

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



Autumn	Autumn	Spring	Spring	Summer	Summer
First half term	Second Half term	First half term	Second Half term	First half term	Second Half term
Topic / Key Question: Component 1- • The structure and	Topic / Key Question: Component 1- • Levers systems,	Topic / Key Question: Component 2- • Classification of skills	Topic / Key Question: · Component 3- • Coursework - PEP	Topic / Key Question: Component 1- • The principles of training	Topic / Key Question: Component 1- • The long-term effects
 Anaerobic and aerobic exercise (1.3) Energy use 	 Evers systems, examples of their use in activity and mechanical advantage they provide movement (2.1) First, second and third class leavers Mechanical advantage and disadvantage Planes and axes of movement (2.2) Movement patterns Movement when performing a somersault Movement when performing cartwheels Movement when performing a full twist jump 	 Classification of skills (basic/complex, open/closed) (2.1) Practice structures Application of knowledge and practice and skill classification The use of goal and setting and SMART targets to improve and/or optimize performance (2.2) Use of goal setting SMART targets Setting and reviewing targets to improve/ optimize performance Guidance and feedback on performance (2.3) Types of guidance Adv and disadvantage of each type of guidance Types of feedback 	 Component 1- The relationship between health and fitness and the role that exercise plays in both (3.1) The components of fitness, benefits for sport and how fitness is measured and improved (3.2) Components of fitness and the importance of the components in physical activity Fitness tests Collection and interpretation of data from fitness tests Fitness tests for specific components of fitness 	 The principles of training and their application to personal exercise/ training programs (3.3) Planning training using the principles of training Factors when considering the most appropriate training methods and training intensities Use of different training methods Long-term training effects and benefits Component 2- Physical, emotional and social health, fitness and well-being (1.1) Physical health Emotional health Social health Impact of fitness on wellbeing Promote personal health Lifestyle choices 	 He long term enects of exercise (3.4) Aerobic and anaerobic training Ability to train for longer Performance of muscular-skeletal system Effects and benefits of long term training Effective use of warm up and cool down (3.6) The purpose and importance of warm up's and cool downs Phases of a warm up Activities included warm-ups and cool downs.





- Interpretation and	- How fitness is	- Positive and negative
analysis of graphical	improved	impact of lifestyle
representation of data	improved	choices
representation of data		
Mental preparation for		The consequences of a
performance (2.4)		sedentary lifestyle (1.2)
per en mande (, ,		
- Warm up		- Consequences of
- Mental rehearsal		sedentary lifestyle
		- Interpretation and
		analysis of trends in
		physical health issues
		• Energy use, diet,
		nutrition and hydration
		(1.3)
		- Nutritional requirements
		- Importance of
		macronutrients
		- Importance of
		micronutrients
		- Factors affecting
		optimum weight
		- Optimum weight in
		relation to specific sports
		- Correct energy balance
		to maintain a healthy
		weight
		- Hydration for physical
		activity and sport





Home-learning project:	Home-learning	Home-learning project:	Home-learning project:		
Knowledge	project:	 Knowledge 	Knowledge		
(flipped learning)	 Knowledge 	(flipped learning)	(flipped learning)		
Zig Zag learning worksheets	(flipped learning)	Zig Zag learning worksheets	Zig Zag learning worksheets		
Exam practice workbook	Zig Zag learning worksheets	Exam practice workbook	Exam practice workbook		
• Skills	Exam practice workbook	• Skills	• Skills		
 Independent learners, research 	• Skills	 Independent learners, research 	 Independent learners, research 		
skills, extended	Independent learners,	skills, extended	skills, extended		
writing	research skills, extended writing	writing	writing		
End of term assessment	to cover: Topic 1.2,1.3,	End of term assessment to cover: Topic 2.1-2.4, 3.1		End of term assessment to cover: Topic 1.1-1.3,3.3 -	
2.1,2				3.6	
Building understanding:	Rationale /	Building understanding: R	ationale / breakdown for	Building understanding: Ra	tionale / breakdown for
breakdown for your sequence of lessons:-		your sequence of lessons:		your sequence of lessons:	
				Cardiovascular and respirate	ory system require a
				broad depth of knowledge and understanding which	
The topics are chosen following the GCSE SOL		Sequence of lessons follows the GCSE Edexcel/Pearson specification. Skeletal and		should build on Autumn term. The pupils are	
however time is given to	embed key skills and	Euexcel/Pearson specifica		introduced to a number of k	key terms and command





vocabulary that students require in order to access the curriculum. Regular recap and question practice is embedded. These topics are chosen as the terminology is easier than more complex anatomy and physiology and pupils should be more familiar with the terms from KS3		Muscular systems are taught first as pupils should have a basic understanding from KS3 which they can transfer to KS4. Skeletal system is taught first as it gets pupils used to identifying key words and key anatomical language required in all other topics.		 words which they will need time to embed into their writing. A lot of the content is new to pupils and therefore longer is spent on them. Topics are revisited frequently in lessons to promote retention. By term 3 pupils should have a better understanding of key terminology and how to answer longer answer questions. Both the topics studied require in depth answers. By finishing component 1 by Summer term 1 pupils have time to practice their exam technique in preparation for their end of term test. 	
Reading / literacy: Pupils referred to the revision guides, specification and text books for further reading and a key word list. Wider reading found on Firefly pages	Reading / literacy: Pupils referred to the revision guides, specification and text books for further reading and a key word list. Wider reading found on Firefly pages	Reading / literacy: Pupils referred to the revision guides, specification and text books for further reading and a key word list. Wider reading found on Firefly pages	Reading / literacy: Pupils referred to the revision guides, specification and text books for further reading and a key word list. Wider reading found on Firefly pages	Reading / literacy: Pupils referred to the revision guides, specification and text books for further reading and a key word list. Wider reading found on Firefly pages	Reading / literacy: Pupils referred to the revision guides, specification and text books for further reading and a key word list. Wider reading found on Firefly pages





throughout the coursethewhich asks pupils totheinterpret graphs andtodata.aphs	volumes and Cardiac output calculations	the course which asks pupils to interpret graphs and data.	Topic 4 runs throughout the course which asks pupils to
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to data.			
			asks pupils to
aphs			
			interpret
			graphs and
			data.
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teams and clubs throughout the y	/ear		
		e visits to universities. teams and clubs throughout the year	