

Physical Education Overview map for Year 10 GCSE PE theory unit 1.1.a The Skeletal System

<u>Year group</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
10	<p>Structure and function of the skeletal system – protection, support, movement, posture, mineral storage and blood cell production.</p> <p>Define a joint</p> <p>Define a synovial joint</p> <p>Identify the basic types of movements at a joint.</p> <p>Hinge Joints- elbow and knee</p> <p>Ball and socket joints – shoulder and hip</p> <p>Identify the articulating bones at a joint.</p> <p>Identify the components of a joint; cartilage, tendons and ligaments.</p>	<p>Application to provide sporting examples.</p> <p>Analysis of effect on performance.</p> <p>Judging of answers.</p> <p>Completion of exam style questions.</p>	<p>Mini quizzes</p> <p>Interim Assessments</p> <p>Exam style questions</p> <p>End of unit test (KA/GA)</p>

Physical Education Overview map for Year 10 GCSE PE theory unit 1.1.b The Muscular System

<u>Year group</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
10	Structure and function of the muscular system. Locating muscles. Movement created by each muscle. Antagonistic Pairs Definitions of antagonistic pairs, agonist, antagonist and fixator. Identify the antagonistic pairs in the body.	Application to provide sporting examples. Analysis of effect on performance. Judging of answers. Completion of exam style questions.	Mini quizzes Interim Assessments Exam style questions End of unit test (KA/GA)

Physical Education Overview map for Year 10 GCSE PE theory unit 1.1.c Movement Analysis

<u>Year group</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
10	<p>Components of levers. Describe the fulcrum, load and effort.</p> <p>1st Class Lever – location and diagram</p> <p>2nd Class Lever – location and diagram</p> <p>3rd Class Lever – location and diagram</p> <p>Define mechanical advantage.</p> <p>Define mechanical disadvantage</p> <p>Plane of movement – sagittal/frontal/transverse</p> <p>Axes of the body – longitudinal/frontal/transverse.</p>	<p>Application to provide sporting examples.</p> <p>Analysis of affect on performance.</p> <p>Judging of answers.</p> <p>Completion of exam style questions.</p>	<p>Mini quizzes</p> <p>Interim Assessments</p> <p>Exam style questions</p> <p>End of unit test (KA/GA)</p>

Physical Education Overview map for Year 10 GCSE PE theory unit 1.1.d The Cardiovascular and Respiratory system

<u>Year group</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
10	Structure and function of the Cardiovascular system Blood and blood vessels The heart and the pathway of blood Heart rate x Stroke volume = Cardiac output Structure and function of the Respiratory system Gaseous exchange Breathing in and out Aerobic and anaerobic exercise	Application to provide sporting examples. Analysis of affect on performance. Judging of answers. Completion of exam style questions.	Mini quizzes Interim Assessments Exam style questions End of unit test (KA/GA)

Physical Education Overview map for Year 10 GCSE PE theory unit 1.1.e The Effects of Exercise

<u>Year group</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
10	<p>Identify the four body systems – skeletal, muscular, respiratory and cardiovascular</p> <p>Short Terms Effects of exercise on the muscular, respiratory, cardiovascular and skeletal systems.</p> <p>Long Terms Effects of exercise on the muscular, respiratory, cardiovascular and skeletal systems.</p>	<p>Application to provide sporting examples.</p> <p>Analysis of affect on performance.</p> <p>Judging of answers.</p> <p>Completion of exam style questions.</p>	<p>Mini quizzes</p> <p>Interim Assessments</p> <p>Exam style questions</p> <p>End of unit test (KA/GA)</p>

Physical Education Overview map for Year 10 GCSE PE theory 1.2a the components of fitness

<u>Year group</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
10	<u>Unit 1.2.a - The Components of Fitness</u> The definitions of the ten components of fitness The fitness tests for the ten components of fitness Completing the fitness tests to collect data relating to the components of fitness	Application to provide sporting examples. Analysis of effect on performance. Judging of answers. Completion of exam style questions.	Mini quizzes Interim Assessments Exam style questions End of unit test (KA/GA)

Physical Education Overview map for Year 10 GCSE PE theory 1.2.b applying the principles of training

<u>Year group</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
10	<p><u>Unit 1.2.b - Applying the Principles of Training</u> The principles of training The FITT principle The methods of training The stages of a warm up The physical benefits of a warm up The stages of a cool down The physical benefits of a cool down</p>	<p>Application to provide sporting examples. Analysis of effect on performance. Judging of answers. Completion of exam style questions.</p>	<p>Mini quizzes Interim Assessments Exam style questions End of unit test (KA/GA)</p>

Physical Education Overview map for Year 11 GCSE PE theory unit 1.1.d The Cardiovascular and Respiratory system

<u>Year group</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
10	<p>Name and describe the five methods of preventing injury in sport;</p> <ul style="list-style-type: none"> • conducting a warm up and cool down • correct clothing and footwear • personal protective clothing • Appropriate competition, lifting <p>Carrying equipment safely.</p> <p>The hazards/guidelines in different sporting areas; Sports hall, fitness suite, Artificial pitch, swimming pool and grass pitch.</p>	<p>Application to provide sporting examples.</p> <p>Analysis of affect on performance.</p> <p>Judging of answers.</p> <p>Completion of exam style questions.</p>	<p>Mini quizzes</p> <p>Interim Assessments</p> <p>Exam style questions</p> <p>End of unit test (KA/GA)</p>

Physical Education Overview map for Year 11 GCSE PE theory – Unit 2.1.a engagement factors

<u>Year group</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
11	<u>Unit 2.1.a Engagement patterns</u> 5 social groups in sport 14 engagement factors affecting participation Strategies to improve participation in sport	Application to provide sporting examples. Identify barriers to participation and strategies to improve participation in sport. Analysis of affect on performance. Judging of answers. Completion of exam style questions.	Mini quizzes Interim Assessments Exam style questions End of unit test (KA/GA)

Physical Education Overview map for Year 11 GCSE PE theory – Unit 2.1.b commercialisation of Physical Activity and Sport

<u>Year group</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
11	<p><u>Unit 2.1.b Commercialisation of Physical Activity and Sport</u></p> <ul style="list-style-type: none"> • Understand the influence of the media on the commercialisation of physical activity and sport: <ul style="list-style-type: none"> ○ Different types of media: <ul style="list-style-type: none"> - Social - Internet - TV/visual - Newspapers/magazines • Know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle): <ul style="list-style-type: none"> - Positive and negative effects of the media on commercialisation • Understand the influence of sponsorship on the commercialisation of physical activity and sport: 	<p>Application to provide sporting examples.</p> <p>Be able to apply practical examples to the factors of sport, sponsorship, and the media which make up the 'golden triangle'.</p> <p>Judging of answers. Completion of exam style questions.</p>	<p>Mini quizzes Interim Assessments Exam style questions End of unit test (KA/GA)</p>

	<ul style="list-style-type: none">- Positive and negative effects of sponsorship on commercialisation		
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Physical Education Overview map for Year 11 GCSE PE theory – Unit 2.1.c Ethical and socio-cultural issues in sport and physical activity

<u>Year group</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
11	<p><u>Unit 2.1.c Ethical and Socio-Cultural issues in Physical Activity and Sport</u></p> <p><u>Ethics in sport:</u> Know and understand: The value of sportsmanship The reasons for gamesmanship and deviance in sport</p> <p><u>Drugs in sport:</u> Know and understand the reasons why sports performers use drugs Know three types of drugs and their effect on performance:</p> <ul style="list-style-type: none"> - Anabolic steroids - Beta blockers - Stimulants <p>Know and understand the impact of drug use in sport:</p> <ul style="list-style-type: none"> - On performers - On sport itself <p><u>Violence in sport:</u></p>	<p>Application to provide sporting examples.</p> <p>Be able to apply practical examples to the concepts of sportsmanship, gamesmanship and deviance. Give practical examples of the use of three performance enhancing drugs in sport. Give practical examples of violence in sport.</p> <p>Judging of answers. Completion of exam style questions.</p>	<p>Mini quizzes Interim Assessments Exam style questions End of unit test (KA/GA)</p>

	Know and understand the reasons for player violence.		
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Physical Education Overview map for Year 11 GCSE PE theory unit 2.2 sports psychology

<u>Year group</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
11	<u>Unit 2.2 Sports Psychology</u> Characteristics of skilful movement Classification of skills Goal setting Mental preparation Types of guidance Types of feedback	Application to provide sporting examples. Analysis of affect on performance. Judging of answers. Completion of exam style questions.	Mini quizzes Interim Assessments Exam style questions End of unit test (KA/GA)

Physical Education Overview map for Year 11 GCSE PE theory unit 2.3 health, fitness and wellbeing

<u>Year group</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>	<u>Assessment</u>
11	<p><u>Unit 2.3 Health, Fitness and wellbeing</u></p> <ul style="list-style-type: none"> • Know what is meant by health, fitness and well-being • Understand the different health benefits of physical activity and consequences of a sedentary lifestyle: <ul style="list-style-type: none"> ○ Physical: <ul style="list-style-type: none"> - Injury - Coronary heart disease - Blood pressure - Bone density - Obesity - Type 2 diabetes - Posture - Fitness ○ Emotional: <ul style="list-style-type: none"> - Self-esteem/confidence - Stress management - Image ○ Social: <ul style="list-style-type: none"> - Friendship - Belonging to a group 	<p>Application to provide sporting examples.</p> <p>Analysis of affect on performance.</p> <p>Judging of answers.</p> <p>Completion of exam style questions.</p>	<p>Mini quizzes</p> <p>Interim Assessments</p> <p>Exam style questions</p> <p>End of unit test (KA/GA)</p>

	<ul style="list-style-type: none">- Loneliness• Know the components of a balanced diet:<ul style="list-style-type: none">- Carbohydrates- Proteins- Fats- Minerals- Vitamins- Fibre- Water and hydration		
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