Curriculum Map

Subject: GCSE PE

Year: 10 FOCUS:

- **Completing knowledge and understanding of paper 2 content**
- **Starting paper 1 again**
- **Emphasis on exam questions (6 mark questions)**
- **Emphasis on linking topics to answer questions.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Knowledge	**Physical activity and sport in the UK, factors affecting participation classification of skill, goal setting, mental preparation, types of guidance, health and well being, diet** • Most popular sports • Trends in the UK • Strategies to improve participation • Complex and open skills **EN** • SMART principle • Imagery, mental rehearsal • Visual, verbal, manual, mechanical guidance **EN** • The benefits of physical activity • Sedentary lifestyle • A balanced diet **Knowledge:** Be familiar with current trends in the UK regarding social	**Structure and functions of the Skeletal and muscular systems, Levers, Planes of movement and axes of rotation, the cardiovascular system, The respiratory system: EN** • Major Bones • Types of synovial joint • Movements at joints • Major muscles • Roles of muscles • Levers • Planes • Axes • The structure of the heart • Pathway of blood • Double circulatory system • Blood vessels • Cardiac values • Pathway of air • Respiratory muscles • Gas exchange • Respiratory values • Aerobic and anaerobic exercise **Knowledge**:	**Effects of exercise on the body, The components of exercise and the principles of training, types of training: EN** • Short term effects of exercise on cardiac, respiratory and muscular systems • Long term effects of exercise on cardiac, respiratory and muscular systems • Components of fitness • Fitness testing • The principles of training • FITT principle • Interval training • HIIT • Fartlek • Continuous • Weight • Plyometrics **Knowledge**: Describe what adaptations occur in the short term on the cardiac, respiratory, vascular and muscular systems. Describe what adaptations occur in the	**Warming up and cooling down, preventing injuries, potential hazards in sporting settings. Ethics and violence in sport, Drugs in sport. Commercialisation/media:** • Structure of a warm up **EN** • Reasons why we warm up • Structure of a cool down **EN** • Reasons why we cool down • Minimising the risk of injury **EN** • Potential hazards in sport **EN** • Sportsmanship vs gamesmanship • Player violence, reasons behind it • Performance enhancing drugs • Impact on sport • Different types of media • the golden triangle • Positive and negative effects of the media	**Physical activity and sport in the UK, factors affecting participation classification of skill, goal setting, mental preparation, types of guidance:** • Most popular sports • Trends in the UK • Complex and open skills • SMART principle • Imagery, mental rehearsal • Visual, verbal, manual, mechanical guidance **EN** **Knowledge:** Be familiar with current trends in the UK regarding social groups and ages in the UK. Use different sources eg. Sport England and national governing bodies. Understand how different factors can affect participation in sport and describe strategies that can be utilised to improve participation. State the definition of motor skills. Know and describe the characteristics of skilful movement. Know continua	**Health and well being, diet, Revision, Mocks (Theory and practical exams)** • The benefits of physical activity • Sedentary lifestyle • A balanced diet • Revision techniques **Knowledge:** Know the definition of health. Describe the physical benefits of physical activity and the consequences of a sedentary lifestyle. Know the definition of a balanced diet. Know the seven components of a balanced diet. Understand how diet effect participation and performance providing examples. **Revision:** Techniques Extra Revision sessions

	groups and ages in the UK. Use different sources eg. Sport England and national governing bodies. Understand how different factors can affect participation in sport and describe strategies that can be utilised to improve participation. State the definition of motor skills. Know and describe the characteristics of skilful movement. Know continua used in the classification of skills including open and closed and simple and complex skills. Understand and be able to provide examples of the use of goal setting for exercise, to motivate performers and improving performance. Understand and be able to apply the SMART principle to improve/optimise performance. Define the 4 mental preparation techniques and apply practical examples to their use. Understand the 4 different types of guidance, their advantages and disadvantages and be able to apply practical to their use. Know the definition of health. Describe the physical benefits of physical activity and the consequences of a sedentary lifestyle. Know the definition of a balanced diet. Know	Identify 19 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 two different joints within the body and what movements they produce. Identify the components of a synovial joint and how each component helps the joint work efficiently. Describe how an antagonist pair works and able to identify two examples in the body. Define what a lever is. Be able to draw and explain the three different levers found in body. sporting example for each lever. Identify the 3 planes and 3 axes within the human body and be able to describe them using sporting examples. 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. 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	long term on the cardiac, respiratory, vascular and muscular systems. Using graphs explain how these adaptations effect an athlete whilst exercising. Define the ten components of fitness, how is each fitness components assessed and a sporting example of what athlete would predominantly use each component. Know and define the four principles of training. Describe how an athlete would use each principle to create a training programme to increase their performance. Define each component of the FITT principle and be able to give a sporting example for each. Be able to define and give examples of the seven different types of training. Describe the advantages and disadvantage of each training style. **Required Practical (Theory through practical)** ● Complete all ten fitness tests and add to log from last year. ● Take part in the 7 types of training.	**Knowledge:** Describe the five parts of a warm up giving examples. Know the physical benefits of a warm up. Describe the two parts of a cool down. Know what the physical benefits of a cool down are. Describe and give practical examples of five different strategies of minimising the risk of injuries whilst playing sport. Identify the hazards that are present in five different sporting locations and give sporting examples of when accidents/injures might occur. Define sportsmanship, gamesmanship and deviance providing sporting examples for all. Know and understand the reasons behind player violence. Describe the reasons why some athletes might use performance enhancing drugs. Define and describe three types of drugs and their positive/negative effects on an athlete. Give practical examples of the use of these drugs in sport. Know and understand the impact of drug use in sport, on the performer and the sport itself. Understand the influence of the media on the commercialisation of physical activity and sport. Be able to define the golden triangle and the interdependence between sport, the media and sponsorship. Describe the positive and negative effects of sponsorship and commercialisation.	used in the classification of skills including open and closed and simple and complex skills. Understand and be able to provide examples of the use of goal setting for exercise, to motivate performers and improving performance. Understand and be able to apply the SMART principle to improve/optimise performance. Define the 4 mental preparation techniques and apply practical examples to their use. Understand the 4 different types of guidance, their advantages and disadvantages and be able to apply practical to their use.	

	the seven components of a balanced diet. Understand how diet effect participationand performance providing examples.	equation. Explain the difference between aerobic and anaerobic exercise using sporting examples				
Skills	• Group discussions • How to structure a 6 mark question • Connecting theory learnt to sporting examples • Understanding command words in exam questions • Computer engagement.	• Linking two topics from different paper together. questions • Revision techniques • Connecting theory learnt to sporting examples • Understanding command words in exam questions • Computer engagement.	• Linking two topics from different paper together. questions • 6 Mark questions • Connecting theory learnt to sporting examples • Understanding command words in exam questions • Computer engagement.	• Linking two topics from different paper together. questions • 6 Mark questions • Connecting theory learnt to sporting examples • Understanding command words in exam questions • Computer engagement.	• Linking two topics from different paper together. • 6 mark questions • Revision techniques Connecting theory learnt to sporting examples • Understanding command words in exam questions • Computer engagement.	• Linking two topics from different paper together. • 6 mark questions • Revision techniques Connecting theory learnt to sporting examples • Understanding command words in exam questions • Exam practice • Computer engagement.
Key Questions	How do you create a training programme? How do athletes prepare mentally for competition? How are skills learnt? Why is health and fitness important in everyday life? How does nutrition impact performance?	How do muscles and joints work together to perform different types of exercise? What movements are created when planes and axes are combined? Using planes and axes describe how simple and complex skills differ. How do the respiratory and cardiovascular systems change during a warm up and cool down? How do the actions of the cardiovascular, muscular and respiratory systems differ during aerobic and	Short term effects of exercise vs long term effects How to the muscular, cardiovascular and respiratory systems adapt to training and how does that change effect performance? Aerobic vs anaerobic athletes. What type training is needed by either? How can I track my fitness progress? How much do I need to write for a 6 mark question?	What physiological changes happen to the body once we start to warm up before exercise? How can taking performance enhancing drugs cause injury? How can the long term effects of exercise minimise injury? How much do I need to write for a 6 mark question?	How can using the SMART principle bring out physiological changes? SMART vs SPOR and FITT Motor skills (open/closed and simple/complex) link with planes and axes. How much do I need to write for a 6 mark question?	How can a heathly diet and lifestyle bring about changes in the body? Food vs Fitness How can I effectively revise?

		anaerobic exercise? How can you effectively revise?				
Assessment	**Low Stakes (Retrieval):** Definition test **Low stakes (teaching/reteaching):** ReACT task The Everlearner **Multiple choice:** The Everlearner Recall questions during lessons (ABCD) White board multiple choice. **Infrequent longer exams:** End of half term test	**Low Stakes (Retrieval):** Definition test **Low stakes (teaching/reteaching):** ReACT task The Everlearner Zig zag online 6 mark question **Multiple choice:** The Everlearner Recall questions during lessons (ABCD) White board multiple choice. **Infrequent longer exams:** End of term test	**Low Stakes (Retrieval):** Definition test **Low stakes (teaching/reteaching):** ReACT task The Everlearner Zig zag online 6 mark questions **Multiple choice:** The Everlearner Recall questions during lessons (ABCD) White board multiple choice. **Infrequent longer exams:** End of half term test	**Low Stakes (Retrieval):** Definition test **Low stakes (teaching/reteaching):** ReACT task The Everlearner Zig zag online 6 mark questions **Multiple choice:** The Everlearner Recall questions during lessons (ABCD) White board multiple choice. **Infrequent longer exams:** End of half term test	**Low Stakes (Retrieval):** Definition test **Low stakes (teaching/reteaching):** ReACT task The Everlearner Zig zag online 6 mark questions **Multiple choice:** The Everlearner Recall questions during lessons (ABCD) White board multiple choice. **Infrequent longer exams:** End of half term test	**Low stakes (teaching/reteaching):** ReACT task The Everlearner Zig zag online 6 mark questions **Multiple choice:** The Everlearner Recall questions during lessons (ABCD) White board multiple choice. **Infrequent longer exams:** Mock – Paper 1 and 2 Practical moderation
Literacy/numeracy/ SMSC/Character	**Keywords:** trends,participation, gender, age, ethnicity, quantitative and qualitive data, discrimination, role models, culture, promotion, provision, access, motor skill, skilful movement, skills continua, simple and complex skills, SMART, imagery, mental rehearsal, selective attention, positive thinking, guidance, health, well-being, fitness, exercise, sedentary, balanced diet,	**Key words:** frontal, sagittal, transverse, longitudinal, atria, ventricles, septum, vena cava, valves, arteries, veins, capillaries, lumen, aorta, deoxygenate/oxygenated blood, systemic, pulmonary, heart rate, stroke volume, cardiac output, Trachea, bronchi, bronchioles, alveoli, diaphragm, tidal volume, breathing rate, minute ventilation, gas exchange, diffusion, partial pressure, aerobic, anaerobic, intensity, duration, lactic acid.	**Key words:** Tidal volume, lactic acid, vascular shunt, vasoconstriction, vasodilation, Hypertrophy, Balance, Muscular endurance, muscular strength, power, agility, reaction time, flexibility, speed, co-ordination, cardiovascular endurance, Specificity, overload, progression, reversibility, frequency, intensity, type, time Continuous, interval, fartlek, HIIT, plyometric, weight training, circuit training, **Numeracy:** Interpreting	**Key words:** Mobility, dynamic, stretching, warm up, cool down, hazard, injury. Ethics, Sportsmanship, gamesmanship, deviance, violence, performance enhancing drugs, anabolic steroids, beta blockers, stimulants, The golden triangle, sponsorship, media, commercialisation **Numeracy:** Interpreting data and graphs, drawing graphs **SMSC:** ● Working collaboratively	**Keywords:** trends, participation, gender, age, ethnicity, quantitative and qualitive data, discrimination, role models, culture, promotion, provision, access, motor skill, skilful movement, skills continua, simple and complex skills, SMART, imagery, mental rehearsal, selective attention, positive thinking, guidance	**Keywords:** Health, well-being, fitness, exercise, sedentary, balanced diet, carbohydrates, protein, fats, vitamins, minerals, fibre, hydration.

	carbohydrates, protein, fats, vitamins, minerals, fibre, hydration. **SMSC:** ● Working collaboratively in groups Communication ● Spiritual-fasting-clothing-	**SMSC:** ● Working collaboratively in groups Communication	data and graphs, drawing graphs **SMSC:** ● Working collaboratively in groups Communication	in groups ● Communication		
Enrichment opportunities and futures	● 1/5 lesson is theory through practical – gives pupils an opportunity to embed knowledge learnt in the classroom through a different personalised learning style. Practical lessons are also used to increase individual fitness and skills within chosen sports, this will help create good sporting examples to use when answering exam questions (Topics with practical elements are coded throughout the knowledge section – EN) ● Year 10 students run sports days for primary schools in the area – This teaches them leadership, responsibility and taster of teaching. ● Extra revision sessions held before mock examinations. ● Heart dissections to aid learning Employability skills- ● Good communication. ● Motivation and initiative. ● Leadership. ● Reliability/dependability. ● Following instructions. ● Team work. ● Patience. ● Adaptability. Employment/careers: ● Athlete ● Sports coach/sports instructor ● Sports development officer ● PE teacher ● Sports lawyer ● Sports physiotherapist ● Sports therapy/psychologist ● Leisure centre/gym manager. ● Sports marketing ● Photography ● Journalist ●					