

# SUBJECT: GCSE PE



## KS4 CURRICULUM PLAN 2020-21

KS3 Knowledge and key skills

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC</b>	<i>Physical Training</i>	<i>Physical Training</i>	<i>Applied Anatomy and Physiology</i>	<i>Applied Anatomy and Physiology</i>	<i>Movement Analysis</i>	<i>Movement Analysis</i>
<b>Knowledge</b>	The relationship between health & fitness and the role that exercise plays in both  Components of fitness  Fitness Testing  Principles of Training	Types of training  Seasons  Warm up & cool down  Injury	Structure and function of the musculoskeletal system  Structure and function of the cardio respiratory system	Anaerobic and aerobic exercise  Short & long term effects of exercises	Lever systems  Planes and axis of movement  Movement Analysis	NEA Coursework NEA Coursework: •Analysis •Evaluation
<b>Skills</b>	Be able to define components of fitness and apply knowledge of their purpose and suitability in relation to a variety of different sports. To be able to discuss the strengths and limitations of different fitness tests in relation to different sports. To be able to explain the principles of training and understand how they should be applied and adapted to improve a specific sporting goal.	To be able to link types of training with specific components of fitness, justifying and evaluating the use of these in relation to a variety of sports. To be able to analyse the parts of a training seasons and the parts of a warm up in relation to sporting performances. To be able to identify and explain different types of injuries.	To be able to explain the role of the body systems in relation to the success of sporting performances. To be able to interrupt graphs which illustrate heart rate, stroke volume and cardiac output, to be able to interrupt a spirometer trace.	To evaluate the use of aerobic and anaerobic respiration in relation to a variety of sports. To analyse the immediate, short and long term effects of exercise on various sporting performers.	To be able to identify and illustrate the 3 classes of lever systems. To be able to link a sporting movement to the correct lever system. To be able to link a sporting movement to the correct plane and axis. To evaluate the importance of lever systems and planes and axis to a number of sporting actions. To combine knowledge of muscles, joints, levers, planes and axis to analyse a variety of sporting actions.	Coursework (NEA) Analysis : To be able to analyse the strengths and weaknesses of performance in relation to components of fitness and skills in a chosen sport. To be able to justify the impact of strengths and weaknesses on performances. Coursework (NEA) Evaluation: To be able to choose and justify a training type to improve a component of fitness weakness. To evaluate the impact of a theory element in relation to a skill weakness form a chosen sport.
<b>Key Vocab</b>	Health, Fitness, Agility, Balance, Co-ordination, Power, Reaction-time, Strength, Speed, Flexibility, Cardiovascular Endurance, Muscular Endurance.	Circuit, Continuous, Fartlek, Weight, Interval, HIIT, Plyometrics, Altitude, Peak, Pulse raiser, Familiarisation, Strain, Sprain.	Agonist, Antagonistic, Anticipatory, Vasoconstriction, Vasodilation.	Aerobic, Anaerobic, Glucose, Fatigue, Nausea, Hypertrophy	Sagittal, Transverse, Frontal, Longitudinal, Fulcrum, Resistance, Effort, Lever	Intensities, Justify, Calculate.

Key Knowledge Transfer

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC</b>	<i>Coursework&amp; Sports Psychology</i>	<i>Sports Psychology</i>	<i>Socio-cultural Issues Ethical issues</i>	<i>Socio-cultural Issues Ethical issues</i>		
<b>Knowledge</b>	•Analysis •Evaluation  Revision for Year 11 In class assessment  Sports Psychology •Guidance and Feedback on performance •Classification of skill Assessment: In class assessment	Sports Psychology •Goal setting & SMART targets •Information Processing •Mental preparation for performance •Arousal  Assessment: CAE	Socio-cultural Issues •Engagement patterns of different social groups •Commercialisation •Ethical issues  Assessment: End of Unit: Chapter 4	Health, Fitness and well-being •Somatotypes •Diet •Health Assessment: End of Unit Chapter 5&6	Revision. Paper 1 and Paper 2	
<b>Skills</b>	Develop analysis and evaluation skills. Apply these to specific sporting examples in order to complete coursework. Explore exam technique and develop revision skills in preparation for ICA. Begin to acquire knowledge and understanding of basic sport psychology theory and start to apply this in NEA.	Develop knowledge and understanding of sports psychology. Identify and evaluate the effectiveness of guidance in relation to different levels of performers. Be able to suggest methods for controlling arousal levels in relation to a specific sport.	Develop and understanding of engagement patterns and the factors that contribute to participation. To be able to discuss socio-cultural issues such as commercialisation, technology, drugs, spectators and hooliganism. To be able to justify the impact these topics have on sport, both positive and negative.	To know the importance of physical activity in order to maintain optimal health and to be able to discuss the issues that may arise as a consequence of a sedentary lifestyle. To be able to give nutritional advice and justify the reasons for choices.	Revision skills. Exam technique. Course recap.	
<b>Key Vocab</b>	Intrinsic, extrinsic, training methods, training zones, impact	Input, decision making, output, feedback, Visual verbal, manual and mechanical guidance. KofR, KofP, inverted U, deep breathing, mental rehearsal, positive self-talk.	Commercialisation, Performance Enhancing , Hooliganism	Sedentary lifestyle, obesity, nutrition	Justify, Discuss, Evaluate, Analyse.	