

Year 10 GCSE PE Curriculum

Year 10 GCSE PE Curriculum Intent:

Within this year, students will be given the platform and foundation of developing and enhancing their theoretical knowledge. Carrying on from the skills acquired in KS3 and in particular Year 9, students will explore in greater depth the following topics from the AQA GCSE PE specification:-

- Applied Anatomy & Physiology;
- Physical Training;
- Movement Analysis;
- Use of data;
- Evaluating & Analysing Performance;
- Health, Fitness & Well-Being.

These topics will be explored in greater detail from when they were delivered or referenced within KS3 lessons. Students will understand how to apply theoretical knowledge to a practical context and vice versa. With this knowledge and understanding, students will gain a thorough insight into how to answer specific examination questions.

	Autumn Term			Spring Term			Summer Term		
Main Topic	Applied Anatomy and Physiology Physical Training			Applied Anatomy and Physiology Physical Training			Physical Training Year 10 Exam Preparation Performance Analysis Assessment (Coursework)		
Secondary Topics	Structure & Functions of the Musculoskeletal System	Structure & Functions of the Cardio-respiratory System	Components of Fitness Measuring Components of Fitness	Anaerobic & aerobic exercise Short & long term effects of exercise	Movement Analysis	Principle of Training Types of Training	How to optimise training and prevent injury Effective use of warm up and cool down	Paper 1 Revision	Analysis – Strengths & Weaknesses
Curriculum links	Topics taught in this terms follow on from activities delivered in Yr.9, e.g. components of fitness delivered in Fitness unit are applied here. Topics delivered in this term will naturally lend themselves to topics delivered in the Spring term.			Knowledge acquired from the Autumn term will be crucial in developing understanding in topics delivered here. For example, knowledge of the structure and function of the bodily systems will be utilised to evaluate what happens to these bodily systems when we exercise over a prolonged period of time (effects of exercise).			Practical activities will be embedded here to enhance application of theoretical content. This will be particularly useful for optimising training and injury prevention, as students can use their practical experience to aid them in the delivery of these topics.		
Cross-curricular links	Biology: Anatomy & Physiology, effects of exercise on the body. Understanding bodily systems. Mathematics: Counting and totalling points/scores & interpreting data. English: Understanding key terminology and what they mean. Understanding specific instructions to follow, interpreting that information and then being to articulate oral responses. Being able to coherently write sentences and answers to exam questions. R.S: Developing character and personal well-being. Creating leaders and working within a team. Understanding fair play and etiquette within each activity.								
Interleaving of skills	Recall of key terms will be established here. Students will be asked to retrieve AO1 (Knowledge) and then look to apply a practical context accordingly.			With this AO1 knowledge established, students will then learn how to apply this to sporting examples (AO2). Students will utilise these skills to delve further into topics and look to develop critical understanding and evaluative skills. E.g. Students will understand why it is important for a marathon runner to use the continuous method of training, linking their knowledge of effects of exercise and components of fitness, previously taught, within their answer.			Students will capitalise and utilise their practical knowledge to support answers and knowledge for these topics. Student will also link skills taught throughout the year to support their performance in Mock 1 and the first section of their coursework.		
Literacy	As per the PE departmental Literacy policy, the following approaches will be taken:-								

	- Students will be given key words related to the subject topic at the start of each lesson, with their respective definition. - Students will have access to the AQA key words and definitions sheet. This will be both a hard copy and allocated to their Google Classroom. - Teachers will highlight and address SPAG concerns in home-learning and assessed pieces of work. - Students will have their knowledge organisers to support their recall of knowledge alongside lesson resources. - When undergoing exam technique and preparation, teachers will spend time highlighting command words and going through mark schemes, so students are fully aware of how to access marks and understand what the question is specifically asking of them. - Regular opportunities for students to provide oral responses to class questions and have immediate feedback from their class teacher.								
Cultural capital	Physical Pupils are afforded the ability to develop not only communication skills through teamwork and leadership opportunities during each unit of study, but also improve their self-esteem and mental health through the participation and progress in 4 hours of physical activity of curriculum time, over 2 week period. Pupils' capacity to improve resilience through stretch and challenge is fundamental to their personal development, and they encounter this throughout the physical education curriculum/lessons. They can also expand upon this through participation in extracurricular clubs. Spiritual Co-operation, etiquette, team-work, fair play, values are all promoted in all PE lessons and extra-curricular opportunities. Pupils are encouraged to develop trust in one another through partner and team activities. Social Pupils develop their social interactions through numerous contact points in lessons and extra-curricular clubs. These range from a high level of team work during lessons, to the encouragement of the social side of sporting endeavour through teams/clubs/sport day Physical The Physical education curriculum is designed to improve pupils' physical endeavour and prowess in all lessons and activities. Pupils can expand upon this through participation in extra-curricular offerings. The promotion of school/club links for increased performance opportunities is also highlighted & promoted. Moral Co-operation, etiquette, team-work, fair play values are all promoted in all PE lessons and extra-curricular opportunities. Pupils are asked to be respectful of fellow learners, understanding that in competitive situations all ability level performers will be working together. Showing respect to the opposition and officials in competitive situations is also a key message. Topics delivered also remind students of their moral obligation to society and how sport can influence this positively or in some cases, negatively. Cultural Promotion of how to be an effective citizen in a sporting context (team member, responsibility of role within a team) and how we represent ourselves in an extracurricular sporting environment. Use of curriculum enrichment days also help to promote and embed this.								
Gatsby Benchmark 4 – Linking Curriculum to Careers	Within KS4, we look to promote careers within our curriculum, in the following ways:- - Interleave careers within our curriculum. For example, when discussing anatomy & physiology, we explore the role of a physiotherapist in an elite athletes recovery. - Prepare students for Post 16 and 18 courses, due to theoretical and practical knowledge acquired. - PE notice board dedicated to careers within sport and Physical Education. - Students to access visits to local Universities or NGB centres. - Emphasis on Physical Education within National Careers week.								
Assessment	Penultimate week of Autumn term 1 will be a formal exam		Penultimate week of Autumn term 2 will be a formal exam	Penultimate week of Spring term 1 will be a formal exam	Penultimate week of Spring term 2 will be a formal exam		Penultimate week of Summer term 2 will be a formal exam	Mock 1: June/July.	