

Curriculum Overview Table - GCSE PE Year 10-11

End Point	Key knowledge	Key skills	Key Vocabulary	Reading and Oracy	Numeracy	Common misconceptions
Year 10						
Term 1 (7 weeks) 7 lessons paper 1 7 lessons paper 2						
<p>Paper 1 Term 1</p> <p>Week 1-3 The structure and functions of the skeleton</p> <p>Week 4-5 Skeletal muscles and contraction types</p> <p>Week 6-7 Joints and articulation</p>	<p>Bones</p> <p>Structure of the skeleton</p> <p>Functions of the skeleton</p> <p>Muscles of the body</p> <p>Structure of a synovial joint</p> <p>Types of freely movable joints that allow different movements</p> <p>How joints differ in design to allow certain types of movement at a joint</p> <p>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</p>	<p>Identify State Describe Explain Define Evaluate</p>	<p>Articulation</p> <p>Cranium Vertebrae Scapula Humerus Ribs Sternum Radius Ulna Pelvis Femur Tibia Patella Talus</p>	<p>Saying the names of the bones - repetition.</p> <p>Spelling of major bones and muscles.</p> <p>Describing how articulation occurs at a joint</p> <p>Pg 1-4 AQA GCSE PE.</p>	<p>Numbers of bones in certain areas of the body.</p>	<p>Muscles can push</p> <p>Bones twist</p> <p>Ligaments and tendons are the same thing or do similar jobs</p>
<p>Paper 1 Term 2</p> <p>Pathway of air</p> <p>Gaseous exchange</p>	<p>The pathway of air</p> <p>Gaseous exchange</p> <p>Blood vessels</p>	<p>Identify State Describe Explain Define</p>	<p>Mouth Nose Trachea Bronchi Bronchioles</p>	<p>Articulating the names of the organs</p> <p>Spelling of key</p>	<p>Interpretation of a spirometer trace</p>	<p>Pathway of air</p> <p>Roles of red and white blood cells</p>

Blood vessels	<p>Structure of the heart</p> <p>The cardiac cycle and the pathway of blood</p> <p>Cardiac output, stroke volume and heart rate</p> <p>Mechanics of breathing - the interaction of the intercostal muscles, ribs and diaphragm in breathing</p> <p>Interpretation of a spirometer trace</p>	Evaluate	<p>Lungs</p> <p>Alveoli</p> <p>Intercostals</p> <p>Rib Cage</p> <p>Diaphragm</p> <p>Aerobic</p> <p>Anaerobic</p> <p>Gaseous Exchange</p> <p>Blood Vessels</p> <p>Spirometer</p> <p>Haemoglobin</p> <p>Red Blood Cell</p> <p>White Blood Cell</p>	<p>words</p> <p>Describing the process of gaseous exchange</p> <p>Explaining how our bodies respond to exercise</p>		Pathway of blood
The relationship between health and fitness and the role that exercise plays in both	<p>Health and fitness</p> <p>The relationship between health and fitness</p>	<p>Identify</p> <p>State</p> <p>Describe</p> <p>Explain</p> <p>Define</p> <p>Evaluate</p>	<p>Health</p> <p>Fitness</p> <p>Ill health</p> <p>Poor Health</p>	<p>Articulating the impact of ill health on an individual</p> <p>Discussing the relationship between health and fitness</p>	<p>Use of scales and BMI</p>	<p>Confusion around definition of 'health' and 'fitness'</p>
The components of fitness, benefits for sport and how fitness is measured and improved	<p>The components of fitness</p> <p>Reasons and limitations of fitness testing</p> <p>Measuring the components of fitness</p> <p>Collecting data from fitness tests</p>	<p>Identify</p> <p>State</p> <p>Describe</p> <p>Explain</p> <p>Define</p> <p>Evaluate</p>	<p>Agility</p> <p>Balance</p> <p>Cardiovascular endurance</p> <p>Coordination</p> <p>Flexibility</p> <p>Muscular</p> <p>Endurance</p> <p>Power</p> <p>Reaction Time</p> <p>Strength</p> <p>Speed</p>	<p>Saying the definitions - repetition</p> <p>Spelling of key words</p> <p>Describing CoF and use of sporting examples</p>	<p>Calculating intensities (e.g. 1RM, % MHR)</p> <p>Completing and recording fitness testing data</p>	<p>Using fitness tests as sporting examples</p> <p>Difference between cardiovascular and muscular endurance</p>
The principles of training and their application to personal exercise/training programmes	<p>Principles of training and overload</p> <p>Application of the principles of training</p> <p>Types of training</p>	<p>Identify</p> <p>State</p> <p>Describe</p> <p>Explain</p> <p>Define</p> <p>Evaluate</p>	<p>Specificity</p> <p>Progression</p> <p>Overload</p> <p>Reversibility</p> <p>Tedium</p> <p>Frequency</p> <p>Intensity</p> <p>Time</p>	<p>Articulating the CoF - repetition and oracy</p> <p>Correct spelling of key terminology</p>	<p>Calculating intensities (e.g. 1RM and % MHR)</p> <p>Use of sets, reps and timings</p>	<p>How FITT is used to achieve Progressive Overload</p>

	Advantages and disadvantages of training types linked to specific aims		Type			
Paper 2						
Classification of skills	Skill and ability Classifications of skill Definitions of types of goals	Identify State Describe Explain Define Evaluate	Basic Complex Open Closed Self-Paced Externally Paced Gross Fine Performance Goals Outcome Goals	Discussing types of skill - oracy encouraged Debating classifications of skill in sporting examples	Setting of goals - timescales and external rewards	Difference between classifications of skills Is a skill self-paced or externally paced
The use of goal setting and SMART targets to improve and/or optimise performance	The use and evaluation of setting performance and outcome goals in sporting examples The use of SMART targets to improve and/or optimise performance	Identify State Describe Explain Define Evaluate	Specific Measurable Achievable Realistic Time-Bound	Oracy in class through definitions and how to ensure goals are 'SMART' Debates - is a goal SMART?	Time scales in goals Recording of goals	What is meant by SMART How to make goals SMART
Basic information processing model	Basic information processing model	Identify State Describe Explain Define Evaluate	Input Decision Making Output Feedback	Class discussion of the BIP model Oracy encouraged to discuss various stages	Types of feedback - timing, scores etc.	Order of basic information processing model
Guidance and feedback on performance	Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers Identify examples of, and evaluate, the effectiveness of the use of types of feedback, with reference to beginners and elite level performers	Identify State Describe Explain Define Evaluate	Visual Verbal Manual Mechanical	Verbal guidance - students specifically taught how to provide effective verbal guidance	Success criteria e.g. scoring systems, points in a rally	Difference between types of guidance - specifically manual and mechanical
Mental preparation for performance	Arousal Inverted-U theory	Identify State Describe	Arousal Inverted U Theory Over Aroused	Discussion of arousal levels	Plotting of Inverted U Theory on graph	Difference between direct and indirect aggression

	<p>How optimal arousal levels vary according to the skill being performed in a physical activity or sport</p> <p>How arousal can be controlled using stress management techniques before or during a sporting performance.</p> <p>Understand the difference between direct and indirect aggression with application to specific sporting examples</p> <p>Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types</p> <p>Definition of intrinsic and extrinsic motivation, as used in sporting examples</p> <p>Evaluation of the merits of intrinsic and extrinsic motivation in sport</p>	<p>Explain Define Evaluate</p>	<p>Under Aroused Optimal Arousal Aggression Deep Breathing Positive Self-Talk Mental Imagery / Rehearsal Introvert Extrovert Intrinsic Extrinsic</p>	<p>Debate around personality types and their appropriateness for certain sports</p> <p>Verbal discussion of personality characteristics</p> <p>Use of positive self-talk to manage arousal levels</p>		<p>Distinction between introvert and extrovert</p> <p>Confusion between terms indirect / introvert</p>
<p>Physical, emotional and social health, fitness and well-being</p>	<p>Linking participation in physical activity, exercise and sport to health, well-being and fitness, and how exercise can suit the varying needs of different people</p>	<p>Identify State Describe Explain Define Evaluate</p>	<p>Physical Health Well-being Mental Health Social Health Fitness</p>	<p>Class discussion around types of health</p> <p>Explaining the difference between physical, mental and social health</p>	<p>Government guidelines and recommendations</p>	<p>Distinctions between physical, mental and social health</p>
<p>The consequences of a sedentary lifestyle</p>	<p>The consequences of a sedentary lifestyle</p> <p>Obesity and how it may affect performance in physical activity and sport</p>	<p>Identify State Describe Explain Define Evaluate</p>	<p>Obesity Weight gain Sedentary Somatotypes Endomorph Ectomorph Mesomorph</p>	<p>Verbal discussion of somatotypes</p> <p>Debates surrounding somatotypes and specific sports</p>	<p>% body fat</p> <p>Use of scales and bodyweight</p> <p>Government guidelines</p>	<p>Difference between sedentary and obesity</p> <p>That there are three somatotypes to learn</p>

	Somatotypes					
Energy use, diet, nutrition and hydration	<p>Energy use</p> <p>Nutrition - reasons for having a balanced diet</p> <p>Nutrition the role of carbohydrates, fat, protein and vitamins/minerals</p> <p>Reasons for maintaining water balance (hydration)</p>	<p>Identify</p> <p>State</p> <p>Describe</p> <p>Explain</p> <p>Define</p> <p>Evaluate</p>	<p>Calories (Kcal)</p> <p>Carbohydrates</p> <p>Protein</p> <p>Fat</p> <p>Vitamins</p> <p>Minerals</p> <p>Nutrients</p> <p>Hydration</p>	<p>Class discussion on what makes a balanced diet</p> <p>Discussion around daily food diary</p>	<p>Calculating calories (Kcal)</p> <p>Government guidelines and recommendations</p> <p>Calculating energy consumption</p>	<p>Calories = Kcal</p> <p>Percentages of carbohydrates, proteins, fat</p>
Year 11						
Paper 1						
Anaerobic and aerobic exercise	<p>Understanding the terms aerobic exercise and anaerobic exercise</p> <p>The use of aerobic and anaerobic exercise in practical examples of differing intensities</p> <p>Excess post-exercise oxygen consumption (EPOC)/oxygen debt as the result of muscles respiring anaerobically during vigorous exercise and producing lactic acid.</p>	<p>Identify</p> <p>State</p> <p>Describe</p> <p>Explain</p> <p>Define</p> <p>Evaluate</p>	<p>Anaerobic exercise</p> <p>Aerobic Exercise</p> <p>EPOC - excess post-exercise oxygen consumption</p> <p>Recovery</p>	<p>Verbal discussion around difference between aerobic and anaerobic exercise</p> <p>What does EPOC stand for?</p> <p>Debate around sporting examples</p>	<p>Formulas for aerobic and anaerobic respiration</p>	<p>Difference between aerobic and anaerobic exercise</p> <p>Common misconception is aerobic means without breathing</p>
	The recovery process from vigorous exercise	<p>Identify</p> <p>State</p> <p>Describe</p> <p>Explain</p> <p>Define</p> <p>Evaluate</p>	<p>Cool down</p> <p>Manipulation of diet</p> <p>Ice bath</p> <p>DOMS - Delayed Onset Muscle Soreness</p>	<p>Class discussion around recovery methods</p> <p>Repetition of what DOMS stands for</p>	<p>Calculating heart rate</p> <p>Percentages of food groups</p>	<p>What the different stages of a cooldown are</p> <p>What DOMS stand for</p>
The short and long term effects of exercise	<p>Immediate effects of exercise</p> <p>Short-term effects of exercise</p> <p>Long-term effects of exercise</p>	<p>Identify</p> <p>State</p> <p>Describe</p> <p>Explain</p> <p>Define</p> <p>Evaluate</p>	<p>Immediate</p> <p>Short-term</p> <p>Long-term</p> <p>Exercise</p> <p>Fatigue</p> <p>Nausea</p> <p>DOMS</p>	<p>Spelling of key words</p> <p>Class discussions around effects of exercise</p>	<p>Tracking of breathing rate</p> <p>Measurement of heart rate</p>	<p>Difference between immediate, short-term and long-term - often confusion around timescales</p>

			Cramp Hypertrophy Bradycardia	Debates around effects and their timings		
Lever systems, examples of their use in activity and the mechanical advantage they provide in movement.	First, second and third class lever systems within sporting examples Mechanical advantage - an understanding of mechanical advantage in relation to the three lever systems. Analysis of basic movements in sporting examples	Identify State Describe Explain Define Evaluate	First Class Second Class Third Class Fulcrum Load Effort Mechanical Advantage	Spelling of key words Class discussion around drawing a lever	Drawing linear versions of a lever Mechanical advantage formula	Linear drawings of a level - placement of fulcrum, load and effort Distinction between first, second and third class
Planes and axes of movement	Identification of the relevant planes and axes of movement used whilst performing sporting actions	Identify State Describe Explain Define Evaluate	Plane Axes Frontal Plane Transverse Plane Sagittal Plane Longitudinal Axes Transverse Axes Sagittal Axes	Spelling of key words Class discussion of types of movement Discussion around sporting examples and their movements	Degrees of turns e.g. 360 degree turn	Distinction between Plane and Axes What movement can occur within each plane / axes
How to optimise training and prevent injury	Calculating intensities to optimise training effectiveness Considerations to prevent injury Specific training techniques - high altitude training as a form of aerobic training Seasonal aspects	Identify State Describe Explain Define Evaluate	Aerobic Anaerobic Threshold Maximum Heart Rate Percentage 1 rep max Warm Up Cool Down Season Altitude Periodisation	Spelling of subject-specific terminology Class discussions around calculating intensities Oracy encouraged when discussing injury prevention techniques	Calculating intensities - use of 1RM / % MHR	The difference between 1RM and MHR The different parts of a season
Effective use of warm up and cool down.	Warming up and cooling down	Identify State Describe Explain Define Evaluate	Pulse raiser Stretching Static Dynamic Skill Based Practice	Student led warm ups and cool downs Class discussion around effective use of warm up	Timing of activities Number of repetitions	Stages of a 3 part warm up Difference between static and dynamic stretching

			Mental Preparation	and cool down		
				Spelling of key words		
Use of data	Quantitative data Qualitative data Presenting data Analysis and evaluation of data	Identify State Describe Explain Define Evaluate	Quantitative Qualitative Data Threshold	Students to discuss difference between qualitative and quantitative data Qualitative data encourages students to express thoughts and opinions	Plotting of data on graphs Calculations Presenting data in variety of formats	Difference between qualitative and quantitative data
Paper 2						
Engagement patterns of different social groups in physical and sport	Engagement patterns of different social groups and the factors affecting participation.	Identify State Describe Explain Define Evaluate	Gender Race Religion Culture Age Family Friends Peers Disability	Students to make links between social groups and the impact on engagement Class debates Class discussions	Facts and figures surrounding participation rates	Confusion between how social groups can affect participation
Commercialisation of physical activity and sport	Commercialisation Types of sponsorship and the media Positive and negative impacts of the sponsorship and media Positive and negative impacts of technology	Identify State Describe Explain Define Evaluate	Commercialisation Sponsorship Media Financial Clothing Equipment Television Radio The Press The Internet Social Media	Discussion around types of media Students presented with various forms of media including printed press Debates around positive and negative impacts of media and technology	Use of technology and how data can be presented Sponsorship amounts and figures Commercialisation and figures surrounding money	Difference between sponsorship and commercialisation Misconceptions around the types of technology used
Ethical and socio-cultural issues in physical activity and sport	Conduct of performers Prohibited substances	Identify State Describe Explain	Etiquette Sportsmanship Gamesmanship Stimulants	Spelling of key vocabulary Class discussion	Numeracy involved in doses of PEDs taken by performers	Type of PED and its function Difference between

	<p>Prohibited methods (blood doping)</p> <p>Drugs subject to certain restrictions (beta blockers)</p> <p>Which type of performers may use different types of performance enhancing drugs with sporting examples</p> <p>The advantages and disadvantages for the performer/sport of taking PED's</p> <p>Spectator behaviour (the positive and the negative effects of spectators at events)</p> <p>Reasons why hooliganism occurs</p> <p>Strategies employed to combat hooliganism/spectator behaviour</p>	<p>Define Evaluate</p>	<p>Narcotic Agents Anabolic Agents Peptide Hormones Diuretics Beta Blockers Spectator Hooliganism</p>	<p>and oracy around types of drugs</p> <p>Debates around ethics of PEDs</p> <p>Discussion and class debates around hooliganism</p>	<p>Statistics of PEDs</p> <p>Statistics of hooligan behaviour</p>	<p>sportsmanship and gamesmanship</p> <p>The meaning of the word etiquette</p>
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