



Physical Education KS4

Intent

'GCSE (9–1) study in Physical Education should be broad, coherent, and practical, encourage learners to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways. The content will equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness, and well-being.'

*The **Catholic ethos** of the school is embedded in our curriculum, not only in the way in which students live this but also in the way staff teach and approach the care of each individual student. This is promoted through:*

- As part of the GCSE curriculum, students are taught about sportsmanship, gamesmanship, deviance and violence in sport. Discussions surround the impact these things can have, examples of each and reasons for this*
- Recognising the strength of others and helping them develop, through peer assessment*
- Understanding that people will make mistakes and everyone is different in terms of ability, motivation and determination*
- Recognising that we must work with and be grateful for what God given talents we have*
- Forgiveness, empathy and honesty in sporting situations*



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	Autumn Term	Spring Term	Summer Term
Year 10	<p>Booklet 1</p> <ul style="list-style-type: none"> • The functions of the skeletal system • The location of major bones • The components of Synovial joints • Types of Synovial joints • Types of movement at joints • The location of major muscle groups • The roles of muscles in movement • Lever System • Planes of movement • The blood vessels • The structure of the heart • The double circulatory system • The pathway of blood through the heart • Cardiac Values 	<p>Booklet 2</p> <ul style="list-style-type: none"> • The pathway of air through the respiratory system • The role of the respiratory muscles in breathing • Alveoli: the site of gas exchange • Respiratory values • The short-term effects of exercise • Warming up • Cooling Down • The long-term effects of exercise <p>Booklet 3</p> <ul style="list-style-type: none"> • Components of fitness • Fitness testing and data collection 	<p>Booklet 4</p> <ul style="list-style-type: none"> • The characteristics of skilful movement • Classification of skills • Types of Guidance • Types of Feedback • Mental preparation • Diet and Nutrition
	<p>End of term assessment on topics to date</p> <p>Initial assessment of 'on-site' NEA practical activities:</p> <p>Football, Basketball, Badminton, Table Tennis, Netball, Athletics, Volleyball</p>	<p>NEA Coursework (10% overall grade)</p> <ul style="list-style-type: none"> • Section 1- Evaluation • Section 2 - Analysis <p>End of term assessment on topics to date</p>	<p>NEA Coursework</p> <ul style="list-style-type: none"> • Section 3 – Overview <p>Year 10 'mock' assessment on topics to date</p> <p>Next assessment of 'on-site' NEA practical activities</p>



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	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 11	<p>Booklet 5</p> <ul style="list-style-type: none"> • The commercialisation of physical activity and sport • The media and the commercialisation of sport and physical activity • Sponsorship and the commercialisation of sport and physical activity • The positive and negative effects of media and sponsorship • Ethics in sport • Violence in sport • Drugs in sport <p>Booklet 6</p> <ul style="list-style-type: none"> • Types of training • Aerobic and anaerobic exercise • Goal setting • The SMART principle of goal setting • Principles of training (PoT) • Optimising training: Frequency, Intensity, Type, Time (FITT) 	<p>Booklet 7</p> <ul style="list-style-type: none"> • Preventing Injuries • Potential hazards in sporting arenas • Health and Well-being • The benefits of physical activity and the consequences of a sedentary lifestyle • Health, fitness and different age groups • Factors affecting participation in physical activity and sport • Major factors affecting participation • Strategies to improve participation • Participation case study <p>After school masterclasses continue based on mock grades</p>	<p>Key revision strategies:</p> <ul style="list-style-type: none"> • Setting goals through targeted meetings with staff • Mind maps • Flash cards • Videos of topics • Quick fire questions • Exam question technique recap • Exam questions • Peer assessment • Self-assessment <p>Whilst the above are continuous throughout the academic years, this term allows pupils to focus on and develop areas of weakness identified from their previous mock exam.</p>
	<p>NEA Coursework</p> <ul style="list-style-type: none"> • Section 4 – Assessment • Section 5 – Movement Analysis <p>Autumn term mock exams on topics to date Continuous practical moderations with other schools</p>	<p>Continuous practical moderations with other schools NEA coursework</p> <ul style="list-style-type: none"> • Section 6 – Action Plan <p>Spring term mock exams on topics to date Final assessment of ‘on-site’ practical activities NEA deadline 15th March</p>	<p>Final Moderation of Practical activities</p> <p>Final Exams</p>