

## **KS4 Physical Education GCSE**

Throughout the PE GCSE years, our students have the opportunity to study Edexcel GCSE PE 9-1. The course provides students with a breadth of knowledge and strong academic base, preparing them for future studies both at post 16 and university level, whilst providing an insight into the potential career opportunities available in sport. Students will cover a variety of key topics ranging from the musculoskeletal, cardiovascular, and respiratory systems to socio-cultural issues surrounding sport such as the use of performance enhancing drugs in elite sport. By the end of year 11 students should have a clear understanding of all aspects of the GCSE course. Year 10 students would have built a strong foundation to allow them to deepen their understanding in year 11, to give them the tools to achieve their full potential

Students will be expected to drive their own personal standards, demonstrating, and developing their levels of maturity and independence. Empowering students to develop their leadership qualities through leading warmups. Students will also have to opportunity to organise inter school tournaments in a variety of sports to their peers.

Catch up Tutoring will be provided from September the students who are most behind supporting their understanding of core concepts/topic knowledge and deepening and developing their core knowledge and skills.

From November individual targeted intervention will be provided to fill further specific needs and gaps and to refine skills required for the GCSEs/Vocational subjects

### **Challenge and accessibility for all:**

- ✓ Each lesson contains differentiated support for those who struggle, and opportunities to stretch those who need it to ensure all make progress whatever their starting points
- ✓ Key pieces of work are marked, and ongoing AFL ensures that teachers can personalise provision appropriately
- ✓ Guided learning showing students how to be experts in given skills always precedes opportunity for students to show what they can do independently

# Autumn 2022 – Physical Education Long Term Plan

## Component 1: Fitness and Body Systems

### Assessment Objectives:

- AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport
- AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport
- AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport

<p><b>Weekly Overview</b></p> <ol style="list-style-type: none"> <li>1 Short term effects of exercise</li> <li>2 The long-term effects of exercise</li> <li>3 Muscular systems and how they work to create movement</li> <li>4 Skeletal systems</li> <li>5 The cardiovascular system</li> <li>6 The relationship between health and fitness and the role that exercise plays in both</li> <li>7 The components of fitness</li> <li>8 Fitness Testing</li> <li>9 Benefits for sport and how fitness is measured and improved</li> <li>10 Effective use of warm up and cool down</li> <li>11 Analysing performance</li> </ol> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Components of fitness             <ul style="list-style-type: none"> <li>○ Skill related</li> <li>○ Health related</li> </ul> </li> <li>• Fitness tests</li> <li>• Effects of exercise</li> <li>• Short term</li> <li>• Long term</li> <li>• Characteristics of a warm-up</li> <li>• Structure of the skeletal system</li> <li>• Anaerobic exercise</li> <li>• Aerobic exercise</li> <li>• Training thresholds</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understanding the link between health and fitness</li> <li>• Identifying the difference between skill and health related fitness</li> <li>• Link components of fitness with their respective fitness tests</li> <li>• Understanding the skeletal systems and its key functions</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Non-routine problem solving – expert thinking, metacognition, creativity.</li> <li>• Systems thinking – decision making and reasoning.</li> <li>• Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.</li> <li>• ICT literacy – access, manage, integrate, evaluate, construct and communicate.</li> </ul>	<p><b>Resources:</b></p> <p>PPTS on Teams          Year Overview and examination outline          YouTube video          Course Textbooks          Example Questions/mini questions:          Model answers and exemplars</p>	<p><b>Homework</b></p> <ol style="list-style-type: none"> <li>1, Short Term effects of exercise</li> <li>2, Long Term Effects of Exercise</li> <li>3, Muscles worksheet</li> <li>4, Bones worksheet</li> <li>5, Cardiovascular System</li> <li>6, Health &amp; Fitness Worksheet</li> <li>7, Components of Fitness – Health Related</li> <li>8, Components of Fitness – Skill Related</li> <li>9, Components of Fitness – Fitness tests</li> <li>10, Use of warm-ups and cool down</li> <li>11, Analysing Data and Performance</li> </ol> <p><b>SMSC &amp; British Values</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Teamworking</li> <li>• Mutual Respect</li> <li>• Health fitness &amp; Legislation in Sport</li> <li>• Fairness</li> <li>• Healthy Active Lifestyle</li> </ul>
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# Spring 2023 – Physical Education Long Term Plan

**Component 2: Health & Performance**

**Component 1: Fitness and Body Systems**

**Component 4: Physical Exercise Plan (PEP)**

## Assessment Objectives:

- AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport
- AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport
- AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport
- AO4 Demonstrate and apply relevant skills and techniques in physical activity and sport • Analyse and evaluate performance

## Weekly Overview

- 1 Introduction to PEP
- 2 The principles of training and their application to personal exercise/ training programmes
- 3 Physical, emotional, and social health, fitness, and wellbeing
- 4 The consequences of a sedentary lifestyle
- 5 Energy use,
- 6 diet, nutrition, and hydration
- 7 Classification of skills (basic/ complex)
- 8 Classification of skills (open/closed)
- 9 The use of goal setting and SMART targets to improve and/or optimise performance
- 10 Guidance and feedback on performance
- 11 Mental preparation

## Key Concepts:

- Analytical/ Reflective writing
- Methods of training /Principals of training
- Lifestyle choices
- Effects of exercise
- Classification of skill
- Nutrition
- Anaerobic exercise/Aerobic exercise
- Training thresholds

## Knowledge:

- Critique individual performance
- Understanding the different principles of training
- Implementing the principles of training to individual training plans
- Identifying the difference between Healthy active lifestyle v Sedentary lifestyle
- Explaining energy use
- Implement diet, nutrition, and hydration principles to exercise planning
- Differentiate the difference in skills, both open/closed and basic and complex

## Skills:

- Non-routine problem solving – expert thinking, metacognition, creativity.
- Systems thinking – decision making and reasoning.
- Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising, and reasoning skills.
- ICT literacy – access, manage, integrate, evaluate, construct, and communicate.

## Resources:

PPTS on Teams  
 Year Overview and examination outline  
 YouTube video  
 Course Textbooks  
 Example Questions/mini questions:  
 Model answers and exemplars  
 Match analysis  
 PEP resources  
 PEP Exemplars

## Homework

1. Analysing Performance
2. Principals of Training worksheet
3. Wellbeing Survey
4. Lifestyle Choices Worksheet
5. Nutrition & Hydration Worksheet
6. Classification of Skill
7. SMART Targets & Goal Setting
8. Offering & Receiving Feedback
9. Mental Feedback

## SMSC & British Values

- Leadership
- Teamworking
- Mutual Respect
- Health fitness & Legislation in Sport
- Fairness
- Healthy Active Lifestyle

# Summer 2023 – Physical Education Long Term Plan

**Component 2: Health & Performance**

**Component 1: Fitness and Body Systems**

## Assessment Objectives:

- AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport
- AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport
- AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport

<p><b><u>Weekly Overview</u></b></p> <ol style="list-style-type: none"> <li>1 Engagement patterns of different</li> <li>2 Social groups and sport</li> <li>3 Commercialisation of sport</li> <li>4 Ethical and socio-cultural issues sport</li> <li>5 Lever systems and the mechanical advantage they provide in movement</li> <li>6 Planes and axes of movement</li> <li>7 Gamesmanship V Sportsmanship</li> <li>8 Organising &amp; Running an Event</li> </ol> <p><b><u>Key Concepts:</u></b></p> <ul style="list-style-type: none"> <li>• Participation rates in physical activity and sports and the</li> <li>• impact on participation rates personal factors: gender, age, socio-economic group, ethnicity, disability</li> <li>• Interpretation and analysis of graphical representation of data associated with trends in participation rates</li> <li>• Commercialisation, the media in sport</li> <li>• The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator</li> <li>• Interpretation and analysis of graphical representation of data</li> <li>• Ethical and socio-cultural issues in sport Behaviours: sportsmanship, gamesmanship, and the reasons for deviance at elite Sport</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Interpret Participation Data</li> <li>• Explaining the Impact of Commercialisation</li> <li>• Analysing Participation data</li> <li>• Differentiate the difference in Sportsmanship, Gamesmanship &amp; Deviance</li> </ul> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Non-routine problem solving – expert thinking, metacognition, creativity.</li> <li>• Systems thinking – decision making and reasoning.</li> <li>• Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising, and reasoning skills.</li> <li>• ICT literacy – access, manage, integrate, evaluate, construct, and communicate.</li> </ul>	<p><b><u>Resources:</u></b></p> <p>PPTS on Teams          Year Overview and examination outline          YouTube video          Course Textbooks          Example Questions/mini questions:          Model answers and exemplars          Match analysis          Participation data</p>	<p><b><u>Homework</u></b></p> <ol style="list-style-type: none"> <li>1 Engagement patterns worksheet</li> <li>2 Social, Economic factors</li> <li>3 Commercialisation of Sport</li> <li>4 Ethical &amp; Cultural issues in sport</li> <li>5 Lever Systems</li> <li>6 Axes of movement</li> <li>7 Gamesmanship</li> <li>8 Sportsmanship</li> <li>9 Event Planning</li> </ol> <p><b><u>SMSC &amp; British Values</u></b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Teamworking</li> <li>• Mutual Respect</li> <li>• Health fitness &amp; Legislation in Sport</li> <li>• Fairness</li> <li>• Healthy Active Lifestyle</li> </ul>
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