Subject Curriculum Map: GCSE PE Year 10: 2024-25

Exam Board & Assessment Method: AQA – 60% terminal examination, 40% non-examined assessment

Curriculum Intent:

Year 10 GCSE PE aims to improve and refine student's current strengths in practical performance based on previous year 9 core PE work and develop existing areas of performance that could be used in the future. It will cover theoretical topics on the physiological aspects of the human body and mind that can impact on performance and enable students to gain a deeper understanding of their own strengths and weaknesses. It will show the links that exist between key concepts and create thoughts and discussions regarding current sporting media issues. These topics will form the basis for the answering of questions on Paper 1 of the terminal examination. Students will strengthen and refine their technique to show their knowledge (AO1), ability to apply knowledge to practical performance (AO2) and how to judge the impact on performance (AO3). Literacy within the theoretical part of the course is covered with a focus on developing student's ability to create an extended report self-analysing their performance using continuous prose, whilst numeracy skills will be developed when calculating training thresholds (weight training calculations, mechanical advantage and max heart rate for personal training programme). For SMSC practical lessons will develop co-operative performance as part of their required team sports, personal reflection through feedback to develop higher levels of performance and creativity to explore ways of beating an opponent.

Curriculum Implementation:

Y10 lessons are taught in mixed ability and gender groups. It is taught over 5 lessons per fortnight with 3 lessons devoted to theoretical work and 2 for practical work. Homework is used to consolidate learning/extend learning and is set at least once per fortnight. Teachers use a range of different methods to help students learn; scaffolding, hinge points, blooms, think, pair, share, text book, paired/group work. Lessons are structured to provide a sound knowledge base that students can then use to build their understanding and be able to apply this knowledge to both themselves and in relation to a wider range of practical performance situations. This may be achieved through finding information from texts, discussion work or visual prompts. Students may check their own understanding through self-assessment or engage in collaboration with others to peer assess their work. The vast majority of work is differentiated to support/stretch students. Work will make a clear link between theoretical knowledge and application to practical and this occurs throughout each theme of the course. Students are encouraged to attend extra-curricular activities in order to impact on practical performance.

Curriculum Impact:

By the end of year 10 students will be able to show a deeper knowledge of how (their) performance in physical activity is influenced by the physiological and psychological topics covered. They will be able to show with reference to practical situations how performance can be made better with improvement to the response to exercise and target setting. Students should be able to show in written work that they can recognise the purpose of command words used in exam questions and also how to incorporate these along with subject specific terms into their coursework. In practical work students will be able to replicate basic skills more successfully according to a technical model and execute these when put under increasing levels of challenge. They should be showing where appropriate the ability to gain an advantage over opponents when in competitive situations.

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas **Paper 1 AQA PE**	**Applied and anatomy and physiology - Musculoskeletal system (Paper 1)** **Introduction to GCSE PE and Course Overview Understand the structure of the course, assessment criteria, and key topics.** **Theory** – 1.Bones and the functions of the skeleton. 2.Structure of the skeletal system/functions of the skeleton. 3.Muscles of the body. Structure of a synovial joint. 4.Types of freely moveable joints that allow different movements. 5.How joints differ in design to allow certain types of movement. 6.How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints.	**Movement analysis (Paper 1)** **Theory** – 1.First, second and third class levers. 2.Mechanical advantage. 3.Analysis of basic movements in sporting examples. 4.Analysis of basic movements in sporting examples. 5.Planes and axes. 6. Revision of joints/muscles/bones and how these create movement	**Cardiorespiratory system (Paper 1)** **Theory** – 1.The pathway of air and gaseous exchange. 2.Blood vessels. 3.Structure of the heart and the cardiac cycle (pathway of blood). 4.Cardiac output and stroke volume (including the effects of exercise). 5.Mechanics of breathing and interpretation of a spirometer trace. 6.Aerobic and anaerobic exercise. 7.Recovery/EPOC. 8.The short and long term effects of exercise.	**Components of fitness, fitness testing and principles of training (Paper 1)** **Theory** – 1.Health and fitness recap, including the relationship between health and fitness. 2.The components of fitness. 3.Linking sports and activities to the required components of fitness. 4.Reasons for and limitations of fitness testing. 5.Measuring the components of fitness and demonstrating how data is collected. 6.The principles of training and overload. 7.Applications of the principles of training. **Revision and exam technique including mock exam.**	**Methods of training (Paper 1)** **Theory** – 1.Types of training- including an introduction to the analysis and evaluation task. 2.Types of training (continued) with reference to the advantages and disadvantages of using these types for different sports. 3.Calculating intensity. 4.Considerations to prevent injury. 5.High altitude training and seasonal aspects. 6.Warming up and cooling down. 7.Application of the principles to the analysis and evaluation task.	**Coursework** NEA draft analysis section begin and complete first draft of analysis for year 11 return. Complete first draft of Part 1 NEA Performance analysis **Practical** – Individual (athletics)

	Practical – Team/individual activity (appropriate to group from football, handball, basketball, netball badminton or trampolining)	**Practical** – Team or individual activity (appropriate to group from football, handball, basketball badminton or trampolining)	**Practical** – Team or individual activity (appropriate to group from football, handball, basketball badminton, table tennis or trampolining)	**Practical** – Team or individual activity (appropriate to group from football, handball, basketball badminton, table tennis or trampolining)	**Practical** – Individual (athletics)	
Knowledge and understanding	**Theory –** Identification of bones, functions of the skeletal system, types of muscle contraction, antagonistic muscle action How movement is created at joints through antagonistic muscle action **Practical -** Part 1 & application of skills for Part 2 in conditioned situations	**Theory –** Types of levers, mechanical advantage, basic movements, planes of movement, axes of rotation **Practical -** Part 1 & application of skills for Part 2	**Theory –** pathway of air, gaseous exchange, mechanics of breathing, lung volumes Immediate, short, and long term functions of the c-v system, heart structure, double circulatory system blood vessels, cardiac cycle, cardiac output **Practical –** Part 1 skills for activity	**Theory –** definitions for health & fitness, definitions for 10 fitness components, reasons for testing, fitness test methods **Practical –** Part 1 skills for activity	**Theory – C**ontinuous, altitude, weight, circuit, interval, plyometrics, flexibility training, fartlek Advantages and disadvantages of each type of training **Practical -** Part 1 skills for athletics	**Theory –** Applying theoretical knowledge to their performance analysis of fitness and skill strengths and weakness **Practical -** Part 1 skills & Part 2 for athletics
Subject specific skills	**Theory** – Classification of bones, mnemonics for remembering the skeletal functions. Recognise isometric concentric or eccentric muscle contraction and isotonic contractions Answering 1-4 mark exam questions	**Theory** – Movement analysis to include joints, movement & muscles, levers, planes and axes working along a continua and making suitable choices, how to improve performance weaknesses through analysis and evaluation 123 - FLE	**Theory** – Interpret spirometer trace & link to the effects of exercise, EPOC & recovery methods aerobic/anaerobic exercise, recovery from exercise, the effects of exercise, Apply vasodilation & vasoconstriction to exercise, draw and interpret heart rate graphs based on exercise Identify the effects of exercise with regards physiology	**Theory** – recognise fitness components in sport carry out fitness tests according to method Applying knowledge to 6-9 mark questions with structure	**Theory** – Interpreting data, apply principles of training correctly to performers	**Theory** – Independent work on coursework, making links between theory content and applying to personal performance in favoured sport. Identify personal strengths and weaknesses in fitness and skills for chosen sport. Using structure when creating an extended piece of writing

	Practical: Skill technique, use of tactics, communication, understanding of role	**Practical:** Advanced skills development	**Practical:** Application of skills and advanced skills in full activity	**Practical:** Use of tactics, communication, understanding of role	**Practical:** Develop skill technique for running, jumping and throwing events.	**Practical:** Apply technique and tactics in competition.
Social, Moral, Spiritual, Cultural	**Theory:** **Soc:** Use listening skills to effectively work with others **M**: Promote trust with peers through team building activities **Practical:** **Soc:** Show tolerance of others **M:** Have a set of values based on respect Follow rules of competition for fairness **Spir:** Show persistence and resilience to achieve excellence in competition	**Theory:** **C:** Work with those from different backgrounds. M: Listening to teacher and peer feedback **Practical:** **Soc:** Work successfully in a group **M:** Follow basic rules appropriate to skills	**Theory:** **Spir:** Use imagination and creativity to understand topic M: Follow instructions during scientific experiments of the lungs and heart **Practical:** **M:** Follow rules appropriate to tactical play **Spir:** Develop the ability to reflect	**Theory:** **C:** Work alongside those from different backgrounds **S:** Respect differences in sports and interests **Practical:** **M:** Abide by unwritten rules appropriate to sport covered	**Theory:** **M:** Recognise right and wrong in sport, respect the rules during methods and testing **Practical:** **M:** Follow rules to maintain a safe environment	**Theory:** **Spir**: enjoy learning about own performance through analysis Show creativity and independence when completing coursework **Practical:** **M:** Follow rules of competition for fairness **Spir:** Show persistence and resilience to achieve excellence in competition
Skills For life	**<u>Theory lessons</u>**: **literacy** and **communication** to use the correct terminology in given examples **Numeracy** when describing graphs. **<u>Practical lessons</u>**: **communication** using non-verbal methods, **building resilience** in practice situations	**<u>Theory lessons</u>**: **literacy** and **communication** to develop a clear line of reasoning **Creativity** – guided discovery of the effects of exercise through practical activities **<u>Practical lessons</u>**: **communication** using verbal methods, **building resilience** in challenging practice	**<u>Theory lessons</u>**: Present complex information logically **<u>Practical lessons</u>**: **building resilience** in conditioned competitive situations **Independence –** setting personal SMART targets in relation to their sport	**<u>Theory lessons</u>**: **Literacy:** read and summarise information from different sources **Problem solving** – creating diagrams and understanding the ways levers operate **Creativity** – making levers **<u>Practical lessons</u>**: **problem solving**, when faced with attacking and defensive situations **communication** that allows effective **teamwork** with others **leadership** in game activities building resilience in the fully competitive situation	**<u>Theory lessons</u>**: **literacy** when writing an response **Resilience –** Understanding the techniques to use in performance when experiencing pressure **<u>Practical lessons</u>**: **problem solving** when improving technique in chosen events, **independence** and **resilience** to maximise performance	**<u>Theory lessons</u>**: **independence** when carrying out coursework **numeracy** when describing arousal graphs **Literacy**: present ideas clearly **<u>Practical lessons</u>**: **Using tactics in competitive athletics**

FBV	**Mutual tolerance and respect** (focused on those with different levels of practical ability). **Rule of law**: In practical work, the importance of following rules will be emphasised to maintain discipline in performance.	**Tolerance** – Understanding people will experience varying levels of the effects of exercise depending on lifestyle	**Rule of law**: In practical work, the importance of following rules will be emphasised to make play safe for all.	**Individual liberty** – setting aspirational SMART targets for our personal sports performance	**Mutual tolerance and respect** (focused on fitness).	**Rule of law**: In practical work, the importance of following rules is discussed to arrive at the correct result.
Stretch & challenge	Exampro questions, part of independent wider learning Support others within group work	Picture analysis from a range of sources identifying levers, planes, axes Varying difficulty of exam questions	Exampro questions, part of independent wider learning Descriptive writing of STAR response to practical and pathway of air/ blood through systems	Justifying why performers need different cof Presenting findings to class	Setting training methods for a group of peers/ suggesting which methods suit sports performers	Analysing in depth own performance, using marking grid to aim for top band
Key assessment focus, suggested assessments	Key words Knowledge quiz Monitoring test – bones and muscles	Key words Knowledge quiz Monitoring test – Movement analysis STAR practical assessment	Key words Knowledge quiz Monitoring test – Cardiorespiratory system	Key words Knowledge quiz Year 10 exam Monitoring test – Components of fitness and testing Y10 MOCK EXAM STAR practical assessment	Key words Knowledge quiz Monitoring test – Training methods	Key words Knowledge quiz Coursework drafts and STAR feedback
Special events		District cross-country championships	District badminton championships	Guest speaker physical training (PT)	District athletics championships	Reward trip for GCSE students who have worked well across the year
Visits/extra-curricular	After school clubs in football, netball, badminton, basketball.	After school clubs in football, netball, badminton, basketball trampolining.	After school clubs in football, netball, badminton, basketball, trampolining.	After school clubs in football, netball, badminton, basketball.		
Homework/Independent Learning	Consolidate knowledge through revision and exam question practice .	Consolidate knowledge through revision and exam question practice Build heart to follow instructions	Revision for exam of all topics covered	Consolidate knowledge through revision and exam question practice	Consolidate knowledge through revision and exam question practice Comparison – be able to compare energy requirements between different sports	Performance analysis research and evaluation for coursework, revision of skills for selected sport Bridging task as preparation for year 11

						work on Psychological factors affecting performance.
Key vocabulary	**Command words (Tier 2)** Analyse Apply Define Describe Discuss Evaluate Explain Justify State **Subject specific (Tier 3)** Musculoskeletal Articulating Synovial joint Extension Flexion Abduction Adduction Rotation Plantar flexion Dorsiflexion Tendon Agonist Antagonist Gastrocnemius Sternocleidomastoid Isotonic Isometric	**Command words (Tier 2)** Analyse Apply Define Describe Discuss Evaluate Explain Justify State **Subject specific (Tier 3)** Lever Fulcrum Mechanical advantage Plantarflexion Dorsiflexion Sagittal Transverse	**Command words (Tier 2)** Analyse Apply Define Describe Discuss Evaluate Explain Justify State **Subject specific (Tier 3)** Cardiorespiratory Inhalation Exhalation Spirometer Oxygen Pulmonary Capillaries Systolic Diastolic Vasoconstriction Vasodilation Aerobic Anaerobic	**Command words (Tier 2)** Analyse Apply Define Describe Discuss Evaluate Explain Justify State **Subject specific (Tier 3)** Agility Balance Cardiovascular endurance Coordination Fatigue Flexibility Muscular endurance Power Reaction time Strength Speed	**Command words (Tier 2)** Analyse Apply Define Describe Discuss Evaluate Explain Justify State **Subject specific (Tier 3)** Specificity Progressive overload Reversibility Tedium Training thresholds Repetitions Sets DOMS	**Command words (Tier 2)** Analyse Apply Define Describe Discuss Evaluate Explain Justify State **Subject specific (Tier 3)** Skills Techniques Analysis