Physical Education GCSE PE Curriculum Map

Carnforth High School

Year 10

Rationale and Links to The National Curriculum
Students who select to study the GCSE PE course will study a course which engages students to learn about the Health and Performance of an athlete, as well as providing a deep understanding of the fitness and body systems which are used by an athlete. This allows students the chance to learn and reflect on their own physical, social and emotional health. Through the Personal Exercise Programme, students will learn how to devise and complete a training programme, to improve sport performance. This allows students to deepen their understanding of how to identify strengths and weaknesses in performance and to develop a training programme to improve performance. The final element of the course is practical performance; students will be assessed on three practical sports. A mixture of team and individual performance. This encourages students to take part in competitive sport inside and outside of school, helping to develop that lifelong love of sport. Practical sports performance will be continuous throughout the two year course, in preparation for the external moderation day which takes place during Easter of Year 11. One hour a fortnight, one of the 5 allocated GCSE PE lessons, will be dedicated to this with students working through a range of sports and moderation day drills in preparation for both internal and external moderation. It is also expected that students participate in sport outside of the school environment to further develop their practical sporting ability.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	**Fitness and Body Systems** • Skeletal system • Muscular system	**Fitness and Body Systems** • Cardiovascular system • Respiratory system	**Fitness and Body Systems** • Fitness testing, method of training and components of fitness • Biomechanics and other factors	**Personal Exercise Programme** • Written coursework component of the course.	**Personal Exercise Programme** • Written coursework component of the course.	**Health and Performance** • Physical, Social and Emotional Health and Lifestyle choices
Substantive Knowledge (The knowledge the students will develop)	**Skeletal system** 1. Functions of the skeleton 2. Structure of the skeleton	**Cardiovascular system** 1. Functions of the CV system 2. Vaso's and vascular shunt	**Fitness testing and training** 1. P.E.F.H 2. PAR-Q and components of fitness	1. Use fitness testing to identify strengths and weaknesses – C.O.F. 2. Quantitative and qualitative analysis	6. Post PEP testing 7. Evaluation of PEP – Focusing on; Results analysis, skills analysis, body system	**Physical, Social and Emotional Health and Lifestyle choices** 1. Benefits of exercise on physical health

	3. The vertebral column 4. Bone growth and ossification 5. Joints and range of movements 6. Ranges of movement vs Sporting actions 7. Assessment **<u>Muscular system</u>** 1. 3 types of muscle fibres 2. Muscle groups, roles and locations 3. Antagonistic muscle pairs 4. Muscle fibre types **5.** Assessment	3. Structure of blood vessels 4. The four components of blood 5. Pathway of blood 6. Heart dissection 7. Blood pressure, heart rate and recovery rate. 8. Assessment **<u>Respiratory system</u>** 1. Functions of the respiratory system 2. Inhalation and exhalation 3. Gaseous exchange and lung volumes 4. O2 debt 5. Aerobic and Anaerobic systems 6. Energy sources 7. Assessment	3. Fitness testing 4. Methods of training 5. Principles of training 6. Training zones 7. Short term effects of training 8. Long term effects of training on the skeletal and muscular system 9. Long term effects of training on the CV and respiratory system 10. Assessment **<u>Biomechanics and other factors</u>** 1. Warm up and cool downs 2. Hazards and preventative measures 3. Injuries in sport 4. Drugs in sport 5. Planes and axis 6. Levers 7. Assessment	of performance to identify sports specific skill. 3. SMART goal setting 4. Apply training principles 5. Devise 6-week training programme and complete	adaptation, future recommendations.	2. Benefits of exercise of emotional health 3. Benefits of exercise on social health 4. Lifestyle choices 5. Graph analysis 6. Assessment
Disciplinary Knowledge (The skills and approaches that students will develop)	• Q & A • Summative teacher assessment, through end of unit assessment. • Understanding and analysis of	• Q & A • Summative teacher assessment, through end of unit assessment. • Understanding and analysis of	• Q & A • Summative teacher assessment, through end of unit assessment. • Understanding and analysis of	• Ability to analyse own performance • Ability to devise and complete a training programme	• Ability to analyse a training programme and development, focuses on areas of strengths and weaknesses,	• Q & A • Summative teacher assessment, through end of unit assessment. • Understanding and analysis of Physical, Social and

	both the skeletal and muscular system and how they impact sports performance, with appropriate sporting examples.	both the respiratory and cardiovascular system and how they impact sports performance, with appropriate sporting examples.	both fitness, testing and training and biomechanics impact sports performance, with appropriate sporting examples.		supported by use of data.	Emotional health with appropriate sporting examples.
Assessment (The methods that teachers will use to assess the progress of all students)	At the end of each unit students will complete an assessment. Assessments will be out of 50 marks, made up of exam style questions.	At the end of each unit students will complete an assessment. Assessments will be out of 50 marks, made up of exam style questions.	At the end of each unit students will complete an assessment. Assessments will be out of 50 marks, made up of exam style questions.	Teacher assessment will take place following the complete of the PEP, with the written coursework component being assessed using the marking criteria.	Teacher assessment will take place following the complete of the PEP, with the written coursework component being assessed using the marking criteria.	At the end of each unit students will complete an assessment. Assessments will be out of 50 marks, made up of exam style questions.
Reading, Writing and Vocabulary	**<u>Skeletal system</u>** • Density • Vital Organs • Ligaments • Tendons • Protection • Function • Cervical • Thoracic • Lumbar • Sacrum • Coccyx • Cartilage • Bone growth • Ossification • Osteoporosis • Structure • Protection • Muscle attachment	**<u>Cardiovascular system</u>** • Pathway of blood • Systolic • Diastolic • Blood pressure • Chamber • Dissection • Semi permeable • Heart rate • Beats per minute • Carbon dioxide **<u>Respiratory system</u>** • Lactic acid • Oxygen debt • Aerobic respiration • Anaerobic respiration • ATP • Trachea	**<u>Fitness testing and training</u>** • Balance • Co-ordination • Reaction Time • Agility • Power • Fitness test • Continuous • Fartlek • Circuit • Interval • Plyometrics • Weight/Resistance Training • Frequency • Intensity • Time • Type • Performance • Exercise	**<u>Personal Exercise Programme</u>** • Balance • Co-ordination • Reaction Time • Agility • Power • Fitness test • Continuous • Fartlek • Circuit • Interval • Plyometrics • Weight/Resistance Training • Frequency • Intensity • Time • Type • Performance • Exercise	**<u>Personal Exercise Programme</u>** • Balance • Co-ordination • Reaction Time • Agility • Power • Fitness test • Continuous • Fartlek • Circuit • Interval • Plyometrics • Weight/Resistance Training • Frequency • Intensity • Time • Type • Performance • Exercise	**<u>Physical, Social and Emotional Health and Lifestyle choices</u>** • Figure/caption • Axis • Key • Trace • Sleep balance • Body Composition • Bone Density • Stress • Self-Esteem • Aesthetics • Social mixing • Co-operation • Calories • Sedentary lifestyle • Graph analysis • FAKT • Exercise • Physical

	• Movement • Minerals • Phosphorus • Blood cell production **<u>Muscular system</u>** • Tibilas anterior • Hip flexors • Gluteal • Antagonistic • Agonist • Antagonist • Pair • Relax • Muscle group • Contraction • Muscle fibre • Cardiac • Voluntary • Involuntary • Gastrocnemius	• Lungs • Diaphragm • Nasal cavity • Larynx • Inhaled • Exhaled • Tidal Volume • Vital capacity • Oxygen • Carbon dioxide • Alveoli • Bronchi • Bronchioles • Glucose	• Fitness • Health • PAR-Q • Cardiovascular Fitness • Muscular Endurance • Muscular Strength • Flexibility • Body Composition • Speed **<u>Biomechanics and other factors</u>** • Levers • Fulcrum • Load • Effort • Sagittal • Frontal • Transverse • PEDs • Anabolic steroids • Beta blockers • Diuretics • Narcotic analgesics • Stimulants • Peptide Hormones (erythropoietin) • Growth Hormones • Planes • Axis • PAR-Q • Warm up • Cool down • Concussions	• Fitness • Health • PAR-Q • Cardiovascular Fitness • Muscular Endurance • Muscular Strength • Flexibility • Body Composition • Speed • PAR-Q • Warm up • Cool down	• Fitness • Health • PAR-Q • Cardiovascular Fitness • Muscular Endurance • Muscular Strength • Flexibility • Body Composition • Speed • PAR-Q • Warm up • Cool down	• Emotional • Social • Osteoporosis • Coronary Heart Disease • Type 2 Diabetes • Muscular Strength • Muscular Endurance • Life Expectancy • Calories

			• Fractures • Dislocation • Torn cartilage • Sprains • Tennis elbow • Abrasions • RICE			
Numeracy	Students are required numeracy skills to complete questions that require graph analysis.	Students are required to use numeracy skills and formulas to work out heart rate data, such as resting heart rate, max heart rate and recovery rate.	Students are required to utilise numeracy skills when devising training programmes, through numbers of sets and repetitions, training zones and heart rate data.	Students are required to complete 11 fitness tests, which require the use of data to identify strength and weaknesses. Students will devise a training programme which requires numeracy skills to apply progressive overload with sets and repetitions.	Students are required to complete 11 fitness tests, which require the use of data to identify strength and weaknesses. Students will devise a training programme which requires numeracy skills to apply progressive overload with sets and repetitions.	Students are required numeracy skills to complete questions that require graph analysis.
Personal Development	Students will be provided with opportunities to take part in the departments extracurricular programme to further develop their practical performance.	Students will be provided with opportunities to take part in the departments extracurricular programme to further develop their practical performance.	Students will be provided with opportunities to take part in the departments extracurricular programme to further develop their practical performance.	Students will complete a 6 week training programme, developing their physical, social and emotional health.	Students will complete a 6 week training programme, developing their physical, social and emotional health.	Students will be provided with opportunities to take part in the departments extracurricular programme to further develop their practical performance.

Physical Education GCSE PE Curriculum Map

Year 11

Carnforth High School

Rationale and Links to The National Curriculum
Students who select to study the GCSE PE will study a course which engages students to learn about the Health and Performance of an athlete, as well as providing a deep understanding of the fitness and body systems which are used by an athlete. This allows students the chance to learn and reflect on their own physical, social and emotional health. Through the Personal Exercise Programme, students will learn how to devise and complete a training programme, to improve sport performance. This allows students to deepen their understanding of how to train the human body. The final element of the course is practical performance; students will be assessed on three practical sports. A mixture of team and individual performance. This encourages students to take part in competitive sport inside and outside of school, helping to develop that lifelong love of sport. Practical sports performance will be continuous throughout the two year course, in preparation for the external moderation day which takes place during Easter of Year 11. One hour a fortnight, one of the 5 allocated GCSE PE lessons, will be dedicated to this with students working through a range of sports and moderation day drills in preparation for both internal and external moderation. It is also expected that students participate in sport outside of the school environment to further develop their practical sporting ability. During Year 11 students will complete the learning element of the content being assessed before completing the practical performance external moderation. The final half term will be spent revising content learnt throughout KS4 in preparation for end of year examinations.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	**Health and Performance** • Diet and energy balance	**Health and Performance** • Sports Psychology and skill acquisition	**Health and Performance** • Commercialisation and ethical behaviour	Revision and exam preparation for Component 1 and 2 exams Component 3 – Practical performance external moderation	Revision and exam preparation for Component 1 and 2 exams	
Substantive Knowledge (The knowledge	**Diet and energy balance** 1. Calories, Macro & Micronutrients 2. Diet Manipulation	**Sports psychology and skill acquisition** 1. Classification of skill 2. Practice structures	**Commercialisation and ethical behaviours** 1. Participation in sport	Recap of content for all units from the Fitness and Body systems and Health and Performance papers.	Recap of content for all units from the Fitness and Body systems and Health and Performance papers.	

the students will develop)	3. Optimum Weight 4. Hydration and energy balance 5. Assessment	3. SMART goals 4. Guidance 5. Feedback and mental preparation 6. Assessment	2. Commercialisation in sport 3. Ethical behaviours and interpreting graphs 4. Assessment	Refine exam question skill and practice.	Refine exam question skill and practice.
Disciplinary Knowledge (The skills and approaches that students will develop)	• Q & A • Summative teacher assessment, through end of unit assessment. • Understanding and analysis of Diet and energy balance and how this impact sports performance, with appropriate sporting examples.	• Q & A • Summative teacher assessment, through end of unit assessment. • Understanding and analysis of Sports psychology and skill acquisition impacts sports performance, with appropriate sporting examples.	• Q & A • Summative teacher assessment, through end of unit assessment. • Understanding and analysis of Commercialisation and ethical behaviours impact sports performance, with appropriate sporting examples.	• Ability to answer a range of exam questions • Ability to apply a range of sporting examples • Ability to analyse data and graphs	• Ability to answer a range of exam questions • Ability to apply a range of sporting examples • Ability to analyse data and graphs
Assessment (The methods that teachers will use to assess the progress of all students)	At the end of each unit students will complete an assessment. Assessments will be out of 50 marks, made up of exam style questions.	At the end of each unit students will complete an assessment. Assessments will be out of 50 marks, made up of exam style questions.	At the end of each unit students will complete an assessment. Assessments will be out of 50 marks, made up of exam style questions.	GCSE PE practice exam questions and papers.	GCSE PE Edexcel Exam
Reading, Writing and Vocabulary	**<u>Diet and energy balance</u>** • Calorie • Nutrient • Recommended daily allowance • Macronutrient • Micronutrient • Carbohydrate • Proteins	**<u>Sports psychology and skill acquisition</u>** • Realistic • Variable • Time bound • Practice structures • Massed • Distributed • Fixed • Visual Guidance	**<u>Commercialisation and ethical behaviours</u>** • Gender • Age • Socio economic • Ethnicity • Disability • Commercialisation • Sponsorship • Advertising	All vocabulary covered throughout the course.	All vocabulary covered throughout the course.

	• Fats • Vitamins • Minerals Fibre • Water • Hydration • Energy balance • Optimum weight • Energy expenditure • Dietary manipulation • Carbo loading • Protein intake • Energy balance • Metabolic rate	• Verbal Guidance • Manual • Mechanical Guidance • Open • Closed • Basic (Simple) • Complex (Hard) • Low Organisational • High Organisational • SMART goals • Specific • Measurable • Achievable	• Media • Stakeholders • Sportsmanship • Gamesmanship • Deviance • Graph analysis • Cheating			
Numeracy	Students are required numeracy skills to complete questions that require graph analysis.	Students are required numeracy skills to complete questions that require graph analysis.	Students are required numeracy skills to complete questions that require graph analysis.	Students are required numeracy skills to complete questions that require graph analysis	Students are required numeracy skills to complete questions that require graph analysis	
Personal Development	Students will be provided with opportunities to take part in the departments extracurricular programme to further develop their practical performance.	Students will be provided with opportunities to take part in the departments extracurricular programme to further develop their practical performance.	Students will be provided with opportunities to take part in the departments extracurricular programme to further develop their practical performance.	Students will be provided with opportunities to take part in the departments extracurricular programme to further develop their practical performance.	Students will be provided with opportunities to take part in the departments extracurricular programme to further develop their practical performance.	