

Curriculum Assessment Map: Year 10 GCSE PE

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	Component 2 Topic 1 Physical, emotional and social health, fitness and well-being and data analysis and trends.	Component 1 Topic 1 The structure and functions of the musculo- skeletal system	Component 1 Topic 3 Injuries, injury prevention and performance enhancing drugs.	Component 2 Topic 3 Fitness, health and exercise and Components of fitness.	Component 2 Topic 3 Fitness testing. Collection and interpretation of data from fitness test results	Component 1 Topic 3 Principles and methods of training. Warm up and cool down, goal setting and PEP coursework write up.
Key Learning & Skills	Students will understand the relationship between health and fitness and the role that exercise plays in both. Understand the components of a balanced diet and how this can impact health.	Students will develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport through the following content.	Students will learn how to optimise training and prevent injury. The effective use of a warm up and cool down.	Students will learn about the components of fitness, benefits for sport and how fitness is measured and improved.	Fitness test suitability Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables.	Students will develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes.
End points	To be able to explain; <ul style="list-style-type: none"> • 3 Types of health • Lifestyle choices and impact. • Diet, exercise, work, rest, sleep & drugs. • Sedentary Lifestyles and the impact on health. • Diet for sport and exercise • Optimum weight and difference for activity and sport 	To be able to explain; <ul style="list-style-type: none"> • The functions of the skeleton • Classification of bones • The structure of the skeleton • The classification of joints • Movement possibilities at joints • The role of ligaments and tendons • Classification and characteristics of muscle types • Location and role of voluntary muscles • Antagonistic pairs of muscles 	To be able to explain; <ul style="list-style-type: none"> • The purpose and importance of warm ups and cool downs. • The phases of a warm up. • Symptoms of different injuries, how they could occur and how they are treated. 	To be able to explain; <ul style="list-style-type: none"> • Each component of fitness. • Explain where components of fitness are used in different sports. • Identify the fitness test that would be suitable for each component. 	To be able to; <ul style="list-style-type: none"> • Understand the reasons for testing • Describe the protocol for each test • Identify the advantages and disadvantages of each test. 	To be able to; <ul style="list-style-type: none"> • Identify and explain the principles of training and give examples of how they can be applied. • Identify and calculate the thresholds of training. • Identify characteristics of each training method and the advantages and disadvantages for each one. • Fitness classes characteristics and their use



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		<ul style="list-style-type: none"> Characteristics of muscle fibre types. 				for specific components of fitness.
Informal (formative) Assessment	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries
Formal (summative) Assessment	END OF UNIT TEST Component 2 Topic 1	END OF UNIT TEST Component 1 Topic 1	END OF UNIT TEST Component 1 Topic 3	END OF UNIT TEST Component 2 Topic 3	END OF UNIT TEST Component 2 Topic 3	FULL MOCK component 1 & 2

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

Curriculum Assessment Map: Year 11 GCSE PE

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	PEP coursework write up.	Component 2 Topic 2 Classification of skills and practice. Guidance, feedback and mental preparation.	Component 2 Topic 3 Participation rates and data analysis. Commercialisation, sponsorship and sporting behaviours.	Component 1 Topic 2 <i>Levers, planes and axes.</i>	Component 1 Topic 1 Respiratory and Cardiovascular System	
Key Learning & Skills	Develop students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity	Students will develop knowledge and understanding of the psychological factors that can affect performers and their performance in physical activity and sport through the following content.	Student will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society, through the following content	Students will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport through the following content.	Students will develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport through the following content.	
End points	<ul style="list-style-type: none"> Students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period, and can relate to any physical activity of their choice from the activities list given in Component 3: Practical Performance. 	To be able to explain; <ul style="list-style-type: none"> Classification of skills using the open-closed, basic (simple) – complex, and low organisation-high organisation continua. Practice structures: massed; distributed; fixed and variable. Principles of SMART targets (specific, measurable, achievable, realistic, time-bound) and the value of each 	To be able to discuss; <ul style="list-style-type: none"> Engagement patterns of different social groups in physical activity and sport The relationship between commercialisation, the media and physical activity and sport The advantages and disadvantages of commercialisation and the media for: the sponsor; the sport; the player/performer; the spectator 	To be able to explain; <ul style="list-style-type: none"> Lever systems, and give examples of their use in activity and the mechanical advantage they give in movement Planes and axes within sport. 	To be able to explain; <ul style="list-style-type: none"> The functions of the cardiovascular system The structure of the cardiovascular system The structure and function of blood vessels (arteries, capillaries, veins) Vascular shunting The function of blood cells, platelets and plasma The composition of inhaled and exhaled air Lung volumes (vital capacity, tidal volume) 	



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		<p>principle in improving and/or optimising performance.</p> <ul style="list-style-type: none"> Advantages and disadvantages of each type of guidance and its appropriateness in a variety of sporting contexts. Types of feedback to optimise performance: intrinsic; extrinsic; concurrent; terminal. 			<ul style="list-style-type: none"> The structure of the respiratory system The structure of the alveoli Gas exchange. 	
Informal (formative) Assessment	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	
Formal (summative) Assessment	Coursework marks out of 20	FULL MOCK Component 1 & 2	END OF UNIT TEST Component 2 Topic 3	END OF UNIT TEST Component 1 Topic 2	END OF UNIT TEST Component 1 Topic 1 FINAL EXAM	

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