

## Physical Education Key Stage 4

Term	Year 10/11 – One Year GCSE		
	Topic	Knowledge	Skills/Assessment
Term 1	<p><b>Assessment of Analysing and Evaluating Performance (J587/05) –</b>            For the purpose of assessment, learners are required to demonstrate their ability to analyse and evaluate their own practical performance or that of a peer in order to:</p> <ul style="list-style-type: none"> <li>analyse aspects of personal performance in a practical activity</li> <li>evaluate the strengths and weaknesses of the performance</li> <li>produce an action plan which aims to improve the quality and effectiveness of the performance.</li> </ul>	<p>Through the teaching of the practical activities and the theory content of the specification, learners should be able to identify aspects of their performance that are skilful and those that are not.</p> <p>They should be able to recognise strengths and weaknesses in performance and be able to suggest ways in which weaknesses might be improved using appropriate, progressive training or practice methods, which will lead to improvements in the aspects of the performance identified.</p> <p>Students will be taught the relevant sections of the theory content in component 01 and 02.</p>	<p>The AAEP will be completed as part of a controlled assessment. Learners will be marked on their overall performance against the criteria using a best fit approach. Students will be given a mark out of 20 and this will work to 10% of their overall grade.</p> <p>Students are assessed on Assessment objective 4 - Analyse and evaluate performance.</p>
	<p><b>PAPER 1</b>  <b>The structure and function of the skeletal system (1.1a)</b></p> <p><b>The structure and function of the muscular system (1.1b)</b></p>	<p>Learners will be able to name and locate the major bones of the body and be able to apply examples of how the skeletal system allows the functions such as posture and protection. Learners will be able to identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints, as well as being able to apply these movements to examples from physical activities and sports.</p> <p>Learners will develop their knowledge of the location of the major muscle groups and be able to apply muscle use to examples from physical activities and sport. Learners will also develop their knowledge of the roles of muscles as agonists, antagonists, fixators and also how they</p>	<p>Within lessons students will complete exam questions, with the majority of these being long answer questions which are marked in line with the marking policy giving students a strength, target and action. Students are then given time in lessons to purple pen and improve their work.</p> <p>Throughout the course of the year students will complete end of topic tests. This is a formative assessment that allows us to identify any gaps in students' knowledge. From this, students are set individualised homework based on the topics that were highlighted as their weaknesses.</p> <p>Students will also sit summative assessments over the course of the year in line with the mock exam timetables.</p>

**Movement analysis (1.1c)**  
**End of topic test completed**

operate as antagonistic pairs, again by applying to examples from physical activities and sports.

Learners will develop their knowledge of the three classes of lever and will be able to use examples from physical activities and sport to show where these levers might operate to produce movement. Learners will become aware of the mechanical advantage provided by levers in movement. Learners will know the three planes of movement and be able to give examples of these levers from different physical activities and sports. Frontal, transverse and longitudinal axes of rotation will be recognised by learners who will be able to apply these to examples from physical activities and sports.

Students are assessed on the following objectives in any written exam  
AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

**Cardiovascular System (1.1d)**

Learners will develop their knowledge and understanding of the structure and function of the cardiovascular system. Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms. Learners will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions. Learners will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities

**Effects of exercise on the body systems (1.1e)**  
**End of topic test completed**

Learners will develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system. They will be able to apply understanding of these effects to examples from a range of physical activities and sports. Learners will be able to collect and use data in this section related to both short-term and long-term effects of exercise.

**PAPER 2 –  
Engagement patterns of social groups (2.1a)**

Learners will develop their knowledge and understanding of current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation, using practical examples from physical activities and sports.

**Commercialisation of sport (2.1b)  
End of topic test completed**

Learners will develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports.

**Ethical and Sociocultural issues (2.1c)  
End of topic test completed**

Learners will develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical examples in physical activities and sports.

**PRACTICAL**

Students complete a range of practical lessons looking to refine their skills and develop tactical play. During these lessons the teacher will be looking and assessing their sporting ability to provide a practical score for each student.

**Football**

**Rugby**

**Netball**

		<p><b>Badminton</b></p> <p><b>Trampolining</b></p>	
<p><b>PAPER 1 –</b></p> <p><b>Components of fitness (1.2a)</b></p> <p><b>Applying the principles of training (1.2b)</b></p> <p><b>Preventing injury in physical activity and training (1.2c)</b></p> <p><b>End of topic test completed</b></p>		<p>Learners will develop their knowledge and understanding of the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility. Learners will be able to define each component and be able to apply using a range of practical examples from physical activities and sports. Learners will also develop their knowledge of suitable tests for each component. Learners will be able to collect and use data related to the identified components of fitness.</p>	<p>Within lessons students will complete exam questions, with the majority of these being long answer questions which are marked in line with the marking policy giving students a strength, target and action. Students are then given time in lessons to purple pen and improve their work.</p> <p>Throughout the course of the year students will complete end of topic tests. This is a formative assessment that allows us to identify any gaps in students’ knowledge. From this, students are set individualised homework based on the topics that were highlighted as their weaknesses.</p>
		<p>Learners will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise/ training programmes. Learners will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training. Learners will develop their knowledge and understanding of the key components and physical benefits of the warm up and cool down applied to physical activities and sports.</p>	<p>Students will also sit summative assessments over the course of the year in line with the mock exam timetables.</p> <p>Students are assessed on the following objectives in any written exam</p> <p>AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>
		<p>Learners will develop their knowledge and understanding of how to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings. Learners will know how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of competition.</p>	<p>AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>
		<p>Once all of the content has been delivered</p>	
	<p><b>Revision techniques and exam preparation</b></p>		

**PAPER 2 –  
Sports Psychology (2.2)  
End of topic test completed**

Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports. Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.

**Health, fitness and well-being (2.3)  
End of topic test completed**

Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Learners will develop their knowledge and understanding of diet and nutrition. Learners will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.

**Revision techniques and exam preparation  
PRACTICAL**

**PREPARATION FOR MODERATION**

# Term 1

Term	Year 10 (GCSE)			Year 10 (Strand 1)			Year 10 (Strand 2)		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
	<p>Practical: Football</p>	<p>Students will build on skills that have been developed in Y7, 8 and 9. Students need to demonstrate core and advanced skills in isolation and under competitive pressure. Students will practice and develop their accuracy, control and fluency with the sport's specific skills. Students will develop their decision making and tactical awareness of selecting and using appropriate skills. Applying team strategies, develop a good</p>	<p>Skills that are covered: Core: Ball control (using feet) Passing Shooting Dribbling Heading Tackling Marking</p> <p>Advanced: Ball control (chest/thigh) Non-dominant foot passing Shooting (volleys and swerve) Dribbling Heading Marking</p> <p>Decision making and tactical awareness</p> <p>Assessment: students are assessed using the OCR assessment criteria for practical performances</p>	<p>Practical: Basketball</p>	<p>Pupils will focus on advancing their basketball skills and applying them effectively in game situations to outmaneuver opponents. They will work collaboratively in groups, taking on various roles and responsibilities to support team preparation and improvement. The emphasis will be on developing a comprehensive understanding of strategic decision-making, as well as the principles of</p>	<p>Dribbling and ball control Shooting accuracy and technique Defensive positioning and strategies Passing and creating scoring opportunities Understanding and executing offensive and defensive plays Knowledge of game rules and referee decisions</p> <p>Students will be assessed on their engagement</p>	<p>Practical: Fitness Classes</p>	<p>Students will take part in a variety of different fitness classes such as Zumba, boxercise, circuits etc. They will continue to develop their understanding of the importance of staying active. It will also encourage students engagement with activity in wider life by giving students ideas on how to stay active.</p>	<p>Classes that are covered:  Zumba Boxercise Circuits Legs, bums and tums Pilates Yoga</p> <p>Students are assessed based on their engagement</p>

		understanding of the rules.			maintaining a healthy lifestyle and teamwork.				
Practical: Rugby	Students will build on skills that have been developed in Y7, 8 and 9. Students need to demonstrate core and advanced skills in isolation and under competitive pressure. Students will practice and develop their accuracy, control and fluency with the sport's specific skills. Students will develop their decision making and tactical awareness of selecting and using appropriate skills. Applying team strategies, develop a good understanding of the rules.	Skills that are covered: Core skills: Handling and carrying Passing Receiving Running with the ball Beating opponents Try scoring Contact skills  Advanced skills Handling and carrying skills Beating opponents Contact skills Counter ruck  Decision making and tactical awareness  Assessment: students are assessed using the OCR assessment criteria for practical performances	Practical: Football	Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Pupils will work in groups, taking on a range of roles and responsibilities to help each other prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and detailed decision making.	Defensive skills Passing Use of width Defending and attacking corners Set pieces Role of the referee  Students are assessed based on their engagement	Practical: Zumba/Just Dance	Pupils will focus on mastering Zumba or Just Dance routines, emphasising, rhythm, coordination, and expressive movement. They will work in groups to learn and perform choreographed routines, taking on various roles to support each other in mastering the dance steps. The focus will be on understanding the importance of cardiovascular fitness, rhythm, and the enjoyment of dance as a form of physical activity.	Rhythm and timing Accuracy in following choreographed routines Expression and engagement in performance Coordination and fluidity of movements Ability to adapt to different dance styles and routines Understanding of the benefits of dance for physical and mental well-being  Students are assessed on their engagement	

				<p>Practical: Weight Training</p> <p>To monitor exercise and fitness levels for themselves and/or others related to performance in athletic activities and events</p> <p>To devise, implement and monitor their own, and/or others', exercise and fitness programmes based on the principles of safe and effective exercising</p>	<p>Weight training</p> <p>How to safely use equipment in a gym</p> <p>Warm up</p> <p>Cool down</p> <p>Planning workouts</p> <p>Students are assessed based on their engagement</p>	<p>Practical: Badminton</p>	<p>Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Pupils will prepare mini tournaments and compete in them. They will work in groups taking on a range of roles and responsibilities to help each other to prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness.</p>	<p>Serving</p> <p>Overhead clear</p> <p>Backhand clear</p> <p>Drop shot</p> <p>Smash shot</p> <p>Role of the umpire</p> <p>Students are assessed based on their engagement</p>
<b>Term 2</b>	<p>Practical: Netball</p>	<p>Students will build on skills that have been developed in Y7, 8 and 9. Students need to demonstrate</p>	<p>Skills the are covered:</p> <p>Core skills</p> <p>Footwork</p> <p>Catching</p> <p>Shooting</p> <p>Marking</p>	<p>Practical: Handball</p> <p>Pupils will focus on developing more advanced skills and apply them in game</p>	<p>Forehand throw</p> <p>Backhand throw</p> <p>Attacking principles</p> <p>Making space</p> <p>Fending</p> <p>Catching</p>	<p>Practical: Netball</p>	<p>Pupils will focus on developing more advanced skills and apply them in game</p>	<p>Passing</p> <p>Shooting</p> <p>Outwitting opponents</p> <p>Defending</p> <p>Tactical play</p> <p>Role of an Umpire</p>

	core and advanced skills in isolation and under competitive pressure. Students will practice and develop their accuracy, control and fluency with the sport's specific skills. Students will develop their decision making and tactical awareness of selecting and using appropriate skills. Applying team strategies, develop a good understanding of the rules.	Advanced skills Catching on the run Catching in the air Passing over mid-long distance Shooting - Stepping Defence  Decision making and tactical awareness  Assessment: students are assessed using the OCR assessment criteria for practical performances		situations in order to outwit opponents. Pupils will prepare a mini competition and compete in it. They will work in groups taking on a range of roles and responsibilities to help each other to prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness.	Students are assessed based on their engagement		situations in order to outwit opponents. Pupils will prepare a mini competition and compete in it. They will work in groups taking on a range of roles and responsibilities to help each other to prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness.	Students are assessed based on their engagement
Practical: Trampolining	Students will build on skills that have been developed in 9. Students need to demonstrate core and advanced skills in isolation and under competitive pressure. Students will	Skills that are covered are: Core skills, to include: Shape Twists Rotational Combined movements  Advanced skills Back to front Front to back Half turntable	Practical: Rugby	Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Pupils will prepare a mini competition	Passing Use of width Outwitting opponents Tackling Rucking Role of the referee  Students are assessed based on their engagement	Practical: Couch to 5K	students will take part each week in a running session that will gradually build up each week. Students will develop an understanding around the importance of staying active	Physical resilience Cardiovascular fitness Running technique Pacing  Students are assessed based on their engagement

# Term 3

<p>practice and develop their accuracy, control and fluency with the sport's specific skills. Students will develop their decision making by creating and performing 2 routines. Develop a good understanding of the rules.</p>	<p>Cradle Front somersault (tucked) Back somersault (tucked) Decision making and application of compositional ideas/choreography</p> <p>Assessment: students are assessed using the OCR assessment criteria for practical performances</p>		<p>and compete in it. They will work in groups taking on a range of roles and responsibilities to help each other to prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness.</p>			<p>and the benefits of running.</p>	
		<p>Practical: Badminton</p>	<p>Pupils will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Pupils will prepare mini tournaments and compete in them. They will work in groups taking on a range of roles and responsibilities to help each other to</p>	<p>Serving Overhead clear Backhand clear Drop shot Smash shot Role of the umpire</p> <p>Students are assessed based on their engagement</p>	<p>Practical: Bench Ball</p>	<p>Pupils will focus on developing advanced skills in Bench Ball, including strategic movement, accurate passing, and effective positioning. They will work collaboratively in teams to understand game tactics, improve their defensive and offensive play, and enhance their</p>	<p>Passing accuracy and technique Movement and positioning on the court Defensive strategies and ability to block or intercept passes Offensive strategies and ability to make successful plays Understanding and application of game rules Teamwork and communication</p>

					prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness.			teamwork. Emphasis will be placed on grasping the rules of the game and understanding how to use them to gain a competitive advantage	during gameplay  Students will be assessed on their engagement
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	<p>Practical: Athletics</p>	<p>Students will build on skills that have been developed in Y7, 8 and 9. Students need to demonstrate core and advanced skills in isolation and under competitive pressure. Students will practice and develop their accuracy, control and fluency with the sport's specific skills. Students will develop their decision making of selecting and using appropriate skills. Develop a good understanding of the rules.</p>	<p>Skills that are covered:</p> <p>Track events Core skills to include: Starting Finishing Posture Leg action Arm action Head carriage Advanced skills, to include Starting: Use of blocks (where relevant) Leg action Hurdling with either leg (where relevant)</p> <p>Decision making and tactical awareness</p> <p>Jumping events Core skills, to include Approach Synchronisation of arm and leg action Take off/pole plant Flight Landing</p> <p>Advanced skills, to include</p> <p>Approach: hitting appropriate speed for take off Efficient transition between technical</p>	<p>Practical: Striking and Fielding</p>	<p>In this unit pupils will focus on developing more advanced skills and apply them in match in order to outwit opposition. Pupils will develop the execution of techniques for batting, bowling and fielding. Pupils will prepare mini competitions and compete in them. They will work in groups taking on a range of responsibilities to help each other to prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness. Pupils should be able to accurately</p>	<p>Skills that are covered: Fielding fundamentals Batting Bowling Positional rules Tactical ideas and concepts</p> <p>Students are assessed based on their engagement</p>	<p>Practical: Orienteering</p>	<p>Pupils will refine and demonstrate individual and group skills. Pupils will be able to identify key features on a map and set up small courses. They will further develop their skills of map reading, orientating the map, compass work, taking a bearing, problem solving, and orientating themselves and a partner. They will also be able to develop the fitness components that impact on sport.</p>	<p>Map reading Team work Communication</p> <p>Students are assessed based on their engagement</p>
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			<p>phases of the movements Flight: Landing</p> <p>Decision making and tactical awareness</p> <p>Assessment: students are assessed using the OCR assessment criteria for practical performances</p>		umpire & run a rounders game.		Practical: Striking and Fielding	<p>In this unit pupils will focus on developing more advanced skills and apply them in match in order to outwit opposition. Pupils will develop the execution of techniques for batting, bowling and fielding. Pupils will prepare mini competitions and compete in them. They will work in groups taking on a range of responsibilities to help each other to prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness. Pupils should be able to accurately</p>	<p>Skills that are covered: Fielding fundamentals Batting Bowling Positional rules Tactical ideas and concepts</p> <p>Students are assessed based on their engagement</p>
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