

Year 10	GCSE PE Component 2		
	Key Knowledge- what will students know by the end of this topic?	Key skills- what skills will students have developed by the end of this topic?	Assessment opportunities- How is progress measure?
1-7 Sep- Oct half term	<p>1.1.1 Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved</p> <p>1.1.2 Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved</p> <p>1.1.3 Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved</p> <p>1.1.4 Impact of fitness on wellbeing: positive and negative health effects</p> <p>1.1.5 How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual</p> <p>2.1.1 Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua</p> <p>4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport</p> <p>4.1.2 Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods</p> <p>4.1.3 Present data (including tables and graphs)</p> <p>4.1.4 Interpret data accurately</p>	<p>Exam technique - be able to apply knowledge to relevant question level.</p> <p>Be able to apply knowledge to sporting scenarios</p> <p>Be able to describe/state/define (AO1), apply using examples from sport (AO2), and explain/evaluate/analyse topics learned (AO3)</p> <p>Structure answers according to 'command words' in exam questions</p> <p>Recall key vocabulary and terminology</p> <p>Explain key anatomical concepts.</p> <p>Develop the skills of analysis and evaluation of performance in physical activity and sport.</p> <p>Be able to identify cross curricular links between C1 and C2 factors</p> <p>Be able to identify cross curricular links with other subjects - especially science (anatomy and physiology), maths (data analysis), English (longer answers to 9-mark questions, writing structure etc), PSHCE (health and well-being) etc.</p>	<p>Ongoing teacher assessment and questioning.</p> <p>Regular homework – using 'The Everlearner' online platform.</p> <p>Regular 'Test yourself' topic tests.</p> <p>Formal mock assessment.</p> <p>Peer/Self-assessment</p> <p>Regular interleaving starter tests checking previous learning</p>
Oct- Christmas	<p>3.1.1 Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: gender, age, socio-economic group, ethnicity, disability</p> <p>3.1.2 Interpretation and analysis of graphical representation of data associated with trends in participation rates</p>	<p>Exam technique - be able to apply knowledge to relevant question level.</p> <p>Be able to apply knowledge to sporting scenarios</p> <p>Be able to describe/state/define (AO1), apply using examples from sport (AO2), and explain/evaluate/analyse topics learned (AO3)</p> <p>Structure answers according to 'command words' in exam questions</p>	<p>Ongoing teacher assessment and questioning. Regular homework – using 'The Everlearner' online platform.</p> <p>Regular 'Test yourself' topic tests.</p> <p>Formal mock assessment.</p> <p>Peer/Self-assessment</p>

	<p>1.1.6 Lifestyle choices in relation to: diet, activity level, work/ rest/sleep balance, and recreational drugs (alcohol, nicotine)</p> <p>1.1.7 Positive and negative impact of lifestyle choices on health, fitness and wellbeing, e.g. the negative effects of smoking (bronchitis, lung cancer)</p> <p>1.2.1 A sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness</p> <p>1.2.2 Interpretation and analysis of graphical representation of data associated with trends in physical health issues</p> <p>1.3.1 The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport</p> <p>1.3.2 The role and importance of macronutrients (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes</p> <p>1.3.3 The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports</p> <p>4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport</p> <p>4.1.2 Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods</p> <p>4.1.3 Present data (including tables and graphs)</p> <p>4.1.4 Interpret data accurately</p> <p>4.1.5 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport</p>	<p>Recall key vocabulary and terminology</p> <p>Explain key anatomical concepts.</p> <p>Develop the skills of analysis and evaluation of performance in physical activity and sport.</p> <p>Be able to identify cross curricular links between C1 and C2 factors</p> <p>Be able to identify cross curricular links with other subjects - especially science (anatomy and physiology), maths (data analysis), English (longer answers to 9-mark questions, writing structure etc), PSHCE (health and well-being) etc.</p>	<p>Regular interleaving starter tests checking previous learning</p>
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<p>Jan-Feb half term</p>	<p>2.1.2 Practice structures: massed, distributed, fixed and variable 2.1.3 Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills 3.2.1 The relationship between commercialisation, the media and physical activity and sport 3.2.2 The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator 3.2.3 Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport 4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport 4.1.2 Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods 4.1.3 Present data (including tables and graphs) 4.1.4 Interpret data accurately 4.1.5 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport</p>	<p>Exam technique - be able to apply knowledge to relevant question level. Be able to apply knowledge to sporting scenarios Be able to describe/state/define (AO1), apply using examples from sport (AO2), and explain/evaluate/analyse topics learned (AO3) Structure answers according to 'command words' in exam questions Recall key vocabulary and terminology Explain key anatomical concepts. Develop the skills of analysis and evaluation of performance in physical activity and sport. Be able to identify cross curricular links between C1 and C2 factors Be able to identify cross curricular links with other subjects - especially science (anatomy and physiology), maths (data analysis), English (longer answers to 9-mark questions, writing structure etc), PSHCE (health and well-being) etc.</p>	<p>Ongoing teacher assessment and questioning. Regular homework – using 'The Everlearner' online platform. Regular 'Test yourself' topic tests. Formal mock assessment. Peer/Self-assessment Regular interleaving starter tests checking previous learning</p>
<p>Feb- Easter</p>	<p>1.3.4 The factors affecting optimum weight: sex, height, bone structure and muscle girth 1.3.5 The variation in optimum weight according to roles in specific physical activities and sports 1.3.6 The correct energy balance to maintain a healthy weight 1.3.7 Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport 2.2.1 The use of goal setting to improve and/or optimise performance 2.2.2 Principles of SMART targets (specific, measurable, achievable, realistic, time-bound) and the</p>	<p>Exam technique - be able to apply knowledge to relevant question level. Be able to apply knowledge to sporting scenarios Be able to describe/state/define (AO1), apply using examples from sport (AO2), and explain/evaluate/analyse topics learned (AO3) Structure answers according to 'command words' in exam questions Recall key vocabulary and terminology Explain key anatomical concepts. Develop the skills of analysis and evaluation of performance in physical activity and sport. Be able to identify cross curricular links between C1 and C2 factors</p>	<p>Ongoing teacher assessment and questioning. Regular homework – using 'The Everlearner' online platform. Regular 'Test yourself' topic tests. Formal mock assessment. Peer/Self-assessment Regular interleaving starter tests checking previous learning</p>

	<p>value of each principle in improving and/or optimising performance</p> <p>2.2.3 Setting and reviewing targets to improve and/or optimise performance</p> <p>4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport</p> <p>4.1.2 Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods</p> <p>4.1.3 Present data (including tables and graphs)</p> <p>4.1.4 Interpret data accurately</p> <p>4.1.5 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport</p> <p>Revision for mocks (after the Easter break)</p>	<p>Be able to identify cross curricular links with other subjects - especially science (anatomy and physiology), maths (data analysis), English (longer answers to 9-mark questions, writing structure etc), PSHCE (health and well-being) etc.</p>	
Easter- Half Term	<p>Week 1 – Revision for Mocks</p> <p>Week 2 – Mocks/Revision</p> <p>Week 3 – Mocks/Revision</p> <p>Week 4 – Work Experience</p> <p>Week 5 + 6 – AFL and Look at Unit 3. Start some flip learning.</p>	<p>Exam technique - be able to apply knowledge to relevant question level.</p> <p>Be able to apply knowledge to sporting scenarios</p> <p>Be able to describe/state/define (AO1), apply using examples from sport (AO2), and explain/evaluate/analyse topics learned (AO3)</p> <p>Structure answers according to 'command words' in exam questions</p> <p>Recall key vocabulary and terminology</p> <p>Explain key anatomical concepts.</p> <p>Develop the skills of analysis and evaluation of performance in physical activity and sport.</p> <p>Be able to identify cross curricular links between C1 and C2 factors</p> <p>Be able to identify cross curricular links with other subjects - especially science (anatomy and physiology), maths (data analysis), English (longer answers to 9-mark questions, writing structure etc), PSHCE (health and well-being) etc.</p>	<p>Ongoing teacher assessment and questioning. Regular homework – using 'The Everlearner' online platform.</p> <p>Regular 'Test yourself' topic tests.</p> <p>Formal mock assessment.</p> <p>Peer/Self-assessment</p> <p>Regular interleaving starter tests checking previous learning</p>
June - Summer	<p>3.3.1 The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level</p>	<p>Exam technique - be able to apply knowledge to relevant question level. Be able to apply knowledge to sporting scenarios</p>	<p>Ongoing teacher assessment and questioning. Regular homework –</p>

	<p>3.3.2 Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport</p> <p>4.1.1 Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport</p> <p>4.1.2 Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods</p> <p>4.1.3 Present data (including tables and graphs)</p> <p>4.1.4 Interpret data accurately</p> <p>4.1.5 Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport</p> <p>Revision</p>	<p>Be able to describe/state/define (AO1), apply using examples from sport (AO2), and explain/evaluate/analyse topics learned (AO3)</p> <p>Structure answers according to 'command words' in exam questions</p> <p>Recall key vocabulary and terminology</p> <p>Explain key anatomical concepts.</p> <p>Develop the skills of analysis and evaluation of performance in physical activity and sport.</p> <p>Be able to identify cross curricular links between C1 and C2 factors</p> <p>Be able to identify cross curricular links with other subjects - especially science (anatomy and physiology), maths (data analysis), English (longer answers to 9-mark questions, writing structure etc), PSHCE (health and well-being) etc.</p>	<p>using 'The Everlearner' online platform.</p> <p>Regular 'Test yourself' topic tests.</p> <p>Formal mock assessment.</p> <p>Peer/Self-assessment</p> <p>Regular interleaving starter tests checking previous learning</p>
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