

## Year 10 PE GCSE

| Timing          | Unit Title  | Key Question   | Knowledge   | Assessing understanding   |
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| Autumn<br>- Dec | <b>Paper 2:<br/>Health and Performance<br/><i>Health, Fitness and Wellbeing</i></b> | <b>Do you understand the theoretical factors that underpin a Healthy Active Lifestyle?</b> | <ul style="list-style-type: none"> <li>• How increasing physical ability can improve health and reduce health risks</li> <li>• How taking part in sport can improve emotional health</li> <li>• How taking part in sport can improve social health</li> <li>• The impacts of fitness on well-being – both positive and negative</li> <li>• How to use a PEP to promote personal health</li> <li>• Lifestyle choices and their impact on health, fitness and well-being</li> </ul> | <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand and explain key terms relating to the terms health, fitness and wellbeing and the effects on sport and physical activity</li> <li>• Use appropriate terminology within their PEP</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstration of knowledge and understanding in class, homework tasks and end of unit tests.</li> <li>• Long answer questions</li> <li>• Application of knowledge in PEP</li> <li>• Explaining reasons why</li> <li>• Analysis and interpretation</li> <li>• Define key terminology</li> </ul> <p><b>Assessment Point information</b></p> <ul style="list-style-type: none"> <li>• Classwork and homework</li> <li>• Long answer questions</li> <li>• End of unit tests</li> </ul> |
| Autumn<br>- Dec | <b>Paper 1:<br/>Fitness and Body Systems<br/><i>Physical Training</i></b>           | <b>Can you explain the physiological factors that affect development of a skill?</b>       | <ul style="list-style-type: none"> <li>• What the terms health, exercise and performance mean</li> <li>• The relationship between health and fitness</li> <li>• The role that exercise plays in keeping someone fit and healthy</li> </ul>  | <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand and explain key terms relating to the terms health, exercise and performance and the effects on sport and physical activity</li> <li>• Students will be able to provide specific examples as to why being fit and healthy is important</li> </ul> <p><b>Skills</b></p>   |

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|              |   |                                   |  | <ul style="list-style-type: none"> <li>● Demonstration of knowledge and understanding in class, homework tasks and end of unit tests.</li> <li>● Explaining reasons why</li> <li>● Analysis and interpretation</li> <li>● Define key terminology</li> </ul> <p><b>Assessment Point information</b></p> <ul style="list-style-type: none"> <li>● Classwork and homework</li> <li>● Long answer questions</li> <li>● End of unit tests</li> </ul>  |
|              | <b>Component 4: Personal Exercise Programme (NEA)</b> | <b>PEP – Theory and Practical</b> | <ul style="list-style-type: none"> <li>● What a PEP involves</li> <li>● How your PEP will be assessed</li> <li>● How to plan an appropriate PEP</li> <li>● How to carry out and monitor your PEP</li> <li>● How to analyse and evaluate your PEP</li> </ul> <p>Linked with Component 1: Topic 1 and Topic 3.</p> | <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>- Planning, constructing and participating in PEP.</li> <li>- Analysis and Evaluation phase.</li> <li>- Feedback relating to PEP assessment criteria.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Planning – Practical and theoretical knowledge and understanding (Component 1: Topic 1 and Topic 3).</li> <li>- Analysis - reflects application of knowledge from component 1. Links specifically with data analysis and interpretation.</li> <li>- Evaluation</li> </ul> <p><b>Assessment Point information (if applicable)</b></p> <ul style="list-style-type: none"> <li>- Internally marked and externally moderated.</li> </ul> |
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| Jan - Summer | <b>Paper 1: Fitness and</b>                           | <b>Can you identify and</b>       | <u><b>Musculo-Skeletal System</b></u>  | <b>How understanding is assessed</b>   |

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|                     | <p><b>Body Systems</b><br/><i>Anatomy and Physiology</i></p> | <p><b>explain the structure and function of the body system and the effects on physical activity?</b></p> | <ul style="list-style-type: none"> <li>● The different functions of the skeleton and its importance in physical activity</li> <li>● How bones and joints are classified</li> <li>● The structure of the musculo-skeletal system</li> <li>● The different movement possibilities at joints within the body</li> <li>● The role of ligaments and tendons and their relevance to physical activity and sport</li> <li>● The classification and characteristics of muscle types</li> <li>● How the main muscles are used during physical activity</li> <li>● How the muscular system works with the skeleton to allow participation in physical activity and sport.</li> </ul> <p><b><u>Cardio-respiratory System</u></b></p> <ul style="list-style-type: none"> <li>● The main functions and structure of the CV system and its role in physical activity</li> <li>● The structure of arteries, capillaries and veins</li> <li>● How blood flows and is distributed</li> <li>● The function and importance of blood</li> <li>● The composition of air and how VC and TV impact on sporting activity</li> <li>● The location and role of parts of the respiratory system</li> <li>● The structure of the alveoli and the process of GE</li> <li>● How the CV and the R systems work together to let us to take part in sport</li> </ul> | <ul style="list-style-type: none"> <li>● Students will be able to understand and explain the structure and function of the musculo skeletal system</li> <li>● Students will be able to use specific examples to explain how the musculo-skeletal system allows an athlete to participate in sport and physical activity.</li> <li>● Students will be able to understand and explain the structure and function of the cardio-respiratory system.</li> <li>● Students will be able to use specific examples to explain how the cardio-respiratory system allows an athlete to participate in sport and physical activity.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Demonstration of knowledge and understanding in class, homework tasks and end of unit tests.</li> <li>● Label all muscles in the body</li> <li>● Label all bones in the body</li> <li>● Define key terminology</li> <li>● Label the structure of the heart</li> <li>● Explaining reasons why</li> <li>● Analysis and interpretation</li> <li>● Analysis and interpretation of graphs</li> </ul> <p><b>Assessment Point information</b></p> <ul style="list-style-type: none"> <li>● Classwork and homework</li> <li>● Long answer questions</li> <li>● End of unit tests</li> </ul> |
| <p>Jan - Summer</p> | <p><b>Paper 1: Fitness and</b></p>                           | <p><b>Can you identify and</b></p>  | <p><b><u>Aerobic and Anaerobic Exercise</u></b></p>   | <p><b>How understanding is assessed</b></p>   |

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|  | <p><b>Body Systems Anatomy and Physiology</b></p> | <p><b>explain the structure and function of the body system and the effects on physical activity?</b></p> | <ul style="list-style-type: none"> <li>● How the body uses glucose and oxygen to release energy</li> <li>● How fats and carbohydrates give energy for different sorts of activity</li> </ul> <p><b><u>Short and Long term effects of Exercise</u></b></p> <ul style="list-style-type: none"> <li>● Short term effects of physical activity and sport on: muscles; heart and respiratory system</li> <li>● How the R and CV systems work together so people can take part in physical activity and recover from it</li> <li>● How to interpret graphs showing HR, SV and CO values at rest and during exercise.</li> </ul> <p><b><u>Data – Interpreting Graphs:</u></b></p> <ul style="list-style-type: none"> <li>● Look at a particular aspect of what is happening as an athlete exercises</li> <li>● Be able to make a quick visual comparison, between athletes or between sports</li> <li>● Look in more detail at where changes or issues occur, by analysing what is found on the graph</li> </ul> | <ul style="list-style-type: none"> <li>● Students will be able to explain the difference between aerobic and anaerobic exercise</li> <li>● Students will be able to explain the short and long term effects of exercise and the effects on the body and participation in sport and physical activity</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Demonstration of knowledge and understanding in class, homework tasks and end of unit tests.</li> <li>● Define key terminology</li> <li>● Explaining reasons why</li> <li>● Analysis and interpretation</li> <li>● Analysis and interpretation of graphs</li> </ul> <p><b>Assessment Point information</b></p> <ul style="list-style-type: none"> <li>● Classwork and homework</li> <li>● Long answer questions</li> <li>● End of unit tests</li> </ul> <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● Lesson and homework tasks</li> <li>● End of unit tests</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Producing graphs for PEP</li> <li>● Interpret graphs during exam</li> </ul> |
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|              |  |   |   | <ul style="list-style-type: none"> <li>Understanding and analysing a variety of different graphs</li> </ul> <p><b>Assessment Point information</b></p> <ul style="list-style-type: none"> <li>Mock exam / End of unit tests</li> </ul>  |
| Jan - Summer | <b>Paper 1: Fitness and Body Systems Physical Training</b> | <b>Can you explain how injury and drug use can affect your practical performance?</b> | <ul style="list-style-type: none"> <li>Identify what a PAR-Q is, and how it is used in training</li> <li>How to prevent injury through correct training, warming up and cooling down, wearing appropriate clothing, checking equipment and facilities, and playing to the rules.</li> <li>Some common injuries in sport and how to treat injuries: RICE</li> <li>Performance-enhancing drugs and their positive and negative effects</li> </ul> | <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>Students will be able to explain why a PAR-Q is important before completing a training programme.</li> <li>Students will be able to explain how injury can be prevented.</li> <li>Students will be able to explain how to treat injuries</li> <li>Students will be able to explain the difference between performance enhancing drugs and their positive and negative effects</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Demonstration of knowledge and understanding in class, homework tasks and end of unit tests.</li> <li>Define key terminology</li> <li>Explaining reasons why</li> <li>Analysis and interpretation</li> <li>Analysis and interpretation of graphs</li> </ul> <p><b>Assessment Point information</b></p> <ul style="list-style-type: none"> <li>Classwork and homework</li> <li>Long answer questions</li> <li>End of unit tests</li> </ul> |

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| <p>Jan - Summer</p> | <p><b>Component 3: Practical</b></p>                              | <p><b>Athletics: Track and Field</b></p>   | <ul style="list-style-type: none"> <li>• Understand what you will need to do for the practical component of the course</li> <li>• Understand what activities you can do</li> <li>• Understand how you will be assessed and marked on your practical performances</li> <li>• Understand how to prepare effectively for your performances</li> </ul> | <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>• Through practical demonstration and verbal theoretical understanding</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Perform individual based skills according to the assessment criteria.</li> <li>• Pupils will be assessed on two areas:</li> <li>• The performance of skills and techniques in isolation/unopposed situations (/10)</li> <li>• Application of skills, techniques and decision making under pressure during a conditioned practised and conditioned/formal/competitive situation (/25)</li> <li>• Total: / 35</li> </ul> <p><b>Assessment Point information</b></p> <ul style="list-style-type: none"> <li>• Internally marked and externally moderated.</li> </ul> |
| <p>Jan - Summer</p> | <p><b>Paper 1: Fitness and Body Systems Movement Analysis</b></p> | <p><b>Can you explain how the lever systems affect the movement of the body?</b></p> | <ul style="list-style-type: none"> <li>• First, second and third class levers and how they are used in physical activity and sport</li> <li>• How lever systems affect the range of movement and their impact on sporting performance</li> </ul>   | <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>• Students will be able to explain how first, second and third class levers are used in physical activity and sport.</li> <li>• Students will be able to use specific sporting examples in exam style questions</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstration of knowledge and understanding in class, homework tasks and end of unit tests.</li> <li>• Define key terminology</li> <li>• Explaining reasons why</li> <li>• Analysis and interpretation</li> <li>• Analysis and interpretation of graphs</li> </ul>  |

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|              |  |  |   | <p><b>Assessment Point information</b></p> <ul style="list-style-type: none"> <li>● Classwork and homework</li> <li>● Long answer questions</li> <li>● End of unit tests</li> </ul>   |
| Jan - Summer | <p><b>Paper 2: Health and Performance</b><br/><i>Socio-Cultural Influences</i></p> | <p><b>Can you explain the different socio-cultural influences affect participation in sport and physical activity?</b></p> | <ul style="list-style-type: none"> <li>● Understand the impact that gender, age, socio-economic group, ethnicity, disability, and the other people’s influence have on participation in sport</li> <li>● Understand how to interpret data in graphs about participation rates</li> <li>● Understand how commercialisation and the media affect sport, and their impact on those involved.</li> <li>● Understand trends in sport</li> <li>● Understand different types of sporting behaviour.</li> </ul> | <p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● Students will be able to explain the different socio-cultural influence that affect participation in sport and physical activity</li> <li>● Students will be able to use specific sporting examples in exam style questions</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Demonstration of knowledge and understanding in class, homework tasks and end of unit tests.</li> <li>● Define key terminology</li> <li>● Explaining reasons why</li> <li>● Analysis and interpretation</li> <li>● Analysis and interpretation of graphs</li> </ul> <p><b>Assessment Point information</b></p> <ul style="list-style-type: none"> <li>● Classwork and homework</li> <li>● Long answer questions</li> <li>● End of unit tests</li> </ul> |