

Year 10 GCSE PE – Curriculum Plan

	Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Yr10 GCSE PE - Half term 1	AO5: Health, Fitness and Wellbeing	4	<p>Students to know:</p> <ul style="list-style-type: none"> <li>- Know the definition of Balanced Diet (Eat well plate and Energy expenditure)</li> <li>- Apply PA and link these to diet and hydration</li> <li>- Know the definition of Health, Fitness and Wellbeing</li> <li>- Physical effects of active and sedentary lifestyles.</li> <li>- Social and emotional benefits of active and sedentary lifestyles.</li> <li>- Case studies (Data and age groups)</li> <li>- Define motorskills</li> <li>- Define and apply the following:                             <ol style="list-style-type: none"> <li>a. efficiency</li> <li>b. predetermined</li> <li>c. Coordinated</li> <li>d. fluent</li> <li>e. aesthetic</li> </ol> </li> </ul>	Weekly scheme of work and PP's on G drive	<ul style="list-style-type: none"> <li>• Careers – dietician, sports psychologist, sports coach</li> </ul>	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<ul style="list-style-type: none"> <li>• Interleaving low stakes re-call questions at start of all lessons</li> <li>• Solo taxonomy used where appropriate</li> <li>• Exam questions to apply knowledge at the end of all lessons</li> <li>• Topic tests on health, fitness and wellbeing</li> </ul>
	AO4: Sports Psychology	6	<ul style="list-style-type: none"> <li>- know continua used in the classification of skills, including:                             <ol style="list-style-type: none"> <li>a. simple to complex skills (difficulty continuum)</li> <li>b. open to closed skills (environmental continuum)</li> </ol> </li> <li>- be able to apply practical examples of skills for each continuum along with justification of their placement on both continua.</li> <li>- understand and be able to apply examples of the use of goal setting:                             <ol style="list-style-type: none"> <li>a. for exercise/training adherence</li> <li>b. to motivate performers</li> <li>c. to improve and/or optimise performance</li> </ol> </li> </ul>				

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Yr10 GCSE PE - Half term 2	AO4: Sports Psychology	8	<p>Students to:</p> <ul style="list-style-type: none"> <li>- understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed)</li> <li>- apply the SMART principle to improve and/or optimise performance</li> <li>- know mental preparation techniques and be able to apply practical examples to their use:                             <ol style="list-style-type: none"> <li>a. imagery</li> <li>b. mental rehearsal</li> <li>c. selective attention</li> <li>d. positive thinking.</li> </ol> </li> <li>- understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use:                             <ol style="list-style-type: none"> <li>a. visual</li> <li>b. verbal</li> <li>c. manual</li> <li>d. mechanical</li> </ol> </li> <li>- understand types of feedback and be able to apply practical examples to their use:                             <ol style="list-style-type: none"> <li>a. intrinsic</li> <li>b. extrinsic</li> <li>c. knowledge of performance</li> <li>d. knowledge of results</li> <li>e. positive</li> <li>f. negative.</li> </ol> </li> </ul> <p>Revision of all AO4 and AO5 content for trial exam before Christmas</p>	Weekly scheme of work and PP's on G drive	<ul style="list-style-type: none"> <li>• Careers – sports psychologist, sports coach</li> </ul>	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<ul style="list-style-type: none"> <li>• Interleaving low stakes re-call questions at start of all lessons</li> <li>• Solo taxonomy used where appropriate</li> <li>• Exam questions to apply knowledge at the end of all lessons</li> <li>• Topic test on Sports Psychology</li> <li>• Trial exam before Christmas</li> </ul>

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Yr10 GCSE PE - Half term 3	AO3: Socio-cultural Influences	8	<p>Students to:</p> <ul style="list-style-type: none"> <li>- be familiar with current trends in participation in physical activity and sport:                             <ol style="list-style-type: none"> <li>a. using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS))</li> <li>b. of different social groups</li> <li>c. in different physical activities and sports.</li> </ol> </li> <li>- understand how different factors can affect participation, including:                             <ol style="list-style-type: none"> <li>a. age</li> <li>b. gender</li> <li>c. ethnicity</li> <li>d. religion/culture</li> <li>e. family</li> <li>f. education</li> </ol> </li> <li>- understand how different factors can affect participation, including:                             <ol style="list-style-type: none"> <li>g. time/work commitments</li> <li>h. cost/disposable income</li> <li>i. disability</li> <li>j opportunity/access</li> <li>k. discrimination</li> <li>l. environment/climate</li> <li>m. media coverage</li> <li>n. role models</li> </ol> </li> <li>- understand strategies which can be used to improve participation:                             <ol style="list-style-type: none"> <li>a. promotion</li> <li>b. provision</li> <li>c. access</li> </ol> </li> <li>- apply examples from physical activity/sport to participation issues</li> </ul>	Weekly scheme of work and PP's on G drive	<ul style="list-style-type: none"> <li>• Careers – sports coach, sports journalism</li> </ul>	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<ul style="list-style-type: none"> <li>• Interleaving low stakes re-call questions at start of all lessons</li> <li>• Solo taxonomy used where appropriate</li> <li>• Exam questions to apply knowledge at the end of all lessons</li> <li>• Topic tests on Engagement Patterns and Commercialisation</li> </ul>

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			<ul style="list-style-type: none"><li>- understand the influence of the media on the commercialisation of physical activity and sport:<ul style="list-style-type: none"><li>a. different types of media<ul style="list-style-type: none"><li>– social, internet, TV/visual, newspapers/magazines</li></ul></li></ul></li></ul>				
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Yr10 GCSE PE - Half term 4	AO3: Socio-cultural Influences	4	<p>Students to:</p> <ul style="list-style-type: none"> <li>- know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle):               <ol style="list-style-type: none"> <li>a. positive and negative effects of the media on commercialisation</li> <li>b. apply practical examples to these issues.</li> </ol> </li> <li>- understand the influence of sponsorship on the commercialisation of physical activity and sport:               <ol style="list-style-type: none"> <li>a. positive and negative effects of sponsorship on commercialisation</li> <li>b. apply practical examples to the issue of sponsorship.</li> </ol> </li> </ul>	Weekly scheme of work and PP's on G drive	<ul style="list-style-type: none"> <li>• Careers – sports coach, sports journalism, broadcasting</li> </ul>	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<ul style="list-style-type: none"> <li>• Interleaving low stakes re-call questions at start of all lessons</li> <li>• Solo taxonomy used where appropriate</li> <li>• Exam questions to apply knowledge at the end of all lessons</li> </ul>

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Yr10 GCSE PE - Half term 5	AO3: Socio-cultural Influences	8	<p>Students to:</p> <ul style="list-style-type: none"> <li>- know and understand:                             <ul style="list-style-type: none"> <li>a. the value of sportsmanship</li> <li>b. the reasons for gamesmanship and deviance in sport.</li> </ul> </li> <li>- apply practical examples to these concepts.</li> <li>- know and understand the reasons why sports performers use drugs</li> <li>- know the types of drugs and their effect on performance:                             <ul style="list-style-type: none"> <li>a. anabolic steroids</li> <li>b. beta blockers</li> <li>c. stimulants</li> </ul> </li> <li>- give practical examples of the use of these drugs in sport.</li> <li>- know and understand the impact of drug use in sport:                             <ul style="list-style-type: none"> <li>a. on performers</li> <li>b. on sport itself</li> </ul> </li> <li>- know and understand the reasons for player violence</li> <li>- give practical examples of violence in sport.</li> </ul> <p>Revision of AO3, AO4 and AO5 topics for full Paper 2 Trial Exam</p>	Weekly scheme of work and PP's on G drive	<ul style="list-style-type: none"> <li>• Careers – sports coach, sports journalism, broadcasting</li> </ul>	<p>More Able:</p> <ul style="list-style-type: none"> <li>• Higher level exam questions – 6 marks</li> <li>• Evaluate/analyse style questions</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>• Lower stakes re-call questions</li> <li>• Writing frames</li> <li>• One-to-one support</li> <li>• Buddied up with more able students</li> </ul>	<ul style="list-style-type: none"> <li>• Interleaving low stakes re-call questions at start of all lessons</li> <li>• Solo taxonomy used where appropriate</li> <li>• Exam questions to apply knowledge at the end of all lessons</li> <li>• Topic test on Ethical and Socio-Cultural Issues</li> <li>• Full Paper 2 trial exam</li> </ul>

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Yr10 GCSE PE - Half term 6	Analysing and Evaluating Performance Coursework	8	<p>Students to complete AEP coursework including the following areas:</p> <p>Section 1 – Evaluation - Test yourself in all components of fitness and discuss how your strengths and weakness in terms of components of fitness impact your performance</p> <p>Section 2 – Analysis - Evaluate the different components of fitness required for your sport and rank them in importance</p> <p>Section 3 – Overview and Assessment - Analyse the different skills needed for your chosen sport - Discuss your strengths and weaknesses within these skills and how they impact your overall performance</p> <p>Section 4 – Movement Analysis - Choose a skill within your chosen sport and analyse how the performer’s body enables them to perform this skill</p>	Weekly scheme of work and PP’s on G drive	<ul style="list-style-type: none"> <li>Careers – sports coach, sports analyst, PE teaching</li> </ul>	<p>More Able:</p> <ul style="list-style-type: none"> <li>Ensure they are writing in enough detail to make it in to Band 5</li> </ul> <p>SEND:</p> <ul style="list-style-type: none"> <li>Writing frames</li> <li>One-to-one support</li> <li>Buddied up with more able students</li> </ul>	<ul style="list-style-type: none"> <li>Regular deadlines for each area of coursework</li> <li>Mini-plenaries to check understanding of each section</li> <li>Peer assessment of each section</li> <li>Final deadline at start of Year 11</li> </ul>

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			<p>Section 5 – Action Plan</p> <ul style="list-style-type: none"><li>- Produce a comprehensive action to improve an area of weakness that you have in either skills or components of fitness</li><li>- Set SMART goals</li><li>- Consider the principles of training and design a range of detailed drills to improve your performance</li></ul>				
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