**GCSE PE – Year 10**

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| Theory Topics | Applied anatomy and Physiology  Movement analysis  Physical training  Use of data  Sports Psychology  Topics are worked through in the order provided by the exam boards specification. Pupils will be moved onto a new topic when the class teacher is happy with the level of understanding. This is made possible the amount of time available within the life of the course. | | | | |
| Practical Topics | Athletics  Handball  Badminton  Football  Netball  Pupils are free to be assessed in any sport that is covered by the exam boards specification, but these are the sports that are routinely covered in lessons. | | | | |
| Assessment | Written end of topic test for each unit  Ongoing practical assessment in each sport covered | | | | |
| Building on Prior Learning | | All practical activities taught are those activities that were taught at KS3. Sports mentioned above have been historically strong for our students, however, they are subject to change dependent on student needs. Key terminology that have been drip fed to pupils at KS3 are used and explored in greater detail. | | |
| Linked learning | | The course specification is taught in the order provided by the exam board. As the course progresses, earlier topics are re-visited through starter activities to spiral the curriculum. Reference is made to earlier topics when there is a cross over, as well as when topics that are commonly paired together in exam questions are taught. | | |
| Links with other subjects | | Science, specifically related to the content on body systems. Mathematics, specifically related to interpreting data, the calculation of training intensities and the measurement / timing in athletics. English, specifically related to key words and terminology and structuring longer answer exam style questions. | | |
| Extracurricular opportunities | | Numerous after school extra-curricular clubs run in the PE department throughout the year. In addition, lunch clubs run, with some targeting GCSE students. GCSE specific clubs are sometimes added to the timetable to prepare for moderations, or if there is a general developmental need. School fixtures/competitions also give opportunity to compete in full recognised competitive games/events where evidence can be gathered and used for moderation. | | |
| Literacy | | Use of key terminology and definitions. Ability to decipher the meaning of command words in exam questions, and in turn use the correct level of detail required. Ability to apply examples within their work to support their point. | Numeracy | Interpreting data that is presented in different formats, the calculation of training intensities, the measuring and recording of fitness testing data, the comparison of data against national averages and the measurement/timing in athletics. |
| A successful learner in this subject will demonstrate | | Successful PE students will be well motivated to take up all available extra-curricular opportunities to enhance their practical grades. They will be well organised and show resilience to learn work on a weekly basis, reviewing and improving their knowledge and understanding. They will demonstrate a strong general knowledge and genuine interest in all sports to enable them to apply theoretical content to practical situations. | | |
| Links to SMSC | | 253. Provision for the spiritual development of pupils includes developing their:   * ability to be reflective about their own beliefs (religious or otherwise) and perspective on life * sense of enjoyment and fascination in learning about themselves, others and the world around them * use of imagination and creativity in their learning * willingness to reflect on their experiences   254. Provision for the moral development of pupils includes developing their:   * understanding of the consequences of their behaviour and actions * interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues   255. Provision for the social development of pupils includes developing their:   * use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds * willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively   256. Provision for the cultural development of pupils includes developing their:   * willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities * understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others | | |
| Ways to support student learning in this subject | | Encourage students to master skills in three practical sports / activities, which must include at least one team and one individual sport / activity.  To gain video evidence of sports / activities where necessary.  Encourage students to watch and read about a wide range of sports / activities, which will enhance their ability to apply theory content to practical situations.  To encourage students to learn work on a weekly basis; to complete homework to the best of their ability and submit it on time, asking their member of staff for support if unsure. | | |