



## CURRICULUM MAP (Long term plan)

**SUBJECT : GCSE Physical Education**

**YEAR GROUP: 10**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<b>Substantive knowledge</b> – Essential knowledge & conceptual understanding of the National Curriculum	<ul style="list-style-type: none"> <li>● Paper 1: Anatomy and Physiology</li> <li>● Paper 1: Movement Analysis</li> <li>● NEA: Football - Passing/receiving, dribbling, shooting, heading, tackling, goalkeeping</li> <li>● NEA: Netball - Passing, receiving, dodging, footwork, marking/intercepting, shooting</li> </ul>	<ul style="list-style-type: none"> <li>● Paper 1: Physical Training</li> <li>● NEA: Basketball - Passing, dribbling, receiving/intercepting, shooting, footwork/marking</li> <li>● NEA: Table tennis - service, drives, push, smash, lob</li> </ul>	<ul style="list-style-type: none"> <li>● Paper 2: Sport Psychology</li> <li>● NEA: Analysis of Performance</li> <li>● NEA: Athletics - track, jumping, throwing</li> <li>● NEA: Trampolining - basic shapes, drops, twists, twisting/rotation, advanced rotation</li> </ul>
<b>Disciplinary knowledge</b> - what skills are practised?	<p>Developing knowledge (AO1), application (AO2) and analysis (AO3) of key terms.</p> <p>Paper 1: Anatomy and Physiology</p> <ul style="list-style-type: none"> <li>● The structure and function of the skeletal system</li> <li>● The structure and function of the muscular system</li> <li>● The structure and function of the cardio-respiratory system</li> <li>● Aerobic and anaerobic exercise</li> <li>● The effects of exercise</li> </ul> <p>Paper 1: Movement Analysis</p> <ul style="list-style-type: none"> <li>● Types of levers</li> <li>● Basic movements</li> </ul>	<p>Developing knowledge (AO1), application (AO2) and analysis (AO3) of key terms.</p> <p>Paper 1: Physical Training</p> <ul style="list-style-type: none"> <li>● Health and fitness</li> <li>● The components of fitness</li> <li>● Fitness testing and measuring components of fitness</li> <li>● The principles of training</li> <li>● Training thresholds</li> <li>● Types of training</li> <li>● Preventing injury</li> <li>● Training seasons</li> <li>● Warming up and cooling down</li> </ul> <p>NEA: Basketball</p>	<p>Developing knowledge (AO1), application (AO2) and analysis (AO3) of key terms.</p> <p>Paper 2: Sport Psychology</p> <ul style="list-style-type: none"> <li>● Skill and ability</li> <li>● Goals and targets</li> <li>● Information processing</li> <li>● Guidance and feedback</li> <li>● Arousal</li> <li>● Aggression</li> <li>● Personality types</li> <li>● Motivation</li> </ul> <p>NEA: Analysis of performance</p> <ul style="list-style-type: none"> <li>● Analysis: strengths and weaknesses within a chosen activity</li> </ul>

	<ul style="list-style-type: none"> <li>Planes of movement and axes of rotation</li> </ul> <p>NEA: Football</p> <ol style="list-style-type: none"> <li>1. Passing/receiving – either foot.</li> <li>2. Dribbling/moving with the ball – either foot.</li> <li>3. Shooting – at goal OR wing play and crossing for attackers OR playing a through ball to attackers.</li> <li>4. Heading.</li> <li>5.</li> </ol> <p>Tackling, jockeying, closing down and marking.</p> <ul style="list-style-type: none"> <li>Performing the core skills/techniques in increasingly demanding and progressive drills</li> <li>Progressive drills start in isolation but increase pressure and incorporate direct competition in conditioned drills</li> <li>Perform in a fully competitive football match demonstrating the skills appropriate to their chosen position</li> </ul> <p>NEA: Netball</p> <ol style="list-style-type: none"> <li>1. Passing and receiving (chest pass, shoulder pass, one/two handed passing).</li> <li>2. Dodging – single/double/sprint.</li> <li>3. Marking a player.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dribbling – using both hands, change of pace and direction.</li> <li>2. Passing – chest, javelin, bounce, overhead, use of the fake.</li> <li>3. Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing.</li> <li>4. Shooting – lay-up, set shot, jump shot, free shot, use of the fake.</li> <li>5. Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).</li> </ol> <ul style="list-style-type: none"> <li>Performing the core skills/techniques in increasingly demanding and progressive drills</li> <li>Progressive drills start in isolation but increase pressure and incorporate direct competition in conditioned drills</li> <li>Perform in a fully competitive basketball match demonstrating the skills appropriate to their chosen position</li> </ul> <p>NEA: Table Tennis</p> <ol style="list-style-type: none"> <li>1. Service – forehand and backhand (with and without spin as appropriate).</li> </ol>	<ul style="list-style-type: none"> <li>Evaluation: the use of theoretical principles to cause improvement</li> </ul> <p>NEA: Athletics</p> <p>Track:</p> <ol style="list-style-type: none"> <li>1. Starts/finishes.</li> <li>2. Arm action – effectiveness and consistency.</li> <li>3. Leg action to create appropriate pace consistency and/or change of pace.</li> </ol> <p>Jumps:</p> <ol style="list-style-type: none"> <li>1. Run-up/speed.</li> <li>2. Take-off.</li> <li>3. Flight and landing.</li> </ol> <p>Throws:</p> <ol style="list-style-type: none"> <li>1. Grip, stance and preparation to throw.</li> <li>2. Movement into throwing action.</li> <li>3. Release, follow-through and recovery.</li> </ol> <p>NEA: Trampolining</p> <ol style="list-style-type: none"> <li>1. Shapes (minimum two) – straight/tuck/pike/straddle/others.</li> </ol>
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	<p>4. Shooting (close/distance) or rebounding (attacking or defending) or marking a pass/intercepting (centre court players).</p> <p>5. Footwork and movement – landing on one/two feet, pivoting.</p> <ul style="list-style-type: none"> <li>• Performing the core skills/techniques in increasingly demanding and progressive drills</li> <li>• Progressive drills start in isolation but increase pressure and incorporate direct competition in conditioned drills</li> <li>• Perform in a fully competitive netball match demonstrating the skills appropriate to their chosen position</li> </ul>	<p>2. Drives – forehand and backhand (with and without topspin as appropriate).</p> <p>3. Push – forehand and backhand (with and without backspin as appropriate).</p> <p>4. Smash – forehand and backhand (with and without spin as appropriate).</p> <p>5. Lob – forehand and backhand (with and without spin as appropriate).</p> <ul style="list-style-type: none"> <li>• Performing the core skills/techniques in increasingly demanding and progressive drills</li> <li>• Progressive drills start in isolation but increase pressure and incorporate direct competition in conditioned drills</li> <li>• Perform in a fully competitive table tennis match demonstrating the skills against a suitably challenging opponent</li> </ul>	<p>2. Drops (minimum two) – front/back/seat/others.</p> <p>3. Twists (minimum two) – half/full/others.</p> <p>4. Twisting/rotation (minimum two) – half twist to or out of front drop/half twist to or out of back drop, seat half twist to feet/seat half twist to seat (swivel hips)/front drop to seat, cat twist/turntable/others.</p> <p>5. Advanced rotation (minimum one) – front somersault/back somersault/hands, knees and over/barani/others.</p>
<p><b>Key questions</b> (What is the learning about?)</p>	<p>Anatomy and physiology example learning objectives:</p> <ul style="list-style-type: none"> <li>• Can I identify the structure and functions of the skeletal system?</li> <li>• Can I identify and explain synovial joints?</li> <li>• Can I explain the structure and function of the muscular system?</li> </ul>	<p>Physical Training example learning objectives:</p> <ul style="list-style-type: none"> <li>• Can I identify the different components of fitness?</li> <li>• Can I analyse how components of fitness are important to different sports?</li> <li>• Can I explain the different fitness tests?</li> </ul>	<p>Sport Psychology example learning objectives:</p> <ul style="list-style-type: none"> <li>• Can I identify the difference between skill and ability?</li> <li>• Can I explain goals and targets?</li> <li>• Can I explain the information processing model?</li> </ul>

	<ul style="list-style-type: none"> <li>● Can I explain the structure and function of the respiratory system?</li> <li>● Can I explain the structure and functions of the cardiovascular system?</li> <li>● Can I explain the difference between aerobic and anaerobic exercise?</li> </ul> <p>Movement analysis example learning objectives:</p> <ul style="list-style-type: none"> <li>● Can I identify the different planes and axes?</li> <li>● Can I identify the different types of levers?</li> <li>● Can I explain how levers produce movement?</li> <li>● Can I explain mechanical advantage?</li> <li>● Can I explain the different types of movement?</li> </ul> <p>For further information see learning objectives on SOW</p>	<ul style="list-style-type: none"> <li>● Can I identify the different methods of training?</li> <li>● Can I explain training thresholds?</li> <li>● Can I explain the principles of training?</li> <li>● Can I identify the different stages of a warm up and cool down?</li> <li>● Can I identify ways of preventing injury?</li> <li>● Can I explain the training seasons?</li> </ul> <p>For further information see learning objectives on SOW</p>	<ul style="list-style-type: none"> <li>● Can I explain different types of guidance and feedback?</li> <li>● Can I explain arousal and impact on performance?</li> <li>● Can I explain aggression and impact on performance?</li> <li>● Can I explain personality types and impact on performance?</li> <li>● Can I explain motivation and impact on performance?</li> </ul> <p>For further information see learning objectives on SOW</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>● Targeted questioning</li> <li>● Peer assessment</li> <li>● Self assessment</li> <li>● Live mark- verbal/written feedback</li> <li>● Formative</li> <li>● Technology</li> </ul>	<ul style="list-style-type: none"> <li>● Targeted questioning</li> <li>● Peer assessment</li> <li>● Self assessment</li> <li>● Live mark- verbal/written feedback</li> <li>● Formative</li> <li>● Technology</li> </ul> <p>For further information AQA GCSE PE Assessment grids</p>	<ul style="list-style-type: none"> <li>● Targeted questioning</li> <li>● Peer assessment</li> <li>● Self assessment</li> <li>● Live mark- verbal/written feedback</li> <li>● Formative</li> <li>● Technology</li> </ul> <p>For further information AQA GCSE PE Assessment grids</p>

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<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	<p><b>Literacy-</b> Use of resource sheets/cards, whiteboards, keywords/terms</p> <p><b>Numeracy-</b> Score keeping, timing</p> <p><b>Oracy-</b> Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p><b>Literacy-</b> Use of resource sheets/cards, whiteboards, keywords/terms</p> <p><b>Numeracy-</b> Use of stopwatches, tape measures, score keeping</p> <p><b>Oracy-</b> Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>	<p><b>Literacy-</b> Use of resource sheets/cards, whiteboards, keywords/terms</p> <p><b>Numeracy-</b> Use of stopwatches, tape measures, score keeping</p> <p><b>Oracy-</b> Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</p>
<b>Cross Curricular Opportunities</b>	<p>Anatomy and physiology lessons - Science - Biology</p> <p>Movement analysis lessons - science - biology and physics</p> <p>Netball - Science - arc and flight of ball - parabola</p> <p>Football - shooting - forces</p>	<p>Physical training lessons - Science - Link methods of training and use of exercise on the body/muscular and skeletal system</p>	<p>Sport psychology lessons - Science - link to the brain</p> <p>Athletics - Geography and countries</p> <p>Cricket - Geography and countries - climate and weather</p>
Super Curriculum (personal development)	<p><b>See extra curricular timetable</b></p> <ul style="list-style-type: none"> <li>● Tag Team</li> <li>● Sport Education Programme</li> </ul>	<p><b>See extra curricular timetable</b></p> <ul style="list-style-type: none"> <li>● Tag Team</li> <li>● Sport Education Programme</li> </ul>	<p><b>See extra curricular timetable</b></p> <ul style="list-style-type: none"> <li>● Tag Team</li> <li>● Sport Education Programme</li> </ul>
<b>Careers</b>	<p>HT 1 - Physiotherapist <a href="https://www.youtube.com/watch?v=5KD3nSW7bVk">https://www.youtube.com/watch?v=5KD3nSW7bVk</a></p> <p>HT 2 - Performance analyst <a href="https://www.youtube.com/watch?v=ay4ajSwjdJk">https://www.youtube.com/watch?v=ay4ajSwjdJk</a></p>	<p>HT1 - Personal trainer <a href="https://www.youtube.com/watch?v=QmB0OvKpwR8">https://www.youtube.com/watch?v=QmB0OvKpwR8</a></p> <p>HT2 - Gym owner <a href="https://www.youtube.com/watch?v=5EYFiIvGAYM">https://www.youtube.com/watch?v=5EYFiIvGAYM</a></p>	<p>HT1 - Sport Psychologist <a href="https://www.youtube.com/watch?v=n17aiWE38hA">https://www.youtube.com/watch?v=n17aiWE38hA</a></p> <p>HT2 - Psychologist/therapist <a href="https://www.youtube.com/watch?v=AarAP2ur7gQ">https://www.youtube.com/watch?v=AarAP2ur7gQ</a></p>
<b>Equality and Diversity</b> Gender Disability Religion	<p>Discussion in lessons about the diversity of national teams.</p> <p>Reference to sports athletes or : <b>Football-</b></p>	<p>Discussion in lessons about the diversity of national teams i.e. Table tennis in Asia such as China</p>	<p><b>Cricket-</b> Discussion in lessons about the diversity of national teams and competitions i.e. Ashes</p>



<p>Race Sexuality</p>	<p>Saudi Premier League (Race) Leah Williamson - England footballer (Sexuality) <b>Netball</b>- Eleanor Cardwell (Gender) Kevin Durrant (Race) <b>Basketball</b>- Caitlin Clark - IOWA University (Gender) <b>Rugby</b>- Brodie Retallick - Lock - New Zealand Jonathon Joseph - England (Race)</p>	<p>Discussion in badminton lessons about major sporting events i.e. Olympics, World championships and high quality performance of nations i.e. Malaysia and China (Race)</p>	<p>Teaching the different types of batting conditions i.e. Dusty and slow pitches in Asia, fast pitches in Australia, grass pitches in England (Race) Spin Bowling - Asia. (Race) Fast bowling - West Indies (Race) <b>Athletics</b> - Discussion on different events being dominated by specific countries based on climate/demographics/culture i.e. Kenya - long distance, Jamaica - Sprinting. David Weir - Paralympic wheelchair (Disability)</p>
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