

GCSE PE	Autumn Term		Spring term		Summer term	
Year 10	1	2	3	4	5	6
Topic Summary	Unit 1.1.a - The Structure and Function of the Skeletal System Unit 1.1.b - The Structure and Function of the Muscular System	Unit 1.1.d - The Cardiovascular and Respiratory Systems	Unit 1.1.e - The Effects of Exercise on the Body Systems	Unit 1.2.b - The Principles of Training	Unit 1.2.a - The Components of Fitness Unit 1.2.c - Preventing Injury in Physical Activity and Training	Coursework completion
Thinking Hard	Being creative- when applying a range of sporting examples to muscle movements, ensuring you apply the knowledge to a range of non traditional sports to enhance knowledge in preparation for exams	Development of literacy- developing ability to remember definitions of key terminology in this topic, for example: Minute ventilation and stroke volume etc	Mastery of learning- applying knowledge from the previous two topics and experience in practical sport to how the body adapts immediately as we exercise and over a long period of time	Acquiring knowledge- developing knowledge of a range of methods of training to improve sporting performance and how to make training harder to experience adaptations in preparation for coursework completion	Not fearing failure- developing self assurance when attempting/ performing all the fitness tests required to gain scores in preparation for coursework completion	Creating independence- Developing independence to complete the coursework unit within the given timeframe, applying all previously learnt knowledge and utilising supporting resources
Developing Character	Developing curiosity when tackling new content. Asking questions about how the muscles and bones work together to create movement.	Developing grit when learning about challenging content to do with the double circulatory system and blood flow around the body	Developing self assurance of one's ability in practical sports to allow students to assess how their body reacts immediately to exercise.	Developing optimism when experiencing a range of different methods of training which may challenge their fitness and resilience	Developing gratitude when working with others to support the completion of a range of fitness tests to assess fitness in all components	Development of self control when given 16 hours to complete their AEP coursework to be able to utilise this time effectively to complete the work to the best of their ability
Understanding Diversity	Understanding mental and physical diversity- gaining an understanding of the human body the similarities of us all but celebrating the differences (height, weight, muscular/ toned physique)	Understanding mental and physical diversity- developing an understanding of how diverse the human body can be with regards to fitness and how heart rate, minute ventilation etc can adapt due to this	Understanding mental and physical diversity- understanding how professional athletes can train to peak performance and experience adaptations to their fitness due to regular, sustained physical activity	Being a world citizen- develop an understanding of a wide variety of methods of training to improve performance in a wide range of sporting activities. Gain an understanding of how to set goals which are achievable and specific to individuals	Awareness of where you live- developing an awareness of potential hazards which can cause injury in the local area. For example local parks, playing facilities and fitness suites plus the dangers of being near a coastal town	Understanding democracy- giving students a choice and freedom to complete their coursework on a sport of their choice. Allowing them to do self analysis or peer analysis and give freedom to structure and complete the set tasks in a way in which they feel most appropriate
Literacy Reading, Oracy	Reading- in homework tasks, students will be set a range of past exam questions on this topic, to develop their ability to effectively apply their knowledge to a range of question styles	Literacy- developing a bank of key words and definitions in this topic	Oracy- during practical lessons, students will verbalise how they have noticed their bodies changing as immediate effects to exercise	Oracy- use the knowledge of the two continua to apply different sporting skills along the continuum and justify their responses with regards to how simple/complex the skill is and how the environment can affect the success of each skill	Literacy- development of effective acronyms to support knowledge recall of the different ways injuries in sport can be prevented (PCLAW)	Literacy- to use effect english to produce a comprehensive piece of coursework which attempts all aspects through applying previous knowledge through a range of written tasks
Gatsby, Careers	Sports physiotherapist, medic, sports therapy, doctor	Cardiorespiratory nurse/ doctor, sports coach	Sports coach, strength and conditioning coach	Sports coach, strength and conditioning coach, personal trainer, sports analyst	Sports/ fitness analyst, health and safety officer	Sports journalist, sport analyst, health and safety officer, sports coach. strength and conditioning coach

Mental and Physical Well-being	Physical wellbeing- students learn how the body creates movement using the muscles and bones and the roles of the skeletal system.	Physical wellbeing- students will learn how blood moves around the body to allow for oxygen to be used as energy. They will also learn how important the process of gaseous exchange is when exercising	Physical wellbeing- students will learn the benefits of regular physical activity on their body as a whole	Physical wellbeing- students will learn a range of methods of training they can perform in order to keep fit. They will also learn how to make training harder so that their body can experience overload.	Physical wellbeing- students will learn ways to ensure they protect their physical wellbeing by being able to identify and remove the risk of potential hazards in sport	Mental wellbeing- students will develop mental strength, grit and self assurance when they attempt to complete the AEP coursework
Cross-Curricular Links	Science/ biology- muscles, bones, joints, movements created	Science- heart, blood, blood vessels and lungs	Science- how the different aspects of the body adapt immediately during exercise and the long term adaptations	PSHE- setting personal goals, Dance- learning how different training methods are suitable for different sports and physical activities	Maths- using tables to report data, different measurements, measuring distance, use of time	English- how to structure the writing task effectively, use of proper english and grammar
Extra-Curricular Links	During practical lessons and afterschool clubs, using a warm up to identify the muscle being stretched and develop conversations to discuss how the action is being created, by what muscle and at what joint	Create lungs using a plastic cup, balloons and straws to manipulate how the diaphragm works to visualise the process of inspiration and expiration	Link to coursework module: encourage students to complete their 6 week training programme to see how their body adapts over this period of time. Utilise school equipment or go to a local gym to further support this	Trip to a local gym facility to trial weight training to see it in action	Lots of practical experiences/ opportunities both within and out of lessons to trial different methods of training and fitness tests using a range of technological equipment	Completing the 6 week training programme in students own time or afterschool to see adaptations or to video themselves or others in a sporting activity of their choice to make accurate comments in their work.
Extended Learning Checks	End of topic test for the skeletal system End of topic test for the muscular system Practical assessment Netball	End of topic test for the cardiovascular system End of topic test for the respiratory system				

				<ul style="list-style-type: none"> - Define the principles of training and how they are applied to develop fitness - Define the elements of the FITT principle and suggest how they increase fitness - Describe each method of training and give sporting examples of when these would be used - Explain the benefits and reasons for an effective warm up and cool down - Define the characteristics of SMART goals and suggest the importance of setting them - Describe the difficulty and environmental continua and apply sporting examples - Practical: To develop understanding of a range of attacking and defensive principles/ tactics in netball in competitive games and develop decision making. 		
Precise Learning Endpoints (Students will be able to...)	<ul style="list-style-type: none"> - Locate the 19 major bones in the body - Identify and explain the functions of the skeleton - Locate and explain the movements possible at hinge and ball and socket joints - Describe the roles of ligaments, cartilage and tendons - Locate the 11 major muscles in the body - Understand which muscles contract to create movements at each joint - Define and describe the roles of the agonist, antagonist and fixators in an antagonistic muscle action - Practical: To develop badminton skills and understanding of rules in isolated drills and competitive games 	<ul style="list-style-type: none"> - Identify the 3 types of blood vessel - Describe the pathway of blood through the heart - Define heart rate, stroke volume, cardiac output, breathing rate, tidal volume and minute ventilation - Describe the role of red blood cells - Understand and describe the process of gaseous exchange and the role of the alveoli - Define aerobic and anaerobic exercise and apply to sporting examples - Practical: To develop understanding of and apply a range of individual and team tactics in competitive games and develop decision making. 	<ul style="list-style-type: none"> - Describe the short term effects of exercise on the muscular, cardiovascular and respiratory systems - Describe the long term effects of exercise on the muscular, cardiovascular, respiratory and skeletal systems - Practical: To develop netball skills and understanding of rules in isolated drills and competitive games 		<ul style="list-style-type: none"> - Define each component of fitness (muscular endurance, cardiovascular endurance, speed, strength, power, flexibility, agility, balance, co-ordination and reaction time) and apply sporting examples - Describe the fitness test which assess each components of fitness - Evaluate ways to prevent injury in sport - Identify potential hazards in a range of sport settings - Practical: To develop practical skills and understanding of rules and regulations in a range of athletic events in isolated practices 	<p>To apply all previously learnt knowledge into their Analysing and Evaluating performance coursework.</p> <p>Tasks include:</p> <ul style="list-style-type: none"> - analysing aspects of personal performance in a practical activity - evaluating the strengths and weaknesses of the performance - produce an action plan which aims to improve the quality and effectiveness of the performance. - Practical: To continue develop practical skills and understanding of rules and regulations in a range of athletic events in competitive situations.
GCSE PE			Spring term		Summer term	
Year 11	1	2	3	4	5	6
Topic Summary	Unit 2.1.c - Ethical and Socio-Cultural Issues in Physical Activity and Sport Unit 1.1.c - Movement Analysis	Unit 2.1.a - Engagement Patterns of Different Social Groups in Physical Activity and Sport Unit 2.3 - Health, Fitness and Well-being	Unit 2.2 - Sports Psychology Unit 2.1.b - Commercialisation of Physical Activity and Sport	Revision	Revision	
Thinking Hard	Creating ambition- students will use their knowledge of sportsmanship, gamesmanship and deviance to develop their ability to be effective sportsmen and women and be ambitious in order to succeed in future practical assessments and moderation tasks	Changing the world- Students will use their knowledge of barriers to participation to develop ideas of how strategies can be developed to ensure the British public exercise more regularly resulting in numerous benefits to society	Acquiring knowledge- learning new content about the relationship between sport, sponsorship and the media and how each directly affect one another both positively and negatively	Creating ambition- students will develop their ambition to succeed both practically and theoretically. Staff will support this through a range of revision lessons and activities and effectively preparing students for their practical moderation through numerous practices.	Not fearing failure- students will develop self assurance to attempt all questions in their GCSE paper to the best of their ability.	

Developing Character	Developing mindfulness of their own performance in sport with regards to sportsmanship, gamesmanship and deviance and how their actions can affect others and themselves.	Developing mindfulness to allow students to be aware of a range of factors which can affect different groups of people from participating in regular physical activity. For example individuals of different gender, race, ethnicity, religion, socioeconomic background etc	Developing curiosity when evaluating the effects of the Golden Triangle in sport and applying it to real life recent sporting examples	Developing grit to continue to enhance knowledge and improve exam techniques throughout the half term in preparation for summer exams	To continue to show self control during revision lessons, sessions and time and home to enhance the chance of meeting or exceeding students target grades	
Understanding Diversity	Respecting human rights- regarding ethical issues in sport, students are encouraged to be aware of the human right to make their own decisions but equally to deal with the consequences	Being a world citizen/ understanding environmental diversity- having an understanding of the barriers to participation to a range of individuals and groups will develop our students into well rounded individuals. This topic will also allow our students to understand environmental diversity and be sensitive to this.	Understanding mental and physical diversity- students will gain an understanding of different techniques which mentally prepare athletes prior to competition. They will assess the diversity of each strategy and apply them to different sporting situations	No limits to your destination- students can be educated about the range of jobs accessible to them in the sporting industry beyond pe teacher or athlete. With the knowledge they have learnt over the past two years, they can visualise future careers.	No limits to your destination- students are to develop self confidence learning that with hard work and perseverance, there is no limit to what they can achieve in this subject.	
Literacy Reading, Oracy	Reading- assessing different articles/ stories of athletes who have used performance enhancing drugs in sport	Oracy- students to verbalise a range of factors which can affect regular participation in sport and develop ideas of how to overcome these barriers	Literacy- development of acronyms to support knowledge recall of the different aspects of skilful movement (PEAFC)	Reading- utilising mark schemes from previous exam papers to develop understanding of how to gain full marks in extended answer questions	Reading- attempting regular past papers to develop confidence in attempting different styles of questions. Utilising the BUGG technique to develop a clear understanding of what each questions entail	
Gatsby, Careers	Sports medic/ doctor, referee/ official, sports analyst	Dietitian, health professional, work for a NGB/ national initiative to develop strategies to get more people involved in their sport/ active	Sports analyst, sports coach, sports psychologist, strength and conditioning coach, sports journalist			
Mental and Physical Well-being	Mental wellbeing- understanding why athletes take performance enhancing drugs and the effect it can have on mental wellbeing	Physical and mental wellbeing- the mental, social and physical benefits of regular physical activity but also how inactivity and the barriers to participation can affect mental and physical health	Mental wellbeing- understanding how to mentally prepare themselves for sporting situations, which students can then apply to other pressures in life	Mental wellbeing- developing mental toughness to continue to work hard and revise	Mental wellbeing- developing confidence and knowledge of one's own ability to complete the exams to the best of their ability	
Cross-Curricular Links	E&P, science, maths	PSHE, food preparation	Psychology, media	All previously mentioned subjects	All previously mentioned subjects	

