



Year 10 GCSE Physical Education

Note that 3 out of every 5 GCSE PE lessons are theory lessons. The practical sports will include the following sports, Netball,

Table Tennis, Athletics, Basketball, Football, Handball Theory Overview

	2 lessons per cycle/fortnight Minimum of 1 homework per cycle			
Term	Topic and approximate duration	Key learning areas Students should be able to:	Required Reading	Homework Options Students will be guided by the class teacher as to which level to complete (according to target level)

Autumn Term 1	<p>Diet</p> <p>Sedentary Lifestyles</p> <p>Mental Preparation</p>	<ul style="list-style-type: none"> - Energy use and the average intake required for males and females - dependent on age, gender, height and exercise - Nutrition – reasons for having balanced diet - the role of carbohydrates, fat, protein and vitamins/minerals - Reasons for maintaining water balance (hydration) - The definition of dehydration and what it results in - The consequences of dehydration to different sporting activities. <ul style="list-style-type: none"> - The consequences of a sedentary lifestyle - Obesity and how it may affect performance in physical activity and sport - Definitions of the following body types: • endomorph • mesomorph • ectomorph. Students should be taught to identify the most suitable body type for particular sports (or positions within a sport) and justify their choice. <ul style="list-style-type: none"> - Define arousal and appropriately place the inverted U in a graph with appropriate labels - How optimal arousal levels vary according to the skill being performed in a physical activity or sport - How arousal can be controlled using stress management techniques before or during a sporting performance - Understand the difference between direct and indirect aggression with application to specific sporting examples 		<p>Homework 1 – Diet past paper questions</p> <p>Homework 2 – Sedentary Lifestyles questions</p> <p>Assessed Homework 3 – Inverted U Theory</p> <p>Homework 4 – Influences in sport 9 mark question</p> <p>Homework 5 – Past paper question on first unit</p> <p>Homework 6 – Social groups past paper questions</p>
---------------	--	---	--	--

	<p>Conduct</p> <ul style="list-style-type: none"> - Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types - Definition of intrinsic and extrinsic motivation, as used in sporting examples - Evaluation of the merits of intrinsic and extrinsic motivation in sport - Definitions of the following terms: • etiquette • sportsmanship • gamesmanship • contract to compete. - Use of sporting examples applied to each term <p>Information Processing</p> <ul style="list-style-type: none"> - The role of each stage (input, decision making, output and feedback) of the model. - Apply the basic information processing model to skills from sporting examples <p>Skill Classification</p> <ul style="list-style-type: none"> - Definition of skills and ability - Difference between performance goals and outcome goals using appropriate performance/outcome target for sporting examples 		
	Nature of Landmark Assessment	Test on all aspects of mental preparation for performance	

		<ul style="list-style-type: none"> - Measuring the components of fitness - Demonstration of how data is collected for fitness testing 		
	Principles of Training	<ul style="list-style-type: none"> - Understanding of key principles of training and how they can be applied to bring about improvements in fitness. - Application of the principles to sporting examples. - Understand the distinctions between the different types of training, the training purpose, training thresholds and training zones - Identification of the advantages and disadvantages (the effects on the body) of training types linked to specific aims 		
	Relationship between health and fitness and the role exercise plays	<ul style="list-style-type: none"> - The relationship between health and fitness. - Decreased fitness because of ill health, ie poor health can result in an inability to train, lowers fitness. - Increased fitness despite ill health, i.e. unhealthy but able to train, increases fitness. 		
	Cardio-respiratory system	<ul style="list-style-type: none"> - Identification of the pathway of air - How gaseous exchange works and the features that assist in gaseous exchange. - The structures of blood vessels, including arteries, capillaries and veins - How the structure of each bloody vessel relates to the function - The structure of the heart - The order of the cardiac cycle and the pathway of the blood - The relationship between cardiac output, stroke volume and heart rate - The mechanics of breathing and the interaction of intercostal muscles, ribs and diaphragm in breathing 		

		<ul style="list-style-type: none"> - Identification of tidal volume, expiratory reserve volume, inspiratory reserve volume and residual volume on a spirometer trace; and how these may change from rest to exercise 		
--	--	---	--	--

	Anaerobic and aerobic exercise	<ul style="list-style-type: none"> - Understanding the terms aerobic exercise and anaerobic exercise and their formulas - The use of aerobic and anaerobic exercise in practical examples of differing intensities - Definition of the term EPOC and understanding that EPOC caused by anaerobic exercise during vigorous exercise and producing lactic acid - The recovery process from vigorous exercise including a cool down, manipulation diet and ice baths/massage 		
	Nature of landmark assessment	Christmas Mock Exams		

Spring Term 1	<p>Short and long term effects of exercise</p> <p>Effective warm up/cool down</p> <p>Musco-skeletal system</p>	<ul style="list-style-type: none"> - Understanding of the difference between immediate, short and long term effects of exercise - Link the components of fitness to the long term effects of exercise. - Students should be taught to understand and justify appropriate elements of a warm up and a cool down for different sporting activities. The benefits of warm up and cool down - Identification of the bones at the head/neck, shoulder, chest, elbow, hip, knee and ankle - The structure of the skeleton and how the skeletal system provides a framework for movement in conjunction with the muscular system: The functions of the skeleton and how they should be applied to performance in physical activity. - The muscles of the body and the role of tendons - Identification of what a synovial joint is and the structures within a synovial joint to prevent injury - Types of freely movable joints that allow different movements and how joints differ in design to allow certain types of movement - How the major muscles and muscle groups of the body work antagonistically to affect movement in physical activity at the major movable joints. 		<p>Homework 11 – short and long term effect 9 marker (Assessed) Question</p> <p>Homework 12 –Effective warm up Questions</p> <p>Homework 13 –Musco-skeletal system Questions</p> <p>Homework 14 – Optimum training zones</p> <p>Homework 15 – Revision in preparation for MOCK examination</p>
---------------	---	---	--	--

	Optimize training and prevent injury	<ul style="list-style-type: none"> - Analysis of basic movements in sporting examples - Calculating intensities to optimise training effectiveness - Calculate the aerobic/anaerobic training zone - How to calculate one repetition maximum (one rep max) as part of weight training and how to make use of one rep max - Considerations to prevent injury 		
Spring Term 2				
	Types of Guidance SMART Targets Social Groups	<ul style="list-style-type: none"> - Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers - choose and justify which types of guidance are appropriate for beginners and/or 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 - The use and evaluation of setting performance and outcome goals in sporting examples - The use of SMART targets to improve and/or optimise performance - Engagement patterns of different social groups and the factors affecting participation - Understand factors that contribute to engagement patterns in the following social groups: • gender • race/religion/culture • age • family/friends/peers • disability. 		Homework 16 – Past Paper Questions Pack 1 Homework 17 – Past Paper Questions Pack 2 Homework 18 – Past Paper Questions Pack 3 Homework 19 – Full Past Paper

	Physical, emotional, social well-being	- 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		
	Nature of landmark assessment	Past Paper Mock Exam		
Summer Term 1	End of Year Assessment Revision	6 Revision lessons in the lead up to End of Year Assessments		Homework 20– Exam Questions pack 1 & 2 Homework 21 – Exam Questions pack 3 & 4 Homework 22 – Exam Questions pack 5 & 6 Homework 23 – Exam Questions pack 7 & 8 Homework 24 – Exam Questions pack 9 & 10
	Nature of landmark assessment	Year 11 EXAMINATION		