education revision guide Revise Edexcel GCSE (9-1) Physical Education revision cards Grade 9-1 GCSE Physical Education Edexcel revision question cards Pocket Posters GCSE PE revision app (available on app store) Seneca BBC Bitesize

GCSE PE – Year 10 Term 3.2

What are we learning?	Our Intention - What knowledge, understanding and skills will we gain?	Evaluation and Assessment Methods	Implementation	What additional resources are available?
Topics Muscular system Muscular & skeletal system working together	KNOWLEDGE Joints & muscles creating movement Fast & slow twitch muscle fibres Gas exchange at the muscles Effects of exercise on the skeletal system Effects of exercise on the muscular system UNDERSTANDING The types of movement available at different joints The characteristics of fast and slow twitch muscle fibres How oxygen is transported to the muscles and waste products are removed How exercise effects the skeletal system in the short and long-term How exercise effects the muscular system in the long-term SKILLS Identifying joints and muscles involved in specific movements Identifying characteristics of fast and slow twitch muscle fibres Explaining how gas exchange occurs at the muscles Examining the short-term and long-term effects of exercise on the muscular system	Demonstrating exceptional independence on all topics, supplemented by independent research. Consistently recalling the names of key bones and muscles in the body. An understanding of how the skeletal and muscular systems work together to produce movement, and that one cannot do this job without the other. Being able to name the 4 key antagonistic pairs in the body and the movements they are responsible for. Analysing sporting performances and how muscle fibre types impact performance at different times. Explaining the necessity of gas exchange at the muscles for performance.	In KS3 practical lessons and year 9 theory lessons, students have studied the anatomical names of some of bones and muscles. In term 3.1, students will have studied in detail the names of key bones and muscles in the body and should be developing fluency in naming them. In term 3.1 students will have developed an understanding of how the skeletal and muscular system work together, which will enable them to consider how exercise can affect them both immediately and over time .	Revise Edexcel GCSE (9-1) Physical Education revision guide Revise Edexcel GCSE (9-1) Physical Education revision cards Grade 9-1 GCSE Physical Education Edexcel revision question cards Pocket Posters GCSE PE revision app (available on app store) Seneca BBC Bitesize