

## Year 10 (GCSE Physical Education) Curriculum Map

	Autumn Term		Spring Term		Summer Term	
<b>Unit Length</b>	Mop up of Topics from Paper 1 (Covid impact)		3.2.1. Sports Psychology		3.2.2. Social-Cultural Influences	
	<u>HT 1</u> (6 weeks, 12 lessons)  3.1.1.3. Aerobic and anaerobic system  3.1.1.4 Short and long term effects of exercise	<u>HT2</u> (6 weeks, 12 lessons)  3.1.3.4 Optimise training and prevent injury  3.1.3.5 Warm up and cool down	<b>Classifications of Skills</b> SMART Targets Basic information processing	Guidance and Feedback  Mental Preparation	Engagement patterns of social groups  Commercialisation	Ethical and socio-cultural issues
<b>Links to the National curriculum/Assessment Objectives</b>	<ul style="list-style-type: none"> <li>• AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</li> <li>• AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</li> <li>• AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</li> </ul> Linked to Paper 2.					
<b>Description of the topic and key learning outcomes (key knowledge and understanding)</b>	<b>Overview:</b> DINs to focus on recalling prior knowledge and skills. Students should develop knowledge and understanding from Paper 1 i.e. Principles of training, Warm up and cool downs, use of data  <b>Outcomes:</b> Pupils will have an	<b>Overview:</b> DINs to focus on recalling prior knowledge and skills. Students should develop knowledge and understanding of how to optimise training and prevent injury. Students should develop knowledge and understanding of effective use of warm up and cool downs.	<b>Overview:</b> DINs to focus on recalling prior knowledge and skills. Students should develop knowledge and understanding of the classification of skills and the use of goal setting and SMART targets to improve and/or optimise targets.  <b>Outcomes:</b>	<b>Overview:</b> DINs to focus on recalling prior knowledge and skills. Students should develop knowledge and understanding of the engagement patterns of different social groups and the factors affecting participation.  <b>Outcomes:</b> Pupils will be able to describe and evaluate	<b>Overview:</b> DINs to focus on recalling prior knowledge and skills. Students should develop knowledge and understanding of which type of performer may use different types of performance enhancing drugs and describe the advantages and disadvantages for taking them.	<b>Overview:</b> DINs to focus on recalling prior knowledge and skills. Students should be able to link participation in physical activity, exercise and sport to health, wellbeing and fitness, and describe how exercise can suit the varying needs of different people.

	<p>understanding of the terms aerobic and anaerobic exercise.</p> <p>Students will develop knowledge of spirometer trace reading and the recovery process from vigorous exercise.</p> <p>Pupils will be able to demonstrate how data can be presented.</p>	<p>Students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport.</p> <p><b>Outcomes:</b> Pupils will be able to calculate intensities to optimise training effectiveness.</p> <p>Pupils will have an understanding of the factors that should be taken into account in order to prevent injury.</p> <p>Pupils to understand how high altitude is carried out.</p> <p>Pupils will be able to describe and explain the constituent parts of warming up and cooling down.</p> <p>Pupils will be able to demonstrate an understanding of data are collected – both qualitative and quantitative.</p>	<p>Pupils will be able to give basic definitions of skill, describe the different classifications of skill. Give definitions of types of goals. They will be able to describe the use and evaluation of setting performance and outcome goals in sporting examples. Pupils will develop sound knowledge of the use of SMART targets to improve and/or optimise performance. Pupils will have a sound understanding of the basic information processing model</p>	<p>the effectiveness of the use of types of guidance. Pupils will develop sound knowledge of mental preparation for performance. They will be able to give a definition of arousal, how it can be controlled. Have an understanding of aggression and different personality types. They will be able to give a definition of intrinsic and extrinsic motivation.</p>	<p><b>Outcomes:</b> Pupils will be able to describe the engagement patterns of different social groups and the factors affecting participation. They will be able to define commercialisation. They will be able to describe the different types of sponsorship and media. Pupils will have a sound understanding of the positive and negative impacts of sponsorship and the media and technology.</p>	<p><b>Outcomes:</b> Pupils will be able to describe the conduct of performers, prohibited substances and prohibited methods. They will have an understanding of which type of performer may use different types of performance enhancing drugs with sporting examples. They will be able to describe the advantages and disadvantages for the performer of taking PEDs. Students will develop knowledge and understanding the strategies employed to combat hooliganism and spectator behaviour.</p>
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<b>Related Concepts (that are revisited)</b>	Read and understand text book; understanding and using subject terminology e.g. Classification of skills, SMART targets and basic information processing.	Recall subject terminology and applying it from Autumn 1. Read and understand text book; understanding of guidance and feedback and mental preparation.	Recall subject terminology and applying it from Autumn 1 and 2. Read and understand text book; understanding of sports psychology e.g. SMART targets and mental preparation. Practical application.	Recall subject terminology and applying it from Autumn term and Spring 1. Read and understand text book; understanding of Sports psychology and Socio-cultural influences.		
<b>Skills being taught</b>	<p>AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <ul style="list-style-type: none"> <li>• AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</li> <li>• AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</li> </ul>		<p>AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <ul style="list-style-type: none"> <li>• AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</li> <li>• AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</li> </ul>		<p>AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <ul style="list-style-type: none"> <li>• AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</li> <li>• AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</li> </ul>	
<b>Milestone assessments</b>	AC1 Past papers on Classification of skill, SMART targets, basic information processing.	AC2 Past papers on Sports Psychology e.g. Classification of skill, SMART targets and feedback and Mental preparation.	AC3 Past papers on Sports Psychology and engagement patterns of social groups. Commercialisation	AC4 Past papers on Sports psychology and Socio-cultural influences.	AC5 Past papers on Sports psychology and Socio-cultural influences, health, fitness and well being. physical, emotional and social health, fitness and wellbeing.	
<b>Wider reading</b>	GCSE Text, PE Journals, Newspaper articles		GCSE Text, PE Journals, Newspaper articles		GCSE Text, PE Journals, Newspaper articles	
<b>Literacy programme</b>	Spellings, key vocabulary, writing frames.		Spellings, key vocabulary, writing frames.		Spellings, key vocabulary, writing frames.	
<b>Homework</b>	Knowledge organisers & self-marking quizzes		Knowledge organisers & self-marking quizzes		Knowledge organisers & self-marking quizzes	