

Subject: GCSE PE  
 YEAR: 10 FOCUS:

- Focus on knowledge learnt – personalise different learning styles
- Practical through theory

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content						
Knowledge	<p><b>The body's response to physical activity</b>                      Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles: <b>LO1</b></p> <ul style="list-style-type: none"> <li>● Major Bones</li> <li>● Skeletal muscle groups</li> <li>● Synovial joints</li> <li>● Connective tissue</li> <li>● Functions of the musculo-skeletal system</li> <li>● Heart</li> <li>● Respiratory system</li> <li>● Blood</li> <li>● Blood vessels</li> <li>● Functions of the cardio-respiratory system</li> <li>● Types of movement</li> <li>● Functions of connective tissue</li> <li>● Muscle contractions</li> </ul> <p><b>Knowledge:</b>                      Identify 18 bones and 11 muscles within the body. Describe the 5 functions of the skeletal system. Define the term 'synovial joint' and be able to identify and describe six different joints within the body and what movements they produce. Identify the components of a</p>	<p><b>The body's response to physical activity</b>                      Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles: <b>LO1</b></p> <ul style="list-style-type: none"> <li>● Heart rate</li> <li>● Blood pressure</li> <li>● Vascular shunt mechanism</li> <li>● Breathing mechanism</li> <li>● Internal Respiration</li> <li>● Aerobic and anaerobic respiration</li> </ul> <p><b>The body's response to physical activity</b>                      Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness <b>LO2</b></p> <ul style="list-style-type: none"> <li>● Benefits of cardio-respiratory fitness in everyday life</li> <li>● Reducing the risk of heart disease</li> <li>● Reducing the risk of obesity</li> <li>● Reducing the risk of cancer</li> <li>● Reducing the risk of strokes</li> <li>● Reducing stress</li> </ul>	<p><b>The body's response to physical activity</b>                      Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness <b>LO2</b></p> <ul style="list-style-type: none"> <li>● Benefits of muscular strength and flexibility</li> <li>● Completing everyday tasks with ease</li> <li>● Avoiding injury</li> <li>● Improving posture</li> <li>● Preventing joint problems and osteoporosis in later life</li> <li>● Benefits of muscular endurance</li> <li>● Increased stamina for work-based tasks</li> <li>● Improved sport skill performance</li> </ul> <p><b>The body's response to physical activity</b>                      Different short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems and reasons for these <b>LO2</b></p> <ul style="list-style-type: none"> <li>● Changes in the range of movement around joints</li> <li>● Changes in</li> </ul>	<p><b>The body's response to physical activity</b>                      Be able to assess the long-term effects of physical activity on the musculo-skeletal systems and reasons for these <b>LO3</b></p> <ul style="list-style-type: none"> <li>● Changes in muscle size and strength</li> <li>● Changes in resting heart rate</li> <li>● Changes in training heart rate</li> <li>● Changes in heart rate recovery</li> <li>● Changes in flexibility</li> <li>● Changes in muscle recovery</li> <li>● Changes in lung capacity <b>LO4</b></li> <li>● Ways to measure and record the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</li> <li>● Suitable long-term activities to bring about adaptations</li> <li>● Methods to measure the long-term effects</li> <li>● Recording the outcomes and subjective measures</li> </ul> <p><b>Technology in sport</b>                      Know how technology is used in sport <b>LO1</b></p> <ul style="list-style-type: none"> <li>● How technology is used to enhance performance</li> <li>● Fitness testing</li> <li>● Training aids</li> <li>● Equipment</li> </ul>	<p><b>Technology in sport</b>                      Know how technology is used in sport <b>LO2</b></p> <p>Understand the positive effects of sports technology</p> <ul style="list-style-type: none"> <li>● The positive effects of sports technology in performance</li> <li>● The positive effects of sports technology during game play</li> <li>● The positive effects of sports technology on spectatorship</li> <li>● Other positive effects of sports technology</li> </ul> <p><b>Technology in sport</b>                      Understand the negative effects of sport technology <b>LO3</b></p> <ul style="list-style-type: none"> <li>● The negative effects of sports technology in performance</li> <li>● The negative effects of sports technology in game play</li> <li>● The negative effects of technology on spectatorship</li> <li>● Other negative</li> </ul>	<p><b>Applying principles of training</b>                      Know the principles of training in a sport context <b>LO1</b></p> <ul style="list-style-type: none"> <li>● The principles of training</li> <li>● How the principles of training can be applied</li> </ul> <p><b>Know how training methods target different fitness components LO2</b></p> <ul style="list-style-type: none"> <li>● Aerobic and anaerobic exercise</li> <li>● The components of fitness</li> <li>● Specific training methods for each of the fitness components</li> </ul> <p><b>To be able to conduct fitness tests LO3</b></p> <ul style="list-style-type: none"> <li>● Tests that access fitness</li> <li>● How to interpret the results of fitness tests</li> </ul> <p><b>Be able to develop fitness training programmes LO4</b></p> <ul style="list-style-type: none"> <li>● How to design a fitness training programme</li> <li>● How to evaluate the effectiveness of the training programme</li> </ul> <p><b>Knowledge</b>                      now what the principles of training are and can relate them to different activities.</p> <p>How will you demonstrate the application of each of these to different sporting activities?                      Know what the components of fitness are                      Know how to carry out a range of fitness tests.                      How will you demonstrate that you understand how to interpret the result of fitness testing?</p>

<p>synovial joint and how each component helps the joint work efficiently. Describe how muscles contract and create certain movements.</p> <p><b>Required Practical (Theory through practical)</b></p> <ul style="list-style-type: none"> <li>• Bones</li> <li>• Muscle</li> <li>• Muscle contractions</li> </ul>	<p><b>Knowledge:</b> Label the heart and identify its key components. Be able to describe the pathway of blood through the heart. Understand and describe the two circulatory systems. Describe the role of red blood cells. Identify the three blood vessels in the body, describe their characteristics and explain their roles. Define stroke volume, heart rate and cardiac output. State the cardiac equation. Correctly label a diagram of the respiratory system. Name 7 functions of the cardio-respiratory system. Explain the role of the respiratory muscles during inhalation and exhalation. Understand and describe the process of gas exchange. Define tidal volume, breathing rate and minute ventilation. Know the respiratory equation. Explain the difference between aerobic and anaerobic exercise using sporting examples.</p> <p><b>Required Practical (Theory through practical)</b></p> <ul style="list-style-type: none"> <li>• Cardiovascular system</li> <li>• Respiratory system</li> </ul>	<p>heart rate, stroke volume and cardiac output</p> <ul style="list-style-type: none"> <li>• Changes to breathing rate</li> <li>• Changes in body temperature</li> <li>• Muscle fatigue</li> <li>• Suitable activities to measure the short-term effects</li> <li>• Methods to measure the short-term effects</li> <li>• Recording outcomes</li> </ul> <p><b>Knowledge:</b> Know the different short-term effects of physical activity on the musculo-skeletal system and cardiorespiratory systems; changes in the range of movement around joints. Changes in heart rate, stroke volume and cardiac output. Changes to breathing rate. Muscle fatigue. Know ways to measure and record short term effects; suitable activities to measure the short-term effects. Methods to measure the short term effects. Recording outcomes. Explain adaptations that occur.</p>	<ul style="list-style-type: none"> <li>• Clothing and footwear</li> <li>• Injury prevention and recovery</li> <li>• How technology is used to enhance game play</li> <li>• How technology is used to enhance spectatorship</li> </ul> <p><b>Knowledge:</b> Know what technology is. Know examples of how technology is used to enhance performance. Know examples of how technology is used to enhance game play via officials. Know examples of how technology is used to enhance sponsorship. Know how to design a diet plan. Gather details about performers. Clarify the aims of a diet plan. Set realistic goals that can be measured. Consider the time of year. Specify the duration of the diet plan. Check sustainability of diet plans. Ensure the organisation of the diet plan. Know how to evaluate the effectiveness of the diet plan. Record outcomes objectively and subjectively. Suggest adjustments and improvements of diets.</p> <p><b>Required Practical (Theory through practical)</b></p> <ul style="list-style-type: none"> <li>• Complete all ten fitness tests and log results</li> <li>• Create a diet plan</li> </ul>	<p><b>effects of sports technology</b></p> <p><b>Technology in sport</b> <b>Be able to evaluate the impact of technology in sport LO4</b></p> <ul style="list-style-type: none"> <li>• <b>Factors affecting the use of technology in sport</b></li> <li>• <b>Impact of technology</b></li> </ul> <p><b>Knowledge:</b> Know a range of examples of equipment used in sport for positive reasons. Are clear about a range of examples of technology used: to prevent or treat injuries, during game play to assist officials and to enhance the experience of spectators. Demonstrate how technology is positively used in sport. Know a range of ways in which performers are negatively affected by technology. Are clear about a range of examples that show how game play has been negatively affected by technology, show how decision making during games has been negatively affected by technology, show how the traditional nature of sport has been negatively affected by technology and show how technology has negatively affects sport in other ways. Demonstrate how technology is negatively affecting those in sport using examples. Know what aspect of technology you are evaluating. Know what impact, stakeholders, performers, game play, spectators and evaluation means. Demonstrate an overall understanding about the impact of a technology, who has been affected,</p>	
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					and weather or not it has been applied or adapted to other sports.	
					<b>Required Practical (Theory through practical)</b>	
					•	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Drawing – Synovial joints</li> <li>• Recalling important information</li> <li>• Connecting theory learnt to sporting examples</li> <li>• Understanding command words in exam questions</li> <li>• Computer engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret graphs showing heart rate and breathing rate</li> <li>• Connecting theory learnt to sporting examples</li> <li>• Understanding command words in exam questions</li> <li>• Computer engagement.</li> </ul>		<ul style="list-style-type: none"> <li>• Interpret graphs showing the short and long term effects of exercise.</li> <li>• Comparing own performance during fitness tests to national normative data.</li> <li>• Increased physical fitness.</li> <li>• Connecting theory learnt to sporting examples</li> <li>• Understanding command words in exam questions</li> <li>• Computer engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting theory learnt to sporting examples</li> <li>• Understanding command words in exam questions</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting theory learnt to sporting examples</li> <li>• Understanding command words in exam questions</li> <li>• Be able to plan your own fitness training programmes</li> <li>• Allow performers to reach their training targets</li> </ul>
<b>Key Questions</b>	<p>How does the skeletal system work with the muscular system to enable us to move?</p> <p>When I contact a muscle what type of movement occurs?</p> <p>What is the difference between ironic and isometric contractions?</p>	<p>How does the heart pump blood around the body and what does blood carry?</p> <p>How does oxygen get into the blood?</p> <p>Explain the difference between aerobic and anaerobic respiration</p> <p>What are the key components of blood?</p>	<p>What are four short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems?</p> <p>What are two ways of measuring the short term effects of physical activity on the musculo-skeletal and cardio-respiratory systems?</p>	<p>How will you demonstrate that you have knowledge of a wide range of examples of how technology impacts on performance, game play and spectatorship?</p> <p>In what ways do you keep up to date with the news and events of your favourite sports and teams?</p> <p>How does training/fitness improve performance?</p> <p>What components of fitness need to be focused on depending on the sport?</p> <p>Describe how to design a diet plan.</p> <p>Describe how to evaluate a diet plan</p>	<p>Define what is meant by the term technology</p> <p>Describe three different examples of how technology is used to enhance performance</p> <p>Describe three different examples of how technology is used to enhance game play via officials</p> <p>Describe three different examples of how technology is used to enhance sponsorship</p> <p>Describe the benefits that technological developments provide spectators when attending a sporting event or watching home</p> <p>Describe how technology is used by coaches to analyse performance</p> <p>State three uses of technology in sport</p>	<p>How will you demonstrate the application of each of these principles of training to different sporting activities?</p> <p>How will you demonstrate how each of these training methods can be used to improve certain fitness components?</p> <p>How will you demonstrate that you understand how training methods can be used to target a combination of fitness components?</p> <p>How will you demonstrate that you understand how to interpret the results of fitness testing?</p> <p>How will you demonstrate that you have interpreted results appropriately and thought about how training could be suitably amended in the future?</p>

<p><b>Assessment</b></p>	<p><b>Low Stakes (Retrieval):</b> Spelling test (bones/muscles) Definition test (joints/antagonistic pairs)</p> <p><b>Low stakes (teaching/reteaching):</b> ReACT task The Everlearner</p> <p><b>Multiple choice:</b> The Everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p><b>Infrequent longer exams:</b> End of half term test</p>	<p><b>Low Stakes (Retrieval):</b> Labelling test (heart, respiratory system) Definition test (cardiac/respirator values)</p> <p><b>Low stakes (teaching/reteaching):</b> ReACT task The Everlearner</p> <p><b>Multiple choice:</b> The Everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p><b>Infrequent longer exams:</b> End of term test</p>	<p><b>Low Stakes (Retrieval):</b> Definition test (components of fitness)</p> <p><b>Low stakes (teaching/reteaching):</b> The everlearner ReACT task</p> <p><b>Multiple choice:</b> The Everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p><b>Infrequent longer exams:</b> End of half term test</p>	<p><b>Low Stakes (Retrieval):</b> Definition test (Types of training)</p> <p><b>Low stakes (teaching/reteaching):</b> Practical assessment of carrying out a warm up and cool down</p> <p>The everlearner ReACT task</p> <p><b>Multiple choice:</b> The everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p><b>Infrequent longer exams:</b> End of half term test</p>	<p><b>Low Stakes (Retrieval):</b> Definition test (technology in sport)</p> <p><b>Low stakes (teaching/reteaching):</b> Practical assessment The everlearner ReACT task</p> <p><b>Multiple choice:</b> The everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p><b>Infrequent longer exams:</b> End of half term test</p>	<p><b>Low Stakes (Retrieval):</b> Definition test (technology in sport)</p> <p><b>Low stakes (teaching/reteaching):</b> Practical assessment The everlearner ReACT task</p> <p><b>Multiple choice:</b> The everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p><b>Infrequent longer exams:</b> End of half term test</p>
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<p><b>Literacy/numeracy/SMSC/ Character</b></p>	<p><b>Key words:</b> Cranium, scapular, humerous, radius, ulna, tibia, fibular, tarsals, metatarsals, phalanges, patella, femur, pelvis, vertebrae, ribs, sternum, carpals, metacarpals, clavicle, trapezius, deltoid, triceps, latissimus dorsi, abdominals, gluteals, hamstrings, gastrocnemius, soleus, quadriceps, pectorals, biceps, Synovial joint, flexion, extension, adduction, abduction, circumduction, rotation, Ligament, cartilage, tendon</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively</li> </ul>	<p><b>Key words:</b>, atria, ventricles, valves, trachea, alveoli, diaphragm, plasma, red blood cells, white blood cells, platelets, arteries, veins, capillaries, cardiac output, stroke volume, systolic blood pressure, diastolic blood pressure, vascular shunt mechanism, inhalation, exhalation, heart disease, obesity, stroke, stress</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> <li>Communication</li> </ul>	<p><b>Key words:</b> muscular strength, osteoporosis, objective data, subjective data,</p> <p><b>Numeracy:</b> Interpreting data and graphs, calculating percentage, drawing graphs</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> <li>Communication</li> </ul>	<p><b>Key words:</b> technology, motion tracking software, simulators, mechanical assistance, carbon fibre, drag, hyperbaric chamber, DRS, spectatorship, objective data, subjective data, bradycardia, lung capacity, tidal volume, vital capacity</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> <li>Communication</li> </ul>	<p><b>Key words:</b> technology, motion tracking software, simulators, mechanical assistance, carbon fibre, drag, hyperbaric chamber, DRS, spectatorship, shock zone, protective clothing, aquatic therapy, blade, over-reliance on technology, challenge decisions, technology doping, analytical technology, traditional nature of sport, application, marginal gains, visual representation, stakeholders, amputee, level playing field</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> </ul>	<p>Key words: overload, progressive overload, fitta, specificity, reversibility/regression, moderation, variance, aerobic, anaerobic, lungs, strength, power, agility, balance, muscular endurance, cardiovascular endurance, continuous training, interval training, fartlek training, resistance training, circuit, hypertrophy, plyometric training, quadriceps, eccentric contraction, concentric contraction, static stretching, abdominals, validity, maximal tests, submaximal tests, reliability, burpee, strength endurance, questionnaire, parq, client progress review, overtraining, work to rest ratio, adaptability</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> <li>Communication</li> </ul>
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	<ul style="list-style-type: none"> <li>• y in groups Communication</li> </ul>				<ul style="list-style-type: none"> <li>• Communicatio n</li> </ul>	
<p>Enrichment opportunities and futures</p>	<p>1/5 lesson is theory through practical – gives pupils an opportunity to embed knowledge learnt in the classroom through a different personalised learning style. (Topics with practical elements are coded throughout the knowledge section – <b>EN</b>)</p> <p>Trips to body world, Sporting opportunities eg. Wheelchair basketball.</p> <p>Employability skills-</p> <ul style="list-style-type: none"> <li>• Good communication.</li> <li>• Motivation and initiative.</li> <li>• Leadership.</li> <li>• Reliability/dependability.</li> <li>• Following instructions.</li> <li>• Team work.</li> <li>• Patience.</li> <li>• Adaptability.</li> </ul> <p>Employment/careers:</p> <ul style="list-style-type: none"> <li>• Athlete</li> <li>• Sports coach/sports instructor</li> <li>• Sports development officer</li> <li>• PE teacher</li> <li>• Sports lawyer</li> <li>• Sports physiotherapist</li> <li>• Sports therapy/psychologist</li> <li>• Leisure centre/gym manager.</li> <li>• Sports marketing</li> <li>• Photography</li> <li>• Journalist</li> </ul>					