Y10 GCSE PE Component 1

Year 10	GCSE PE		
XX7 1	Key Knowledge- what will students	Key skills - what skills will students have developed by the	Assessment opportunities- How is progress
1-7 Sep-Oct half term	 3.1.1 Definitions of fitness, health, exercise and performance and the relationship between them. 3.2.1 Components of fitness and the relative importance of these components in physical activity and sport 3.2.2 Fitness testing 3.2.3 Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables 3.2.4 Fitness tests for specific components of fitness 3.2.5 How fitness is improved 3.3.1 Principles of training. Revision for Mocks (week beginning 21st November) 	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.	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
	1.1 The structure and functions of the musculo-skeletal system	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	Ongoing teacher assessment and questioning. Regular homework – using 'The Everlearner' online platform. Regular 'Test yourself' topic tests. Formal mock assessment.
Oct- Christmas	Classification of bones Structure and their classification Classification of joints	explain/evaluate/analyse topics learned (AO3) Structure answers according to 'command words' in exam questions Recall key vocabulary and terminology	Peer/Self-assessment Regular interleaving starter tests checking previous learning

	Movements possible at joints	Explain key anatomical concepts.	
	Role of ligaments and tendon	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.	
		Exam technique - be able to apply knowledge to	
		relevant question level.	
		Be able to apply knowledge to sporting scenarios	
	1.1 The structure and functions of	Be able to describe/state/define (AO1), apply using	
	the musculo-skeletal system	examples from sport (AO2), and	
		explain/evaluate/analyse topics learned (AO3)	
		Structure answers according to 'command words' in	
	Classification and characteristics of	exam questions	
	muscle types	Recall key vocabulary and terminology	
	Location and role of voluntary	Explain key anatomical concepts.	
	muscles	Develop the skills of analysis and evaluation of	
	Antagonistic pairs of muscles	performance in physical activity and sport.	Ongoing teacher assessment and questioning.
	Characteristics of fast and slow	Be able to identify cross curricular links between C1 and	Regular homework – using 'The Everlearner' online
	twitch fibre types	C2 factors	platform.
	How the skeletal muscular systems	Be able to identify cross curricular links with other	Regular 'Test yourself' topic tests.
	work together	subjects - especially science (anatomy and physiology),	Formal mock assessment.
		maths (data analysis), English (longer answers to 9-mark	Peer/Self-assessment
Jan-Feb		questions, writing structure etc), PSHCE (health and	Regular interleaving starter tests checking previous
half term		well-being) etc.	learning
	1.2 The structure and functions of		Ongoing teacher assessment and questioning.
	the cordio receivatory system	Exam technique - be able to apply knowledge to	Regular homework – using 'The Everlearner' online
Feb-	the cardio-respiratory system	relevant question level.	platform.
Easter		Be able to apply knowledge to sporting scenarios	Regular 'Test yourself' topic tests.

	1.3 Anaerobic and aerobic exercise	Be able to describe/state/define (AO1), apply using	Formal mock assessment.
		examples from sport (AO2), and	Peer/Self-assessment
		explain/evaluate/analyse topics learned (AO3)	Regular interleaving starter tests checking previous
	Functions of cardiovascular system	Structure answers according to 'command words' in	learning
		exam questions	
	Structure of the cardiovascular	Recall key vocabulary and terminology	
	system	Explain key anatomical concepts.	
	Structure of arteries, capillaries and	Develop the skills of analysis and evaluation of	
	veins	performance in physical activity and sport.	
	Redistribution of blood flow	Be able to identify cross curricular links between C1 and	
	Function of red and white blood	C2 factors	
	cells	Be able to identify cross curricular links with other	
	Composition of air	subjects - especially science (anatomy and physiology),	
	Vital capacity and tidal volume	maths (data analysis), English (longer answers to 9-mark	
	Location of main components of	questions, writing structure etc), PSHCE (health and	
	respiratory system	well-being) etc.	
	Structure of the alveoli		
	Revision for mocks (starting 2 nd		
	week after Easter)		
		Exam technique - be able to apply knowledge to	
		relevant question level.Be able to apply knowledge to	
		sporting scenarios	
	Vital capacity and tidal volume	Be able to describe/state/define (AO1), apply using	
	Location of main components of	examples from sport (AO2), and	Ongoing teacher assessment and questioning.
	respiratory system	explain/evaluate/analyse topics learned (AO3)	Regular homework – using 'The Everlearner' online
	Structure of the alveoli	Structure answers according to 'command words' in	platform.
	Revision for mocks (starting 2 ^m	exam questions	Regular 'Test yourself' topic tests.
	week atter Easter)	Recall key vocabulary and terminology	Formal mock assessment.
Faster-		Explain key anatomical concepts.	Peer/Self-assessment
May		Develop the skills of analysis and evaluation of	Regular interleaving starter tests checking previous
itidy		performance in physical activity and sport.	learning

		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.	
	1.4 The short- and long-term		
	effects of exercise		
	2.1 Lever systems		
	2.2 Planes and axes of movement		
		Exam technique - be able to apply knowledge to	
		relevant question level.	
	Energy	Be able to apply knowledge to sporting scenarios	
	Energy sources	Be able to describe/state/define (AO1), apply using	
		examples from sport (AO2), and	
	Revision for examination	explain/evaluate/analyse topics learned (AO3)	
	YEAR 10 MOCK EXAM	Structure answers according to 'command words' in	
	Assessment for Learning lesson to	exam questions	
	review exam	Recall key vocabulary and terminology	
		Explain key anatomical concepts.	
	Short term effects on lactate	Develop the skills of analysis and evaluation of	
	accumulation, muscle fatigue and	performance in physical activity and sport.	Ongoing teacher assessment and questioning.
	relevance on performer	Be able to identify cross curricular links between C1 and	Regular homework – using 'The Everlearner' online
	Short term effects on heart rate,	C2 factors	platform.
	stroke volume and cardiac output	Be able to identify cross curricular links with other	Regular 'Test yourself' topic tests.
	Short term effects on depth and	subjects - especially science (anatomy and physiology),	Formal mock assessment.
	rate of breathing	maths (data analysis), English (longer answers to 9-mark	Peer/Self-assessment
May-	Long term effects of exercise on the	questions, writing structure etc), PSHCE (health and	Regular interleaving starter tests checking previous
Summer	body systems	well-being) etc.	learning

Interpretation of graphical	
respiration of heart rate, stroke	
volume and cardiac output values at	
rest and during exercise	
First, second- and third-class leavers	
Mechanical advantage and	
disadvantage	
Movement patterns using body	
planes and axis	
Movement in the sagittal plane on	
the frontal axis	
Movement in the frontal plane on	
the sagittal axis	
Movement in the transverse plane	
about the vertical axis	