	Dallam School Curriculum overview	**Department: Physical Education** **Year Group: GCSE Year 10**

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme / Topic **Health, fitness and well-being – Paper 2**	**Theme / Topic** **Applied anatomy and physiology – Paper 1**	**Theme / Topic** **Movement analysis – Paper 1**	**Theme / Topic** **Applied anatomy and physiology – Paper 1**	**Theme / Topic** **Applied anatomy and physiology – Paper 1**	**Theme / Topic** **Sports psychology – Paper 2**
By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*
➢ The meaning of health and fitness: physical, mental/emotional and social health ➢ The consequences of a sedentary lifestyle. ➢ Obesity and how it may affect performance in physical activity and sport. ➢ Somatotypes. ➢ Energy use. ➢ Reasons for having a balanced diet and the role of nutrients. ➢ The role of carbohydrates, fat, protein, vitamins and minerals. ➢ Reasons for maintaining water balance (hydration) ➢ ***Tier 3 vocab*** ➢ *Physical, Mental, Social* ➢ *Endomorph, Ectomorph, Mesomorph*	➢ Bones and the functions of the skeleton. ➢ Structure of the skeletal system/functions of the skeleton. ➢ Muscles of the body. ➢ Structure of a synovial joint. ➢ Types of freely moveable joints that allow different movements. ➢ How joints differ in design to allow certain types of movement. ➢ How the major muscles and muscle groups of the body work antagonistically ***Tier 3 vocab*** ➢ *Agonist, Antagonist* ➢ *Cartilage, Capsule, Ligament,Tendon, Muscles* ➢ *Isotonic, Concentric, Eccentric, Isometric*	➢ First, second and third class levers. ➢ Mechanical advantage ➢ Analysis of basic movements in sporting examples. ➢ Analysis of basic movements in sporting examples. ➢ Planes and axes. ***Tier 3 vocab*** ➢ *Fulcrum* ➢ *Sagittal, Longitudinal, Transverse, Frontal*	➢ The pathway of air and gaseous exchange. ➢ Blood vessels. ➢ Structure of the heart and the cardiac cycle (pathway of blood). ➢ Cardiac output and stroke volume (including the effects of exercise). ***Tier 3 vocab*** ➢ *Alveoli* ➢ *Cardiac Hypertrophy, Bradycardia*	➢ Mechanics of breathing and interpretation of a spirometer trace. ➢ Aerobic and anaerobic exercise. ➢ Recovery/EPOC. ➢ The immediate, short and long term effects of exercise. ***Tier 3 vocab*** ➢ *Muscle Hypertrophy* ➢ *Oxygen Debt* ➢ *Lactic Acid* ➢ *Glucose* ➢ *Anticipatory Rise*	➢ Skill and ability, including classification of skill. ➢ Definitions and types of goals. ➢ The use and evaluation of setting performance and outcome goals, including the use of SMART targets to improve/optimise performance. ➢ Basic information processing. ***Tier 3 vocab*** ➢ *Input, Output, Decision Making, Feedback* ➢ *Continua*

They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*
➢ Reasons for participation in physical activity, exercise and sport, and how performance in physical activity/sport can increase health, well-being and fitness ➢ definitions of sedentary and lifestyle. Explain the possible consequences of a sedentary lifestyle ➢ definition of obesity. how obesity may affect performance in physical activity and sport ➢ Definitions of endomorph, mesomorph & ectomorph ➢ what is meant by energy. Recall the number of calories needed by an average male/female. ➢ The reasons for a balanced diet ➢ The consequences of dehydration	➢ Name the bones and correlate knowledge with location and muscles ➢ How the skeletal system provides a framework for movement (in conjunction with the muscular system) ➢ Be able to explain the functions of the skeleton ➢ Locate the anatomical position of each muscle ➢ Identify structures in a joint ➢ Where to find examples of hinge and ball & socket joints ➢ what movements take place at specific joints ➢ difference between concentric and eccentric (isotonic) contractions.	➢ the names of the three components of a lever and how to draw linear versions of a lever ➢ how to label the effort and weight/ resistance arm on a lever ➢ Identify types of movements when in action ➢ Identify the planes and axes of the body	➢ Names and order of pathways. ➢ Identify gaseous exchange features/ characteristics and the role of haemoglobin ➢ the vessels (diameter etc). Identify the vessels from an illustration ➢ Name and role of the heart chambers ➢ Understanding of the cardiac cycle from different starting points ➢ the relationship to calculate cardiac output.	➢ the anatomical parts involved in the mechanics of breathing ➢ how to Interpret and explain a spirometer trace ➢ the terms aerobic and anaerobic ➢ that EPOC (oxygen debt) is caused by anaerobic exercise (producing lactic acid) ➢ how to name the immediate, short & long term effects of exercise	➢ definitions of skill and ability ➢ Knowledge of each continua extreme ➢ Explanation of these goal types ➢ what SMART targets are ➢ how to explain the IPM stages for basic skills
They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*
➢ Recap what health & fitness mean. Develop the ability to explain the 3 concepts (physical, mental, social). Link exercise to the effects on each. ➢ Specify how obesity affects the aspects of health ➢ Evaluate the appropriateness of the body types to sporting examples with reasoned justifications ➢ Make links what happens when too many/too little calories are consumed.	➢ identify where specific bones are located ➢ Apply this knowledge to sports specific skills in a variety of sports ➢ Be able to give applied examples of the function ➢ Apply this knowledge of muscles to sports specific skills ➢ Apply synovial structures function to practical examples ➢ Apply joint knowledge to varying sporting skills.	➢ Link the levers to anatomical body parts (joints). ➢ Justify why one lever has a bigger mechanical advantage than another ➢ Interpret sporting movements at the shoulder, elbow, hip, knee and ankle. ➢ identify the relevant plane/ axes used within specified sporting movements	➢ Identify pathways on diagrams ➢ Explain how the features/ characteristics assist with gaseous exchange. ➢ Assess each vessels relative importance ➢ Correlate the chamber to the adjoining vessels. ➢ Link the cardiac cycle to blood vessels, systole, diastole ➢ analyse HR graphs, draw their own and make use of varying data to illustrate heart rate changes ➢	➢ Evaluate the role of anatomical parts in breathing, eg evaluate the role of the diaphragm ➢ analyse and draw spirometer traces ➢ Provide justified answers with reasoned conclusion as to why an activity is likely to be aerobic or anaerobic ➢ identify the process of recovery on diagrams. ➢ explain the immediate, short & long term effects of exercise	➢ recall of the definitions of each ➢ apply each point of the continua lines to sporting examples ➢ Application of the goal types to sporting examples ➢ Apply SMART targets to varying examples ➢ evaluate the importance of each of the IPM stages.

➢ Evaluation of why a balanced diet is needed ➢ Evaluate why water intake is required, making reasoned conclusions.					

	Dallam School Curriculum Overview	**Department: Physical Education** **Year Group: GCSE Year 11**

AUTUMN		**SPRING**		
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**
Theme / Topic **Physical training – Paper 1**	**Theme / Topic** **Physical training – Paper 1**	**Theme / Topic** **Sports psychology – Paper 2**	**Theme / Topic** **Socio-cultural influences – Paper 2**	**Theme / Topic** **Data & Revision – Paper 1 & 2**
By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*
➢ Health and fitness recap, including the relationship between health and fitness. ➢ The components of fitness. ➢ Linking sports and activities to the required components of fitness. ➢ Reasons for and limitations of fitness testing. ➢ Measuring the components of fitness and demonstrating how data is collected.	➢ Types of training with reference to the advantages and disadvantages of using these types for different sports. ➢ Calculating intensity. ➢ Considerations to prevent injury. ➢ High altitude training and seasonal aspects. ➢ Warming up and cooling down. ***Tier 3 vocab*** ➢ *Training Zone*	➢ Types of feedback and guidance. ➢ Arousal and the Inverted U theory. ➢ Application of how optimal arousal has to vary in relation to the skill/stress management techniques. ➢ Aggression and personality. ➢ Intrinsic and extrinsic motivation ***Tier 3 vocab*** ➢ *Optimum Level*	➢ Engagement patterns and the factors affecting them. ➢ Commercialisation, sponsorship and the media. ➢ Positive and negative impacts of sponsorship and the media. ➢ Positive and negative impacts of technology. ➢ Conduct of performers and introduction to drugs. ➢ examples of PED taking ➢ Spectator behaviour and hooliganism ***Tier 3 vocab***	➢ Quantitative data. ➢ Methods for collecting quantitative data. ➢ Qualitative data. ➢ Methods for collecting qualitative data. ➢ Presenting data. ➢ Revision: Command Words ➢ Revision: Recap Assessment Objectives (AO1, AO2, AO3). ➢ The key areas for revision for each paper based on QLA of Mock papers and formative/summative assessment. ***Tier 3 vocab*** ➢ *Quantitative, Qualitative, Assessment Objectives*

➢ The principles of training and overload. ➢ Applications of the principles of training. ***Tier 3 vocab*** ➢ *Specificity, Progressive Overload, Reversibility, Time-bound*	➢ *Off, Peak, Competition, Pre – Season* ➢ *Training Zone Thresholds*	➢ *Direct & Indirect Aggression* ➢ *Introvert, Extrovert*	➢ *Golden Triangle* ➢ *Etiquette, Sportsmanship, Gamesmanship*	
They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*
➢ Definitions of health and fitness ➢ recall of definitions of components of fitness ➢ the reasons for fitness testing ➢ how to administer/ carry out each test. ➢ the terms SPORT and FITT	➢ the distinctions between the types of training ➢ how to calculate the aerobic/anaerobic training zones ➢ the potential ways to prevent injury ➢ the physiology whilst training at altitude and the benefits ➢ what each season entails ➢ What 'parts' a warm up and cool down should entail	➢ How to explain the types of guidance. ➢ How to draw an inverted U on graph paper including the axes labelled ➢ Explain the stress management techniques ➢ and explain the terms direct and indirect aggression ➢ the characteristics of an introvert/ extrovert. ➢ How to explain the different types of motivation	➢ links between the following factors and their relevance to engagement patterns of social groups ➢ how to explain commercialisation ➢ the types of sponsorship/ media ➢ positive and the negative impacts of commercialised activity (sponsorship and the media) on varying groups ➢ advantages and disadvantages of technology in sport to the varying groups ➢ Explain the terms; etiquette, sportsmanship & gamesmanship ➢ advantages/ disadvantages of using PEDs ➢ the advantages and disadvantages of spectators on sport generically but should be applied to varying examples ➢ why hooliganism occurs	➢ Quantitative data deals with numbers. ➢ Students should know that these data can be gained via questionnaires and surveys. ➢ Qualitative data deals with descriptions. ➢ Students should know that these data can be gained via interviews and observations. ➢ Revision: Understand what command words are asking them to do when answering a question ➢ Revision: The assessment objectives found in questions of different lengths. ➢ The different ways they can revise for GCSE PE.

They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*
➢ Explain the relationship between health and fitness ➢ Evaluate and justify the importance of the components to varying sporting examples ➢ Explain the limitations of fitness testing ➢ evaluate the suitability of using each test for differing sports people. ➢ Apply the principles of training to bring about improvements in fitness	➢ Evaluate the importance of a training type to an activity ➢ justifying the training zone and the calculated intensity to be used for specific sports ➢ Evaluate which ways to prevent injuries are appropriate to which training types and sporting activities. ➢ Evaluate who would use altitude training with reasoned conclusions ➢ Evaluation of the importance of each season ➢ Warm up and cool down	➢ Link the types of guidance to the stages of learning, providing reasoned conclusions ➢ Explain the stages of the inverted U ➢ Apply the stress management techniques to when/how they could be used in sporting examples ➢ suggest examples of direct/ indirect aggression in sport ➢ Apply the sporting choices of a typical introvert/ extrovert ➢ Evaluate the worth or significance of both types of motivation, using practical examples	➢ Use analytical skills to ascertain what factors are relevant to differing circumstances ➢ Analyse/evaluate links between sport, sponsorship and the media ➢ justify why the impact of technology is positive and/or negative ➢ Applied examples of conduct of performers terms to varying sporting activities ➢ Evaluate the use of PEDs, which athletes would they benefit, with reasoned conclusions ➢ Develop reasoned conclusions to evaluate the effectiveness of these strategies	➢ How to present data in tables. ➢ How to plot basic; bar charts, line graphs. ➢ How to label x and y axes on bar charts and line graphs. ➢ This should include the ability to interpret data given to students within the examinations. ➢ Revision: How to plan answers to longer mark questions ➢ Create revision resources and techniques that work for them