



## Curriculum Plan \*PE (GCSE)\*



Year 10	Golden Treads: State the big ideas that will be taught across the year ( <a href="#">Threshold concepts</a> )				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the <a href="#">National Curriculum</a> where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. <a href="#">Substantive vs disciplinary knowledge</a>	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. <a href="#">Substantive vs disciplinary knowledge</a>	What are the key misconceptions that students have in this curriculum area?	List the <a href="#">Tier 2 and Tier 3</a> words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
	<b>Paper 2 – Health, Fitness &amp; Well-being</b>	End of topic test	The meaning of health & fitness Consequences of a sedentary lifestyle Obesity & how it impacts performance Somatotypes Energy expenditure A balanced diet Maintaining water balance	Students need to be able to recall key definitions & knowledge (AO1) Students need to be able to apply knowledge to relevant sporting examples (AO2) Students need to be able to justify, discuss & evaluate various topics (AO3) Students need to be able to understand exam questions and they must know how to construct written answers	Students often struggle learning the “whole” definition for obesity Students struggle recalling the percentage of food we should have for each different nutrient	Health Fitness Obesity Sedentary lifestyle Obesity Endomorph / Ectomorph / Mesomorph Carbohydrates Fats Protein Vitamins & Minerals Hydration Dehydration Rehydration	
Term 2	<b>Paper 1 – The Musculoskeletal System / The Cardio-respiratory System</b>	End of topic test	The skeletal system & function of the skeleton Boones & muscles Structure of a synovial joint Types of movement at joints Antagonistic muscle action Types of muscular contraction	Students need to be able to recall key definitions & knowledge (AO1) Students need to be able to apply knowledge to relevant sporting examples (AO2) Students need to be able to justify, discuss & evaluate various topics (AO3) Students need to be able to understand exam questions and they must know how to construct written answers	Students often struggle drawing an accurate diagram of a synovial joint Students often get confused between types of movements at joints & types of muscular contractions	Protection Support Shape Mineral storage Blood cell production Point of attachment Ligaments Tendons Isometric contraction Isotonic contraction Eccentric contraction Concentric contraction (names of specific muscles & bones)	



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Term 3	<b>Paper 1 – The Cardio-respiratory System / Physical Training</b>	End of topic test	<p>The pathway of air</p> <p>Gaseous exchange</p> <p>Blood vessels</p> <p>Structure of the heart</p> <p>The cardiac cycle</p> <p>The mechanics of breathing</p> <p>Interpretation of a spirometer trace</p> <p>Aerobic &amp; anaerobic exercise</p> <p>EPOC</p> <p>The recovery process from vigorous exercise</p> <p>The immediate, short &amp; long term effects of exercise</p>	<p>Students need to be able to recall key definitions &amp; knowledge (AO1)</p> <p>Students need to be able to apply knowledge to relevant sporting examples (AO2)</p> <p>Students need to be able to justify, discuss &amp; evaluate various topics (AO3)</p> <p>Students need to be able to understand exam questions and they must know how to construct written answers</p>	<p>Students often struggle recalling the correct sequence for the cardiac cycle / pathway of blood</p> <p>Students often struggle naming the muscles used for the mechanics of breathing</p>	<p>Trachea</p> <p>Lungs</p> <p>Alveoli</p> <p>Gaseous exchange</p> <p>Red blood cells</p> <p>Atria</p> <p>Ventricles</p> <p>Chambers</p> <p>Lactic acid</p> <p>Heart rate</p> <p>Arteries</p> <p>Veins</p> <p>Capillaries</p> <p>Pulmonary vein / artery</p> <p>Inhalation / exhalation</p> <p>Hypertrophy</p> <p>Bradycardia</p>	
Term 4	<b>Paper 1 – Physical Training</b>		<p>Health, fitness &amp; the relationship between them</p> <p>Components of fitness</p> <p>Measuring components of fitness</p> <p>Reasons &amp; limitations to fitness testing</p> <p>Date collection</p> <p>Calculating intensity to optimise training effectiveness</p> <p>Types of training</p> <p>Principals of training &amp; overload</p> <p>High altitude training</p> <p>Considerations to prevent injury</p> <p>Warming up &amp; cooling down</p>	<p>Students need to be able to recall key definitions &amp; knowledge (AO1)</p> <p>Students need to be able to apply knowledge to relevant sporting examples (AO2)</p> <p>Students need to be able to justify, discuss &amp; evaluate various topics (AO3)</p> <p>Students need to be able to understand exam questions and they must know how to construct written answers</p>	<p>Students often struggle to recall the definitions for each component of fitness &amp; get confused between the different components</p>	<p>Power</p> <p>Strength</p> <p>Speed</p> <p>Agility</p> <p>Co-ordination</p> <p>Balance</p> <p>Muscular endurance</p> <p>Reaction time</p> <p>Flexibility</p> <p>Aerobic</p> <p>Anaerobic</p> <p>Plyometrics</p> <p>Circuit</p> <p>Static stretching</p> <p>Weights training</p> <p>Interval</p> <p>Continuous</p> <p>Fartlek</p> <p>Specificity</p> <p>Progressive overload</p> <p>Reversibility</p> <p>Tedium</p>	
Term 5	<b>Paper 1 – Physical Training / NEA – Written coursework</b>	End of topic test / NEA section 1 draft and final piece to be submitted	<p>For the coursework (NEA) students need to evaluate their performance in one of their three chosen sports. They must discuss one fitness strength, and one fitness weakness, one skill strength, and one skill weakness</p>	<p>Students need to be able to recall key definitions &amp; knowledge (AO1)</p> <p>Students need to be able to apply knowledge to relevant sporting examples (AO2)</p> <p>Students need to be able to justify, discuss &amp; evaluate various topics (AO3)</p>			



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				Students need to be able to understand exam questions and they must know how to construct written answers			
Term 6	NEA – Written coursework / Use of Data	End of topic test	Use of data	<p>Students need to be able to recall key definitions &amp; knowledge (AO1)</p> <p>Students need to be able to apply knowledge to relevant sporting examples (AO2)</p> <p>Students need to be able to justify, discuss &amp; evaluate various topics (AO3)</p> <p>Students need to be able to understand exam questions and they must know how to construct written answers</p> <p>Students need to be able to understand &amp; interpret different graphs, e.g. line graphs, pie charts, etc</p>	Students sometimes struggle using properly labelling graphs and plotting information	<p>Qualitative data</p> <p>Quantitative data</p> <p>Independent variable</p> <p>Dependent variable</p>	