Y10 GCSE PE Component 1

Year 10	**GCSE PE**		
Week	***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	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
Oct-Christmas	**1.1 The structure and functions of the musculo-skeletal system** Functions of the skeleton Classification of bones Structure and their classification Classification of joints	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	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

	Movements possible at joints Role of ligaments and tendon	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.	
Jan-Feb half term	**1.1 The structure and functions of the musculo-skeletal system** Classification and characteristics of muscle types Location and role of voluntary muscles Antagonistic pairs of muscles Characteristics of fast and slow twitch fibre types How the skeletal muscular systems work together	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
Feb-Easter	**1.2 The structure and functions of the cardio-respiratory system**	Exam technique - be able to apply knowledge to relevant question level. Be able to apply knowledge to sporting scenarios	Ongoing teacher assessment and questioning. Regular homework – using 'The Everlearner' online platform. Regular 'Test yourself' topic tests.

	1.3 Anaerobic and aerobic exercise Functions of cardiovascular system Structure of the cardiovascular system Structure of arteries, capillaries and veins Redistribution of blood flow Function of red and white blood cells Composition of air Vital capacity and tidal volume Location of main components of respiratory system Structure of the alveoli Revision for mocks (starting 2nd week after Easter)	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.	Formal mock assessment. Peer/Self-assessment Regular interleaving starter tests checking previous learning
Easter-May	Composition of air Vital capacity and tidal volume Location of main components of respiratory system Structure of the alveoli Revision for mocks (starting 2nd week after Easter)	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.	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

		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.	
May-Summer	**1.4 The short- and long-term effects of exercise** **2.1 Lever systems** **2.2 Planes and axes of movement** Energy Energy sources Revision for examination YEAR 10 MOCK EXAM Assessment for Learning lesson to review exam Short term effects on lactate accumulation, muscle fatigue and relevance on performer Short term effects on heart rate, stroke volume and cardiac output Short term effects on depth and rate of breathing Long term effects of exercise on the body systems	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

	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		