



## FHS Physical Education Year 10 GCSE PoS (Pearson/Edexcel)



Autumn First half term	Autumn Second Half term	Spring First half term	Spring Second Half term	Summer First half term	Summer Second Half term
<p>Topic / Key Question: Component 1-</p> <ul style="list-style-type: none"> <li>• The structure and functions of the cardiorespiratory system (1.2)</li> <li>- Structure of the CV system</li> <li>- Structure of arteries, capillaries and veins</li> <li>- Redistribution of blood flow</li> <li>- Blood</li> <li>- Composition of air</li> <li>- Vital capacity and tidal volume</li> <li>- Respiratory system</li> <li>- Gases exchange</li> <li>• Anaerobic and aerobic exercise (1.3)</li> <li>- Energy use</li> <li>- Energy sources</li> </ul>	<p>Topic / Key Question: Component 1-</p> <ul style="list-style-type: none"> <li>• Levers systems, examples of their use in activity and mechanical advantage they provide movement (2.1)</li> <li>- First, second and third class levers</li> <li>- Mechanical advantage and disadvantage</li> <li>• Planes and axes of movement (2.2)</li> <li>- Movement patterns</li> <li>- Movement when performing a somersault</li> <li>- Movement when performing cartwheels</li> <li>- Movement when performing a full twist jump</li> </ul>	<p>Topic / Key Question: Component 2-</p> <ul style="list-style-type: none"> <li>• Classification of skills (basic/complex, open/closed) (2.1)</li> <li>- Practice structures</li> <li>- Application of knowledge and practice and skill classification</li> <li>• The use of goal and setting and SMART targets to improve and/or optimize performance (2.2)</li> <li>- Use of goal setting</li> <li>- SMART targets</li> <li>- Setting and reviewing targets to improve/optimize performance</li> <li>• Guidance and feedback on performance (2.3)</li> <li>- Types of guidance</li> <li>- Adv and disadvantage of each type of guidance</li> <li>- Types of feedback</li> </ul>	<p>Topic / Key Question: - Component 3-</p> <p>Coursework - PEP</p> <p>Component 1-</p> <ul style="list-style-type: none"> <li>• The relationship between health and fitness and the role that exercise plays in both (3.1)</li> <li>• The components of fitness, benefits for sport and how fitness is measured and improved (3.2)</li> <li>- Components of fitness and the importance of the components in physical activity</li> <li>- Fitness tests</li> <li>- Collection and interpretation of data from fitness tests</li> <li>- Fitness tests for specific components of fitness</li> </ul>	<p>Topic / Key Question: Component 1-</p> <ul style="list-style-type: none"> <li>• The principles of training and their application to personal exercise/training programs (3.3)</li> <li>- Planning training using the principles of training</li> <li>- Factors when considering the most appropriate training methods and training intensities</li> <li>- Use of different training methods</li> <li>- Long-term training effects and benefits</li> <li>- Component 2-</li> <li>• Physical, emotional and social health, fitness and well-being (1.1)</li> <li>- Physical health</li> <li>- Emotional health</li> <li>- Social health</li> <li>- Impact of fitness on well-being</li> <li>- Promote personal health</li> <li>- Lifestyle choices</li> </ul>	<p>Topic / Key Question: Component 1-</p> <ul style="list-style-type: none"> <li>• The long-term effects of exercise (3.4)</li> <li>- Aerobic and anaerobic training</li> <li>- Ability to train for longer</li> <li>- Performance of muscular-skeletal system</li> <li>- Effects and benefits of long term training</li> <li>• Effective use of warm up and cool down (3.6)</li> <li>- The purpose and importance of warm up's and cool downs</li> <li>- Phases of a warm up</li> <li>- Activities included warm-ups and cool downs.</li> </ul>



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		<ul style="list-style-type: none"><li>- Interpretation and analysis of graphical representation of data</li><li>• Mental preparation for performance (2.4)</li><li>- Warm up</li><li>- Mental rehearsal</li></ul>	<ul style="list-style-type: none"><li>- How fitness is improved</li></ul>	<ul style="list-style-type: none"><li>- Positive and negative impact of lifestyle choices</li><li>• The consequences of a sedentary lifestyle (1.2)</li><li>- Consequences of sedentary lifestyle</li><li>- Interpretation and analysis of trends in physical health issues</li><li>• Energy use, diet, nutrition and hydration (1.3)</li><li>- Nutritional requirements</li><li>- Importance of macronutrients</li><li>- Importance of micronutrients</li><li>- Factors affecting optimum weight</li><li>- Optimum weight in relation to specific sports</li><li>- Correct energy balance to maintain a healthy weight</li><li>- Hydration for physical activity and sport</li></ul>	
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<p>Home-learning project:</p> <ul style="list-style-type: none"> <li>● Knowledge (flipped learning)</li> </ul> <p>Zig Zag learning worksheets</p> <p>Exam practice workbook</p> <ul style="list-style-type: none"> <li>● Skills</li> <li>● Independent learners, research skills, extended writing</li> </ul>	<p>Home-learning project:</p> <ul style="list-style-type: none"> <li>● Knowledge (flipped learning)</li> </ul> <p>Zig Zag learning worksheets</p> <p>Exam practice workbook</p> <ul style="list-style-type: none"> <li>● Skills</li> </ul> <p>Independent learners, research skills, extended writing</p>	<p>Home-learning project:</p> <ul style="list-style-type: none"> <li>● Knowledge (flipped learning)</li> </ul> <p>Zig Zag learning worksheets</p> <p>Exam practice workbook</p> <ul style="list-style-type: none"> <li>● Skills</li> <li>● Independent learners, research skills, extended writing</li> </ul>	<p>Home-learning project:</p> <ul style="list-style-type: none"> <li>● Knowledge (flipped learning)</li> </ul> <p>Zig Zag learning worksheets</p> <p>Exam practice workbook</p> <ul style="list-style-type: none"> <li>● Skills</li> <li>● Independent learners, research skills, extended writing</li> </ul>		
<p>End of term assessment to cover: <b>Topic 1.2,1.3, 2.1,2</b></p>	<p>End of term assessment to cover: <b>Topic 2.1-2.4, 3.1</b></p>	<p>End of term assessment to cover: <b>Topic 1.1-1.3,3.3 - 3.6</b></p>			
<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:-</b></p> <p>The topics are chosen following the GCSE SOL however time is given to embed key skills and</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b></p> <p>Sequence of lessons follows the GCSE Edexcel/Pearson specification. Skeletal and</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b></p> <p>Cardiovascular and respiratory system require a broad depth of knowledge and understanding which should build on Autumn term. The pupils are introduced to a number of key terms and command</p>			





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Numeracy: Topic 4 runs throughout the course which asks pupils to interpret graphs and data.	Numeracy: Topic 4 runs throughout the course which asks pupils to interpret graphs and data.	Numeracy: Topic 4 runs throughout the course which asks pupils to interpret graphs and data.	Numeracy: lung volumes and Cardiac output calculations	Numeracy: Topic 4 runs throughout the course which asks pupils to interpret graphs and data.	Numeracy: Topic 4 runs throughout the course which asks pupils to interpret graphs and data.
External visitors: Fitness providers, possible visits to universities.					
Enrichment: GCSE PE support clubs, Sports teams and clubs throughout the year					