

## Curriculum Mapping: Physical Education KS4 – GCSE

		Autumn		Spring		Summer	
<b>Year 10 – Physical Factors Affecting Performance</b>		<b>The Cardiovascular and Respiratory System</b>	<b>Structure and Function of the Skeletal &amp; Muscular System</b>	<b>Effects on the Body Systems</b> <b>Components of Fitness</b>	<b>Applying Principles of Training</b>	<b>Preventing Injury in Physical Activity and Training</b>	<b>Movement Analysis</b>
		<b>Concepts/Tier 3 vocabulary</b>  Agonist, antagonist, fixator, connective tissue, articulating bones, synovial joint,  Systemic, pulmonary, double circulatory, heart rate, stroke volume, cardiac output  Aerobic, anaerobic, tidal volume, breathing rate, minute Ventilation		<b>Concepts/Tier 3 vocabulary</b>  Short term, long term, redistribution, respiratory rate, lactic acid  Cardiovascular endurance, muscular endurance, speed, strength, power, flexibility, agility, balance co-ordination, reaction Time  Specificity, progression, overload, reversibility, frequency, intensity, time, type		<b>Concepts/Tier 3 vocabulary</b>  Personal protective equipment, appropriate level, hazard  1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> levers, mechanical advantage, frontal, transverse, sagittal, longitudinal	
		<b>Justification:</b>  Learners will develop their knowledge and understanding of the structure and function of the cardiovascular system. Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms. Learners will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, Learners will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.	<b>Justification:</b>  Learners will be able to name and locate the major bones & muscles of the body and be able to apply examples of how the skeletal system allows the functions such as posture and protection. Learners will be able to identify major joints along with the associated articulating bones. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints, as well as being able to apply these movements to examples from physical activities and sports. Learners will also develop their knowledge of the roles of muscles as agonists, antagonists and, fixators	<b>Justification:</b>  Learners will develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system. They will be able to apply understanding of these effects to examples from a range of physical activities and sports. Learners will be able to define each component of fitness and develop their knowledge of suitable tests for each component. Learners will be able to collect and use data related to both short-term and long-term effects of exercise. and the identified components of fitness.	<b>Justification:</b>  Learners will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise programmes. Learners will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training. Learners will understand the key components and physical benefits of the warm up and cool down applied to physical activities and sports.	<b>Justification:</b>  Learners will develop their knowledge and understanding of how to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings. Learners will know how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of competition.	<b>Justification</b>  Learners will develop their knowledge of the three classes of lever and will be able to use examples from physical activities and sport to show where these levers might operate to produce movement. Learners will become aware of the mechanical advantage provided by levers in movement. Learners will know the three planes of movement and be able to give examples of these levers from different physical activities and sports. Frontal, transverse and longitudinal axes of rotation will be recognised by learners who will be able to apply these to examples from physical activities and sports.

	<b>Assessment</b> <i>End of Module Test 1 half term 1</i>	<b>Assessment</b> <i>End of Module Test 2 half term 2</i>	<b>Assessment</b> <i>End of Module Test 3 half term 3</i>	<b>Assessment</b> <i>End of Module Test 4 half term 4</i>	<b>Assessment</b> <i>Year 10 PPE – GCSE Past Paper 1 (movement analysis removed)</i>	<b>Assessment</b> <i>End of Module Test 6 half term 6</i>
	<p><b>Wider Reading/Cultural Capital:</b> Throughout the GCSE course students are encouraged to participate in the sports they will take for their NEA. The department offer before school, lunch time &amp; after school clubs in a number of suitable GCSE activities in order for our students to develop their skills and participate in healthy active lifestyles. We have a large number of school club links to help continue this development and ensure our students attend county and elite pathway programme trials. Our clubs are not restricted to the elite. We offer 'Sport for All' sessions as well as Academy training.</p> <p>Wider reading /experience is provided and signposted including: articles, books, documentaries, trip locations.</p>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Year 11 – Social Cultural Issues &amp; Sports Psychology</b>	<b>Engagement Patterns</b> <b>Commercialisation of Physical Activity and Sport</b>	<b>Ethical and Social Cultural Issues in physical activity and Sport</b>	<b>Sports Psychology</b>	<b>Health, Fitness and Wellbeing</b>	<b>Revision</b>	
	<b>Concepts/Tier 3 vocabulary</b>  <i>Gender, ethnicity, religion, culture, discrimination, promotion, provision, access</i>  <i>Golden Triangle</i>  <i>Sportsmanship, gamesmanship, deviance, drugs, violence</i>		<b>Concepts/Tier 3 vocabulary</b>  <i>Efficient, fluent, aesthetic, classification, imagery, selective attention, guidance, feedback</i>  <i>Sedentary, physical, emotional, social</i>			
	<b>Justification:</b> <i>Learners will develop their knowledge and understanding of current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation, using practical examples from</i>	<b>Justification</b> <i>Learners will develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical</i>	<b>Justification:</b> <i>Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be</i>	<b>Justification:</b> <i>Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Learners</i>	<b>Justification:</b>	<b>Justification:</b>

	<p>physical activities and sports.</p> <p>Learners will develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance.</p>	<p>examples in physical activities and sports.</p>	<p>understood, along with the role of goal setting and mental preparation to improve performance. Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills.</p>	<p>will develop their knowledge and understanding of diet and nutrition. Learners will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.</p>		
	<p><b>Assessment</b> GCSE Paper 1 upon return in September</p> <p>End of Module Test 7-half term 1</p>	<p><b>Assessment</b> <i>Year 11 PPE</i> Paper 1 (Full) Paper 2 (modified)</p>	<p><b>Assessment</b> End of module test 9 half term 3</p>	<p><b>Assessment</b> GCSE Paper 2 (Full)</p>		
<p><b>Wider Reading/Cultural Capital:</b> Throughout the GCSE students are encouraged to participate in the sports they will take for their NEA. The department offer before school, lunch time &amp; after school clubs in a number of suitable GCSE activities in order for our students to develop their skills and participate in healthy active lifestyles. We have a large number of school club links to help continue this development and ensure our students attend county and elite pathway programme trials. Our clubs are not restricted to the elite. We offer 'Sport for All' sessions as well as Academy training. Wider reading /experience is provided and signposted including: articles, books, documentaries, trip locations</p>						