

Curriculum Mapping for GCSE Physical Education		
	Year 10	Year 11
Autumn 1	<p><b>Topic: Applied Anatomy &amp; Physiology</b> The structure and function of the Skeletal System</p> <p><b>Knowledge:</b> Location of major bones: - know the name and location of major bones. Functions of the skeleton: - understand the functions of the skeleton. Types of synovial joint: - know the definition and types of synovial joint. Types of movements at hinge joints and ball and socket joints: - know the types of movement at hinge and ball and socket joints. - know other components of joints.</p> <p><b>Skills:</b> Learners will know &amp; understand the names, locations and roles of all major bones in the body as well as the functions of the skeletal system allowing them to apply the knowledge practically to physical activity/sport. Learning the different types, names and locations of all the joints found in the human body as well as their functions in the skeletal system. Learners will then focus on being able to apply the knowledge practically to physical activity and sport.</p>	<p><b>Topic: Applied Anatomy &amp; Physiology</b> The structure and function of the Skeletal System &amp;The structure and function of the Muscular System</p> <p><b>Knowledge:</b> Location of major bones: - know the name and location of major bones. Functions of the skeleton: - understand the functions of the skeleton. Types of synovial joint: - know the definition and types of synovial joint. Types of movements at hinge joints and ball and socket joints: - know the types of movement at hinge and ball and socket joints. - know other components of joints. - know the location of major muscle groups. - know the roles of muscle in movement.</p> <p><b>Skills:</b> Learners will know &amp; understand the names, locations and roles of all major bones in the body as well as the functions of the skeletal system allowing them to apply the knowledge practically to physical activity/sport. Learning the different types, names and locations of all the joints found in the human body as well as their functions in the skeletal system. Learners will then focus on being able to apply the knowledge practically to physical activity and sport. Learners will know the location, names, and functions of the major muscle</p>

	<p><b>Objectives covered:</b>                  LO1 Know the key components of the musculoskeletal system and its main functions physiologically as well as the role it plays in sport.                  LO2 Understand and know the definition of the different types of joints found in the body as well as the types of movement associated with each. This includes knowing the roles that ligaments, cartilage and tendons play.</p>	<p>groups found in human anatomy. Learners will also be able to identify and practically apply the knowledge of the roles each part of the muscular system and the part it plays during physical activity and sport.</p> <p><b>Objectives covered:</b>                  LO1 Know the key components of the musculoskeletal system and its main functions physiologically as well as the role it plays in sport.                  LO2 Understand and know the definition of the different types of joints found in the body as well as the types of movement associated with each. This includes knowing the roles that ligaments, cartilage and tendons play.                  LO3 Know the key components of the musculoskeletal and cardio-respiratory systems, their functions and roles.</p>
<p>Cross curricular link:                  Equality and diversity, RS (E + D/RS) in blue                  British values in red                  Employability in orange                  PSHE/RSE/LGBTQ in pink                  English and Maths (E and M) in green</p>	<p>Differences between the Male/Female structures: Bone density &amp; LPHC                  Understanding scientific names for bones &amp; correct spelling</p>	<p>Differences between the Male/Female structures: Bone density &amp; LPHC                  British values in red                  Employability in orange                  PSHE/RSE/LGBTQ in pink                  Understanding scientific names for bones &amp; correct spelling                  Role gender plays in physical make up (hormones etc)                  Respecting physical differences                  Career paths available                  Understanding the different body types &amp; effects of exercise                  Association of scientific names of the muscles to abbreviations</p>

<p>Autumn 2</p>	<p><b>Topic: Applied Anatomy &amp; Physiology</b> The structure and function of the Muscular System</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- know the location of major muscle groups.</li> <li>- know the different relationships in the Muscular System and the roles that they play in movement</li> </ul> <p><b>Skills:</b> Learners will know the location, names, and functions of the major muscle groups found in human anatomy. Learners will also be able to identify and practically apply the knowledge of the roles each part of the muscular system plays during physical movement and sport.</p> <p><b>Objectives covered:</b> LO1 Know the key components of the muscular system and the ability to identify their functions and roles. LO2 Know &amp; understand how to practically apply the knowledge to sport performance.</p>	<p><b>Topic: Applied Anatomy &amp; Physiology</b> Movement analysis/ The cardiovascular &amp; respiratory systems/Effects of exercise on bodies energy systems</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- know the three classes of lever and their use in physical activity and sport.</li> <li>- know the definition of mechanical advantage.</li> <li>- know the location of planes of movement in the body and their application to physical activity and sport.</li> <li>- know the location of axes of rotation in the body and their application to physical activity and sport.</li> <li>- know the structure and function of the cardiovascular system.</li> <li>- know the structure and function of the respiratory system.</li> <li>- know aerobic and anaerobic exercise.</li> <li>- know &amp; understand the short-term effects of exercise.</li> <li>- know &amp; understand the long-term (training) effects of exercise.</li> </ul> <p><b>Skills:</b> Learners will be able to identify the different planes of motion present during physical activity and then practically apply the analysis to improve movement and overall sports performance. Learners will know and understand the role that the heart and lungs play during physical activity and be able to practically apply that knowledge to sport. Learners will be able to identify the different energy systems used during physical activity and apply them practically in order to improve overall health, fitness, as well as sports performance.</p>
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<p>Cross curricular link:                  Equality and diversity, RS (E + D/RS) in blue                  British values in red                  Employability in orange                  PSHE/RSE/LGBTQ in pink                  English and Maths (E and M) in green</p>	<p>Equality and diversity, RS (E + D/RS) in blue                  British values in red                  Career paths available                  Gender differences in tendon elasticity                  Ability to recognise definitions</p>	<p>Role gender plays in physical make up (hormones etc)                  Respecting physical differences                  Career paths available                  Diversity Understanding the different body types &amp; effects of exercise                  Association of scientific names of the muscles to abbreviations                  correct spelling &amp; pronunciation</p>
	<b>Year 10</b>	<b>Year 11</b>
Spring 1	<p><b>Topic: Applied Anatomy &amp; Physiology</b>                  Movement analysis</p> <p><b>Knowledge:</b>                  - know the three classes of lever and their use in physical activity and sport.                  - know the definition of mechanical advantage.</p>	<p><b>Topic: Physical Training</b>                  Components of fitness/ Applying the principles of training/                  Preventing injury in physical activity and training</p> <p><b>Knowledge:</b>                  -know the different components of fitness and their definitions:                  - Cardiovascular endurance / stamina</p>

	<ul style="list-style-type: none"> <li>- know the location of planes of movement in the body and their application to physical activity and sport.</li> <li>- know the location of axes of rotation in the body and their application to physical activity and sport.</li> </ul> <p><b>Skills:</b> Learners will be able to identify the different planes of motion present during physical activity and then practically apply the analysis to improve movement and overall sports performance.</p> <p><b>Objectives covered:</b> LO1 Know the classes of levers, their planes of motion, their axis of rotation, and their application to physical activity &amp; sport.</p>	<ul style="list-style-type: none"> <li>- Muscular endurance</li> <li>- Speed</li> <li>- Strength</li> <li>- Power</li> <li>- Flexibility</li> <li>- Agility</li> <li>- Balance</li> <li>- Co-ordination</li> <li>- Reaction time</li> </ul> <p>-know and understand the principals of training as well as their definitions. definitions of principles of training and be able to apply them to personal exercise/training programmes</p> <ul style="list-style-type: none"> <li>- specificity</li> <li>- overload</li> <li>- progression</li> <li>- reversibility</li> </ul> <p><b>Skills:</b> Learners will be asked to know the different components of fitness and how they apply to different sporting environments. Learners will also know how to apply the principals of training practically in order to improve physical performance &amp; health and fitness of the general population.</p> <p><b>Objectives covered:</b> LO1 Be able to apply practical examples where the component is particularly important in physical activity and sport. LO2 Understand and know suitable tests for the component, proper application of the tests as well as be able to collect data when both testing and training these components of fitness. LO3 Be able to apply the different principals of training appropriately to individual goals through personal exercise/training programmes.</p>
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<p>Cross curricular link:                  Equality and diversity, RS (E + D/RS) in blue                  British values in red                  Employability in orange                  PSHE/RSE/LGBTQ in pink                  English and Maths (E and M) in green</p>	<p>Role gender plays in physical make up                  Respecting physical differences                  Career options                  Understanding the different body types                  Association of scientific names of the muscles to abbreviations correct spelling &amp; pronunciation</p>	<p>Impact of exercise on different body types, physical limitations, disabilities and those with underlying health issues.                  Career options in Health &amp; Fitness                  Effects of legal &amp; illegal substances                  Impact of training on the Heart: Calculating HR zones, HRV</p>
<p>Spring 2</p>	<p><b>Topic: Applied Anatomy &amp; Physiology</b>                  The Cardiovascular and Respiratory systems</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- know the structure and function of the cardiovascular system.</li> <li>- know the structure and function of the respiratory system.</li> <li>- know aerobic and anaerobic exercise.</li> </ul> <p><b>Skills:</b>                  Learners will know and understand the role that the heart and lungs play during physical activity and be able to the practically apply that knowledge to sport.</p> <p><b>Objectives covered:</b>                  LO1 Know the key components of the musculoskeletal and cardio-respiratory systems, their functions and roles.</p>	<p><b>Topic: Socio Cultural Influences/Sports Psychology &amp; Nutrition</b>                  Engagement patterns of different social groups in physical activities/sport &amp; Commercialisation of sport and the media as well as understanding the effects of psychology &amp; nutrition on physical performance and mental/physical wellbeing.</p> <p><b>Knowledge:</b>                  The participation in physical activity and sport:</p> <ul style="list-style-type: none"> <li>- understand how different factors can affect participation</li> </ul> <p>Physical activity and sport in the UK:</p> <ul style="list-style-type: none"> <li>- be familiar with current trends in participation in physical activity and sport using different sources.</li> </ul> <p>Commercialisation of sport:</p> <ul style="list-style-type: none"> <li>- understand the influence of the media on the commercialisation of physical activity and sport, including:</li> <li>- different types of media</li> <li>- positive and negative effects of the media</li> <li>- positive and negative effects of sponsorship.</li> </ul>

		<ul style="list-style-type: none"> <li>- know and understand different types &amp; how to apply sport psychology strategies:</li> <li>-Goal setting</li> <li>- mental preparation</li> <li>- types of guidance</li> <li>- types of feedback</li> <li>Diet and nutrition:</li> <li>- know the definition and components of a balanced diet</li> <li>- understand the effect of diet and hydration on energy use in physical activity</li> </ul> <p><b>Skills:</b> Learners will be able to understand the perception of sports in the media and how it has been used commercially by companies to promote &amp; influence the general population. Learners will also be able to spot the growing trends in sports participation and have the knowledge to apply different strategies to increase popularity. Learners will be able to apply psychological strategies in practical situations to help improve both mental health and sports performance along with the benefits that having a healthy diet have on an athletes performance, making changes to our body composition (muscle &amp; fat percentages).</p> <p><b>Objectives covered:</b> LO 1 Understand the issues which affect participation in sport LO 2 Know about the role of national governing bodies in sport and be familiar with the current trends as they relation to participation. LO3 Know how sport is covered across the media LO4 Understand positive &amp; negative effects that the media can have on sport. LO5 Know how motivation can affect sports performance and be able to apply sport psychology strategies to enhance sports performance.</p>
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		LO6 Know about the nutrients needed for a healthy, balanced diet and understand the importance of nutrition in sport.
Cross curricular link: Equality and diversity, RS (E + D/RS) in blue British values in red Employability in orange PSHE/RSE/LGBTQ in pink English and Maths (E and M) in green	Equality and diversity, RS (E + D/RS) in blue British values in red Employability in orange PSHE/RSE/LGBTQ in pink English and Maths (E and M) in green	Portrayal of equality in the media & the coverage of sport Diversity in sport, Human Rights, Religion, Dietary choices Careers available in the sport industries Presence of LGBTQ+ in professional sport & the media Mental Health awareness & impact Calculating calories, portion size & impact on physical performance.
	<b>Year 10</b>	<b>Year 11</b>
Summer 1	<p><b>Topic: Applied Anatomy &amp; Physiology</b> Effects of exercise on bodies energy systems</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- understand the short-term effects of exercise</li> <li>- understand the long-term (training) effects of exercise</li> <li>- know all the components of fitness</li> <li>- know definitions of all the components of fitness</li> </ul> <p><b>Skills:</b> Learners will be able to identify the different energy systems used during physical activity and apply them practically in order to improve overall health, fitness, as well as sports performance.</p>	<p><b>Topic: Course Revision</b></p> <p><b>Knowledge:</b> Complete revision of all major topics: Anatomy &amp; Physiology Physical Training Sports Psychology Socio-Cultural Influences Health &amp; Nutrition Completion of all NEA and practical assessments.</p> <p><b>Skills:</b> Learners will partake in mock examinations which will be delivered in smaller sections to allow for higher knowledge retention. Once a</p>

	<p><b>Objectives covered:</b>                  LO3 Be able to assess the short-term effects of physical activity on the musculoskeletal/cardio-respiratory systems and apply them to specific sport.                  LO4 Be able to assess the long-term effects of physical activity on the musculoskeletal/cardio-respiratory systems and apply them to specific sport.</p>	<p>section is completed, they will self-evaluate their assignments to increase their level of engagement.</p> <p><b>Objectives covered:</b>                  Know and understand the course material leading into their examinations and practical assessments.</p>
<p>Cross curricular link:                  Equality and diversity, RS (E + D/RS) in blue                  British values in red                  Employability in orange                  PSHE/RSE/LGBTQ in pink                  English and Maths (E and M) in green</p>	<p>Impact of exercise on difference physical body types                  Respecting Individual rights (Right of Choice etc)                  Career options                  Effects of legal &amp; illegal substances                  Impact of training on the Heart: Calculating HR zones, HRV</p>	<p>Equality and diversity, RS (E + D/RS) in blue                  British values in red                  Employability in orange                  PSHE/RSE/LGBTQ in pink                  English and Maths (E and M) in green</p>
<p>Summer 2</p>	<p><b>Topic: Applied Anatomy &amp; Physiology</b></p> <p><b>Knowledge:</b>                  Complete revision of all major topics covered during Anatomy &amp; Physiology section:                  Skeletal System                  Muscular System                  Movement Analysis</p>	<p><b>Year 11 leave at end of May</b></p>

	<p>Cardiovascular System Respiratory System Effects of exercise on the body</p> <p><b>Skills:</b> Learners will partake in revision tasks/mock tests which will be delivered in smaller sections to allow for higher knowledge retention. Once a section is completed, they will self-evaluate their assignments to increase their level of engagement.</p> <p><b>Objectives covered:</b> Know and understand the course material covered &amp; gaining increased levels of evidence.</p>	
<p>Cross curricular link: Equality and diversity, RS (E + D/RS) in blue British values in red Employability in orange PSHE/RSE/LGBTQ in pink English and Maths (E and M) in green</p>	<p>Equality and diversity, RS (E + D/RS) in blue British values in red Employability in orange PSHE/RSE/LGBTQ in pink English and Maths (E and M) in green</p>	

<p><b>Content Overview 1:</b></p> <p><b>J587/01 Physical factors affecting performance</b> This component will assess:</p> <p>1.1 Applied anatomy and physiology 1.2 Physical training</p>	<p><b>Assessment 1:</b></p> <p><b>Written paper: 1 hour 30% of total GCSE (9–1) 60 marks</b> This paper consists of a mixture of objective response and multiple-choice questions, short answers and extended response items. MAY/JUNE 2022</p>
<p><b>Content Overview 2:</b></p> <p><b>J587/02 Socio-cultural issues and sports psychology</b> This component will assess:</p> <p>2.1 Socio-cultural influences 2.2 Sports psychology 2.3 Health, fitness and well-being.</p>	<p><b>Assessment 2:</b></p> <p><b>Written paper: 1 hour 30% of total GCSE (9–1) 60 marks</b> This paper consists of a mixture of objective response and multiple-choice questions, short answers and extended response items. MAY/JUNE 2022</p>
<p><b>Content Overview 3:</b></p> <p><b>J587/04 Practical Performances</b> This component will assess:</p>	<p><b>Assessment 3:</b></p> <p><b>Non-exam assessment (NEA) 30% of total GCSE (9–1) 60 marks</b> This NEA will consist of three activities, including at least one ‘team’ and at least one ‘individual’ sport from the approved activity lists, all performed in competitive situations.</p>

<p>Core and advanced skills in three activities taken from the approved lists:</p> <ul style="list-style-type: none"> <li>-one from the 'individual' list</li> <li>-one from the 'team' list</li> <li>-one other from either list.</li> </ul>	
<p><b>Content Overview 4:</b></p> <p><b>J587/05 Analysis and Evaluation of Performance</b>          This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.</p>	<p><b>Assessment 4:</b></p> <p><b>Non-exam assessment (NEA) 10% of total GCSE (9–1) 20 marks</b>          This NEA will consist of a written task that must be produced under controlled conditions.</p>