

Subject: Physical Education	Components of GCSE PE		Composite	Mission statement
	What new knowledge do we introduce?		What do students do with this knowledge	By the end of year 11 a Sybil Andrews GCSE PE student will...
	Year 10	Year 11		
Autumn 1 <i>September - October</i>	<p>Applied Anatomy and Physiology</p> <p>The structure and functions of the musculoskeletal system key concepts</p> <ul style="list-style-type: none"> • Musculoskeletal system content required: <ul style="list-style-type: none"> - Bones & structure/functions of the skeleton - Muscles in the body - Structure of a synovial joint - Types of synovial joints - Types of movement linked to each synovial joint & examples of sporting actions - How muscles work antagonistically - Types of contractions • Structure and function of the cardiorespiratory system content required: <ul style="list-style-type: none"> - Pathway of air - The process of gaseous exchange 	<p>Sports Psychology key concepts</p> <ul style="list-style-type: none"> - Skill and ability: difference between these. - Classification of Skill – How a continuum can plot basic and complex skills, open and closed skills, self-paced and externally paced, gross and fine skills - Definitions and types of goals and the difference between performance and outcome goals. - Information processing the role of each stage input, decision making, output and feedback. - Guidance and feedback – the use of visual, verbal, manual movement and mechanical guidance to improve performance. - Mental preparation - The effects of arousal on sporting performance applying the inverted U theory and how the application of stress management techniques such as 	<p>Students will be able to demonstrate apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>Students will understand the benefits of physical activity and sport to health and fitness and wellbeing.</p> <p>Students will also understand the physiological and psychological factors affects their performance</p> <p>They will also have a understanding of key socio cultural influences which affect people’s</p>	<p>Achieve a GCSE grade for GCSE PE</p> <p>Be inspired and motivated about further opportunities and career pathways.</p> <p>Have the knowledge and understanding to be able to live a healthy and active lifestyle</p>

Curriculum Overview – GCSE PE

	<ul style="list-style-type: none"> - Blood vessels - Structure of the heart - The cardiac cycle and the pathway of blood - Cardiac output, stroke volume & heart rate - The mechanics of breathing - Interpretation of a spirometer trace <ul style="list-style-type: none"> • Anaerobic and aerobic exercise content required: <ul style="list-style-type: none"> - Anaerobic and aerobic definitions and example activities and sports - EPOC (Oxygen Debt) - Recovery process • Effects of exercise content required: <ul style="list-style-type: none"> - Immediate, short term & long term 	<p>deep breathing, mental rehearsal and positive self talk to help control arousal.</p> <ul style="list-style-type: none"> - Direct and indirect aggression affect sporting performance. - Characteristics of introverts and extroverts and how they can affect the sports they choose to participate in. - Difference between intrinsic and extrinsic motivation and how they can affect performance in the short and long term - Goal setting – How to set SMART goals. <p>Students will apply the appropriate concepts to their NEA coursework</p>	<p>involvement in physical activity and sport.</p> <p>Students will also demonstrate and apply relevant skills and techniques in physical activity and sport. They will be able to analyse and evaluate their performance</p>	
<p>Autumn 2 <i>November - December</i></p>	<p>Movement Analysis key concepts:</p> <ul style="list-style-type: none"> - Types of levers: first, second and third class lever systems - Identification of fulcrum, load, effort - Mechanical advantage - Planes (Frontal, transverse, sagittal) and Axes (longitudinal, transverse, sagittal) 	<p>Health, Fitness and Wellbeing key concepts:</p> <ul style="list-style-type: none"> - Reasons for participation in physical activity and how performance can increase health and well being - Consequences of a sedentary lifestyle. The definitions of these and how they effect your overall health and fitness and what this can lead to. 		

		<ul style="list-style-type: none"> - Somatotypes – The difference between endomorph mesomorph and ectomorph - Nutrition – How is energy measured, what are the reasons for a balanced diet and where can we get our nutrients from and the importance of hydration. <p>Students will apply the appropriate concepts to their NEA coursework</p>		
<p>Spring 1 <i>January - February</i></p>	<p>Physical Training key concepts:</p> <ul style="list-style-type: none"> - Health and Fitness definitions - Definitions of the components of fitness (agility, balance, cardiovascular endurance, co-ordination, flexibility, muscular endurance, power, reaction time, strength, speed) - Fitness testing – ways to measure fitness components of fitness, reasons for testing, advantages, and disadvantages of fitness testing. - Principles of Training (Specificity, progressive overload, reversibility, tedium) 	<p>Social Cultural key concepts:</p> <ul style="list-style-type: none"> - Engagement patterns of different social groups and how these can differ between different social groups and the factors that contribute. - Commercialisation what is the relationship between sport, sponsorship and the media. - Types of sponsorship and media and the positive and negative impact of these on the performer, sport, official, spectators and sponsor - Technology and sport. The positive and negative impact on the performer, sport, official spectator, and sponsor. - Conduct of elite performers (etiquette, sportsmanship, gamesmanship, contract to compete.) - Prohibited substances – How 		

Curriculum Overview – GCSE PE

	<ul style="list-style-type: none"> - Types of training - Circuit training, continuous training, Fartlek training, interval training, weight training, plyometric training, flexibility training. - Preventing injury – Warm up cool down, appropriate, clothing, weight and rest and recovery. 	<p>are these categorised, and the positive and negative effect of these.</p> <ul style="list-style-type: none"> - Spectator behaviour – The positive influences such as creation of atmosphere and the negative influences such as hooliganism 		
<p>Spring 2 March - April</p>	<p>Use of Data Key concepts</p> <ul style="list-style-type: none"> - Qualitative (deals with descriptions and observations) Quantitative (deals with numbers) data - Collecting data (Interviews, observations, questionnaires, and surveys) - Presenting data – plotting basic graphs correctly - Analysis and evaluation of data. 	<p>Revision</p>		
<p>Summer 1 April - May</p>	<p>NEA – Coursework – Strengths and Weakness and Action Plan</p>	<p>Revision</p>		
<p>Summer 2 June - July</p>	<p>NEA – Coursework – Strengths and weaknesses and action plan</p>			

Rationale for these specific components and composite outcomes:

Students follow the AQA GCSE PE course which is made up of Paper 1 – The human body and movement in physical activity and sport, paper 2 – Socio – cultural influences and wellbeing in physical activity and sport and a Non – exam assessment Practical performance in physical activity and sport.

How is challenge embedded into the KS4 curriculum?

Lessons are carefully planned to ensure that all students can fulfil their full potential. Students can access the full range of grades and we have high expectations that all students achieve the highest possible outcomes.

How does the KS4 curriculum above build on prior knowledge from KS3 and adequately prepare the student for KS5?

GCSE PE builds on the fully comprehensive curriculum at KS3 that gives students an introduction into the importance of maintain a healthy active lifestyle. The course allows students to master a range of transferable skills such as evaluating, making appropriate decisions and problem solving which will allow them to access a range of level 3 courses in this area.