



Curriculum and Assessment Overview: Athletics

Department Name: Physical Education

Year: 7, 8 & 9

Unit Topic: Athletics (Sprinting, Middle distance, Throwing, Jumping)

Composite Question: How best to utilise (make good use of) the skills involved in each event in order to obtain the best possible distance/time in each event, and be able to use the fundamental skills in each of the athletic events. an opponent and successfully adapt to the environment.

Why this and why now? Each year, you will experience at least 1 block (5-6 weeks) of athletics that covers the events above. In year 7, we will concentrate on technical development of the fundamental (most important) skills, to be able to perform in each event to the best of their ability and control. In year 8 they will continue to develop the skills learnt in year 7 to exceed their distance/ time as well as making your skills more fluent. Then in year 9, you will be encouraged to demonstrate skills that are well controlled and technique is well developed, you will also have the opportunity to build on skills in local athletic clubs, as well as on sports days throughout year 7 ,8 and 9.

What am I Learning?	What do I need to know?	How will I be assessed?
<p>1 What: Sprinting (100m 200m, 400m)</p> <p>Why: To be able demonstrate effective coordination in order to sustain a sprint across the whole distance.</p>	<ul style="list-style-type: none"> ✓ Understand body positioning for sprinting ✓ The importance of driving arms and movement from hip (stride length) ✓ Head up ✓ Importance of aerodynamics 	<ul style="list-style-type: none"> ✓ Self/peer assessment – evaluating & improving performance and recording time and distance. ✓ Teacher formative assessment – verbal feedback ✓ Tracking using bronze, silver, gold.
<p>2 What: Middle Distance (800m 1500m)</p> <p>Why: To be able to demonstrate effective stride length in order to maintain pace throughout the distances.</p>	<ul style="list-style-type: none"> ✓ The correct technique ✓ Understand the term of pace ✓ Understand how to start and finish the race 	<ul style="list-style-type: none"> ✓ Self/peer assessment – evaluating & improving performance ✓ Teacher formative assessment – verbal feedback ✓ Tracking using bronze, silver, gold.
<p>3 What: Throwing (Javelin, Discus, Shot Putt)</p> <p>Why: To be able to demonstrate effective coordination in throwing to be able to throw the furthest distance.</p>	<ul style="list-style-type: none"> ✓ How to hold the javelin, discus and shot using correct teaching terminology. ✓ Clean palms dirty neck dirty fingers. The stance needed for throwing the Javelin. ✓ Straight arm, follow through ✓ Discus – in palms not fingers wrapped around discus ✓ Low to high swing ✓ How to measure the distance 	<ul style="list-style-type: none"> ✓ Self/peer assessment – evaluating & improving performance ✓ Teacher formative assessment – verbal feedback ✓ Self-quizzing homework on theory topic sequencing ✓ Tracking using bronze, silver, gold.
<p>4 What: Jumping (standing long jump)</p> <p>Why: Be able to demonstrate effective coordination for one to two footed jump. To be able to identify how power allows a jumper to increase their distance.</p>	<ul style="list-style-type: none"> ✓ Understand the technique used in jumping. ✓ How to generate power ✓ Swinging arms for power ✓ How to land safely ✓ How to measure the distance. 	<ul style="list-style-type: none"> ✓ Self/peer assessment – evaluating & improving performance ✓ Teacher formative assessment – verbal feedback ✓ Self-quizzing homework on theory topic sequencing – formative teacher feedback



Curriculum and Assessment Overview: Athletics

		✓ Tracking using bronze, silver, gold.
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Curriculum and Assessment Overview: Athletics

KEY TERM	Definition:	KEY TERM	Definition:
POWER	Strength x Speed	STRIDE	A stride length is the distance from the toe of one foot to the toe of your other foot as you run.
CO-ORDINATION	Moving two or more body parts at the same time, smoothly and accurately	DISTANCE	The length of the space between two points.
FLUENCY	Moving smoothly with minimal effort	FLAIR	Demonstrate skills and techniques with stylishness and originality (unique to you).
PRECISION	the quality or condition of a skill being exact and accurate	RULES	Set of explicit principles that must be followed (i.e. time allowed on the ball in netball and handball is up to 3 seconds)
REGULATIONS	a rule or directive (i.e. must wear a gum shield) made and maintained by an authority (i.e. Rugby football union)	FORMATIVE FEEDBACK	Ongoing advice in order to bring out future improvement in performance
TECHNIQUE	A technique is a particular method of doing an activity, usually a method that involves practical skills.	AERODYNAMIC	Designed to reduce or minimize the drag caused by air as an object moves through it or by wind that strikes and flows around an object.
TACTICS	an action or strategy carefully planned to achieve a specific end/objective	LENGTH	The measurement or extent of something from end to end; the greater of two or the greatest of three dimensions of an object.
SUSTAIN	Sustain means to support something or keep it going	EXERCISE	A form of physical activity done to improve or maintain HEALTH



Curriculum and Assessment Overview: Athletics





Curriculum and Assessment Overview: Badminton

Department Name: Physical Education

Year: 7, 8 & 9

Unit Topic: Badminton

Composite Question: How best to utilise (make good use of) the skills involved in badminton to create and use space in order to outwit an opponent and adapt successfully to the environment.

Why this and why now? Each year, you will experience at least 1 block (5-6 weeks) of Badminton. In year 7, we will concentrate on technical development of the fundamental (most important) skills, prior to developing fluency (one smooth movement) and control in year 8. Then in year 9, you will be encouraged to demonstrate innovation and flair, which means being creative with your existing skill set. This could be overexaggerating a drop shot to trick your opponent into thinking you are playing an overhead clear, before gently brushing the shuttle with your racket to perform a drop shot landing the shuttle at the front of the court to win a point.

What am I Learning?	What do I need to know?	How will I be assessed?
<p>1</p> <p>What: Co-ordination and Court Familiarization.</p> <p>Why: Good head and feet alignment, resulting in control on shots with the correct grip. Helping you to create space/time for correct shot selection.</p>	<ul style="list-style-type: none"> ✓ How correct co-ordination of two or more body parts links to good technique ✓ Basic areas and markings on the court (singles vs doubles) 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p>
<p>2</p> <p>What: Demonstrate a variety of serves (short, flick and high)</p> <p>Why: Variety makes you less predictable, enabling you to gain an advantage from the outset (start).</p>	<ul style="list-style-type: none"> ✓ How technique differs for each serve and where the shuttle should go/land relative to each serve ✓ Which side you serve from in a game (right = even score; left – odd score) 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p>
<p>3</p> <p>What: Clears (Overhead, underarm, defensive & attacking)</p> <p>Why: Have good depth on shots in order to create space at the front of the court or to provide time for you to get back into position</p>	<ul style="list-style-type: none"> ✓ How the trajectory of the shuttle changes for a defensive clear vs an attacking clear shot ✓ What situations in a game, when a clear shot is the most appropriate shot to select ✓ How to respond to an opponent's clear shots 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p> <p>Self-quizzing homework on theory topic sequencing</p>
<p>4</p> <p>What: Drop shot (fast/slow)/Net shots (forehand & backhand)</p> <p>Why: Be able to utilise space created at the front of the court or respond to an opponent drop shot, without losing good position at the centre of the court.</p>	<ul style="list-style-type: none"> ✓ How to disguise a drop shot by making it look similar to a clear shot ✓ The different shots that can be played at the net (net kill/lift/net shot) ✓ Situations in a game when these shots are used to good effect (utilised) 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p> <p>Self-quizzing homework on theory topic sequencing – formative teacher feedback</p>
<p>5</p> <p>What: Conditioned rallies in competition</p> <p>Why: Sequence a range of shots to create and utilise space on court; selecting the appropriate shot to outwit your opponent in competition</p>	<p>The key areas I will be assessed on are my ability to:</p> <ul style="list-style-type: none"> ✓ select and apply a range of appropriate skills with good technique ✓ Appropriate choice of shot in relation to situation 	<p>Teacher assessment:</p> <p>Practical Performance – using practical assessment framework (80%)</p> <p>Theoretical Knowledge – knowledge drill (20%)</p>



Curriculum and Assessment Overview: Badminton

	✓ Respond effectively to opposition's actions and adapt tactics accordingly	
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KEY TERM	Definition:	KEY TERM	Definition:
OUTWIT	deceive by greater ingenuity (being inventive/original).	EXERCISE	A form of physical activity done to improve or maintain HEALTH
CO-ORDINATION	Moving two or more body parts at the same time, smoothly and accurately	INNOVATION	Create new ideas of how to use existing skills to outwit an opponent
FLUENCY	Moving smoothly with minimal effort	FLAIR	Demonstrate skills and techniques with stylishness and originality (unique to you).
PRECISION	the quality or condition of a skill being exact and accurate	RULES	Set of explicit principles that must be followed (i.e. time allowed on the ball in netball and handball is up to 3 seconds)
REGULATIONS	a rule or directive (i.e. court dimensions) made and maintained by an authority (i.e. Badminton England)	FORMATIVE FEEDBACK	Ongoing advice in order to bring out future improvement in performance
HEALTH	A complete state of physical, social & emotional well-being	FITNESS	The ability to responds to the needs of the environment
TACTICS	an action or strategy carefully planned to achieve a specific	UTILISE	Make good/effective use of something (i.e. space or a



Curriculum and Assessment Overview: Badminton

	end/objective		strong shot you have)
TRAJECTORY	Referring to the flight path of the shuttle	ALIGNMENT	Arrangement of two or more body parts (i.e. head and feet) to ensure you're in the correct positions, prior to hitting a shot



Curriculum and Assessment Overview: Invasion Games

Department Name: Physical Education

Year: 7, 8 & 9

Unit Topic: Invasion Games (Football, Netball, Rugby, Basketball, Handball, Hockey)

Composite Question: How best to utilise (make good use of) the skills involved in each sport in order to outwit an opponent and successfully adapt to the environment.

Why this and why now? Each year, you will experience at least 1 block (5-6 weeks) of an invasion game listed above. In year 7, we will concentrate on technical development of the fundamental (most important) skills, prior to developing fluency (one smooth movement) and control in year 8. Then in year 9, you will be encouraged to demonstrate innovation and flair, which means being creative with your existing skill set. This could be a feint or dummy pass to confuse your opponent or using skills such as a crossover when dribbling. The field/court is your blank canvass to get creative.

What am I Learning?	What do I need to know?	How will I be assessed?
<p>1</p> <p>What: Passing & receiving</p> <p>Why: Maintain possession, create space and scoring opportunities and stop opponent(s) from scoring</p>	<ul style="list-style-type: none"> ✓ How correct co-ordination of two or more body parts links to good technique ✓ The range of passes that can be played, dependent on the environment/situation ✓ Correct stance and body alignment, when receiving a variety of passes 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p>
<p>2</p> <p>What: Movement replication (dribbling/set plays)</p> <p>Why: Creating and using space in order to advance down court/field to create passing and/or scoring opportunities</p>	<ul style="list-style-type: none"> ✓ The importance of close control and protecting the ball when in possession ✓ That passing should always be our first option, before considering dribbling ✓ In order to evade an opponent, we must show innovation (be creative when attempting to outwit) 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p>
<p>3</p> <p>What: Shooting/scoring/penalty kicks</p> <p>Why: demonstrate control and precision (good accuracy) to consistently hit the target</p>	<ul style="list-style-type: none"> ✓ Power is always secondary (less important) to precision/accuracy – if you don't hit the target you can't score ✓ The closer we can get to the goal line/baseline, the more likely we are to score (we reduce the margin for error) 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p> <p>Self-quizzing homework on theory topic sequencing</p>
<p>4</p> <p>What: Tackling/intercepting</p> <p>Why: Understanding how to safely and fairly (in line with rules and regulations) dispossess the opposition.</p>	<ul style="list-style-type: none"> ✓ The rules and regulations associated with tackling/intercepting (i.e. no tackles above shoulder height in rugby) ✓ The different ways in which you can dispossess the opponent (i.e. jab vs block tackle in hockey) 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p> <p>Self-quizzing homework on theory topic sequencing – formative teacher feedback</p>
<p>5</p> <p>What: Skill application in a competitive environment</p> <p>Why: Combine skills in order to outwit an opponent in a game situation</p>	<p>The key areas I will be assessed on are my ability to:</p> <ul style="list-style-type: none"> ✓ select and apply a range of appropriate skills with good technique ✓ influence the performance and motivation of self and others 	<p>Teacher summative assessment (using core PE practical moderation framework):</p> <p>Practical Performance – using practical assessment framework (80%)</p>



Curriculum and Assessment Overview: Invasion Games

	✓ Respond effectively to opposition's actions and adapt tactics accordingly	Theoretical Knowledge – knowledge drill (20%)
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Curriculum and Assessment Overview: Invasion Games

KEY TERM	Definition:	KEY TERM	Definition:
OUTWIT	deceive by greater ingenuity (being inventive/original).	POSSESSION	the state of having control of something (i.e. the ball).
CO-ORDINATION	Moving two or more body parts at the same time, smoothly and accurately	INNOVATION	Create new ideas of how to use existing skills to outwit an opponent
FLUENCY	Moving smoothly with minimal effort	FLAIR	Demonstrate skills and techniques with stylishness and originality (unique to you).
PRECISION	the quality or condition of a skill being exact and accurate	RULES	Set of explicit principles that must be followed (i.e. time allowed on the ball in netball and handball is up to 3 seconds)
REGULATIONS	a rule or directive (i.e. must wear a gum shield) made and maintained by an authority (i.e. Rugby football union)	FORMATIVE FEEDBACK	Ongoing advice in order to bring out future improvement in performance
INTERCEPTING	Prevent an opponent from getting to a desired destination or dispossessing them	FITNESS	The ability to responds to the needs of the environment
TACTICS	an action or strategy carefully planned to achieve a specific end/objective	INFLUENCE	the capacity to have an effect on the character, development, or behaviour of someone or something
HEALTH	A complete state of physical, social & emotional well-being	EXERCISE	A form of physical activity done to improve or maintain



Curriculum and Assessment Overview: Invasion Games

			HEALTH
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Curriculum and Assessment Overview: Striking & Fielding

Department Name: Physical Education

Year: 7, 8 & 9

Unit Topic: Striking and fielding (cricket, softball, rounders)

Composite Question: How best to utilise (make good use of) the skills involved in each sport in order to outwit an opponent and successfully adapt to the environment.

Why this and why now? Each year, you will experience at least 1 block (5-6 weeks) of a striking and fielding activity listed above. In year 7, we will concentrate on technical development of the fundamental (most important) skills, prior to developing fluency (one smooth movement) and control in year 8. Then in year 9, you will be encouraged to demonstrate innovation and flair, which means being creative with your existing skill set. This could be varying technique to gain a competitive advantage, such as spin bowling. The field is your blank canvas to get creative.

What am I Learning?	What do I need to know?	How will I be assessed?
<p>1</p> <p>What: Fundamental Fielding Skills – underarm throw/catch</p> <p>Why: To give your fielding team the best chance at preventing the opposition from scoring points.</p>	<ul style="list-style-type: none"> ✓ Angle of release ✓ Decision making regarding when to use this skill ✓ Communication with team ✓ Hand-eye co-ordination ✓ Reaction time to get in the right position to use skill 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p>
<p>2</p> <p>What: Fundamental Fielding Skills – overarm throw/catch</p> <p>Why: Variety of throws gives your team a competitive advantage when fielding.</p>	<ul style="list-style-type: none"> ✓ Generate more power ✓ Use of body to increase momentum ✓ Moving feet quick enough to get under the ball to catch ✓ Decision making regarding when to use this skill 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p>
<p>3</p> <p>What: Fundamental of Fielding Skills (short/long barrier) and Tactics</p> <p>Why: Ensure fielding team regain control of the ball quickly and prevent opposition from scoring more points</p>	<ul style="list-style-type: none"> ✓ Quick reactions ✓ Angles of legs to ensure no gaps left ✓ Movement to get into the right position to stop the ball from moving ✓ Awareness of striking team to avoid collision ✓ Foot on the post (rounders) ✓ Preparation whilst ball airborne ✓ Golden triangle ✓ Height/trajectory ✓ Positional awareness 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p> <p>Self-quizzing homework on theory topic sequencing</p>
<p>4</p> <p>What: Bowling Technique</p> <p>Why: Efficiency and variety of techniques gives the striking team a competitive advantage and minimises the number of points scored by the opposition.</p>	<ul style="list-style-type: none"> ✓ Legal boundaries – ‘no ball’ ✓ Varying technique to make it difficult for opposition to return ✓ Speed/pitch/spin ✓ Front foot drive ✓ Figure of 6 (cricket) ✓ Angle of release ✓ Knowledge of batters to maintain competitive advantage ✓ Accuracy and consistency ✓ Holding the ball in the air when received 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p> <p>Self-quizzing homework on theory topic sequencing – formative teacher feedback</p>



Curriculum and Assessment Overview: Striking & Fielding

<p>5</p> <p>What: Batting Technique</p> <p>Why: Exploit weaknesses in the fielding team to score the most points possible.</p>	<ul style="list-style-type: none"> ✓ Body position/stance ✓ Footwork ✓ One hand ✓ Back swing ✓ Angle of contact ✓ Generating power through rotation of the body ✓ Consistently making contact ✓ Overtaking rule 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p> <p>Self-quizzing homework on theory topic sequencing – formative teacher feedback</p>
<p>6</p> <p>What: Fundamentals of Batting Tactics</p> <p>Why: Gain a competitive advantage and exploit weaknesses of the fielding team</p>	<ul style="list-style-type: none"> ✓ Changes to swing ✓ Contact with the ball ✓ Angle of projection ✓ Decision making ✓ Rotation of the body to increase power ✓ Backhand v. dominant side 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p> <p>Self-quizzing homework on theory topic sequencing – formative teacher feedback</p>
<p>7</p> <p>What: Application of Skills in Competition</p> <p>Why: Decision making to select appropriate skills to be successful against your opposition</p>	<ul style="list-style-type: none"> ✓ Knowledge of the skills available ✓ Analysis of the opposition ✓ Teamwork to work together to ensure the team is successful ✓ Decision making to select the right skill during competitive play ✓ Communication with team ✓ Rules and regulations: obstruction, backwards hit. 	<p>Self/peer assessment – evaluating & improving performance</p> <p>Teacher formative assessment – verbal feedback</p> <p>Self-quizzing homework on theory topic sequencing – formative teacher feedback</p>
<p>8</p> <p>What: Assessment of Skills in Isolation/competition</p> <p>Why: Use decision making, teamwork and communication to help your team to be successful.</p>	<ul style="list-style-type: none"> ✓ Knowledge of the skills available ✓ Analysis of the opposition ✓ Teamwork to work together to ensure the team is successful ✓ Decision making to select the right skill during competitive play ✓ Communication with team 	<p>Teacher summative assessment (using core PE practical moderation framework):</p> <p>Practical Performance – using practical assessment framework (80%)</p> <p>Theoretical Knowledge – knowledge drill (20%)</p>



Curriculum and Assessment Overview: Striking & Fielding

KEY TERM	Definition:	KEY TERM	Definition:
OUTWIT	deceive by greater ingenuity (being inventive/original).	POSSESSION	the state of having control of something (i.e. the ball).
CO-ORDINATION	Moving two or more body parts at the same time, smoothly and accurately	INNOVATION	Create new ideas of how to use existing skills to outwit an opponent
FLUENCY	Moving smoothly with minimal effort	FLAIR	Demonstrate skills and techniques with stylishness and originality (unique to you).
PRECISION	the quality or condition of a skill being exact and accurate	RULES	Set of explicit principles that must be followed (i.e. time allowed on the ball in netball and handball is up to 3 seconds)
REGULATIONS	a rule or directive (i.e. must wear a gum shield) made and maintained by an authority (i.e. Rugby football union)	FORMATIVE FEEDBACK	Ongoing advice in order to bring out future improvement in performance
VERBAL OR NON-VERBAL	Use of spoken language or body language	COMMUNICATION	The exchanging of information
TACTICS	an action or strategy carefully planned to achieve a specific end/objective	DECISION MAKING	Reading the environmental cues and selecting appropriate skills
HEALTH	A complete state of physical, social & emotional well-being	EXERCISE	A form of physical activity done to improve or maintain HEALTH



Curriculum and Assessment Overview: Striking & Fielding



Curriculum and Assessment Overview Autumn 1



Dame Elizabeth
Cadbury School

Department Name: Physical Education

Year: 7, 8 & 9

Unit Topic: Dance

Composite Question: How best to utilise (make use of) the skills used in dance and apply them to the creation and performance of my own dance routine.

Why this and why now? Each year, you will experience at least 1 block (5-6 weeks) of Dance. In year 7, we will concentrate on technical development and building understanding of the fundamental (most important) skills and choreographic devices used in dance, taking inspiration from the movements and music used in famous films. In year 8, as we explore dances from a range of decades, we will focus on developing our technical execution (performance) whilst considering how we can begin to layer choreographic devices, in preparation for year 9, where we develop our understanding of dances from diverse cultures, demonstrating the ability to perform advanced movement sequences and make effective choreographic choices.

What am I Learning?	What do I need to know?	How will I be assessed?
<p>1</p> <p>What: Replicating Movements and Sequences (Unison, Movement Memory and Repetition)</p> <p>Why: to develop the ability to perform fundamental (key) movements, sequences and stylistic features with accuracy.</p> <p>Year 7: Thriller Year 8: 1920's Charleston Year 9: Contemporary</p>	<ul style="list-style-type: none"> ✓ The definition of Unison and how collaborative working can achieve this. ✓ The definition of Movement Memory and how repeated rehearsal or demonstration of movements can support the development of this. ✓ How to accurately replicate key movements or sequences and use repeated rehearsal or demonstration of movements can develop accuracy. 	<p>Questioning</p> <p>Self/ Peer Assessment- evaluating and improving performance</p> <p>Teacher Formative Assessment- verbal feedback</p>
<p>2</p> <p>What: Using collaborative Choreographic Devices (Cannon, Trial and Error and, Action and Reaction)</p> <p>Why: to develop the ability to produce more creative dance choreography.</p> <p>Year 7: Mission Impossible Year 8: 1940's Lindy Hop Year 9: Capoeira</p>	<ul style="list-style-type: none"> ✓ How choreographic devices can be used/applied to a sequence to make it more interesting to watch. ✓ How to work collaboratively (together) to produce a creative dance sequence. 	<p>Questioning</p> <p>Self/ Peer Assessment- evaluating and improving performance</p> <p>Teacher Formative Assessment- verbal feedback</p>
<p>3</p> <p>What: Using facial expressions</p> <p>Why: to develop the ability to use characterisation to convey (show) a particular theme.</p> <p>Year 7: Pirates of the Caribbean Year 8: 1950's Rock and Roll Year 9: African</p>	<ul style="list-style-type: none"> ✓ The definition of characterisation and how it links to dance performance. ✓ The impact of using facial expressions when attempting to convey a character or theme to the audience. ✓ How to select and apply appropriate facial expressions to a dance performance. 	<p>Questioning</p> <p>Self/ Peer Assessment- evaluating and improving performance</p> <p>Teacher Formative Assessment- verbal feedback</p>



Curriculum and Assessment Overview Autumn 1



<p>4</p> <p>What: Applying dynamics to movements</p> <p>Why: to develop the ability to perform movements with different qualities.</p> <p>Year 7: Pink Panther Year 8: 1960's The Twist Year 9: Street Dance</p>	<ul style="list-style-type: none"> ✓ The definition of dynamics in relation to dance performance. ✓ The impact that different dynamics can have on the way that a movement looks. ✓ How to select and apply a range of dynamics to different movements in a sequence. 	<p>Questioning</p> <p>Self/ Peer Assessment- evaluating and improving performance</p> <p>Teacher Formative Assessment- verbal feedback</p>
<p>5</p> <p>What: Using Space (formations, floor patterns and travelling)</p> <p>Why: to develop the ability to produce a complete dance routine that includes clear changes in positioning.</p> <p>Year 7: Gladiator Year 8: 1970's Night Fever Year 9: Jazz Dance</p>	<p>The key areas I will be assessed on are my ability to:</p> <ul style="list-style-type: none"> ✓ Structure a dance routine, including the use of a starting and ending position. ✓ Select and replicate key movements, applying a range of dynamic qualities. ✓ Work collaboratively to make choices relating to the use of choreographic devices and space. ✓ Perform using facial expressions/ characterisation 	<p>Teacher assessment:</p> <p>Practical Performance – using practical assessment framework (80%)</p> <p>Theoretical Knowledge – knowledge drill (20%)</p>

Key Term	Definition	Key Term	Definition
Accuracy	The ability to perform a movement or skill with precision.	Movement Memory	The ability to remember the sequence of movements.
Action and Reaction	When a dancer chooses to perform a movement in response to another dancer's movement.	Pathways	The pattern that the dancer travels in when moving from one area to another area in the dance studio.
Balance	The ability to maintain a still position by evenly distributing the weight.	Repetition	Performing the same movement or sequence of movements multiple times.
Cannon	When each dancer performs the same movement one at a time. <i>Reverting, Simultaneous and Cumulative</i>	Routine	A sequence of movement performed to music.
Characterisation	The ability to select appropriate movements, dynamics and facial expressions to portray a character.	Stamina	The ability to maintain energy and continue moving over a long period of time.
Directions	The way a dancer faces or travels when performing a movement.	Strength	The ability to perform a movement with force and power.
Dynamics	How a movement is performed based on how much energy, effort, force or weight is applied.	Team Cohesion	The ability to work collaboratively to achieve the success criteria of the task.



Curriculum and Assessment Overview Autumn 1



Dame Elizabeth
Cadbury School

Focus	A central point that the dancer or audience's attention is directed towards.	Travel	Moving from one area in the dance studio to another area.
Formations	The position that dancers stand in relation to other dancers.	Trial and Error	The process of trialing new movements and selecting the best ones for the routine.
Levels	The height that a movement is performed at (high, middle or low)	Unison	All dancers performing the same movement at the same time.



Curriculum and Assessment Overview Autumn 1

Department Name: Physical Education - GCSE PE

Year: 10

Unit Topic: Component 1 Topic 3 – Physical Training - PEP Introduction: Components of Fitness and Fitness Testing

Composite Question: How do we use fitness testing for the different components of fitness to plan an effective training programme?

Why this and why now? This topic introduces the fundamental knowledge needed to complete the coursework element of GCSE PE (Personal Exercise Programme). It builds upon knowledge you learnt in KS3 to understand how to design a PEP.

What am I Learning?	What do I need to know?	How will I be assessed?
<p>1. What: The relationship between health and fitness Why: To understand the role that exercise plays in both and how this influences exercise programmes.</p>	<ul style="list-style-type: none"> ✓ Definition of fitness ✓ Definition of health ✓ Definition of exercise and performance ✓ The relationship between them 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p>
<p>2. What: The components of fitness Why: To understand the benefits for sport and how fitness is measured and improved within an exercise programme.</p>	<ul style="list-style-type: none"> ✓ The relative importance of these components in physical activity and sport: cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p>
<p>3. What: Fitness Testing Protocols Why: To understand the importance of appropriate fitness testing within an exercise programme.</p>	<ul style="list-style-type: none"> ✓ The value of fitness testing ✓ The purpose of specific fitness tests ✓ The test protocols ✓ The selection of the appropriate fitness test for components of fitness ✓ The rationale for selection ✓ How fitness is improved 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p>
<p>4. What: Fitness Testing Methods Why: To evaluate testing methods to inform the planning of the exercise programme.</p>	<ul style="list-style-type: none"> ✓ Cooper's 12-minute run – CV ✓ Cooper's 12-minute swim test - CV ✓ Harvard Step Test - CV ✓ Illinois agility run test - agility ✓ grip dynamometer - strength ✓ one-minute sit-up test – musc. end. ✓ one-minute press-up test – musc. end. ✓ vertical jump - power ✓ 30m sprint - speed ✓ sit and reach - flexibility ✓ Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p>
<p>5. What: Methods of training Why: To understand how the different methods of training are used to improve components of fitness and subsequent performance.</p>	<ul style="list-style-type: none"> ✓ The methods of training include: continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p>



Curriculum and Assessment Overview Autumn 1

<p>6. What: Method of training Why: To know how methods of training can be used effectively to improve subsequent performance.</p>	<ul style="list-style-type: none"> ✓ The use of different training methods for specific components of fitness, physical activity and sport: continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. ✓ Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, Pilates, yoga, spinning). ✓ The advantages and disadvantages of different training methods 	<p>Topic Test – assessing content delivered and assessed (including HWK topics) from Autumn 1 and last year</p>
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Key Term	Definition	Key Term	Definition
Health	A state of complete mental, physical and social wellbeing, and not merely the absence of disease and infirmity.	Reaction time	Time taken to respond to stimulus.
Health-related exercise	Exercise which is undertaken primarily to improve health and fitness for life.	Power	Strength * Speed
Exercise	A form of physical activity done to maintain or improve health and/or fitness; it is not competitive sport.	Speed	The amount of time it takes to perform a particular action or cover a particular distance.
Fitness	The ability to meet the demands of the environment.	Agility	Is the ability to change position of the body quickly while maintaining balance.
Cardiovascular fitness	Ability to exercise the entire body for long periods of time without getting tired.	Balance	Is the ability to retain the body's centre of mass above the base of support.
Muscular endurance	Ability to exercise the voluntary muscles many times without getting tired.	Co-ordination	Is the ability to use two or more body parts together.
Flexibility	Range of movement possible at a joint.	Muscular strength	The amount of force a muscle can exert against a resistance.



Curriculum and Assessment Overview Spring 2



Department Name: Physical Education – GCSE PE

Year: 11

Unit Topic: Component 2 – Health and Performance (Chapter 6: Socio-cultural influences in sport)

Composite Question: What ethical and socio-cultural factors determine engagement patterns and participation in sport, as well as behaviour types (i.e. deviance) demonstrated during performance.

Why this and why now? Chapter 6 is our last topic for the component 2 exam (60 marks – 24%). Knowledge and understanding of: engagement patterns of different social groups; commercialization and ethical and socio-cultural issues is vital to determine the impact on all those involved in physical activity in sport (i.e. performer, spectator, sport & sponsor)

What am I Learning?	What do I need to know?	How will I be assessed?
<p>1 What: Participation rates in physical activity and sport Why: Understand how different factors (i.e. disability) can affect engagement and participation rates in sport</p>	<ul style="list-style-type: none"> ✓ How each factor affects engagement and participation in physical activity and sport (gender, age, ethnicity, socio-economic group & disability) ✓ Data/statistic to back up engagement patterns ✓ Any schemes to increase engagement and participation (i.e. 'kick it out'; 'the girl can') 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Targeted verbal questioning</p> <p>Seneca assignment(s)</p>
<p>2 What: The commercialization of physical activity and sport Why: Understand the relationship between the sport, media and sponsorship ('business') contribute to commercialisation</p>	<ul style="list-style-type: none"> ✓ What commercialisation is (define) and what it involves ✓ How the sport, business (i.e. sponsors) and the media contribute to commercialisation ✓ Statistics that evidence the impact of each contributor (i.e. TV broadcasting and relationship with wages) 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Targeted verbal questioning</p> <p>Seneca assignment(s)</p>
<p>3 What: The advantages and disadvantages of commercialization and the media Why: understand the positive and negative impact of commercialisation on the sport, player/performer, spectator and the sponsor.</p>	<ul style="list-style-type: none"> ✓ Minimum TWO advantages and TWO disadvantages of commercialisation and media on: <ul style="list-style-type: none"> ○ Sport ○ Player/performer ○ Spectator ○ Sport 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Targeted verbal questioning</p> <p>Seneca assignment(s)</p>
<p>4 What: Different types of sporting behaviour Why: be able to define the different types of sporting behaviour displayed and the reasons why</p>	<ul style="list-style-type: none"> ✓ Definitions of gamesmanship, sportsmanship and deviant behaviour ✓ Examples of each behaviour type ✓ Potential reasons why players and/or performers demonstrate the different behaviour types (i.e. pressure from sponsor to succeed) 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Targeted verbal questioning</p> <p>Seneca assignment(s)</p>
<p>5 What: Case studies of sporting behaviour types Why: Be able to use case studies to support knowledge of sporting behaviour</p>	<ul style="list-style-type: none"> ✓ Specific sporting examples of sporting behaviour, potential reasons why and the impact it had on them, their sponsor, the spectator(s) and their sport. 	<p>Topic test on CH6, including one 9-mark question for extended writing practice</p> <p>Formative assessment of exam techniques such as planning grid for 9-mark question</p>



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TIER 2 WORDS:		
Word:	Definition:	Synonyms:
Discuss	talk or write about (a topic) in detail, considering different issues or ideas	Talk about/consider/debate
Evaluate	Form an idea about the value of something	Assess/judge
Analyse	Examine (something) in detail, typically in order to explain and interpret it.	Examine/inspect
Interpret	Explain the meaning of (i.e. what data from a graph tells us about trends/patterns)	Explain/clarify

TIER 3 WORDS:				
Word:	Definition:	Synonyms:	Word in context:	Potential misconceptions/false friends:
Commercialisation	buying and selling sporting goods and services with a focus on profit	N/A	The COMMERCIALISATION of physical activity and sport involves buying & selling of goods & services in sport	
Deviant behaviour	Behaviour that goes against the moral values or rules of a sport.	N/A	Taking PEDs to get an advantage in seen as DEVIANT behaviour	
Gamesmanship	Bending the rules/laws of a sport without actually breaking them.	N/A	GAMESMANSHIP is the use of dubious methods (i.e. pretending to be injured) to win or gain a serious advantage in a game or sport	Sometimes mistaken for sportsmanship but is more closely linked to deviancy
Grassroots participation	Participation in sport and physical activity that takes place at the local level .	N/A	GRASSROOTS sport PARTICIPATION , often involves lots of volunteers who organise and coach training sessions and competitions for the love of the sport.	
Sportsmanship	The qualities of fairness, following the rules and being gracious in defeat or victory.	N/A	The performer displayed good SPORTSMANSHIP by shaking their opponents' hand despite losing the game.	



Curriculum and Assessment Overview Autumn 1



Department Name: Physical Education – GCSE PE

Year: 11

Unit Topic: Component 1 – Anatomy & Physiology

Composite Question: How do the key body systems and how they impact on health, fitness and performance in physical activity and sport

Why this and why now? This unit builds on your introduction to Anatomy & Physiology at the end of year 10, when you learnt about the structure and functions of the musculo-skeletal system. Knowledge of this and the upcoming topics allows you to make connections between the body systems to explain how the body responds and adapts to physical activity and sport.

What am I Learning?	What do I need to know?	How will I be assessed?
<p>1 What: Muscle Fibre types</p> <p>Why: Understand how the characteristics of each muscle fibre type suit specific sporting actions and activities</p>	<ul style="list-style-type: none"> ✓ 3 muscle fibre types (type I, IIa & IIx) ✓ Characteristics of each type ✓ Sporting examples that predominantly use that fibre type 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p>
<p>2 What: Functions of the cardiovascular system</p> <p>Why: Understand how the different functions support health & well-being</p>	<ul style="list-style-type: none"> ✓ TTC – Transport; temperature regulation & Clotting ✓ How each function supports health & well-being (i.e. clotting prevents excessive blood loss) 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p>
<p>3 What: Structure of the heart</p> <p>Why: Be able to identify what each structure of the heart is responsible for</p>	<ul style="list-style-type: none"> ✓ All structures of the heart – label (i.e. Aorta, Right atrium, bicuspid valve etc.) ✓ Function of each structure (i.e. bicuspid valve prevents backflow of blood from left ventricle into left atrium) 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p>
<p>4 What: Route of the blood through the heart</p> <p>Why: Understand the route of de-oxygenated and oxygenated blood in and out of the heart</p>	<ul style="list-style-type: none"> ✓ Be able to describe the pathway using key terminology – refer to abbreviated flow chart we'll discuss in class (i.e. VC – RA – RV...) 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p>
<p>5 What: Blood vessels</p> <p>Why: Understand in the role of each blood vessel in physical activity</p>	<ul style="list-style-type: none"> ✓ Arteries, Capillaries & Veins ✓ Characteristics of each ✓ How their characteristics make them suitable for their functions (i.e. arteries have thick walls as they transport blood under high pressure) 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p>
<p>6 What: Components of blood</p> <p>Why: Understand the role of each component of blood in physical activity</p>	<ul style="list-style-type: none"> ✓ Red blood cells – transport oxygen ✓ White blood cells – fight disease and infection ✓ Plasma – helps blood flow and transports nutrients ✓ Platelets – clot blood to create a scab and seal open wounds 	<p>Topic Test – assessing content delivered and assessed (including HWK topics) from Autumn 1 and last year</p>



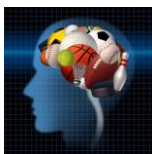
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Key Term	Definition	Key Term	Definition
Aorta	The artery that carries blood from the heart to the rest of the body.	Plasma	The liquid element of blood that allows it to flow.
Arteries	Blood vessels that carry oxygenated blood from the heart to muscles and organs.	Platelets	These clot blood at the site of a wound.
Atria	This is the plural for "atrium". There are two atria in the heart. These are the upper chambers of the heart where blood enters.	Pulmonary artery	The artery that carries deoxygenated blood from the heart to the lungs.
Bicuspid valve	A one-way gate that separates the left atrium from the left ventricle.	Pulmonary vein	The vein that carries oxygenated blood from the lungs to the heart.
Capillaries	Blood vessels that wrap around muscles and organs so that gaseous exchange can take place.	Red blood cells	These cells contain haemoglobin, which carries oxygen.
Cardiac muscle	The muscle of the heart, which pumps blood around the body.	Semi-lunar valves	One-way gates at the entrance to the aorta and pulmonary artery, which prevent the backflow of the blood into the heart.
Cardiovascular system	The heart, blood vessels and blood.	Tricuspid valve	A one-way gate that separates the right atrium from the right ventricle.
Deoxygenated blood	Blood containing a low concentration of oxygen.	Type I muscle fibres	These are also known as slow twitch muscle fibres. Type I muscle fibres are suited to low intensity aerobic work such as marathon running
Functions of the cardiovascular system	The three functions of the cardiovascular system are transport, clotting and temperature regulation.	Type IIa muscle fibres	These are fast twitch fibres. They are suited to lengthy anaerobic work, such as an 800 m race
Lumen	The internal diameter of a blood vessel.	Type IIx muscle fibres	These are fast twitch muscle fibres. They are used in anaerobic work and can generate much greater force than the other muscle fibre types, but they fatigue



Curriculum and Assessment Overview Autumn 1

			quickly.
Muscle fibre types	Every voluntary muscle in the body contains thousands of muscle fibres. The different fibre types are type I, type IIa and type IIx.	Veins	Blood vessels that carry deoxygenated blood from muscles and organs to the heart.
Oxygenated blood	Blood containing a high concentration of oxygen.	Vena cava	The large vein entering the right atrium of the heart that carries deoxygenated blood back from the body to the heart. There is an inferior vena cava and a superior vena cava.
White blood cells	These blood cells fight infections and diseases.	Ventricles	There are two ventricles in the heart. These are the lower chambers of the heart from where blood exits.



Curriculum and Assessment Overview Spring 1



Department Name: Physical Education – GCSE PE

Year: 11

Unit Topic: Component 2 – Health and Performance

Composite Question: What are the factors (i.e. health, classification of skill, socio-economic group) underpinning participation and performance in physical activity and sport.

Why this and why now? Chapter 5, Sports psychology will focus on skill development, through relevant practice, guidance and feedback. This is the 2nd chapter/topic in component 2, prior to us moving onto CH6: Socio-cultural influences in sport and PA.

What am I Learning?	What do I need to know?	How will I be assessed?
<p>1 What: The classification of skills</p> <p>Why: Understand why a skill is placed toward a particular extreme of a continuum</p>	<ul style="list-style-type: none"> ✓ Environmental continuum – open (e.g. rugby tackle) vs closed (Javelin) skills ✓ Difficulty continuum – basic (400m) vs complex (Somersault) skills ✓ Organisation continuum – low (Swimming) vs high (golf swing) organisation skills 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Targeted verbal questioning</p> <p>Seneca assignment(s)</p>
<p>2 What: Practice structures</p> <p>Why: Explain which is the best practice to develop a particular classification of skill</p>	<p>For each practice type, you must explain how it links to skill classification, skills themselves and the level of performer they're suited to:</p> <ul style="list-style-type: none"> ✓ Fixed practice – closed (e.g. serving)/beginners learning new skills ✓ Variable practice – Open (e.g. 3v3 game in hockey)/more experienced performers ✓ Massed practice – low organisation/basic (e.g. arm strokes in swimming)/helps develop muscular endurance in elite ✓ Distributed practice – complex skills (e.g. somersault)/less motivated performers 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Targeted verbal questioning</p> <p>Seneca assignment(s)</p>
<p>3 What: Goal setting & SMART targets</p> <p>Why: How SMART targets are used to improve and/or optimize performance</p>	<ul style="list-style-type: none"> ✓ Benefits of effective goal setting (e.g. develop perseverance) ✓ What SMART stands for and the purpose of each principle. <i>E.g. Measurable should include time or quantitative goal, which allows you to monitor progress</i> 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Targeted verbal questioning</p> <p>Seneca assignment(s)</p>
<p>4 What: Types of guidance</p> <p>Why: Linking guidance types to different skill types and explaining how it optimises performance</p>	<p>Explain what the guidance involves, as well as the advantages and disadvantages:</p> <ul style="list-style-type: none"> ✓ Visual guidance ✓ Verbal guidance ✓ Manual guidance ✓ Mechanical guidance 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Targeted verbal questioning</p> <p>Seneca assignment(s)</p>
<p>5 What: Types of feedback</p> <p>Why: Linking feedback types to the skill level of the performer and explaining how it optimises performance</p>	<p>Describe what feedback is and describe how and why each type is used:</p> <ul style="list-style-type: none"> ✓ Intrinsic vs extrinsic feedback ✓ Concurrent vs terminal feedback 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Targeted verbal questioning</p> <p>Seneca assignment(s)</p>
<p>6 What: Mental preparation for performance</p> <p>Why: Understand how mental preparation ahead of performance can be affective in improving application of skills</p>	<p>Describe what the mental preparation involves and how it benefits the performer(s):</p> <ul style="list-style-type: none"> ✓ Psychological warm-up ✓ Mental rehearsal 	<p>Topic test on CH5, including one 9-mark question for extended writing practice</p> <p>Formative assessment of exam techniques such as planning grid for 9-mark question</p>



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Dame Elizabeth
Cadbury School

Key Term	Definition	Key Term	Definition
Basic skill	A simple skill requiring little concentration to execute.	Fixed practice	Repeatedly practising a whole skill within a training session.
Closed skill	A skill performed in a predictable environment. E.g. a player taking a penalty.	Goal setting	The process of setting down targets that a performer will aim to accomplish.
Complex skill	A skill requiring a lot of attention and concentration.	Guidance	Information to aid the learning of a skill.
Concurrent feedback	Information a performer receives about their performance during the activity.	High organisation skill	A skill that cannot be broken down easily and practised separately because the phases of the skill are closely linked. For example, a cartwheel or a golf swing.
Continuum	A line with a classification extreme at each end.	Intrinsic feedback	Information a performer receives about their performance that comes from within and is linked to how a movement feels.
Distributed practice	Intervals between skill practice in a training session for rest or mental rehearsal.	Low organisation skill	A basic skill that can be broken down easily into different phases so each part can be practised separately. For example, a tennis serve or the front crawl swimming stroke.
Extrinsic feedback	Information a performer receives about their performance from	Manual guidance	Information given to a performer to help them develop that involves them being physically moved into the correct position.
Open skill	A skill performed in an unpredictable environment, where the performer has to react and adjust to the changing nature of	Massed practice	Practice that occurs without breaks between trials (practice attempts).
Psychological warm-up	A performer gets mentally ready to give their very best.	Mechanical guidance	Information given to a performer to help them develop that involves equipment to assist in the learning process. For example, using a harness in trampolining.
Skill	A skill in physical activity is a specific and defined task that can be learned and practised.	Mental rehearsal	Practising the skill in your head before actually doing it.
SMART targets	An acronym used to guide the setting of effective goals. SMART targets are Specific, Measurable, Achievable, Realistic and Time-bound.	Verbal guidance	Information given to a performer to help them develop that they can hear. It involves someone telling them something. For example, a coach explaining how to perform a technique.



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Terminal feedback	Information a performer receives about their performance after the activity has been completed.	Visual guidance	Information given to a performer to help them develop that they can see. For example, through demonstrations.
Variable practice	A training session that includes frequent changes of task so that the skill can be repeated in different situations.		



Curriculum and Assessment Overview Autumn 1



Department Name: Physical Education – GCSE PE

Year: 11

Unit Topic: Component 1 – Anatomy & Physiology

Composite Question: How do the key body systems and how they impact on health, fitness and performance in physical activity and sport

Why this and why now? This unit builds on your introduction to Anatomy & Physiology at the end of year 10 and enables you to make connections between the body systems to explain how the body responds and adapts to physical activity and sport.

What am I Learning?	What do I need to know?	How will I be assessed?
<p>1</p> <p>What: The respiratory system (CH1)</p> <p>Why: Understand the mechanics of breathing and the process of gaseous exchange</p>	<ul style="list-style-type: none"> ✓ Location of main components ✓ Mechanics of Breathing ✓ Structure of alveoli to enable gas exchange 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p>
<p>2</p> <p>What:</p> <ul style="list-style-type: none"> ▪ How the cardiovascular & respiratory system works together (CH1) ▪ Aerobic & anaerobic exercise (CH1) <p>Why: Explain how they work together to meet the demands of varying intensities of exercise (aerobic and anaerobic)</p>	<ul style="list-style-type: none"> ✓ How the systems work together to allow participation in physical activity and sport ✓ Equations for aerobic and anaerobic energy production ✓ Energy sources used for aerobic and anaerobic energy production 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p>
<p>3</p> <p>What: The short-term effects of exercise on the body systems (CH1)</p> <p>Why: To explain what immediate responses occur, as a result of exercise.</p>	<ul style="list-style-type: none"> ✓ Lactate accumulation, muscle fatigue and impact ✓ Response of heart rate, stroke volume and cardiac output to exercise ✓ Changes of depth and rate of breathing in response to exercise 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>9-mark exam style question – assessing AO1, 2 & 3 connections</p>
<p>4</p> <p>What: The long-term effects of exercise on the body systems (CH3)</p> <p>Why: To explain what long-term adaptations occur, as a result of exercise.</p>	<p>Long-term effects of aerobic and anaerobic training and exercise and the benefits to:</p> <ul style="list-style-type: none"> ✓ Musculo-skeletal (bone density, ligament/tendon strength, muscle hypertrophy) ✓ Cardio-respiratory (i.e. Cardiac hypertrophy, elasticity of vessels) 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>9-mark exam style question – assessing AO1, 2 & 3 connections</p>
<p>5</p> <p>What: Levers and the benefits of different levers (CH2)</p> <p>Why: Understand how mechanical advantage & disadvantage benefit performance</p>	<ul style="list-style-type: none"> ✓ Sporting examples of first, second and third class levers ✓ Load vs effort arm and how this determines mechanical advantage vs disadvantage 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p>
<p>6</p> <p>What: Planes & Axes applied to sporting movements (CH2)</p> <p>Why: Describe different movement patterns, using a plane and axis</p>	<ul style="list-style-type: none"> ✓ Movement in the sagittal plane about the frontal axis when performing somersaults ✓ Movement in the frontal plane about the sagittal axis when performing cartwheels ✓ Movement in the transverse plane about the vertical axis when performing a full twist 	<p>Topic Test – assessing content delivered and assessed (including HWK topics) from Autumn 1 and last year</p>



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Key Term	Definition	Key Term	Definition
Cardiovascular system	The heart, blood vessels and blood.	Energy	The capacity to do work.
Gaseous exchange	Oxygen moves from the air in the alveoli into the blood in the capillaries, while carbon dioxide moves from the blood in the capillaries into the air in the alveoli.	Exhale	We exhale air when we breathe out. The process of exhaling is called “exhalation”.
Diffusion	how molecules move from an area of higher concentration to an area of lower concentration	Cardiac equation	stroke volume x heart rate = cardiac output (SV x HR = Q)
Aerobic work	Working at a moderate intensity so that the body has time to use oxygen for energy production	Anaerobic work	Working at a high intensity without oxygen for energy production.
Fatty acids	Fats are converted into fatty acids, which are used as fuel in energy production.	Carbohydrate	Fuel for aerobic and anaerobic activity. Carbohydrate sources include rice, pasta and bread.
Heart rate (HR)	The number of heart beats per minute, measured in beats per minute (bpm).	Lactate accumulation	The name given to the process of lactic acid accumulating within the blood and muscles due to increased work intensity.
Minute ventilation	The amount of air inhaled or exhaled per minute, measured in litres (l).	Respiratory equation	tidal volume x frequency = minute ventilation (TV x f = VE).
Stroke Volume (SV)	The amount of blood pumped out of the heart per beat, measured in millilitres per heart beat (ml/beat).	Tidal volume (TV)	The amount of air inhaled or exhaled per breath, measured in millilitres (ml). It is also referred to as “depth of breathing”.
Vital capacity	The maximum amount of air exhaled following a maximum inhalation.	Vascular shunting	A process that increases blood flow to active areas during exercise by diverting blood away from inactive areas. This is achieved by vasoconstriction and vasodilation.
Axis	An imaginary line around which a body or body part can turn. “Axes” is the plural of axis.	Plane	An imaginary line dividing the body into two.
Mechanical advantage	Second class levers allow a large load to be moved with a relatively small amount of muscular effort.	Mechanical disadvantage	Third class levers cannot lift such heavy loads, with the same amount of effort, as second-class levers due to the position of the fulcrum in relation to the effort and load.



Curriculum and Assessment Overview Autumn 2

Department Name: Physical Education - GCSE PE

Year: 10

Unit Topic: Component 1 Topic 3/1 – Physical Training - PEP Introduction: Principles of Training, Performance Enhancing Drugs, warm-ups and cool downs, injuries and prevention, skeletal and muscular system.

Composite Question: How do we use the principles of training, warm-ups/cool downs to prevent injury and knowledge of the skeletal and muscular system to plan an effective training programme?

Why this and why now? This topic introduces the fundamental knowledge needed to complete the coursework element of GCSE PE (Personal Exercise Programme). It builds upon knowledge you learnt in KS3 to understand how to design a PEP.

What am I Learning?	What do I need to know?	How will I be assessed?
<p>1. What: The Principles of Training Why: To analyse how they can be applied when planning a PEP</p>	<ul style="list-style-type: none"> ✓ individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility ✓ Thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90%) ✓ Use the simplified Karvonen formula, i.e. $(220) - (\text{your age}) = \text{MaxHR}$ 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p> <p>Knowledge drills</p>
<p>2. What: Performance Enhancing Drugs Why: To be able to evaluate the positive and negative impact performing enhancing drugs have on the body</p>	<ul style="list-style-type: none"> ✓ Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle ✓ Anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones (GH)), stimulants, blood doping 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p> <p>Knowledge drills</p>
<p>3. What: Warm-ups and cool downs Why: To be able to describe the purpose of each different stage of a warm-up and cool down and use effectively in PEP</p>	<ul style="list-style-type: none"> ✓ The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport ✓ Phases of a warm-up and their significance in preparation for physical activity and sport ✓ Activities included in warm-ups and cool downs 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p> <p>Knowledge drills</p>
<p>4. What: Injuries and prevention Why: To define the different types of sporting injuries, along with their symptoms and appropriate treatment</p>	<ul style="list-style-type: none"> ✓ The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ ✓ Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports ✓ Injuries that can occur in physical activity and sport: concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions) ✓ RICE (rest, ice, compression, elevation) 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p> <p>Knowledge drills</p>



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<p>5. What: Musculo-skeletal system Why: To describe the adaptations and how these benefit future performance – apply to PEP</p>	<ul style="list-style-type: none"> ✓ Increased bone density ✓ Increased strength of ligaments and tendons ✓ Muscle hypertrophy ✓ The importance of rest for adaptations to take place ✓ Time to recover before the next training session 	<p>Interleaved questioning (i.e. RAG MCQs, 5 in 5 knowledge checks)</p> <p>Past exam questions related to topic</p> <p>Knowledge drills</p>
<p>6. What: Cardio-respiratory system Why: To describe the adaptations and how these benefit future performance – apply to PEP</p>	<ul style="list-style-type: none"> ✓ Decreased resting heart rate ✓ Faster recovery ✓ Increased resting stroke volume and maximum cardiac output ✓ Increased size/strength of heart ✓ Increased capillarisation ✓ Increase in number of red blood cells ✓ Drop in resting blood pressure due to more elastic muscular wall of veins and arteries ✓ Increased lung capacity/volume and vital capacity ✓ Increased number of alveoli ✓ Increased strength of diaphragm and external intercostal muscles 	<p>Topic Test – assessing content delivered and assessed (including HWK topics) from Autumn 1 and last year</p>

Key Term	Definition	Key Term	Definition
Anabolic Steroids	A man made copy of the male hormone testosterone, which stimulates muscle growth	Growth Hormone (GH)	Naturally produced to stimulate growth of muscle, cartilage & bone – can be artificially injected.
Stimulants	Substances that act directly on the Central Nervous System (CNS), speeding up parts of the brain & body	Blood doping	Injecting oxygenated blood
Beta Blockers	Block the effect of adrenaline and reduces heart rate	Peptide Hormones	Erythropoietin (EPO), produced naturally in the kidneys to help regulate red blood cell production – can be artificially injected.
Diuretics	Increase the volume of urine ejected from the body	Narcotic Analgesics (painkillers)	Relieve pain.
Concussion	Defined by the NHS as “the sudden but short lived loss of mental function that occurs after a blow to the head”. The symptoms of concussion are: headaches, dizziness, nausea/vomiting, unconsciousness	Fracture	This is a broken bone. There are two types of fracture: open fracture – bones penetrates the skin, closed fracture – bone doesn’t penetrate the skin. Symptoms of this type include swelling, bruising, deformity and pain.
RICE	Rest, ICE, Compression and elevation	6 rules to avoid injury	1. Use the principles of training. 2. Follow all the rules when playing a sport/activity. 3. Wear appropriate protective clothing. 4. Check



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			equipment. 5. Warm up and cool down. 6. Check facilities for hazards.
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