# YEAR 10 GCSE PE Curriculum Overview

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| **Year 10 Overview** | The aim of GCSE PE is designed to help students develop thier understanding and knowledge through practical involvement in sporting and physical activities. Students will be equipped with the skills and knowledge to design their own Personal Exercise Program (PEP) which allows them to improve their own performance in their chosen sport. Taking GCSE PE has many benefits including:<br><br>• **Real applied** focus where students will be encouraged to put the theory they are learning into context and apply what they have learned to their own practical performance.<br>• Reflecting today's **global world** – the issues and topics students will learn about are up to date and will help them understand some of the key global influences in the world of sport today.<br>• Gaining a **well-rounded understanding of PE** – through an engaging introduction to the world of PE, sport and sport science, students will begin to appreciate how the human body allows us to perform amazing sporting feats and how fitness and physical training contribute to a healthy lifestyle, as well as improved performance. |

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| Week Number | Themes/ Topics | Key Knowledge & Skills | Key Assessments |
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| **1-6 (Autumn 1)** | Paper 1: Fitness and body systems.<br><br>Topic 1 – Applied anatomy and physiology | In this topic, students will develop their knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport through the following content;<br><br>1. Functions of the skeleton<br>2. Classification of bones<br>3. Structure of the skeleton<br>4. Classification and movements at joints<br>5. Role of ligaments and tendons<br>6. Classification and characteristics of muscle types<br>7. Location of voluntary muscles | For learning aim, A, students need to apply the rules in different situations and will do this in the role of one of the officials in a selected sport, therefore demonstrating practically the application of rules in each specific situation.<br><br>Level 1 Pass:<br>Describe the roles of officials from a selected sport.<br>Apply the rules of a selected sport in two given specific situations<br>Describe the rules, regulations and scoring systems of a selected sport.<br><br>Level 2 Pass<br>Describe the rules, regulations and scoring systems of two selected sports<br>Apply the rules of a selected sport in four specific situations.<br>Describe the roles and responsibilities of officials from two selected sports.<br><br>Level 2 Merit<br>For each of two selected sports, explain the role and |

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| | | | responsibilities of officials and the application of rules, regulations and scoring systems<br><br>Level 2 Distinction<br>Compare and contrast the roles and responsibilities of officials from two selected sports, suggesting valid recommendations for improvement to the application of rules, regulations and scoring systems for each sport. |
| **7-13 (Autumn 2)** | Paper 1: Fitness and body systems<br><br>Topic 1 continued – Applied anatomy and physiology | For this unit students will continue with Topic one and continue to learn about key body systems and their application to sport.<br><br>1. Antagonistic muscle pairs<br>2. Characteristics of slow/ fast twitch muscle fibres<br>3. How the skeletal/ muscular system work together in physical activity/ sport<br>4. Functions and importance of red, white, platelets and plasma cells<br>5. Composition of inhaled/ exhaled air<br>6. Vital capacity and tidal volume<br>7. Location of main components of respiratory system<br>8. Structure of alveoli to enable gas exchange 2<br>9. How the cardiovascular and respiratory system work together during physical activity/ sport<br>10. Energy – use of glucose and oxygen<br>11. Energy sources – fats and carbohydrates as fuel<br>12. Short and term effects of exercise | For learning aim B, students need to cover the components of physical fitness relevant to their chosen sports, clearly describing how they are used within each sport.<br>Students are required to demonstrate the skills, techniques and tactics applied in a competitive situation. This should be in line with the rules of the sport. The competitive situation should have officials officiating the game/competition and should clearly show the learner participating within the situation<br>Level 1 Pass<br>Describe the components of fitness and technical |

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| | | | demands of two selected sports.<br>Demonstrate relevant skills and techniques effectively, in two selected sports, in isolated practices.<br><br>Level 2 Pass<br>Describe the components of fitness and technical and tactical demands of two selected sports.<br>Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.<br><br>Level 2 Merit<br>Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations. |
| **14-18 (Spring 1)** | Paper 1: Fitness and body systems<br><br>Topic 2: Movement analysis | For this unit students | For learning aim C, students will complete their self-analysis while watching a recording of their performance; this will support them to complete their observation checklist. Students can give verbal or written feedback to the assessor as evidence of the attainment of their review of their own performance. Verbal presentations must be supported by an assessor's |

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| | | | observation record, which clearly shows students' achievements against the target assessment criteria.<br><br>Level 1 Pass<br>Produce, with guidance, an observation checklist that can be used effectively to review own performance in two selected sports<br>Review own performance in two selected sports, identifying strengths and areas for improvement.<br><br>Level 2 Pass<br>Independently produce an observation checklist that can be used effectively to review own performance in two selected sports.<br>Review own performance in two selected sports, describing strengths and areas for improvement.<br><br>Level 2 Merit<br>Explain strengths and areas for improvement in two selected sports, recommending activities to improve own performance.<br><br>Level 2 Distinction<br>Analyse strengths and areas for improvement in two selected sports, justifying |

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| | | | recommended activities to improve own performance. |
| **19-24 (Spring 2)** | Paper 1: Fitness and body systems<br><br>Topic 3: Physical training | Students need to learn all the components of skill-related fitness including agility, balance, Coordination, Power and Reaction time:<br>Students also need to apply the different fitness components to the appropriate sport. Students also need to understand why fitness components are important for successful participation in given sports in terms of; being able to successfully meet the physical demands of the sport in order to reach optimal performance, being able to successfully meet the skill-related demands of the sport in order to reach optimal performance, being able to perform efficiently and giving due consideration to the type of event/position played.<br>• Students need to understand exercise intensity and how it can be determined: intensity − be able to measure heart rate (HR) and apply HR intensity to fitness training methods.<br>• Know about target zones and training thresholds; be able to calculate training zones and apply HR max to training: HR max = 220 – age (years), be able to calculate 60–85% HR max and know that this is the recommended training zone for cardiovascular health and fitness, know that the Borg (1970) (6–20) Rating of Perceived Exertion (RPE) Scale can be used as a measure of exercise intensity, know about the relationship between RPE and heart rate where: RPE x 10 = HR (bpm),<br>• Application of the FITT principles to training methods, regimes and given exercise situations. The basic principles of training (FITT): frequency: the number of training sessions completed over a period of time, usually per week intensity: how hard an individual will train, time: how long an individual will train for type: how an individual will train by selecting a training method to improve a specific component of fitness and/or their sports performance.<br>• Additional principles of training: progressive overload, specificity, adaptation, Reversibility, Variation, Rest and recovery. | For learning aim A, to apply the rules in different situations students should be encouraged to do this in the role of one of the officials in a selected sport, therefore demonstrating practically the application of rules in each specific situation. Evidence can be submitted in a variety of ways through presentations, written reports, observation records/witness statements.<br><br>Students to be assessed by an external exam upon completion of Unit 1. |
| **25-30 (Summer 1)** | Paper 1: Fitness and body systems<br><br>Topic 3: Physical training | Students in Learning Aim B look at the additional requirements for each of the fitness training methods: Students need to look at the advantages and disadvantages of each training method before looking at the application of each of the different training methods. Students need to know the appropriate application of fitness training method(s) for a client in order to meet their needs/goals/aims/objectives.<br><br>Fitness training methods for: | For learning aim B, students need to ensure they cover the components of physical fitness relevant to their chosen sports, clearly describing how they are used within each sport. For learning aim B, for the |

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| | | • Flexibility training: (static, ballistic, Proprioceptive Neuromuscular Facilitation (PNF))<br>• Strength, muscular endurance and power training: (Circuit training, Free Weights, Plyometrics, Continuous Training, Fartlek training, Interval training.<br>• Speed training: (hollow sprints and acceleration sprints)<br>• Interval Training | assessment of the demonstration of skills, techniques and tactics. Students may demonstrate their practical participation through a variety of clips from a variety of different situations.<br><br>Students to be assessed by an external exam upon completion of Unit 1. |
| **31-38 (Summer 2)** | Paper 1: Fitness and body systems<br><br>Topic 3: Physical training | For Learning Aim C students need to know the appropriate fitness test methods for each component of fitness:<br>• Flexibility: sit and reach test (usually measured in cm or inches)<br>• Strength: grip dynamometer (usually measured in KgW)<br>• Aerobic Endurance: o multi-stage fitness test, known as the bleep test (usually predicted in ml/kg/min)<br>• Speed: 35m sprint (usually measured in s)<br>• Agility: Illinois agility run test (usually measured in s)<br>• Anaerobic power: vertical jump test (usually measured in kgm/s)<br>• Muscular endurance: one-minute press-up, one-minute sit-up (usually measured in number of reps/minute)<br>• Body composition: Body Mass Index (BMI). Bioelectrical Impedance Analysis (BIA).<br><br>Students will then focus on the Requirements to successfully take part in each fitness test: Students will need to know about pre-test procedures (informed consent, calibration of equipment). Students will also need to have.knowledge of published standard test methods and equipment/ resources required. Linked the this, students will be able to explain the purpose of each fitness test as well as being able to accurately measure and record of test results. Students will then be able to process the test results for interpretation. Finally, students will be able to explain the advantages and disadvantages of fitness test methods. | For learning aim C, students should be encouraged to complete their self-analysis while watching a recording of their performance; this will support them to complete their observation checklist. Students can give verbal or written feedback to the assessor as evidence of the attainment of their review of their own performance. Verbal presentations must be supported by an assessor's observation record, which clearly shows students' achievements against the target assessment criteria.<br><br>Students to be assessed by an external exam upon completion of Unit 1. |

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| | | Students will apply all this knowledge to complete a PEP for component 3 of the specification. | |