

The Big Picture Y10 – Intent:

The aim of GCSE PE in year 10 is to work through the AQA specification. Students will gain knowledge, skills and understanding of the content for paper 1 and apply the content to sporting examples. Practical activities including opportunity to develop new sports will occur. The NEA coursework will be introduced before the summer holidays, putting key content into the part 1 of the evaluation and assessment section.

Students will study content lesson by lesson either isolated topics or as part of a bigger learning journey across several lessons. Students will develop knowledge of the human body, how it moves, and awareness of health and fitness. Knowledge alone contributes towards the AO1 questioning leading to AO2 and 3 application and skill development where the students will explain and apply to sporting activities and be able to analyse and evaluate the components with practical examples and the wider world of sport.

Implementation:

Students will have 5 hours per fortnight. 1 of these will be dedicated towards practical sports development or practical application. Students will need to be assessed in 3 sports from the approved AQA list. Within theory and classroom-based teaching, the students will receive 7 end of unit assessments. These will build and include previously learned knowledge and allow for interleaving of all learned topic areas. Test scores will be from 38-78 marks and mimic the examination style that students will receive in their final exam series. Independent and group work will occur in order to maximise content learning opportunities and a variety of apps, class and homework will also be utilised. Most units will be between 4 and 10 lessons with revision and assessment/feedback before the next unit is started.

Key Summative Assessments:

Using Exampro questions from AQA archives, end of unit test 1-7 and practical assessments

Autumn Term

Skeletal system, Muscular system, Cardio-respiratory system.

Practical = Badminton/Netball

Spring Term

Movement analysis, Aerobic and Anaerobic performance, Fitness components.

Practical = Football/Handball

Summer Term

Fitness Testing, Physical Training and Use of data

Practical = Athletics, Trampolining, Basketball and Tennis

Impact:

Students will build on and embed the physical development and skills learned in Year 9 in most activities. Students will develop detailed knowledge of topic areas in multiple sports areas. Students will apply to different sports. Recall and application to sports is key to successful GCSE progress. Students need to recover previous learning using their knowledge bank/coloured work booklets. Starter/Do it now (you do) tasks will keep topics fresh and link to previous learning. AO3 components will be looked at in more detail during the Spring and Summer terms.

Content/Units	Skills	Knowledge	Prior Learning (Y9)	Future Learning (Y11)
THEORY	<ul style="list-style-type: none"> Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. 	Students will develop knowledge of the key areas listed below		
Skeletal system	<ul style="list-style-type: none"> Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. 	Bones, skeletal function, joint types and joint structures	Bone names	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.
Muscular system	<ul style="list-style-type: none"> Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. 	Muscles, ligaments, tendons, agonistic pairings origins and insertions	Muscle names	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.
Cardio Respiratory System	<ul style="list-style-type: none"> Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. 	Blood, vessels, heart, circulatory system, functions and blood flow.	Blood and lung functions	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.
Movement analysis	<ul style="list-style-type: none"> Students will develop the ability to recall and explain using sporting examples for AO1 and 2. 	Agonistic pairings, lining skeletal and muscular systems, axes, planes and movement types.	Movement types (flexion/extension)	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.

	<ul style="list-style-type: none"> Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. 			
Aerobic vs Anaerobic	<ul style="list-style-type: none"> Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. 	Intensity zones, heart rate, energy production equation.	Taking heart rate and max heart rate (intensity)	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.
Recovery and responses	<ul style="list-style-type: none"> Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. 	Immediate, short term and long-term responses/adaptations to training/exercise.		Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.
Fitness components	<ul style="list-style-type: none"> Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. 	The 11 fitness types (agility, speed, etc.)	Names introduced	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.
Fitness testing	<ul style="list-style-type: none"> Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. 	The tests for each components, methodology, equipment, validity and reliability.	MSFT, agility, sit and reach, press up/sit up test and coordination tests performed in KS3	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.

Fitness training	<ul style="list-style-type: none"> Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. 	Training types for each fitness components.	Fartlek, continuous and interval /HIIT training performed in KS3	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.
Coursework section 1	<ul style="list-style-type: none"> Students will develop skills in analysis and evaluation of own performance 	Strengths and weaknesses of a sport (fitness and technical)	N/A	N/A
PRACTICAL	<ul style="list-style-type: none"> Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations. 	Students will develop technical and tactical coaching in the below activities	N/A	N/A
Badminton	<ul style="list-style-type: none"> Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations. 	Service, drive, smash, clear and net/drop shots	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.
Handball	<ul style="list-style-type: none"> Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations. 	Dribble, passing, shooting, tackling and marking/dodging	N/A	Advanced concepts coached and improved during Y11 lessons.
Netball	<ul style="list-style-type: none"> Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations. 	Passing, pivoting/footwork, shooting, marking, dodging	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.
Athletics	<ul style="list-style-type: none"> Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations. 	Runs, jumps and throws	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.
Trampolining	<ul style="list-style-type: none"> Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations. 	2 x 10 bounce routines, basic shapes, twists, rotations and linking moves	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.
Basketball	<ul style="list-style-type: none"> Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations. 	Dribbling, passing, marking, set shooting and laying up	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.

Tennis	<ul style="list-style-type: none">Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations.	Serve, forehand ground shot, backhand ground shot, volley and lob	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.
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The Big Picture Y11 – Intent:

The aim of GCSE PE in year 11 is to continue to work through the AQA specification. Students will gain knowledge, skills and understanding of the content for paper 2 and apply the content to sporting examples. Practical activities including opportunities to develop new sports will occur. Finally the NEA coursework will be Completed in term 1 Christmas holidays putting key content into the part 1 and 2 of the evaluation and assessment section from previous learning.

Students will study to content lesson by lesson either isolated topics or as part of a bigger learning journey across several lessons. Students will develop knowledge of the Sociological and psychological aspects of sport. Knowledge alone contributes towards the AO1 questioning leading to AO2 and 3 application and skill development where the students will explain and apply to sporting activities and be able to analyse and evaluate the components with practical examples and the wider world of sport.

Implementation:

Students will have 5 hours per fortnight. 1 of these will be dedicated towards practical sports development or practical application. Students will need to be assessed in 3 sports from the approved AQA list. Within theory and classroom based teaching, the students will receive an end of unit assessment prior to a mock series 2 (paper 1 and 2). These will build and include previously learned knowledge and allow for interleaving of all learned topic areas. Test scores will be from 38-78 marks and mimic the examination style that students will receive in their final exam series. Independent and group work will occur in order to maximise content learning opportunities and a variety of apps, class and homework will also be utilised. Most units will be between 4 and 10 lessons with revision and assessment/feedback before the next unit is started.

Key Summative Assessments:

Using Exampro questions from AQA archives, End of unit test Paper 2 and practical assessments ready for moderation. Mock series 1 and 2.

Autumn Term

Psychological aspects of Sport, Aggression and motivation, Practical = Fitness Training to support Coursework part 2

Spring Term

Commercialisation, health, drugs and technology Practical = Football/Handball/Badminton/Netball moderation prep

Summer term

Revision
Practical = Moderation

Impact:

Students will build on and embed the physical development and skills learned in Year 10 in most activities. Students will develop detailed knowledge of topic areas in multiple sports areas. Students will apply to different sports. Recall and application to sports is key to successful GCSE progress. Students need to recover previous learning using their knowledge bank/coloured work booklets. Starter/Do it now (you do) tasks will keep topics fresh and link to previous learning. AO3 components will be focussed upon throughout all of Year 11.

Content/Units	Skills	Knowledge	Prior Learning (Y9)	Future Learning (Y11)
THEORY	Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples.	Students will develop knowledge of the key areas listed below		
Fitness training	Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples.	Training types for each fitness components	Fartlek, continuous and interval /HIIT training performed in KS3	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.
Classifications of skill and psychology of sport	Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples.	Classification of skills (basic/complex, open/closed)	N/A	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.
Basic information processing	Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples.	Basic information processing model	N/A	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.
Engagement patterns of different social groups	Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples.	Engagement patterns of different social groups in physical activity and sport	N/A	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.
Commercialisation, Sponsorship and Technology	Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples.	Commercialisation of physical activity and sport Positive and negative impacts of sponsorship and the media Positive and negative impacts of technology	N/A	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.
Ethical and socio-cultural	Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or	Ethical and socio-cultural issues in physical activity and sport. Prohibited substances.	N/A	Interleaving and application to AO2 and AO3 explanation and

	evaluate key elements in a balanced and thoughtful application to practical and sporting examples.	Reasons why hooliganism occurs. Strategies employed to combat hooliganism/spectator behaviour.		evaluation type questioning.
3.2.3.3 Health and Diet	Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples.	Energy use, diet, nutrition and hydration. Nutrition – the role of carbohydrates, fat, protein and vitamins/minerals. Reasons for maintaining water balance (hydration).	Students aware of energy use and production in core PE fitness lessons and within Science in KS3	Interleaving and application to AO2 and AO3 explanation and evaluation type questioning.
Coursework section 2	Apply knowledge to Section 2 (Evaluation and improvement of Weaknesses	Improving Strengths and weaknesses and theoretical area	In year 10 section 1 was started where students highlighted Strengths and weaknesses	N/A
PRACTICAL	Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations.	Students will develop technical and tactical coaching in the below activities	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.
Badminton	Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations.	Service, drive, smash, clear and net/drop shots	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.
Handball	Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations.	Dribble, passing, shooting, tackling and marking/dodging	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.
Netball	Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations.	Passing, pivoting/footwork, shooting, marking, dodging	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.
Athletics	Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations.	Runs, jumps and throws	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.
Trampolining	Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations.	2 x 10 bounce routines, basic shapes, twists, rotations and linking moves	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.
Basketball	Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations.	Dribbling, passing, marking, set shooting and laying up	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.

Tennis	Students will develop the ability to perform the skills highlighted in the knowledge column in competitive and more demanding situations.	Serve, forehand ground shot, backhand ground shot, volley and lob	All skills at beginner and intermediate levels introduced	Advanced concepts coached and improved during Y11 lessons.
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