

This term in GCSE PE we will be learning about:

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	<p>Comprehensive knowledge and understanding of:</p> <ul style="list-style-type: none"> • Definitions for all components of fitness • Similarities/differences in the importance of components across sports • Examples of reversibility & how to prevent the effects • Progression & overload to improve performance <p>Conclude how & why to prepare and recover from activity.</p> <p>Create accurate links with other topic areas.</p>	<p>Accurate & appropriate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Key terms of the definitions for all components of fitness. • Setup of a range of fitness tests • Practical examples where each fitness component is important • FITT and changes to this to improve performance • Benefits of types of training • Physical benefits of warm up & cool down <p>Justify the effects of warm up on blood flow & muscle contraction.</p> <p>Show links with other topics.</p>	<p>Some accurate knowledge & understanding of:</p> <ul style="list-style-type: none"> • Names and descriptions of all components of fitness • Suitable tests for fitness comps • Importance of components in different sports • Explain specificity, progression, overload & reversibility • Training types & sporting use • 5 components of a warm up <p>Explain changes to the heart and muscles during a warm up.</p> <p>Revisit previous knowledge.</p>	<p>Demonstrate some relevant knowledge & understanding of:</p> <ul style="list-style-type: none"> • Names of some of the 10 components of fitness • Names of tests, some linked to the component being tested • Key terms of SPOR & FITT • Different types of training • Examples of a warm up & cool down exercises <p>State some changes to heart rate and breathing during a warm up & cool down.</p>
SKILLS & APPLICATION	<p>Confidently apply K & U independently, to assess fitness and prioritise ways to develop.</p> <p>Critically evaluate fitness tests, training and principles of training.</p> <p>Confidently use a range of specialist terminology.</p> <p>Utilise a range of accurate practical examples to detail points.</p> <p>Attain & critically analyse data to construct well-evidenced conclusions regarding fitness & training.</p>	<p>Consistently apply K & U, mostly independently, to explain fitness components & training principles.</p> <p>Evaluate several factors to assess fitness & training and the benefit of warming up.</p> <p>Use accurate specialist terms</p> <p>Support findings and points with accurate practical examples.</p> <p>Analyse a range of information on fitness training & normative data, proposing reasoned conclusions.</p>	<p>Frequently apply understanding independently, to explain fitness training & principles of training.</p> <p>Evaluate factors to explain why athletes have different levels or fitness and types of training.</p> <p>Use mostly accurate specialist terminology.</p> <p>Support points with some evidence (practical examples).</p> <p>Collect & assess fitness data to outline mostly reasoned conclusions.</p>	<p>Occasionally apply knowledge independently, to describe fitness components & training.</p> <p>Consider factors to suggest which sports require high levels of each fitness component.</p> <p>Everyday language commonly used.</p> <p>Occasionally use simple examples to support points.</p> <p>Collect data from fitness tests, and make simple judgements on personal fitness.</p>

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K N O W L E D G E	<p>Comprehensive knowledge and understanding of:</p> <ul style="list-style-type: none"> Different types of bone, linked to functions of the skeleton Role of cartilage & synovial fluid Roles of muscles in antagonistic muscle action (applying examples) Lever systems in providing mechanical advantage Application of planes of movement & axes of rotation in sport <p>Analyse affects of long term training on skeletal & muscular systems.</p> <p>Create advanced links with other topics.</p>	<p>Accurate & appropriate knowledge and understanding of:</p> <ul style="list-style-type: none"> How the skeleton provides different functions (applying examples) Articulating bones and types of movement allowed at hinge and ball & socket joints Definitions of agonist, antagonist & fixator muscles in movement Locations of planes of movement & axes of rotation in the body <p>Justify how muscles & joints respond during exercise.</p> <p>Show links with other topics.</p>	<p>Some accurate knowledge & understanding of:</p> <ul style="list-style-type: none"> Names and location of the major bones in the human body Functions of the skeleton Movement terms (& examples) of abduction, adduction & rotation Names and location of major muscle groups 3 classes of levers & their use in physical activity and sport <p>Explain the concept of muscular hypertrophy.</p> <p>Revisit previous knowledge.</p>	<p>Demonstrate some relevant knowledge & understanding of:</p> <ul style="list-style-type: none"> Names of some of the major bones of body (focus on hinge joints) Movement terms (& examples) of flexion & extension Names of some of the major muscles (focus on hinge joints) Location of fulcrum, load & effort in levers. <p>State some changes to muscles during exercise.</p>
S K I L L & A P P L I C A T I O N	<p>Confidently apply K & U independently, to analyse function of body systems & movement, and justify antagonistic muscle action.</p> <p>Critically evaluate effects of ex on body systems and characteristics of environmental & difficulty continua.</p> <p>Confidently use a range of specialist terminology.</p> <p>Utilise a range of accurate practical examples to detail points.</p> <p>Attain & critically analyse data to construct well-evidenced conclusions.</p>	<p>Consistently apply K & U, mostly independently, to explain skeletal & muscular systems and movement analysis.</p> <p>Evaluate structure & function to assess body systems and apply examples of planes of movement & axes of rotation.</p> <p>Use accurate specialist terms.</p> <p>Support findings and points with accurate practical examples.</p> <p>Analyse a range of information on body systems & skill classification, proposing reasoned conclusions.</p>	<p>Frequently apply understanding independently, to explain the structure of body systems and lever systems in movement.</p> <p>Locate major bones & muscles and evaluate how levers work to produce movement.</p> <p>Use mostly accurate specialist terminology.</p> <p>Support points with some evidence (practical examples).</p> <p>Assess information to outline mostly reasoned conclusions.</p>	<p>Occasionally apply knowledge independently, to describe basic skeletal & muscular features, levers and movement terminology.</p> <p>Consider factors to suggest articulating bones at joints & movements produced by muscles.</p> <p>Everyday language commonly used.</p> <p>Occasionally use simple examples to support points.</p> <p>Arrange info & examples to make simple judgements on body systems during ex and movement analysis.</p>
	<p>KEY VOCAB: Articulate / Synovial Hypertrophy / Antagonistic Movement analysis</p>		<p>ASSESSMENTS: Week 27 – End-of-topic test on ‘Skeletal & Muscular systems - movement’ Week 26 – Mini-test on ‘Skill’</p>	

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K N O W L E D G E	<p>Comprehensive knowledge and understanding of:</p> <ul style="list-style-type: none"> • Application of planes of movement & axes of rotation in sport (cont.) • Characteristics of open/closed & simple/complex to justify placings • Applying goal setting & SMART targets to optimise performance • Mental preparation techniques & linked benefits to different sports • Advantages & disadvantages of practical application of guidance. <p>Analyse how mental preparation techniques and types of guidance & feedback optimise performance.</p> <p>Create advanced links with other topics.</p>	<p>Accurate & appropriate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Locations of planes of movement & axes of rotation in the body (cont.) • Classification of open/closed & simple/complex skills. • The role of goal setting & mental preparation technique in improving performance • Suitable types of guidance & feedback for different types of activities and learners. <p>Justify classification of skills on continua and uses of different types of feedback.</p> <p>Show links with other topics.</p>	<p>Some accurate knowledge & understanding of:</p> <ul style="list-style-type: none"> • 3 classes of levers & their use in physical activity and sport (cont.) • Define & identify characteristics of skilful movement • Examples of SMART goal setting • Reasons (benefits) why athletes use mental preparation techniques • Practical examples of the use of guidance & feedback <p>Explain examples of goal setting and different types of guidance & feedback.</p> <p>Revisit previous knowledge.</p>	<p>Demonstrate some relevant knowledge & understanding of:</p> <ul style="list-style-type: none"> • Location of fulcrum, load & effort in levers (cont.) • Continua of skills, suggesting placing of sport skills • Name the SMART principle of goal setting • Mental preparation techniques • Types of guidance & feedback <p>State SMART goal setting and different types of mental preparation, guidance & feedback.</p>
S K I L L S & A P P L I C A T I O N	<p>Confidently apply K & U independently, to evaluate benefits of goal setting & guidance, and justify skill continua placings.</p> <p>Critically evaluate effects of mental preparation and characteristics of environmental & difficulty continua.</p> <p>Confidently use a range of specialist terminology.</p> <p>Utilise a range of accurate practical examples to detail points.</p> <p>Attain & critically analyse data to construct well-evidenced conclusions.</p>	<p>Consistently apply K & U, mostly independently, to explain the role of goal setting, mental prep and types of feedback to improve performance.</p> <p>Evaluate types of guidance & feedback to improve different types of activities and learners.</p> <p>Use accurate specialist terms.</p> <p>Support findings and points with accurate practical examples.</p> <p>Analyse a range of information on body systems & skill classification, proposing reasoned conclusions.</p>	<p>Frequently apply understanding independently, to explain examples of goal setting, mental prep and types of guidance.</p> <p>Apply simple examples of mental preparation techniques and types of feedback.</p> <p>Use mostly accurate specialist terminology.</p> <p>Support points with some evidence (practical examples).</p> <p>Assess information to outline mostly reasoned conclusions.</p>	<p>Occasionally apply knowledge independently, to describe basic SMART features, types of feedback and skill continua.</p> <p>Consider reasons why athletes will use goal setting and receive different types of feedback..</p> <p>Everyday language commonly used.</p> <p>Occasionally use simple examples to support points.</p> <p>Arrange info & examples to make simple judgements on body systems during ex and skill continua.</p>
	<p>KEY VOCAB: Continua Adherence Intrinsic / Extrinsic</p>		<p>ASSESSMENTS: Week 35 – Y10 Mock Exam – sample questions on topics covered across Y10 Week 39 – End-of-topic test on ‘Sports Psychology’</p>	

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K N O W L E D G E	<p>Comprehensive knowledge and understanding of:</p> <ul style="list-style-type: none"> • CV & respiratory structures related to function. • Blood pathway through heart • Role of different blood vessels • Pathway of air through lungs • Mechanics of breathing & role of respiratory muscles • CV & respiratory values and their responses to exercise <p>Prioritise causes and affects of training on CV & resp system.</p> <p>Create accurate links from previous topic areas.</p>	<p>Accurate & appropriate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Structure & function of heart chambers, vessels & valves. • Blood pathway through heart • Respiratory structures & roles in pathway of air through the lungs • Inspiration & expiration • CV & respiratory values and changes during exercise • Process of gaseous exchange <p>Justify changes to heart & resp system due to training</p> <p>Show links with previous topics</p>	<p>Some accurate knowledge & understanding of:</p> <ul style="list-style-type: none"> • Heart chambers and vessels • Role of valves in the heart • Arteries, veins & capillaries • Blood pathway through heart • Oxygenated & deoxygenated blood • Respiratory structures • Alveoli & site of gas exchange • Key heart & breathing values <p>Explain stroke vol & cardiac output changes during ex</p> <p>Revisit previous knowledge.</p>	<p>Demonstrate some relevant knowledge & understanding of:</p> <ul style="list-style-type: none"> • Names & locations of heart chambers and vessels • Respiratory structures. • How heart rate responds to exercise • Role of red blood cells <p>State some changes to the heart & resp system during ex</p>
S K I L L S & A P P L I C A T I O N	<p>Confidently apply K & U independently, to interpret the function of CV & resp systems.</p> <p>Critically evaluate a range of factors to predict long- and short-term effects of exercise</p> <p>Confidently use a range of specialist terminology.</p> <p>Utilise a range of accurate practical examples to detail points.</p> <p>Organise & critically analyse data to construct well-evidenced conclusions.</p>	<p>Consistently apply K & U, mostly independently, to explain the function of CV & resp systems.</p> <p>Evaluate several factors to assess changes to CV and respiratory systems during exercise.</p> <p>Use accurate specialist terms</p> <p>Support findings and points with accurate practical examples.</p> <p>Analyse a range of information on changes to CV & resp values, proposing reasoned conclusions.</p>	<p>Frequently apply understanding independently, to explain the structure of CV & respiratory systems.</p> <p>Evaluate factors to explain how CV & resp systems respond to exercise.</p> <p>Use mostly accurate specialist terminology.</p> <p>Support points with some evidence (practical examples).</p> <p>Assess information to outline mostly reasoned conclusions.</p>	<p>Occasionally apply knowledge independently, to describe structures of CV & resp systems.</p> <p>Consider factors to comment on how CV & resp systems affect performance in activity.</p> <p>Everyday language commonly used.</p> <p>Occasionally use simple examples to support points.</p> <p>Arrange info to make simple judgements. on changes to CV & resp values during exercise.</p>

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K N O W L E D G E	<p>Comprehensive knowledge and understanding of:</p> <ul style="list-style-type: none"> The role of sports organisations in reporting / promoting participation Targeted strategies to improve participation in social groups Positive & negative effect of media & sponsors on commercialisation Reasons behind sportsmanship & deviance in sport <p>Prioritise strategies to improve participation and establish links between commercialisation factors.</p> <p>Create accurate links from previous topic areas.</p>	<p>Accurate & appropriate knowledge and understanding of:</p> <ul style="list-style-type: none"> Potential barriers linked to participation trends in social groups Changes to provision & access to improve participation Inter-dependent relationship of 'golden triangle' factors The value of, sportsmanship & differences with gamesmanship <p>Justify reasons behind participation trends & media/sponsor involvement in sport.</p> <p>Show links with previous topics</p>	<p>Some accurate knowledge & understanding of:</p> <ul style="list-style-type: none"> Current trends in participation within different social groups Different socio-cultural factors that can affect participation Examples of sport, sponsorship & media within the 'golden triangle' Consequences (& examples) of sportsmanship and deviance <p>Explain trends in participation & examples of media & sponsor involvement in sport.</p> <p>Revisit previous knowledge.</p>	<p>Demonstrate some relevant knowledge & understanding of:</p> <ul style="list-style-type: none"> Participation in different social groups and activities Different types of media in sport Commercialisation meaning Features of sportsmanship and deviance in sport <p>State some features of participation, commercialisation & ethics in sport.</p>
S K I L L S & A P P L I C A T I O N	<p>Confidently apply K & U independently, to interpret participation, commercialisation & ethical factors that influence sport.</p> <p>Critically evaluate a range of strategies to improve participation & analyse the effect of commercialisation in elite sport.</p> <p>Confidently use a range of specialist terminology.</p> <p>Utilise a range of accurate practical examples to detail points.</p> <p>Organise & critically analyse data to construct well-evidenced conclusions.</p>	<p>Consistently apply K & U, mostly independently, to explain participation, commercialisation & ethics in physical activity & sport.</p> <p>Evaluate several factors to assess changes to participation, the impact of commercialisation & the importance of sportsmanship in sport.</p> <p>Use accurate specialist terms</p> <p>Support findings and points with accurate practical examples.</p> <p>Analyse a range of information on trends in participation, proposing reasoned conclusions.</p>	<p>Frequently apply understanding independently, to explain trends in participation & examples of commercialisation in sport.</p> <p>Evaluate examples of participation, commercialisation & sportsmanship/deviance in sport.</p> <p>Use mostly accurate specialist terminology.</p> <p>Support points with some evidence (practical examples).</p> <p>Assess information to outline mostly reasoned conclusions.</p>	<p>Occasionally apply knowledge independently, to describe rates in participation & commercialisation's involvement in sport.</p> <p>Consider factors to comment on how commercialisation and sportsmanship is involved in physical activity & sport.</p> <p>Everyday language commonly used.</p> <p>Occasionally use simple examples to support points.</p> <p>Arrange info & identify key data to make simple judgements.</p>
	<p>KEY VOCAB: Trend / Barrier Commercialisation Deviance</p>		<p>ASSESSMENTS: Week 19/20 – Year 11 Mock (2) – both performance and socio-cultural papers Week 22 – End-of-topic test on 'Participation & Commercialisation'</p>	

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K N O W L E D G E	<p>Comprehensive knowledge and understanding of:</p> <ul style="list-style-type: none"> • Reasons behind sportsmanship & deviance in sport • Reasons why athletes may use performance-enhancing drugs • Impact of drugs & violence on performers and sport <p>Prioritise reasons for deviance in sport.</p> <p>Create accurate links from previous topic areas.</p> <p>REVISION FOR SUMMER EXAMS</p>	<p>Accurate & appropriate knowledge and understanding of:</p> <ul style="list-style-type: none"> • The value of, sportsmanship & differences with gamesmanship • Effects on performance of different drugs • Reasons for player violence in sport. <p>Evaluate the effects of deviance on sport.</p> <p>Show links with previous topics</p> <p>REVISION FOR SUMMER EXAMS</p>	<p>Some accurate knowledge & understanding of:</p> <ul style="list-style-type: none"> • Consequences (& examples) of sportsmanship and deviance • Practical examples of the use of performance-enhancing drugs • Practical examples of violence in sport <p>Apply examples of deviance in sport.</p> <p>Revisit previous knowledge.</p> <p>REVISION FOR SUMMER EXAMS</p>	<p>Demonstrate some relevant knowledge & understanding of:</p> <ul style="list-style-type: none"> • Features of sportsmanship and deviance in sport • Different types of performance-enhancing drugs <p>Describe deviance in sport.</p> <p>REVISION FOR SUMMER EXAMS</p>
S K I L L S & A P P L I C A T I O N	<p>Confidently apply K & U independently.</p> <p>Critically evaluate a range of factors & analyse information.</p> <p>Confidently use a range of specialist terminology.</p> <p>Utilise a range of accurate practical examples to detail points.</p> <p>Organise & critically analyse data to construct well-evidenced conclusions.</p>	<p>Consistently apply K & U, mostly independently.</p> <p>Evaluate several factors to assess changes & suggest reasons why.</p> <p>Use accurate specialist terms</p> <p>Support findings and points with accurate practical examples.</p> <p>Analyse a range of information on trends in participation, proposing reasoned conclusions.</p>	<p>Frequently apply understanding independently.</p> <p>Evaluate examples from different topic areas.</p> <p>Use mostly accurate specialist terminology.</p> <p>Support points with some evidence (practical examples).</p> <p>Assess information to outline mostly reasoned conclusions.</p>	<p>Occasionally apply knowledge independently.</p> <p>Consider factors to comment on different topics.</p> <p>Everyday language commonly used.</p> <p>Occasionally use simple examples to support points.</p> <p>Arrange info & identify key data to make simple judgements.</p>
	<p>KEY VOCAB: Deviance Gamesmanship Performance-enhancing</p>		<p>ASSESSMENTS: Week 29 – End-of-topic mini-test on 'Ethics & Socio-cultural issues' Week 33/34 – GCSE SUMMER EXAM – PAPER 1 & 2</p>	