



## KS4 Curriculum: Physical Education

Exam board: AQA

### Curriculum Vision:

To deliver a high quality physical and theoretical curriculum, alongside a vibrant enrichment programme that increases participation in sport, as well as realising the school's ambition to achieve sporting success through district, county, regional, and national competitions.

### Intent:

To empower lifelong participation in physical activity.

To develop physical literacy, knowledge, understanding and confidence to lead a healthy active lifestyle.

To enable students to develop core values, character and life skills to equip them for employment in their personal lives.

### Curriculum Profile - Year 10 (year 1)

Autumn Term 1	Autumn Term 2
<p><b><u>Musculoskeletal system</u></b></p> <ul style="list-style-type: none"> <li>- Bones of the body.</li> <li>- Structure of the skeleton.</li> <li>- Functions of the skeleton.</li> <li>- Muscles of the body.</li> <li>- Structure of the synovial joint.               <ul style="list-style-type: none"> <li>- Types of joints.</li> <li>- Antagonistic pairs.</li> </ul> </li> </ul> <p><b><u>Extended writing</u></b></p>	<p><b><u>Cardio-respiratory system</u></b></p> <ul style="list-style-type: none"> <li>- Pathway of air.</li> <li>- Gaseous exchange.</li> <li>- Mechanics of breathing.               <ul style="list-style-type: none"> <li>- Lung volumes.</li> <li>- Blood vessels.</li> </ul> </li> <li>- Structure of the heart.               <ul style="list-style-type: none"> <li>- Cardiac cycle.</li> </ul> </li> </ul> <p><b><u>Aerobic and anaerobic</u></b></p> <ul style="list-style-type: none"> <li>- Aerobic and anaerobic exercise.</li> </ul>

<ul style="list-style-type: none"> <li>- Introduction on extended writing.</li> </ul> <p style="text-align: center;"><b><u>Non-exam assessment</u></b></p> <ul style="list-style-type: none"> <li>- Introduction lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- EPOC.</li> <li>- Recovery process.</li> <li>- Effects of exercise.</li> </ul>
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<b>Spring Term 1</b>	<b>Spring Term 2</b>
<b><u>Physical training</u></b>	<b><u>Use of data</u></b>
<ul style="list-style-type: none"> <li>- Health and fitness.</li> <li>- Components of fitness. <ul style="list-style-type: none"> <li>- Fitness testing.</li> <li>- Data collection.</li> </ul> </li> <li>- Principles of training. <ul style="list-style-type: none"> <li>- Types of training.</li> <li>- Training seasons.</li> </ul> </li> <li>- Specific training techniques.</li> <li>- Warm up and cool down.</li> </ul>	<ul style="list-style-type: none"> <li>- Quantitative and qualitative data.</li> <li>- Methods for collecting data. <ul style="list-style-type: none"> <li>- Presenting data.</li> </ul> </li> </ul>

<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b><u>Physical training - continued</u></b>	<b><u>Movement analysis</u></b>
<b><u>Mini mock moderation</u></b>	<ul style="list-style-type: none"> <li>- Levers.</li> <li>- Mechanical advantage. <ul style="list-style-type: none"> <li>- Muscle action.</li> <li>- Planes and axes.</li> </ul> </li> <li>- Movement through planes.</li> </ul>

**Practical:**

Practical lessons at GCSE PE will happen alongside the theoretical content of the course. Dependent on the course and the teacher, there may be a block of practical lessons or the odd lesson throughout the two-week block.

There will also be a mini mock moderation in year 10 where students will be assessed in Athletics, Netball and Swimming. Other sports will be assessed in Year 11.

## Curriculum Profile - Year 11 (year 2)

Autumn Term 1	Autumn Term 2
<p data-bbox="268 315 722 349"><b><u>Movement analysis continued.</u></b></p> <p data-bbox="359 432 632 465"><b><u>Sports psychology</u></b></p> <ul style="list-style-type: none"> <li data-bbox="379 510 660 544">- Skill and ability.</li> <li data-bbox="363 551 675 584">- Skill classification.               <ul style="list-style-type: none"> <li data-bbox="403 591 635 624">- Goal setting.</li> <li data-bbox="403 631 655 665">- SMART targets.</li> </ul> </li> <li data-bbox="323 672 715 705">- Information processing.               <ul style="list-style-type: none"> <li data-bbox="419 712 616 745">- Guidance.</li> <li data-bbox="419 752 616 786">- Feedback.</li> <li data-bbox="419 792 604 826">- Arousal.</li> <li data-bbox="419 833 628 866">- Aggression.</li> </ul> </li> <li data-bbox="368 873 671 907">- Personality types.               <ul style="list-style-type: none"> <li data-bbox="411 913 628 947">- Motivation.</li> </ul> </li> </ul>	<p data-bbox="884 315 1321 349"><b><u>Sports psychology continued.</u></b></p> <p data-bbox="938 472 1265 506"><b><u>Non-exam assessment</u></b></p> <ul style="list-style-type: none"> <li data-bbox="916 512 1337 584">- Use of computers to work through NEA.</li> <li data-bbox="871 591 1382 663">- Deadlines set &amp; letter sent home to parents.</li> </ul>

Spring Term 1	Spring Term 2
<p data-bbox="312 1137 683 1171"><b><u>Socio-cultural influences</u></b></p> <ul style="list-style-type: none"> <li data-bbox="400 1216 639 1249">- Participation.</li> <li data-bbox="435 1256 604 1290">- Barriers.</li> </ul> <p data-bbox="405 1373 687 1406"><b><u>Commercialisation</u></b></p> <ul style="list-style-type: none"> <li data-bbox="360 1451 683 1485">- Commercialisation</li> <li data-bbox="400 1491 636 1525">- Sponsorship.</li> <li data-bbox="347 1532 695 1565">- Sport and the media.</li> <li data-bbox="347 1572 692 1606">- Technology in sport.</li> </ul> <p data-bbox="397 1688 596 1722"><b><u>Ethical issues</u></b></p> <ul style="list-style-type: none"> <li data-bbox="373 1767 668 1800">- Player's conduct.</li> <li data-bbox="284 1807 759 1841">- Prohibited substances (PEDs).</li> <li data-bbox="347 1848 692 1881">- Spectator behaviour.</li> </ul>	<p data-bbox="1018 1137 1291 1171"><b><u>Health and fitness</u></b></p> <ul style="list-style-type: none"> <li data-bbox="890 1216 1369 1288">- Physical, emotional and social wellbeing.               <ul style="list-style-type: none"> <li data-bbox="1050 1294 1203 1328">- Fitness.</li> </ul> </li> <li data-bbox="900 1335 1358 1368">- Sedentary lifestyle / obesity.               <ul style="list-style-type: none"> <li data-bbox="1007 1375 1249 1408">- Somatotypes.</li> <li data-bbox="970 1415 1286 1449">- Diet and nutrition.</li> </ul> </li> </ul>

Summer Term 1	Summer Term 2
<u>Health and fitness continued.</u>  <u>Practical in preparation for moderation day</u>  <u>Revision and Examination technique</u>	<u>Public Examinations</u>

*Please note that this timeline may be subject to change.*

### **Practical:**

Practical lessons at GCSE PE will happen alongside the theoretical content of the course. Dependent on the course and the teacher, there may be a block of practical lessons or the odd lesson throughout the two-week block.

There will also be two mock moderations in year 11; one in the autumn term and the other in the summer term, with the moderation day also in the summer term.

Students will be assessed in any activity they wish, and then they will submit their chosen activities for the final moderation day.

### **Assessment and Feedback**

All students will:

- Have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- Receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- Be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

### **Resources:**

Seneca

BBC Bitesize

Workbook AQA GCSE PE (9-1)