

# **GCSE PE: Curriculum Overview 2024-25**

## **Curriculum Intent:**

### **PE Curriculum Intent**

In PE, our intent for all students is:

- To have a passion for Physical Education.
- To develop strong team-work, a sense of belonging, cooperation and problem-solving skills
- To understand the importance of leading an active lifestyle with regards to promoting physical, emotional and social wellbeing.
- To have a firm moral compass and demonstrate respect, sportsmanship and leadership skills.
- To effectively communicate and be able to articulate knowledge gained.
- To gain a qualification to best prepare students for life after Fullbrook.

### **KS3**

Apply & develop basic skills in a variety of activities.

Develop fundamental motor skills applicable to a range of practical activities (Balance, Co-ordination, Agility, Flexibility).

Knowledge of rules and regulations of the activities covered.

Play in a competitive environment.

Develop personable qualities such as resilience, independence, creativity and communication.

### **KS4**

Develop physical competence in a range of sports.

Enhance knowledge of tactical awareness transferable across a range of activities.

Ability to analyse and evaluate performances.

Understanding & being able to action key words in examination PE.

Understand how to apply exam technique to extended answer questions.

### **KS5**

Consolidate knowledge previously learnt through KS3 and KS4, furthering understanding of subject content within both A-Level and Level 3 Sport courses.

Application of subject knowledge within a vast array of sporting situations to enable higher level answers to be given, including the ability to interlink different areas of curriculum knowledge to further evaluate work.

To develop advanced skills to support lifelong learners, including the use of independent learning and focused reading, allowing for students to become more prepared to achieve within further education, apprenticeships or employment.

Understand how to structure and apply exam technique to extended answer questions.

Year 10	Term 1		Term 2		Term 3		End Points
	Half Term 1 [10 Theory lessons 4 Practical lessons]	Half Term 2 [12 Theory lessons 4 Practical lessons]	Half Term 3 [7 Theory lessons 3 Practical lessons]	Half Term 4 [9 Theory lessons 3 Practical lessons]	Half Term 5 [9 Theory lessons 3 Practical lessons]	Half Term 6 [11 Theory lessons 3 Practical lessons]	
<b>Topic</b>	Paper 2 – Health & Performance Topic 1: Health, fitness & well-being	Paper 1 – Fitness & Body Systems Topic 3: Physical Training	Paper 2 – Health & Performance Topic 2: Sport Psychology Paper 1 – Fitness & Body Systems Topic 3: Physical Training	Paper 1 – Fitness & Body Systems Topic 1: Anatomy & Physiology	Paper 1 – Fitness & Body Systems Topic 1: Anatomy & Physiology	Paper 2 – Health & Performance Topic 2: Sport Psychology	
<b>Skill</b>	<b>AO1:</b> Demonstrate knowledge and understanding of the factors that underpin health, fitness & wellbeing. <b>AO2:</b> Apply knowledge and understanding of the factors that underpin health, fitness & wellbeing using practical examples. <b>AO3:</b> Analyse and evaluate the factors that underpin health, fitness & wellbeing.	<b>AO1:</b> Demonstrate knowledge and understanding of the factors that underpin physical training (CoF, PoT, Mot). <b>AO2:</b> Apply knowledge and understanding of the factors that underpin physical training (CoF, PoT, Mot) using practical examples. <b>AO3:</b> Analyse and evaluate the factors that underpin physical training (CoF, PoT, MoT).	<b>AO1:</b> Demonstrate knowledge and understanding of different types of injuries & PEDs. <b>AO2:</b> Apply knowledge and understanding of how to treat injuries and examples of who would use each PED in sport. <b>AO3:</b> Analyse and evaluate the factors that underpin physical training (CoF, PoT, MoT).	<b>AO1:</b> Demonstrate knowledge and understanding of the cardiorespiratory system. <b>AO2:</b> Apply knowledge and understanding of how the cardio-respiratory system functions using sporting examples. <b>AO3:</b> Analyse and evaluate how the cardio-respiratory system functions in sport.	<b>AO1:</b> Demonstrate knowledge and understanding of the musculo-skeletal system. <b>AO2:</b> Apply knowledge and understanding of how the Musculo-skeletal system functions using sporting examples. <b>AO3:</b> Analyse and evaluate how the musculo-skeletal system functions in sport.		
<b>Content</b>	<b>1.1 - Physical, emotional &amp; social health, fitness &amp; well-being</b> - Definitions & benefits of exercise on physical, emotional & social health - Lifestyle choices & its impact: activity levels, diet, recreational drugs, smoking, alcohol  <b>1.2 – The consequences of a sedentary lifestyle</b> - What is it? - Consequences of a sedentary lifestyle for health - How to interpret & analyse graphs showing health trend data.  <b>1.3 – Energy use, diet, nutrition &amp; hydration</b> - Balanced diet & the role of nutrients - Dietary manipulation for sport: carbohydrate loading, protein intake - Factors affecting optimum weight - Hydration	<b>3.1 - The relationship between health &amp; fitness and the role that plays in both.</b> - Definitions of fitness, health, exercise & performance and relationship between them.  <b>3.2 - The components of fitness, benefits for sport &amp; how fitness is measured.</b> - Components of fitness (Health & Skill):  body composition, musc. strength, muscular endurance, flexibility, CV fitness, balance, power, coordination, agility, reaction time, speed  - Fitness tests for each CoF: Cooper 12 minute run, Harvard Step Test, Illinois agility run, grip dynamometer, one minute sit-up/press up test, 30m sprint, vertical jump, sit and reach	<b>2.2 – The use of goal setting &amp; SMART goals to improve &amp;/or optimise performance.</b> - SMART (Specific, Measurable, Achievable, Realistic, Time-bound)  <b>3.5 – How to optimise training &amp; prevent injury</b> - PARQ - Injury prevention: warm up/cool down, protective equipment, equipment & facilities, rules  <b>3.5 – Identification &amp; treatment of injury</b> - Injuries: concussion, fractures, dislocations, sprains, torn cartilage, soft tissue injury, strain, tennis/golfer’s elbow, abrasions. - RICE (Rest, Ice, Compression, Elevation)  <b>3.5 – Performance-enhancing drugs (PEDS)</b> - PEDS: anabolic steroids, beta blockers, diuretics, narcotic	<b>1.2 – The structure &amp; functions of the cardiovascular system</b> - Functions of the CV system - Structure of the heart: atria, ventricles, valves, oxygenated/deoxygenated blood, systole, diastole, blood pressure. - Structure of the blood vessels: arteries, veins, capillaries and vascular shunting. - Components of blood: RBC, platelets & plasma  <b>1.2 – The structure &amp; functions of the respiratory system</b> - Functions, composition of air & lung volumes; vital capacity & tidal volume - Location & roles of the components of the respiratory system: larynx, diaphragm, trachea, intercostal muscles, bronchi, bronchioles, alveoli;	<b>1.1 – The structure &amp; functions of the muscular system</b> - The functions of the skeletal system: protection, muscle attachment, joints for movement, storing calcium & phosphorus, blood production - Bone growth & development: main features of bones. - Classification of bones: long, short, flat, irregular and the structure of the skeletal system: Bone names & location and the vertebral column. - Classification of joints: pivot, hinge, condyloid, ball & socket - Movement at joints: flexion, extension, adduction, abduction, rotation, circumduction, dorsi-flexion, plantar-flexion  <b>1.1 – The structure &amp; functions of the muscular system</b> - Classification & roles of muscles: ligaments & tendons, muscle types (voluntary, involuntary, cardiac)	<b>2.1 – Classification of skills</b> - open/closed, basic/complex, low organisation/high organisation  <b>2.1 – Forms of practice – theory &amp; practical application</b> - Forms of practice: massed, distributed, fixed, variable.  <b>2.3 – Guidance &amp; feedback on performance</b> - Types of guidance: visual, verbal, manual & mechanical - Feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal - Mental preparation for performance  Write up of PEP  Revision for Assessment two	

	<b>Practical lessons:</b> badminton, football, netball.	<p><b>3.3 - The principles of training &amp; their application to PEP</b> ISPORT (individual needs, specificity, progressive overload, rest &amp; recovery, thresholds of training/target zones); FITT (frequency, intensity, time, type); overtraining &amp; reversibility</p> <p><b>3.3 - The methods of training &amp; their application to the PEP</b> - Methods of training: continuous, fartlek, circuit, interval, plyometrics, weight/resistance</p> <p><b>3.6 – Effective use of warm up &amp; cool down</b></p> <p><b>Practical lessons:</b> to incorporate components of fitness, methods and principles of training &amp; fitness tests.</p>	<p>analgesics, peptide hormones (EPO), growth hormones, stimulants, blood doping</p> <p><b>1.3 – Anaerobic &amp; Aerobic exercise</b> - Aerobic/Anaerobic respiration, lactic acid, energy sources.</p> <p><b>Practical lessons:</b> Start 6 week programme in fitness suite.</p>	<p>- Structure &amp; function of alveoli; gaseous exchange, haemoglobin.</p> <p>- How the cardiovascular &amp; respiratory systems work together: oxygen debt, VO2 max.</p> <p><b>Practical lessons:</b> Continue with PEP in lessons.</p>	<p>- Location &amp; role of the key voluntary muscles: deltoid, pectoralis major, latissimus dorsi, biceps, triceps, external obliques, gluteals, hip flexors, quadriceps, hamstrings, gastrocnemius, tibialis anterior</p> <p>- Antagonistic pairs</p> <p>- Fast &amp; slow twitch muscle fibres</p> <p><b>Practical lessons:</b> cricket, athletics, tennis.</p>	
<b>Prior Knowledge Required</b>	<p><b>PSHE:</b> Balanced diet, Lifestyle choices</p> <p><b>Core PE:</b> Sedentary lifestyle</p>	<b>Core PE:</b> Components of fitness, fitness tests, principles of training, methods of training, warm & cool down	<b>Core PE:</b> Warm up/cool down <b>GCSE:</b> Components for PEP.	<b>Core PE:</b> O2 transport via blood during exercise. Gaseous exchange.	<b>Core PE:</b> Names of muscles in lessons.	
<b>Feedback Points</b>	Individual teacher feedback Peer/Self-assessment	Assessment 1 (Nov) Teacher Assessed	Individual teacher feedback Peer/Self-assessment	Individual teacher feedback Peer/Self-assessment	Individual teacher feedback Peer/Self-assessment	Assessment 2 (June) Teacher Assessed
<b>Key Questions</b>	<p>What are the benefits of taking part in physical activity?</p> <p>Explain positive &amp; negative effects of lifestyle choices on health.</p> <p>What is a sedentary lifestyle and describe the consequences of this on health?</p> <p>Name the 7 essentials of a balanced diet.</p> <p>What is energy balance?</p>	<p>Can you be fit but not healthy – or healthy but not fit?</p> <p>What do the terms health, exercise, fitness &amp; performance mean?</p> <p>What are the 5 components of HRF?</p> <p>What are the 6 components of SRF?</p> <p>What does ISPORT &amp; FITT mean?</p>	<p>What does SMART stand for?</p> <p>What is a PARQ &amp; when do you use one in training?</p> <p>What are the 5 main ways you can reduce injury in sport?</p> <p>Describe the 5 main types of injuries?</p> <p>Why do people take PEDs?</p>	<p>Give sporting examples of the 4 main types of guidance a coach might use.</p> <p>What feedback could be given to optimise a sport's performance?</p> <p>What are the 3 main functions of the cardiovascular system?</p> <p>Explain the process of gaseous exchange and where this takes place?</p>	<p>What are the functions of the skeleton?</p> <p>What movements are possible at joints?</p> <p>What attaches muscle to bones? What attaches bone to bone?</p> <p>What are antagonistic pairs?</p> <p>What are the 5 main sections of the vertebral column?</p>	
<b>Direct Vocab Instruction</b>	Well-being Osteoporosis Serotonin	Health Exercise Fitness	PARQ Fracture Peptide Hormones	Guidance Feedback	Tendons Ligaments Cartilage	

	Aesthetic Appreciation Lifestyle choices Stimulant Sedentary lifestyle Depression Overfat Overweight	Performance FITT Specificity Target Zones Recovery Reversibility Training threshold Fartlek Interval	Beta Blockers Anabolic Steroids Narcotic Analgesic Diuretics Stimulants Aerobic Anaerobic	Vasodilation Vasoconstriction Pulmonary Artery Blood Pressure Gaseous Exchange Oxygen debt	Ossification Abduction Adduction Plantar-Flexion Circumduction Voluntary muscles		
<b>Standardised Homework</b>	Practice exam questions Extended writing (9 marker) Flipped Learning	Practice exam questions Extended writing (9 marker) Revision for assessment 1	Practice exam questions Extended writing (9 mark) Flipped Learning	Practice exam questions Extended writing (9 mark) Flipped Learning	Practice exam questions Extended writing (9 mark) Flipped Learning	Practice exam questions Extended writing (9 mark) Revision for assessment 2	
<b>Year 11</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>End Points</b>
	<b>Half Term 1</b> [10 Theory lessons 4 Practical lessons]	<b>Half Term 2</b> [12 Theory lessons 4 Practical lessons]	<b>Half Term 3</b> [7 Theory lessons 3 Practical lessons]	<b>Half Term 4</b> [9 Theory lessons 3 Practical lessons]	<b>Half Term 5</b> [12 Theory lessons]	<b>Half Term 6</b> [0 lessons]	
<b>Topic</b>	Paper 2 – Health & Performance <b>Topic 3: Socio-cultural influences</b>	Paper 1 –Fitness & Body Systems <b>Topic 3: Physical Training</b> <b>Topic 2: Movement analysis</b>	<b>Review learning in Year 10</b>	<b>Increased practical lessons</b> <b>Practical Exam</b> <b>Coursework</b>	<b>Revision</b>	<b>NO LESSONS TO BE TAUGHT ACTUAL CONTENT DUE TO GCSE EXAMS TAKING PLACE</b>	
<b>Skill</b>							
<b>Content</b>	3.1 Engagement patterns of different social groups in physical activity and sport  3.2 Commercialisation of physical activity and sport  3.3 Ethical and socio-cultural issues in physical activity and sport	3.4 - Long term effects of exercise  2.1 - Lever systems  2.2 - Planes and axes of movements  Revision	Revision from learning in Year 10	Revision Practical exams Video evidence preparation Coursework finalised	Review of learning of Year 10 & 11		
<b>Prior Knowledge Required</b>							
<b>Feedback Points</b>							
<b>Key Questions</b>							
<b>Direct Vocab Instruction</b>							
<b>Standardised Homework</b>							