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	Complete the Personal Exercise Programme (PEP – coursework). The aim of the PEP is for students to develop their ability to analyse and evaluate their personal fitness to improve/optimise performance in physical activity and sport.	Understand the physiological/fitness requirements for the sporting activity Conduct an analyse of performance or part of a performance e.g., time/distance, pass completion in each time limit, serves into a given part of the court, accuracy of throwing, etc Undertake a battery of fitness tests specific to the sporting activity Analyse pre-PEP test results Construct an appropriate aim based on developing performance through improving a component of fitness Select and justify the use of appropriate SMART targets, method(s) of training and principles of training. Complete a PAR-Q Complete planned training sessions. Evaluation of PEP	Students must carry out their chosen method(s) of training over 6-8 weeks, using appropriate principles of training to improve/optimise their performance Students will be required to analyse the data from their PEP and evaluate it to show how their performance could improve in their chosen activity. They need to make recommendations for further improvements/optimisation to their performance. Students will be assessed on the coherence and conciseness of their evaluation of their PEP, and not exceed the 1500- word limit.
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 Movements possible at joints Role of ligaments and tendon	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.	
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** **1.3 Anaerobic and aerobic exercise**	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)	Ongoing teacher assessment and questioning. Regular homework – using 'The Everlearner' online platform. Regular 'Test yourself' topic tests. Formal mock assessment. Peer/Self-assessment

	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)	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.	Regular interleaving starter tests checking previous learning
Easter-Summer exam date	**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	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),	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

	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 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	maths (data analysis), English (longer answers to 9-mark questions, writing structure etc), PSHCE (health and well-being) etc.	