

Long-term planning
GCSE PE – Year 10

| Year 10 Themes | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
|--|---|---|--|--|---|--|
| <p>Physical factors affecting performance. Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies</p> | Students will know that | | | | | |
| | <p>Skeletal System – has 6 major functions that allow sports people to perform.</p> <p>Muscular system – voluntary muscles are responsible for movement and the name of each muscle and type of movement. Muscles work in pairs.</p> <p>Handball – is played to a set of rules and requires a number of skills to be successful.</p> | <p>Movement Analysis – the body moves via lever systems at joints. There are three main types of lever system. The body moves in planes and axis.</p> <p>Handball – is played to a set of rules and requires a number of skills to be successful.</p> | <p>Cardiovascular & Respiratory System – blood, blood vessels and the heart make up the cardiovascular system. There is a pathway of how oxygen gets to the working muscles and out again along with the role of respiratory muscles.</p> <p>Badminton – is played to a set of rules and requires hand-eye co-ordination to be successful.</p> | <p>Effects of Exercise on the body – Short and long term exercise has consequences on the skeletal, muscular, cardiovascular and respiratory systems.</p> <p>Badminton – is played to a set of rules and requires hand-eye co-ordination to be successful.</p> | <p>Physical Training – components of fitness & Principles of Training – there are 10 components of fitness that athletes require and have. In order to develop these components there are a number of principles that need to be adhered to and different methods followed to train them.</p> <p>Athletics has many disciplines that involve running, throwing and jumping.</p> | <p>Injury Prevention – injuries are a part of sport and it can be dangerous. There are a number of ways to make physical activity safer.</p> <p>Athletics has many disciplines that involve running, throwing and jumping.</p> |
| | Students will know how | | | | | |
| | To name and locate the major bones and muscles of the body and be able to apply | To use examples from physical activities and sport to show where | Blood vessels and blood cells with their pathway through the heart | To develop their knowledge and understanding of the short and long-term | To develop their knowledge and understanding of | To develop their knowledge and understanding of how to prevent injury |

Long-term planning
GCSE PE – Year 10

| | | | | | | |
|---|---|--|---|---|--|---|
| <p>and/ or compositional ideas Develop their ability to analyse and evaluate to improve performance in physical activity and sport.</p> | <p>examples from physical activities and sport. Students will be able to identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. Students will also develop their knowledge of the roles of muscles as agonists, antagonists, fixators and also how they operate as antagonistic pairs.</p> <p>Handball – to catch, pass, dribble, shoot, defend, attack, screen. They will understand what footwork is required to play the game according to the rules.</p> | <p>these levers might operate to produce movement. Students will become aware of the mechanical advantage provided by levers in movement. Students will know the three planes of movement and be able to give examples of these levers from different physical activities and sports.</p> <p>Handball – to catch, pass, dribble, shoot, defend, attack, screen. They will understand what footwork is required to play the game according to the rules.</p> | <p>will be understood along with definitions of key cardiac terms. Students will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions.</p> <p>Badminton – hold a racket, use various shots to hit/return the shuttle play a game of badminton.</p> | <p>effects of exercise on muscles and bones, the heart and the respiratory system. They will be able to apply understanding of these effects to examples from a range of physical activities and sports. Students will be able to collect and use data in this section related to both short-term and long-term effects of exercise.</p> <p>Badminton – hold a racket, use various shots to hit/return the shuttle play a game of badminton.</p> | <p>the components of fitness. Learners will be able to define each component and be able to apply using a range of practical examples from physical activities and sports. Learners will also develop their knowledge of suitable tests for each component. Students will be able to define each principle and be able to apply each to personal exercise/ training programmes. Students will develop their knowledge and understanding of the key components and physical benefits of the warmup and cool down.</p> | <p>when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings. Students will know how risks can be minimised using appropriate equipment, clothing, correct lifting techniques, and an appropriate level of competition.</p> <p>Athletics – perform and recall teaching points in high jump, shot putt, triple jump, discus, javelin, long jump, sprinting, middle distance running and relay changeovers.</p> |
|---|---|--|---|---|--|---|

Long-term planning
GCSE PE – Year 10

| | | | | | | |
|---|---|--|--|--|---|---|
| | | | | | Athletics – perform and recall teaching points in high jump, shot putt, triple jump, discus, javelin, long jump, sprinting, middle distance running and relay changeovers. | |
| Vocabulary and the concepts they link to | | | | | | |
| | <p>For the theory element see the key words located in the booklet at the start of each topic.</p> <p>Handball - Jump shot, standing shot, dive shot, innovative shots, zonal defence, man to man, crossover dribble, defensive & offensive screening, fake, pivot, three steps, catching (1 hand, 2 hand, mid-air, from a bounce), passing (shoulder, overhead, bounce, hip). Concept of</p> | <p>For the theory element see the key words located in the booklet at the start of each topic.</p> <p>Handball - Jump shot, standing shot, dive shot, innovative shots, zonal defence, man to man, crossover dribble, defensive & offensive screening, fake, pivot, three steps, catching (1 hand, 2 hand, mid-air, from a bounce), passing (shoulder, overhead, bounce,</p> | <p>For the theory element see the key words located in the booklet at the start of each topic.</p> <p>Badminton - Drop shot, Smash, Net lift, Net return, Forehand drive, Backhand drive, Serving, Overhead Clear, Service line, Tramlines, Attacking, Defensive, Grip, Stance, Court.</p> | <p>For the theory element see the key words located in the booklet at the start of each topic.</p> <p>Badminton - Drop shot, Smash, Net lift, Net return, Forehand drive, Backhand drive, Serving, Overhead Clear, Service line, Tramlines, Attacking, Defensive, Grip, Stance, Court.</p> | <p>For the theory element see the key words located in the booklet at the start of each topic.</p> <p>Athletics - distance, pacing, hurdles, run up, landing, take off, coordination, balance, agility, technique, approach, jumping for distance, physical conditioning, running for speed, push throw, pull throw, sling throw.</p> | <p>For the theory element see the key words located in the booklet at the start of each topic.</p> <p>Athletics - distance, pacing, hurdles, run up, landing, take off, coordination, balance, agility, technique, approach, jumping for distance, physical conditioning, running for speed, push throw, pull throw, sling throw.</p> |

Long-term planning
GCSE PE – Year 10

| | | | | | |
|---|---|---|---|---|---|
| <p>hand-eye co-ordination, teamwork, communication, along with the decision making.</p> | <p>hip). Concept of hand-eye co-ordination, teamwork, communication, along with the decision making.</p> | | | | |
| Assessment | | | | | |
| <p>Theory – re-call tests at the start of lessons, homework and end of unit topic tests.</p> <p>Hand ball – ongoing throughout the unit. Skills in isolation and competition. Practical marks are based on the four strands of: - quality of skill, range of skills, physical attributes and decision making.</p> | <p>Theory – re-call tests at the start of lessons, homework and end of unit topic tests.</p> <p>Hand ball – ongoing throughout the unit. Skills in isolation and competition. Practical marks are based on the four strands of: - quality of skill, range of skills, physical attributes and decision making.</p> | <p>Theory – re-call tests at the start of lessons, homework and end of unit topic tests.</p> <p>Badminton - ongoing throughout the unit. Skills in isolation and competition. Practical marks are based on the four strands of: - quality of skill, range of skills, physical attributes and decision making.</p> | <p>Theory – re-call tests at the start of lessons, homework and end of unit topic tests.</p> <p>Badminton - ongoing throughout the unit. Skills in isolation and competition. Practical marks are based on the four strands of: - quality of skill, range of skills, physical attributes and decision making.</p> | <p>Theory – re-call tests at the start of lessons, homework and end of unit topic tests.</p> <p>Athletics – ongoing throughout the unit. They will be measured or timed in each of the events covered and assessed on the technique for each one. Practical marks are based on the four strands of: - quality of skill, range of skills, physical attributes and decision making.</p> | <p>Theory – re-call tests at the start of lessons, homework and end of unit topic tests.</p> <p>Athletics – ongoing throughout the unit. They will be measured or timed in each of the events covered and assessed on the technique for each one. Practical marks are based on the four strands of: - quality of skill, range of skills, physical attributes and decision making.</p> |

Long-term planning
GCSE PE – Year 10

| Diversity & development of cultural capital | | | | | |
|---|---|--|--|---|---|
| Opportunity to participate in fixtures against other schools from different socio-economic backgrounds. | Opportunity to participate in fixtures against other schools from different socio-economic backgrounds. | Opportunity to participate in fixtures against other schools from different socio-economic backgrounds. | Opportunity to participate in fixtures against other schools from different socio-economic backgrounds. | Opportunity to participate in fixtures against other schools from different socio-economic backgrounds. | Opportunity to participate in fixtures against other schools from different socio-economic backgrounds. |
| Cross-curricular opportunities and enrichment | | | | | |
| Handball club after school and numerous intra-school fixtures. | Handball club after school and numerous intra-school fixtures. | Badminton club after school with opportunities to perform in inter-school fixtures, and local and regional competitions. | Badminton club after school with opportunities to perform in inter-school fixtures, and local and regional competitions. | Athletics club after school, inter-school fixtures and entry into local and National cup competitions. | Athletics club after school, inter-school fixtures and entry into local and National cup competitions. |