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	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	1.1.1 Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved 1.1.2 Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved 1.1.3 Social health: how participation in physical activity and sport can improve social health and how	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.	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

	these benefits are achieved 1.1.4 Impact of fitness on wellbeing: positive and negative health effects 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 1.1.6 Lifestyle choices in relation to: diet, activity level, work/ rest/sleep balance, and recreational drugs (alcohol, nicotine) 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) 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	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	1.2.1 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 1.2.2 Interpretation and analysis of graphical representation of data associated with trends in physical health issues	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

	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 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 1.3.3 The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports 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 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	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.	

Feb-Easter	2.1.1 Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua 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 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 value of each principle in improving and/or optimising performance 2.2.3 Setting and reviewing targets to improve and/or optimise performance 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 Revision for mocks (after the Easter break)	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
Easter-Half Term	Week 1 – Revision for Mocks Week 2 – Mocks/Revision Week 3 – Mocks/Revision Week 4 – Work Experience Week 5 + 6 – AFL and Look at Unit 3. Start some flip learning.	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.

		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.	Peer/Self-assessment Regular interleaving starter tests checking previous learning
June - Summer	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 3.1.2 Interpretation and analysis of graphical representation of data associated with trends in participation rates 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 3.3.1 The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level 3.3.2 Interpretation and analysis of graphical representation of data associated with trends in	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

	ethical and socio-cultural issues in 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 Revision		