PE Curriculum Information Year 10 GCSE

Autumn Term

<table>
<tr><th>Unit title</th><th>Key Questions</th><th>Knowledge</th><th>Assessing Understanding</th></tr>
<tr><td>P1 Theory: Applied Anatomy and Physiology</td><td>How do the key body systems impact on health, fitness and performance in physical activity and sport?</td><td>Skeletal system:
Names and locations of the bones; the different types of bone in the body; the functions of the skeletal system; synovial joints and their component parts; joint movements and sporting examples.

Muscular system:
Names and locations of the muscles; joint movements they create, and bones that they attach to; link to sporting examples.

Antagonistic pairs; different types of muscle contraction.</td><td rowspan="2">Knowledge and Understanding
Apply knowledge and understanding in different questions:

AO1 - Identify, state, label, define, complete.
AO2 - apply, using a sporting example, explain.
AO3 - Discuss, justify, evaluate.

Long Answer Questions: AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

Skills
Demonstration of knowledge and understanding through classwork, homework tasks and end of unit tests; define key terminology; applying to a variety of sporting examples; explaining reasons why; analysis and interpretation of data.

Assessment
Through classwork and homework; end of unit tests; timed long answer questions.</td></tr>
<tr><td>P1 Theory: Movement analysis</td><td>What are the basic principles of movement and their effect on performance in physical activity and sport?</td><td>Planes and axes
Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions.

Levers
First, second and third class lever systems within sporting examples; mechanical advantage.

Analysis of basic movements in sporting examples</td></tr>
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Practical: Basketball	Can I perform the basic skills of Basketball? Where should I shoot from? How do I shoot from different distances? What position best suits my attributes and the way I play the game?	Dribbling, chest pass, bounce pass, shoulder pass, overhead pass Set shot; jump shot Power forward, small forward, point guard, shooting guard, centre.	Students are assessed on their: **Knowledge & Understanding** Understanding of the responsibilities of their chosen position, and ability to demonstrate them during games. Ability to identify where improvements can be made in their own and others performances. Use of appropriate terminology when giving feedback to others. **Skills** Performance of various passes and shooting techniques. **Assessment** Assessment is at the end of the term. It is also based on their ability to evaluate their own and others performances, and suggest improvements.

Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
P1 Theory: Applied Anatomy and Physiology	How do the key body systems impact on health, fitness and performance in physical activity and sport?	**Cardio-respiratory systems** Structure of the heart; Blood vessels; the cardiac cycle and the pathway of the blood; cardiac output, stroke volume and heart rate; the pathway of air; gaseous exchange; mechanics of breathing; interpretation of a spirometer trace. **Aerobic and anaerobic exercise** Understanding the terms aerobic exercise and anaerobic exercise, examples of both; EPOC; recovery from vigorous exercise. **Short and long term effects of exercise** Immediate, short term and long term effects of exercise	**Knowledge and Understanding** Apply knowledge and understanding in different questions: *AO1* - Identify, state, label, define, complete. *AO2* - apply, using a sporting example, explain. *AO3* - Discuss, justify, evaluate. *Long Answer Questions:* AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. **Skills** Demonstration of knowledge and understanding through classwork, homework tasks and end of unit tests; define key terminology; applying to a variety of sporting examples; explaining reasons why; analysis and interpretation of data. **Assessment** Through classwork and homework; end of unit tests; timed long answer questions.
P1 Theory: Physical training	What are the principles of training and different training methods we can use in order to plan, carry out, monitor and evaluate a personal exercise and training programme?	**Health and fitness** Definitions of both terms and the relationship between the two **Components of fitness and fitness tests** The components of fitness and sporting examples of each; fitness testing; interpretation of test data; limitations of fitness testing **Principles of training** The different terms and their application; types of training; advantages and disadvantages of the different training types for specific aims **Training optimisation and injury prevention** Calculating intensities to optimise training effectiveness; considerations to prevent injury; specific training techniques – high altitude training as a form of aerobic training; seasonal aspects; warm up and cool down.	

Practical: Netball	How can I show the skills I can perform in progressively challenging situations? What is my preferred position? What are the specific roles and responsibilities of my position? How can I be more effective during a game?	Chest/bounce passes, stationary, with sprint drive and controlled footwork, shoulder and overhead passes.. Pass and move drills (1 feeder and 2 feeder) demonstrating range of passes and controlled footwork. Dodging (4 and 6 person) demonstrating 2 stages of defence, creating space and sprint drive. Shooting from various distances and angles (GS/GA); blocking shots (GK/GD) Students select their own preferred position to specialise in, based on their experience of the game thus far. Players they are looking to link up with; areas of the court in which they should focus their gameplay; what happens if they are not where they should be during a game.	Students are assessed on their: **Knowledge and understanding** Leading small group, 4 part warm ups. Ability to read what is happening in a game, and respond appropriately according to their position. Ability to identify where improvements can be made in others and their own performance. Understanding the importance of set piece strategies, and their application in game situations. Use of appropriate terminology when giving feedback to others. **Skills** Performance of chest, bounce, shoulder and overhard pass at the appropriate time, with accuracy and appropriate power. Ability to shoot from various positions in the D (GS and GA only). Ability to sprint drive towards the ball ahead of defender; running footwork to gain territory and enhance attacking options Effective marking of the player, and ball. Dodge, double dodge and feint to create space. **Assessment** Assessment is at the end of the term. It is based on student performance of the skills they have learned, and their ability to apply these skills to game play.

Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Theory: **P2 Sport Psychology**	What are the psychological factors that can affect performers in physical activity and sport?	**Classification of skills** Skill and ability; classifications of skill; definitions of types of goals. **Goal setting and SMART targets** The use and evaluation of setting performance and outcome goals in sporting examples; the use of SMART targets to improve and/or optimise performance. **Information processing** The basic information processing model and its application. **Guidance and feedback** Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers. **Mental preparation for performance** Arousal; inverted u theory and its application to sporting examples; methods of controlling arousal; direct and indirect aggression; introvert and extrovert personalities; intrinsic and extrinsic motivation and evaluation of their merits.	**Knowledge and Understanding** Apply knowledge and understanding in different questions: *AO1* - Identify, state, label, define, complete. *AO2* - apply, using a sporting example, explain. *AO3* - Discuss, justify, evaluate. *Long Answer Questions:* AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. **Skills** Demonstration of knowledge and understanding through classwork, homework tasks and end of unit tests; define key terminology; applying to a variety of sporting examples; explaining reasons why; analysis and interpretation of data. **Assessment** Through classwork and homework; end of unit tests; timed long answer questions.

Practical: Trampolining	What skills can I perform? Which routine correlates with my skill level? How do I perform it?	Refining existing skills, and combining them with basic shapes. Learn or create a 10 bounce routine which demonstrates skill level, whilst being as high a tariff as possible.	**Knowledge and understanding** Students will learn to perform the most complex versions of seat, front and back landing they can. They will demonstrate their understanding by choosing basic shapes with which to combine their complex landings. **Skills** Demonstration of the most complex version of each type of landing possible; perform them, combining them with basic landings. Performance of a 10 bounce routine that demonstrates their skill level. **Assessment** Assessment is at the end of term. Each skill, combination and routine will be filmed for and submitted to AQA for moderation in Year 11.