

Year 10 GCSE PE Curriculum Map 2022-2023.

	Topic	Essential Knowledge and Skills
Autumn Term	1.1.a The structure and function of the skeleton.	<ul style="list-style-type: none"> - know the name and location of the following bones in the human body: • cranium • vertebrae • ribs • sternum • clavicle • scapula • pelvis • humerus • ulna • radius • carpals • metacarpals • phalanges • femur • patella • tibia • fibula • tarsals • metatarsals - understand and be able to apply examples of how the skeleton provides or allows: • support • posture • protection • movement • blood cell production • storage of minerals. - know the definition of a synovial joint - know the following hinge joints: • knee – articulating bones – femur, tibia • elbow – articulating bones – humerus, radius, ulna - know the following ball and socket joints: • shoulder – articulating bones – humerus, scapula • hip – articulating bones – pelvis, femur. - know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport: • flexion • extension - know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport: • flexion • extension • rotation • abduction • adduction • circumduction. - know the roles of: • ligament • cartilage • tendons.
	1.1.b The structure and function of the muscular system	<ul style="list-style-type: none"> - know the name and location of the following muscle groups in the human body and be able to apply their use to examples from physical activity/sport: • deltoid • trapezius • latissimus dorsi • pectorals • biceps • triceps • abdominals • quadriceps • hamstrings • gluteals • gastrocnemius - know the definitions and roles of the following and be able to apply them to examples from physical activity/sport: • agonist • antagonist • fixator – antagonistic muscle action.
	1.1.c Movement Analysis	<ul style="list-style-type: none"> - know the three classes of lever and their use in physical activity and sport: • 1st class – neck • 2nd class – ankle • 3rd class – elbow • know the definition of mechanical advantage. - know the location of the planes of movement in the body and their application to physical activity and sport: • frontal • transverse • sagittal - know the location of the axes of rotation in the body and their application

		to physical activity and sport: • frontal • transverse • longitudinal.
	AEP Coursework	- Section 5 Part 1
	1.1.d The cardiovascular and respiratory systems	<ul style="list-style-type: none"> - know the double-circulatory system (systemic and pulmonary) - know the different types of blood vessel: • arteries • capillaries • veins - understand the pathway of blood through the heart: • atria • ventricles • bicuspid, tricuspid and semilunar valves • septum and major blood vessels: – aorta – pulmonary artery – vena cava – pulmonary vein - know the definitions of: • heart rate • stroke volume • cardiac output - know the role of red blood cells. - understand the pathway of air through the respiratory system: • mouth • nose • trachea • bronchi • bronchiole • alveoli • know the role of respiratory muscles in breathing: • diaphragm • intercostals - know the definitions of: • breathing rate • tidal volume • minute ventilation - understand about alveoli as the site of gas exchange. - know the definitions of: • aerobic exercise • anaerobic exercise - be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration.
	1.1.e Effects of exercise on body systems	<ul style="list-style-type: none"> - understand the short-term effects of exercise on: • muscle temperature • heart rate, stroke volume, cardiac output • redistribution of blood flow during exercise • respiratory rate, tidal volume, minute ventilation • oxygen to the working muscles • lactic acid production - be able to apply the effects to examples from physical activity/ sport - be able to collect and use data relating to short-term effects of exercise. - understand the long-term effects of exercise on: • bone density • hypertrophy of muscle • muscular strength • muscular endurance • resistance to fatigue • hypertrophy of the heart • resting heart rate and resting stroke volume • cardiac output • rate of recovery • aerobic capacity • respiratory muscles • tidal volume and minute volume during exercise • capillarisation - be able to apply the effects to examples from physical activity/ sport - be able to collect and use data relating to long-term effects of exercise.

<p>Spring Term</p>	<p>1.2.a Physical training</p>	<p>Know the following components of fitness:</p> <ul style="list-style-type: none"> - cardiovascular endurance/stamina - know the definition of cardiovascular endurance/stamina - be able to apply practical examples where this component is particularly important in physical activity and sport - know suitable tests for this component, including: <ul style="list-style-type: none"> – Cooper 12 minute run/walk test – multi-stage fitness test - muscular endurance - know the definition of muscular endurance - be able to apply practical examples where this component is particularly important in physical activity and sport - know suitable tests for this component, including: <ul style="list-style-type: none"> – press-up test – sit-up test - speed - know the definition of speed - be able to apply practical examples where this component is particularly important in physical activity and sport - know suitable tests for this component, including: <ul style="list-style-type: none"> – 30m sprint test - strength - know the definition of strength - be able to apply practical examples of where this component is particularly important in physical activity and sport - know suitable tests for this component, including: <ul style="list-style-type: none"> – grip strength dynamometer test – 1 Repetition Maximum (RM) - power - know the definition of power - be able to apply practical examples of where this component is particularly
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		<p>important in physical activity and sport</p> <ul style="list-style-type: none">- know suitable tests for this component, including: – ‘standing jump’ or ‘vertical jump’ tests - flexibility- know the definition of flexibility- be able to apply practical examples of where this component is particularly important in physical activity and sport- know suitable tests for this component, including: – ‘sit and reach’ test - agility- know the definition of agility- be able to apply practical examples of where this component is particularly important in physical activity and sport- know suitable tests for this component, including: – Illinois agility test - balance- know the definition of balance- be able to apply practical examples of where this component is particularly important in physical activity and sport- know suitable tests for this component, including: – ‘stork stand’ test - co-ordination- know the definition of co-ordination- be able to apply practical examples of where this component is particularly important in physical activity and sport- know suitable tests for this component, including: – ‘wall throw’ test - reaction time- know the definition of reaction time- be able to apply practical examples of where this component is particularly important in physical activity and sport- know suitable tests for this component, including: – reaction time ruler test
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	1.2.b Applying the principles of training	<ul style="list-style-type: none"> - know the following definitions of principles of training and be able to apply them to personal exercise/training programmes: • specificity • overload • progression • reversibility. - know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise/training programmes - know different types of training, definitions and examples of: • continuous • fartlek • interval (circuit training, weight training, plyometrics, HIIT (High Intensity Interval Training)). - understand the key components of a warm up and be able to apply examples: • pulse raising • mobility • stretching • dynamic movements • skill rehearsal - know the physical benefits of a warm up, including effects on: • warming up muscles/preparing the body for physical activity • body temperature • heart rate • flexibility of muscles and joints • pliability of ligaments and tendons • blood flow and oxygen to muscles • the speed of muscle contraction - understand the key components of a cool down and be able to apply examples: • low intensity exercise • stretching - know the physical benefits of a cool down, including: • helps the body's transition back to a resting state • gradually lowers heart rate • gradually lowers temperature • circulates blood and oxygen • gradually reduces breathing rate • increases removal of waste products such as lactic acid • reduces the risk of muscle soreness and stiffness • aids recovery by stretching muscles.
Summer Term	AEP Coursework	<ul style="list-style-type: none"> - Section 1 - Section 2 - Section 3 - Section 4
	1.2.c Preventing injury in physical activity and training	<ul style="list-style-type: none"> - understand how the risk of injury in physical activity and sport can be minimised and be able to apply examples, including: • personal protective equipment • correct clothing/footwear • appropriate level of competition •

		<p>lifting and carrying equipment safely • use of warm up and cool down</p> <ul style="list-style-type: none">- know potential hazards in a range of physical activity and sport settings and be able to apply examples, including: • sports hall • fitness centre • playing field • artificial outdoor areas • swimming pool.
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Year 11 GCSE PE Curriculum Map 2022-2023.

	Topic	Essential Knowledge and Skills
Autumn Term	2.1.a Engagement patterns of different social groups in physical activities and sports	<ul style="list-style-type: none"> - be familiar with current trends in participation in physical activity and sport: <ul style="list-style-type: none"> • using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS)) • of different social groups • in different physical activities and sports. - understand how different factors can affect participation, including: <ul style="list-style-type: none"> • age • gender • ethnicity • religion/culture • family • education • time/work commitments • cost/disposable income • disability • opportunity/access • discrimination • environment/climate • media coverage • role models - understand strategies which can be used to improve participation: <ul style="list-style-type: none"> • promotion • provision • access - be able to apply examples from physical activity/sport to participation issues.
	2.1.b Commercialisation of physical activity and sport	<ul style="list-style-type: none"> - understand the influence of the media on the commercialisation of physical activity and sport: <ul style="list-style-type: none"> • different types of media (social, internet, TV/visual, newspapers/magazines.) - know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle): <ul style="list-style-type: none"> • positive and negative effects of the media on commercialisation - be able to apply practical examples to these issues. - understand the influence of sponsorship on the commercialisation of physical activity and sport: <ul style="list-style-type: none"> • positive and negative effects of sponsorship on commercialisation - be able to apply practical examples to the issue of sponsorship.
	2.1.c. Ethical and socio-cultural issues in physical activity and sport	<ul style="list-style-type: none"> - know and understand: <ul style="list-style-type: none"> • the value of sportsmanship • the reasons for gamesmanship and deviance in sport. - be able to apply practical examples to these concepts. - know and understand the reasons why sports performers use drugs - know the types of drugs and their effect on performance: <ul style="list-style-type: none"> • anabolic steroids • beta blockers • stimulants - give practical examples of the use of these drugs in sport. - know and understand the impact of drug use in sport: <ul style="list-style-type: none"> • on performers • on

		<p>sport itself.</p> <ul style="list-style-type: none"> - know and understand the reasons for player violence - give practical examples of violence in sport.
Spring Term	2.2 Sports psychology	<ul style="list-style-type: none"> - know the definition of motor skills - understand and be able to apply examples of the characteristics of skilful movement: • efficiency • pre-determined • co-ordinated • fluent • aesthetic. - know continua used in the classification of skills, including: • simple to complex skills (difficulty continuum) • open to closed skills (environmental continuum) - be able to apply practical examples of skills for each continuum along with justification of their placement on both continua. - understand and be able to apply examples of the use of goal setting: • for exercise/training adherence • to motivate performers • to improve and/or optimise performance - understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed) - be able to apply the SMART principle to improve and/or optimise performance. - know mental preparation techniques and be able to apply practical examples to their use: • imagery • mental rehearsal • selective attention • positive thinking. - understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: • visual • verbal • manual • mechanical. - understand types of feedback and be able to apply practical examples to their use: • intrinsic • extrinsic • knowledge of performance • knowledge of results • positive • negative.
	AEP Coursework	<ul style="list-style-type: none"> - Section 5 Part 2. - Section 6
Summer Term	Practical Assessments	<ul style="list-style-type: none"> - Moderation Day

	2.3 Health, fitness and well-being	<ul style="list-style-type: none"> - know what is meant by health, fitness and well-being - understand the different health benefits of physical activity and consequences of a sedentary lifestyle: <ul style="list-style-type: none"> • physical: injury, coronary heart disease (CHD), blood pressure, bone density, obesity, Type 2 diabetes, posture, fitness • emotional: self-esteem/confidence, stress management, image • social: friendship, belonging to a group, loneliness - be able to apply the above to different age groups - be able to respond to data about health, fitness and well-being - know the definition of a balanced diet - know the components of a balanced diet <ul style="list-style-type: none"> • carbohydrates • proteins • fats • minerals • vitamins • fibre • water and hydration - understand the effect of diet and hydration on energy use in physical activity - be able to apply practical examples from physical activity and sport to diet and hydration.
	Revision	