Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Year 10 GCSE PE

Content of study	The students will be taught the following components throughout the first year of the GCSE course: 1. **Component 1: Fitness and Body Systems (examination component)** 2. **Component 3: Practical Performance (NEA component)** 3. **Component 4: Personal Exercise Programme (PEP- NEA component)**
What are the aims and objectives of this year?	Aims and objectives for each component include: **Component 1: Fitness and Body Systems** This component assesses students' knowledge and understanding of the factors underpinning physical activity and sport performance. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for optimising their own practical performance. **Content overview** • Topic 1: Applied anatomy and physiology • Topic 2: Movement analysis • Topic 3: Physical training • Topic 4: Use of data **Component 3: Practical Performance** Students will be required to perform in three different physical activities in the role of player/performer. For each physical activity, students will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a competitive/formal situation while under pressure. Students are taught to make relevant and appropriate links between their learning in Component 1 and use this to benefit their performances in the physical activities. Students should develop their ability and aptitude in physical activities, demonstrating the skills and techniques outlined below. **Students must:** • demonstrate skills in physical activity and sport, applying appropriate technique(s) • demonstrate and apply appropriate decision-making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses

	• demonstrate ideas and problem-solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport • use appropriate physical characteristics/attributes (for example strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport • demonstrate psychological control (for example arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport • adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport • analyse and evaluate performance to bring about personal improvement in physical activity and sport Students must demonstrate their ability in team sports and activities by: • applying team strategies and/or compositional ideas, taking account of the strengths and weaknesses of fellow team member(s), as appropriate • showing awareness of, and responding to, the actions of other player(s)/performer(s) • communicating effectively with other player(s)/performer(s) • demonstrating their individual role in achieving the collective outcome. **Component 4: Personal Exercise Programme (PEP)** The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to optimise performance in a chosen physical activity. Students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period, and can relate to any physical activity of their choice from the activities list given in Component 3: Practical Performance. The areas of content covered are: • aim and planning analysis • carrying out and monitoring their PEP • evaluation of fitness data and programme. Students are required to select one physical activity and sport on which to plan a PEP to optimise their performance in that activity. Students will choose one of the three physical activities that they are performing/playing in from the activity list in Component 3: Practical Performance. Students will be taught to make links between their learning from Component 1 and their PEP when analysing and evaluating it. Some relevant content sections may include, but are not restricted to, the following: 1.1–1.4, 3.1–3.6 from Component 1.
What previous knowledge is required?	The students start the GCSE course fresh in terms of theoretical knowledge, although there are anatomy and physiology links from KS3 Science/Biology. The application of data and using/manipulating formula's to workout relevant heart rate data is also linked to prior knowledge in both Science and Maths. The students are also expected to reach a certain grade in English as is a pre-requirement when joining the course due to the amount of AO2 & AO3 style questions used for assessment. The ability to perform to a component level in a range of sporting activities is also a requirement due to the practical element making up 30% of the course.

How will this term's content help with future learning?	The GCSE Physical Education course will appeal to students if you: • Have a keen interest in sport and recreation and always look forward to your PE lessons • Take part in sport/recreation outside of class time • Want to follow a course that develops knowledge and understanding through practical involvement • Want to know more about the benefits of sport and exercise • Want to improve your own performance in a range of sports roles • Want to study a course that is active and that you will enjoy • Are considering a sports-related career or an A Level/higher education course.
Resources	1. Blended Learning Academy (pe.futureschoolstrust.com)- students have their own log-in details. This site is designed by the PE department and offers and online revision and homework tool for the students. 2. www.bbc.co.uk/bitesize/subjects 3. Edexcel GCSE Physical Education (2016) | Pearson qualifications 4. Revision guides are supplied through GSCE Simplified (www.gcsesimplified.co.uk)
Links to the national curriculum/specification	The content covered this year covers the following aims and objectives from the Pearson Edexcel specification that enables students to: • develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance • understand how the physiological and psychological state affects performance in physical activity and sport • perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas • develop their ability to analyse and evaluate to improve performance in physical activity and sport
Assessments	Final exams will not be completed until May/June of year 11, however the following assessments will be conducted throughout year 10: • **Component 1** - Unit tests for each topic for Component 1. - PPE exams will take place at the start of May 2023 • **Component 3** - Practical assessments at the end of each practical element in accordance with the Pearson Edexcel exam board criteria: https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/9781446933794-gcse016-l2-pe-ppac.pdf - Finalised marks are not completed until February of the year 11 year. • **Component 4:** The PEP will start after Christmas and internally assessed at the end of the component in Term 5. Students will have an opportunity to make corrections after this, but only in after school sessions.

Lesson	DSM (Mon 4a)	DSM (Wed 2)	JMO (Fri 4a)
Term One			
Mon 5th September	Year 10 overview	Muscular-skeletal System 1.1.2-1.1.3: Identify & classify bones	Practical
Mon 12th September	1.1.1: Functions of the skeleton	1.1.4 & 1.1.6: Classification & role of joints	Practical
Mon 19th September	1.1.5: Joint movements	1.1.7 &1.1.8: Classification & location of muscles	Practical
Mon 26th September	1.1.9: Antagonistic Pairs of muscles	1.1.10: Muscle Fibre types	Practical
Mon 3rd October	Revision Lesson	Revision Lesson	Practical
Mon 10th October	Unit Test: 1.1- Muscular-skeletal System	Cardio-respiratory System 1.2.2: Structure of the CV system	Practical
Mon 17th October	Unit Test Feedback	1.2.3: Structure and function of vessels	Practical Assessment
Term Two			
Mon 7th November	1.2.1: Functions of the CV system	1.2.5: Components of blood	Practical
Mon 14th November	1.2.4: Vascular shunting	1.2.8: Structure of the respiratory system	Practical
Mon 21st November	1.2.10: Link between CV & respiratory systems	1.2.6 & 1.2.7: Composition of air and lung volumes	Practical
Mon 28th November	1.2.9: Gaseous exchange	Revision Lesson	Practical
Mon 5th December	Unit Test: 1.2- Cardio-respiratory system	3.2.2-3.2.4: Fitness tests	Practical Assessment
Mon 12th December	Unit Test Feedback	PEP: Fitness Testing	PEP: Fitness Testing
Term Three			
Mon 2nd January	Bank Holiday	PEP Planning	PEP: Carrying out & monitoring
Mon 9th January	Physical Training 3.1.1: Health, fitness, exercise and performance	PEP Planning	PEP: Carrying out & monitoring
Mon 16th January	3.2.1: Components of fitness	PEP Planning	PEP: Carrying out & monitoring
Mon 23rd January	3.3.1: Principles of Training	PEP Planning	Mid-PEP Testing
Mon 30th January	3.3.2-3.3.3: Methods of training	PEP Planning	PEP: Carrying out & monitoring
Mon 6th February	3.3.2-3.3.3: Methods of training	PEP Planning	PEP: Carrying out & monitoring

Term Four			
Mon 20th February	3.5.1-3.5.3: Injuries in Sport	PEP Planning	PEP: Carrying out & monitoring
Mon 27th February	3.5.3: Injuries in Sport	Post-PEP Testing	Mid-PEP Testing
Mon 6th March	3.5.4: RICE	PEP Evaluation: Link with 1.4	Topic 2: Movement Analysis 2.1.1: Levers
Mon 13th March	3.5.5: PEDs	PEP Evaluation: Link with 1.4	2.1.2: Mechanical advantage and disadvantage
Mon 20th March	3.5.5: PEDs	PEP Evaluation: Link with 1.4	2.2.1-2.2.4: Planes and axes
Mon 27th March	3.6: Warm-up and Cool-down	PEP Evaluation: Link with 1.4	Revision Lesson
Term Five			
Mon 17th April	Revision Lesson	PEP Evaluation: Link with 1.4	Topic 2 Unit Test
Mon 24th April	Unit Test: Physical Training	PEP Deadline	Unit Test Feedback
Mon 1st May	Bank Holiday	PPE	PPE
Mon 8th May	PPE	PPE	PPE
Mon 15th May	1.3: Anaerobic and Aerobic Exercise	1.4.1: Short- & Long-term effects of exercise on the muscular-skeletal system	Practical
Mon 22nd May	1.4.2: Short- & Long-term effects of exercise CV system	1.4.3: Short- & Long-term effects of exercise of the respiratory system	Practical
Term Six			
Mon 5th June	1.4.4: How the cardio-respiratory system works together	Revision Lesson	Practical
Mon 12th June	Effects of Training Unit Test	Practical	Practical
Mon 19th June	Unit Test Feedback	Practical	Practical
Mon 26th June	Practical	Practical	Practical
Mon 3rd July	Practical	Practical	Practical
Mon 10th July	Practical	Work Experience	Sports Day
Mon 17th July	Work Experience	Early Finish	Not in school