

Overview of the GCSE Course:

Component 1: Fitness and the body systems (36%)

Component 2: Health and performance (24%)

Component 3: Practical performance (30%)

Component 4: Personal Exercise Programme (10%)

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics Studied for Edexcel GCSE PE	<p>Component 1: - Fitness and Body systems -Anatomy and physiology -The structure and functions of the musculoskeletal system</p> <p>Component 3: Practical performance (30%) within football or netball.</p>	<p>Component 1: -Fitness and Body systems -Anatomy and physiology -The structure and functions of the cardiorespiratory system</p> <p>Component 3: Practical performance (30%) within handball and badminton.</p>	<p>Component 1: Continuing with fitness/body systems and anatomy - Anaerobic and aerobic exercise -The short/long-term effects of exercise -Lever systems, examples of their use in activity</p> <p>Component 3: Practical performance (30%) in rugby league, dance and boxing.</p>	<p>Component 1: Continuing with fitness/body systems and anatomy -Planes and axes of movement -Physical Training</p> <p>Component 3: Practical performance (30%) in table tennis, athletics and track.</p>	<p>Component 1: Continuing with fitness/body systems and anatomy -The principles of training and their application to personal exercise/training program</p> <p>Component 3: Practical performance (30%) in track. Practical moderation</p>	<p>Component 4: -Personal Exercise Programme (10%)</p> <p>Component 3: Practical performance (30%) with PEP.</p>
Skills and Key Knowledge Taught	<ul style="list-style-type: none"> -Functions of the skeleton -Classification of bones -Structure of the skeletal system -Classification of joints and their impact on the 	<ul style="list-style-type: none"> -Functions and structure of the cardiovascular system applied to performance in physical activities -Mechanisms required and the need for 	<ul style="list-style-type: none"> -Anaerobic and aerobic exercise -Energy: the use of glucose and oxygen to release energy -Energy sources: fats and carbohydrates as a fuel source for aerobic activity 	<ul style="list-style-type: none"> -First, second and third-class levers -Mechanical advantage and disadvantage of the body's lever systems -Planes and axes of movement 	<ul style="list-style-type: none"> -The principles of training and their application -Planning training -The use of different training methods for specific components of fitness, physical activity and sport 	<ul style="list-style-type: none"> -Data analysis in relation to key areas of physical activity and sport -Qualitative and quantitative data methods -Presenting and interpreting data

	<p>range of possible movements</p> <ul style="list-style-type: none"> -Movement possibilities at joints -The role of ligaments and tendons -Classification of muscle types and their roles when participating in physical activity -Location and role of the voluntary muscular system to work with the skeleton -Antagonistic pairs of muscles -Characteristics of fast and slow twitch muscle fibre types. 	<p>redistribution of blood flow</p> <ul style="list-style-type: none"> -Composition of inhaled and exhaled air and the impact of physical activity -Vital capacity and tidal volume, and change in tidal volume due to physical activity -Location of main components of respiratory system -Structure of alveoli and the gas exchange -How the cardiovascular and respiratory systems work together to allow participation in physical activity. 	<ul style="list-style-type: none"> -The short and long-term effects of exercise -Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise -First, second and third-class levers and their use in physical activity and sport. 	<ul style="list-style-type: none"> -Movement in the sagittal, frontal and transverse plane -The relationship between health and fitness -Definitions of fitness, health, exercise and performance -The components of fitness, benefits for sport and how fitness is measured and improved -Components of fitness -Fitness tests: the value/purpose of fitness testing -Collection and interpretation of data from fitness test results and analysis -Types of fitness tests for specific components of fitness: cardiovascular, agility, strength, speed, muscular endurance, power and flexibility. 	<ul style="list-style-type: none"> -Long-term effects of aerobic and anaerobic training and exercise and the benefits to the muscular-skeletal and cardio-respiratory systems -How to optimize training and prevent injury -The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ -Injury prevention -Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance. 	<p>(including tables and graphs)</p> <ul style="list-style-type: none"> -Analyse and evaluate statistical data -Conduct and analyse performance or part of a performance e.g., time/distance, pass completion.
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Links for Support/ Help at Home	<p>Use of online platforms such as Youtube/Everlearner for podcasts and revision of key content</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: blogs and online articles/further reading on topics and studies outlined</p> <p>Teacher discussions following assessments and/or reports</p> <p>Participation in enrichment activities alongside coaching opportunities within KS3 PE and after school fixtures</p> <p>Participation in extra-curricular teams within school and outside of school</p> <p>Encourage the participation in enrichment and revision workshops</p>
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Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics Studied for Edexcel GCSE PE	<p>Component 3: Practical Performance</p> <p>Component 4: PEP submission</p>	<p>Component 2: Students learn about the physical, emotional and social health, fitness and wellbeing. The consequences of a sedentary lifestyle and energy use, diet, nutrition and hydration.</p> <p>Component 3 Practice of sports that have been selected for moderation.</p>	<p>Component 2: Within this section, the main focus areas are: sport psychology; classification of skills; the use of goal setting and SMART targets to improve and/or optimise performance; guidance and feedback as well as mental preparation for performance.</p> <p>Component 3 Final rehearsal of moderated sports.</p>	<p>Students learn about engagement patterns of different social groups in physical activity and sport. They explore commercialisation of physical activity and sport and ethical/ socio-cultural issues in physical activity and sport. The use of data is revised at this stage.</p> <p>Component 3: Practical assessment will take place.</p>	Personalised revision sessions that will take place	GCSE end point
Skills and Key Knowledge Taught	<p>Within Component 4 students will:</p> <ul style="list-style-type: none"> -Conduct a personal exercise programme 	<ul style="list-style-type: none"> -Physical, emotional and social health, fitness and wellbeing components of fitness -Impact of fitness on wellbeing: positive 	<ul style="list-style-type: none"> -Sport psychology -Classification of skills -Classification of a range of sports skills -Practice structures 	<ul style="list-style-type: none"> -Advantages/ disadvantages of commercialisation and the media -Interpretation and analysis of graphical 	Revision of component 1 and 2.	

	<ul style="list-style-type: none"> -Identify the components of fitness they want to improve, with a justification -Record their fitness levels at the beginning of the PEP, using a battery of recognised fitness test as learnt in Year 10. 	<p>and negative health effects</p> <ul style="list-style-type: none"> -Promotion of personal health -Lifestyle choices in relation to diet, activity level, work/rest/sleep balance, and recreational drugs and pros/cons -The consequences of a sedentary lifestyle -Energy use, diet, nutrition and hydration 	<ul style="list-style-type: none"> -Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills -The use of/principles of goal-setting and SMART targets -Types of guidance and feedback to optimise performance -Interpretation and analysis of graphical representation of data -Mental preparation for performance -Engagement/participation patterns of different social groups in physical activity and sport -Commercialisation of physical activity/sport - Ethical and socio-cultural issues in physical activity and sport -Differing sporting behaviour: e.g. sportsmanship/gamesmanship. 	<p>representation of data associated with trends in commercialisation of physical activity</p> <ul style="list-style-type: none"> -Ethical and socio-cultural issues in physical activity -The different types of sporting behaviour -Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport -Use of data including analysis and evaluation of statistical data from their own results to interpret against normative data. 		
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Current Year 11 for 2022-2023 only

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics Studied for GCSE PE	<p>Component 1: Students learn about fitness and body systems, anatomy and physiology. Students apply the principles of training and their application to personal exercise/ training program</p> <p>Component 3: Practical performance (30%) in netball/football.</p>	<p>Component 4: Students complete their Personal Exercise Programme (PEP)</p> <p>Component 3: Practical performance (30%) and the final preparation for moderation.</p>	<p>Component 1: Students revisit and revise fitness and body systems, anatomy and physiology. A greater refocus on lever systems, examples of their use in activity and the mechanical advantage they provide in movement.</p> <p>Component 3 Practical Exam.</p>	<p>Component 2: Students revise sport psychology, classification of skills, the use of goal setting and SMART targets, guidance and feedback on performance and well as mental preparation for performance.</p> <p>Component 3: Practical moderation will take place.</p>	Revision of exam components	GCSE end point
Skills and Key Knowledge Taught	<p>-Planning training using the principles of training</p> <p>-The advantages and disadvantages of different training methods</p>	<p>-Identify the components of fitness the student wants to improve, with a suitable justification in relation to the impact on their performance</p>	<p>-First, second and third-class levers and their use in physical activity and sport</p>	<p>-Sport psychology</p> <p>-Classification of skills</p> <p>-The use of goal setting and SMART targets</p>	Bespoke revision lessons will take place before learners sit their exam.	

	<ul style="list-style-type: none"> -Long-term effects of aerobic and anaerobic training and the benefits to the muscular-skeletal and cardio-respiratory systems -Injury prevention -The use of a PARQ to assess personal readiness for training -Performance-enhancing drugs (PEDs) and their positive and negative effects -The purpose and importance of warm-ups and cool downs. 	<ul style="list-style-type: none"> -Record their fitness levels at the beginning of the PEP, using a battery of recognised fitness tests -PEP submission. 	<ul style="list-style-type: none"> -Mechanical advantage and disadvantage of the body's lever systems -Planes and axes of movement of sagittal, frontal and transverse plane and axes -Movement in the sagittal/frontal/transverse plane -Functions of the cardiovascular system applied to performance in physical activities -Structure of the cardiovascular system -The mechanisms required during physical activities compared to when resting -Vital capacity and tidal volume -Structure of alveoli to enable gas exchange and the process of gas exchange -How the cardiovascular and respiratory systems work together to allow participation in physical activity. 	<ul style="list-style-type: none"> - Guidance and feedback on performance -Mental preparation for performance. 		
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