

Key Stage 4 Subject Timeline Year 9 to 11

Subject: Physical Education

Exam Board: gcse pe edexcel

Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<i>Theory – The musculoskeletal system</i>		<i>Theory – The cardiorespiratory system and energy systems</i>		Theory - Injuries and PEDS	Revision Year 9 PPE
<b>Key skills and Concepts</b>	<p><i>Labelling a skeleton</i></p> <p><i>Naming the functions of the skeleton</i></p> <p><i>Name the different types of bone</i></p> <p><i>Naming the different types of joints and their movement</i></p> <p><i>What Jobs would these skills suit</i></p>	<p><i>Labelling the different muscles of the body</i></p> <p><i>Naming the different types of muscle</i></p> <p><i>Naming the different muscle fibres</i></p> <p><i>What Jobs would these skills suit</i></p>	<p><i>Labelling the different parts of the heart and cv system</i></p> <p><i>Knowing the different parts of blood</i></p> <p><i>Understanding the different types of blood vessel</i></p> <p><i>Blood distribution</i></p> <p><i>What Jobs would these skills suit</i></p>	<p><i>Labelling the different parts of the respiratory system</i></p> <p><i>Knowing the mechanisms of breathing</i></p> <p><i>Understanding the make up of air.</i></p> <p><i>Understanding different volumes of air</i></p> <p><i>What Jobs would these skills suit</i></p>	<p><i>Learning the different types of injuries and how they can be treated and prevented. Looking at sports that will have a greater risk of injuries.</i></p> <p><i>Students will learn about performance enhancing drugs, what they are and the effects they have both positive and negative. The reasons why athletes might take them and the ethical issues that causes.</i></p> <p><i>Why should we be resilient when things don't improve?</i></p> <p><i>Is it okay to take PEDS?</i></p>	<p><i>Revise for year 9 PPE</i></p> <p><i>Go through how to answer 9 mark questions and loner answer questions.</i></p> <p><i>Past papers to help understand what the examiner is looking for.</i></p>
<b>Threshold Concepts</b>	<p>Students must be able to name and locate the bones and joints.</p> <p>How Do joints work, what movements occur at joints.</p> <p>What are the functions of the skeleton.</p>	<p>Students must be able to name and locate the muscles.</p> <p>Students will also need to know the antagonistic pairs working together.</p>	<p>Students must be able to identify the different characteristics of blood vessels and blood content.</p> <p>Students also need to know how the heart works as a double pump system</p>	<p>Know the location of the key parts of the respiratory system.</p> <p>Know the mechanics of breathing.</p>	<p>Know the different types of injuries and fractures.</p> <p>Know the types of drugs and the effects they have being the reason why athletes use them.</p>	<p>To be able to complete the Year 9 PPE paper to the best of their ability.</p>

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<b>En dp oin ts</b>	<p>Understanding the names and locations of bones.</p> <p>Understanding the types of bones.</p> <p>Knowing the different joints and there movements.</p> <p>Understanding the differences between ligaments and tendons</p>	<p><i>Understanding the locations of the muscles.</i></p> <p><i>Understanding the responsibilities of each muscle and the movements it produces</i></p> <p><i>Knowing the differences between each type of muscle</i></p> <p><i>Knowing the differences between each muscle fibre type (type 1, 2a, 2x)</i></p>	<p><i>Understanding the main functions of the cardio vascular system.</i></p> <p><i>Understanding the different types of blood vessel</i></p> <p><i>Knowing the structure of the heart and how it functions</i></p> <p><i>Knowing the different parts of the blood and their roles.</i></p> <p><i>Knowing the 3 types of energy system used by an athlete and there key features</i></p>	<p><i>Understanding the main parts of the respiratory system and there locations</i></p> <p><i>Understanding the mechanisms of breathing.</i></p> <p><i>Knowing the compositions of air</i></p> <p><i>Understanding how gaseous exchange occurs.</i></p> <p><i>Understanding where energy sources come from</i></p> <p><i>Knowing the short term and long term effects of exercise.</i></p>	<p>Knowing the difference between acute and non acute, overuse injuries and the type of injuries that are common in sport. To know the injuries that happen to cones and joints, also the soft tissue injuries. How these can be reduced / prevented and treated.</p> <p><i>Understand the different types of PEDS and how they affect performance</i></p>	<p><i>Using revision and exam technique to best perform in the PPE.</i></p>
<b>As ses sm ent</b>	<p>30mins written assessment on the skeletal system</p>	<p>45 min written assessment on the musculoskeletal system</p>	<p>50mins test on the cv system and musculoskeletal system</p>	<p>60mins written assessment on the musculoskeletal system and cardiorespiratory system plus energy systems</p>	<p>End of unit assessment.</p>	<p>Written assessment 60mins.</p>

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		Year 10					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics		<p>Lever systems, planes and axes. How are these used by the performer?</p> <p>Which types of sports careers might look at these to analyse performance</p> <p>What sports from different parts of the world have different movements</p>	<p>Planning and conducting a PEP (coursework worth 10%)</p> <p>Theory – the components of fitness and how we measure them.</p> <p>Understand the different training methods eg. Continuous / fartlek / interval / weight/circuit etc.</p> <p>How Might these be used by a personal trainer?</p>	<p>Conducting the PEP</p> <p>6 week training program with session by session evaluation.</p>	<p>Writing PEP final evaluation and completing the PEP</p> <p>Revision for PPE exam (paper 1)</p> <p>PPE exam</p>	<p>Physical, emotional and social health, fitness and well being</p> <p>What different groups have there participation affected due to culture or background</p>	<p>Sport psychology</p> <p>The consequences of a sedentary lifestyle and diet.</p>
	Key skills and Concepts	<p>1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> class levers</p> <p>Frontal/vertical/sagittal axes</p> <p>Frontal/sagittal/transverse plane</p>	<p>Know the components of general fitness</p> <p>Know the different components of skill related fitness</p> <p>Understand the different fitness tests.</p> <p>How is physical training important for mental well-being?</p>	<p>Writing a scientific evaluation of the PEP giving in depth and insightful conclusions that are supported by data collected through the PEP</p>	<p>Revision techniques</p> <p>Work on answering long answers and 9 mark questions.</p>	<p>Be able to identify the Physical benefits that are gained by participating in sport –</p> <p>Social benefits – What social benefits are experienced by physical activity</p> <p>Emotional benefits – How do we benefit emotionally from sports activity</p> <p>Is it just physical health that improves through exercise</p>	<p>Classifying skills into groups (open/closed etc)</p> <p>Smart targets (Why are targets important and how do they effect our level of success and failure in the long run)</p> <p>Feedback types (how do we use verbal/non verbal/direct etc)</p> <p>How do we use targets in everyday life to improve us</p> <p>Physical factors</p> <p>Emotional factors</p> <p>Trends and statistics</p> <p>Components of a healthy lifestyle –</p> <p>fats/proteins/carbs/fibre/vitamins /minerals/water</p> <p>Macro/micronutrients</p> <p>How do we learn to plan a meal if we are on our own</p>

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<b>Th res hol d Co nce pts</b>	<p>Understand the lever systems, axes and planes and how they are executed in different sports through our movements. Be able to identify how they are used in set sporting situations</p> <p>Students must know the components for general fitness and skill related fitness and how to test for them</p> <p>Students must know the key information for each training method.</p>	<p>Students will understand the criteria and will have been given a contents tick list with some higher order questioning ques to help write the evaluation.</p>	<p>Students will have completed their PEPs and have an understanding of the unit and be able to produce revision material and perform to the best of their abilities in the exam.</p>	<p>three areas of well-being and how they impact the general public – How are these improved by sporting participation and can we identify the key terms for doing so.</p>	<p>Target setting and feedback. How are different feedback types used practically achieve different outcomes</p> <p><i>How would a coach use feedback to improve a performer</i></p> <p>components of a healthy diet – how are these included in a sportsperson diet and how does diet fluctuate depending on the type of sport that we participate in</p>	
<b>En dp oin ts</b>	<p><i>Students understand the three different classes of lever.</i></p> <p><i>Understand each of the 3 planes of movements</i></p> <p><i>Understand each of the three axes of movement</i></p> <p><i>Know the use of each type in sport</i></p>	<p>Understand the relationship between fitness and health</p> <p>Know the different components and how we test for fitness (5 components)</p> <p>Understand the different components and how we test for skill (6 components)</p> <p><i>Understand the principles of training.</i></p> <p><i>Know the different training methods and their impact on performance.</i></p> <p><i>Understand how to optimise training and avoid common injuries</i></p>	<p><i>Students write, conduct and evaluate there Personal exercise programme ready for moderation with external examiner.</i></p>	<p><i>Have a completed PEP and completed the end of unit test</i></p>	<p><i>Know the different benefits for health</i></p> <p><i>Know the different benefits for emotional well being</i></p> <p><i>Know the different benefits for social well-being.</i></p> <p><i>Lifestyle choices and there impact on health and well being</i></p>	<p><i>Be able to classify skills.</i></p> <p><i>Understand SMART targets and how they affect planning.</i></p> <p><i>Know how to give effective guidance and feedback to performers</i></p> <p>Understand the physical consequences of a sedentary lifestyle.</p> <p>Understand energy use and the sources of energy</p>
<b>As ses sm ent</b>	<p>Theory assessment – 60mins Including levers, planes and axes plus body systems and training</p> <p>Fitness test – assessment (practical)</p> <p>Fitness components and testing procedures theory exam (50mins)</p>	<p>Moderation of PEP coursework</p>	<p>PEP internally marked and theory assessment.</p>	<p>Theory assessment</p>	<p>Mini assessment</p>	

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Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<i>Socio-cultural influences on sports performance</i> <i>How does the media effect different cultural backgrounds with participation in sport</i>	<i>Revision – paper1</i>	<i>Revision – paper 1 plus practical preparation</i>	<i>Revision paper 2 – plus practical exam</i>		
<b>Key skills and Concepts</b>	<i>factors effecting participation – gender/socioeconomic/ethnicity/disability/influences commercialisation sportsmanship/gamesmanship</i>	<i>Body systems</i>	<i>Components of fitness</i> <i>Testing</i> <i>Types of training</i>  <i>Practical exam preparation</i>	<i>Sports psychology</i> <i>Diet</i> <i>Participation barriers and commercialisation</i>		
<b>Threshold Concepts</b>	Understanding the different group and the effects they have on sports participation. <i>Role of a sports development officer</i>		Know and revise paper 1 content	all		
<b>Endpoints</b>	<i>Naming all the groups</i> <i>Knowing the ways in which commercialisation and media can influence sports organisation</i>		<i>all</i>	<i>all</i>		
<b>Assessment</b>	PPE preparation	PPE – year 11	Mini assessment paper 1 and paper 2	PPE exam Practical exam		

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Careers

Cultural Capital

Inclusion and diversity