



KS4 Curriculum Content

GCSE PE

Year 10	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
Topic	<p>1.3.1: The relationship between Health and Fitness and the role that exercise plays in both</p> <p>1.3.2: The components of fitness</p>	<p>1.3.3: The principles of training</p> <p>1.3.5: How to optimise and prevent injury</p> <p>1.3.6: Effective use of warm up and cool down</p>	<p>1.1.1 The structure and functions of the Musculo-skeletal System</p> <p>1.1.2 The structure and functions of the Cardio Respiratory System</p>
Vocabulary Links	<p>Health Fitness Exercise Performance</p> <p>agility balance cardiovascular endurance coordination flexibility muscular endurance explosive strength reaction time strength Illinois agility speed</p>	<p>specificity frequency intensity time type individual needs progressive overload</p>	<p>cranium vertebrae scapula humerus sternum femur tibia fibula cartilage ligaments hinge joint ball and socket joint patella capillaries arteries veins atria ventricles systole diastole oxygenated deoxygenated cardiac output aorta</p>
Edexcel Assessment Objectives	<p>Definitions of fitness, health, exercise and performance and the relationship between them</p> <p>Components of fitness and 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> <p>Fitness tests: the value of fitness testing, the purpose of specific fitness tests, the test</p>	<p>Planning training using the principles of training: 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% calculated using simplified Karvonen formula i.e. $(220 - \text{your age}) = \text{MaxHR}$; $(\text{MaxHR}) \times (60\% \text{ to } 80\%) = \text{aerobic training zone}$; $(\text{MaxHR}) \times (80\% \text{ to } 90\%) = \text{anaerobic training zone}$)</p> <p>Factors to consider when deciding the most appropriate training methods and training intensities for different</p>	<p>The functions of the skeleton applied to performance in physical activities and sports: protection of vital organs, muscle attachment, joints for movement, platelets, red and white blood cell production, storage of calcium and phosphorus</p> <p>Classification of bones: long (leverage), short (weight bearing), flat (protection, broad surface for muscle attachment), irregular (protection and muscle attachment) applied to performance in physical activities and sports</p> <p>Structure: cranium, clavicle, scapula, five regions of the vertebral column (cervical, thoracic, lumbar, sacrum,</p>

<p>protocols, the selection of the appropriate fitness test for components of fitness and the rationale for selection</p> <p>Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables</p> <p>Fitness tests for specific components of fitness: cardiovascular fitness – Cooper 12 minute tests (run, swim), Harvard Step Test, agility – Illinois agility run test, strength – grip dynamometer, muscular endurance – oneminute sit-up, one-minute press-up, speed – 30m sprint, power – vertical jump, flexibility – sit and reach</p>	<p>physical activities and sports (fitness/sport requirements, facilities available, current level of fitness)</p> <p>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> <p>The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ</p> <p>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</p> <p>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)</p> <p>RICE (rest, ice, compression, elevation)</p> <p>Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones (GH)), stimulants, blood doping</p> <p>The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport</p> <p>Phases of a warm-up and their significance in preparation for physical activity and sport</p> <p>Activities included in warm-ups and cool downs</p>	<p>coccyx), ribs, sternum, humerus, radius, ulna, carpals, metacarpals, phalanges (in the hand), pelvis, femur, patella, tibia, fibula, tarsals, metatarsals, phalanges (in the foot), and their classification and use applied to performance in physical activities and sports</p> <p>Classification of joints: pivot (neck – atlas and axis), hinge (elbow, knee and ankle), ball and socket (hip and shoulder), condyloid (wrist), and their impact on the range of possible movements</p> <p>Movement possibilities at joints dependant on joint classification: flexion, extension, adduction, abduction, rotation, circumduction, plantar-flexion, dorsi-flexion and examples of physical activity and sporting skills and techniques that utilise these movements in different sporting contexts</p> <p>The role of ligaments and tendons, and their relevance to participation in physical activity and sport</p> <p>Classification and characteristics of muscle types: voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscle forming the heart, and their roles when participating in physical activity and sport</p> <p>Location and role of the voluntary muscular system to work with the skeleton to bring about specific movement during physical activity and sport, and the specific function of each muscle (deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior)</p> <p>Antagonistic pairs of muscles (agonist and antagonist) to create opposing movement at joints to allow physical activities (e.g. gastrocnemius and tibialis anterior acting at the ankle -plantar flexion to dorsi flexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and hip flexors and gluteus maximus acting at the hip – all flexion to extension)</p> <p>Characteristics of fast and slow twitch muscle fibre types (type I, type IIa and type IIx) and how this impacts on their use in physical activities</p> <p>How the skeletal and muscular systems work together to allow participation in physical activity and sport</p>
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Assessment	End of Units Topic Test	End of Units Topic Test	End of Units Topic Test
Year 10	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
Topic	1.1.3 Anaerobic and Aerobic Exercise	2.2.1 Classification of skills	UNIT 4 Personal Exercise Programme

	<p>1.1. 4 The short and long term effects of exercise</p> <p>1.3.4 The long term effects of exercise on the body systems</p>	<p>2.2.2 The use of goal setting and SMART goals to improve and optimise performance</p> <p>2.2.3 Guidance and feedback on performance</p>	
Vocabulary Links	<p>intercostal</p> <p>inspiration</p> <p>expiration</p> <p>aerobic</p> <p>anaerobic</p> <p>lactic acid</p> <p>trachea</p> <p>alveoli</p>	<p>basic skill</p> <p>complex skill</p> <p>open skill</p> <p>closed skill</p> <p>gross skill</p> <p>fine skill</p>	<p>circuit training</p> <p>weight training</p> <p>heart rate</p> <p>continuous training</p> <p>interval training</p>
Edexcel Assessment Objectives	<p>Energy: the use of glucose and oxygen to release energy aerobically with the production of carbon dioxide and water, the impact of insufficient oxygen on energy release, the by-product of anaerobic respiration (lactic acid)</p> <p>Energy sources: fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity</p> <p>Short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer</p> <p>Short-term effects of physical activity and sport on heart rate, stroke volume and cardiac output, and the importance of this to the player/performer</p> <p>Short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer</p> <p>How the respiratory and cardiovascular systems work together to allow participation in, and recovery from, physical activity and sport: oxygen intake into lungs, transfer to blood and transport to muscles, and removal of carbon dioxide</p> <p>Long-term effects of aerobic and anaerobic training and exercise and the benefits to the muscular-skeletal and cardio-respiratory systems and performance</p> <p>Long-term training effects and benefits: for performance of the muscular-skeletal system:</p>	<p>Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua</p> <p>Practice structures: massed, distributed, fixed and variable</p> <p>Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills</p> <p>The use of goal setting to improve and/or optimise performance</p> <p>Principles of SMART targets (specific, measurable, achievable, realistic, time-bound) and the value of each principle in improving and/or optimising performance</p> <p>Setting and reviewing targets to improve and/or optimise performance</p> <p>Types of guidance to optimise performance: visual, verbal, manual and mechanical</p> <p>Advantages and disadvantages of each type of guidance and its appropriateness in a variety of sporting contexts when used with performers of different skill levels</p> <p>Types of feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal</p> <p>Interpretation and analysis of graphical representation of data associated with feedback on performance</p>	<p>The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity. Students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period, and can relate to any physical activity of their choice from the activities list given in Component 3: Practical Performance.</p>

	<p>increased bone density, increased strength of ligaments and tendons, muscle hypertrophy, the importance of rest for adaptations to take place, and time to recover before the next training session</p> <p>Long-term training effects and benefits: for performance of the cardio-respiratory system: 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>	Mental preparation for performance: warm up, mental rehearsal	
Assessment	End of Units Topic Test	End of Units Topic Test	Full Paper 1 Mock Exam Coursework assessment
Year 11	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
Topic	<p>1.2.2: Planes and axes of movement</p> <p>1.2.1 Lever Systems and Sporting movements</p>	<p>2.1.1 Physical, emotional and social health, fitness and wellbeing</p> <p>2.2.1 The consequences of a sedentary lifestyle</p> <p>2.1.3 Energy use, diet, nutrition and hydration</p>	<p>2.3.1 Engagement patterns of different social groups in physical activity and sport</p> <p>2.3.2 Commercialisation of physical activity and sport</p> <p>2.3.3 Ethical and social-cultural issues in physical activity and sport</p>
Vocabulary Links	<p>Frontal Plane</p> <p>Vertical Plane</p> <p>Transverse Plane</p> <p>1st Class Lever</p> <p>2nd Class Lever</p> <p>3rd Class Lever</p>	<p>vitamins</p> <p>minerals</p> <p>dehydration</p> <p>carbohydrate</p> <p>protein</p> <p>fibre</p> <p>fat</p> <p>sedentary</p> <p>diabetes</p> <p>self-esteem</p> <p>obesity</p>	<p>Participation Rates</p> <p>Graphical Data</p> <p>Media</p> <p>Sportsmanship</p> <p>Gamesmanship</p>
Edexcel Assessment Objectives	<p>First, second and third class levers and their use in physical activity and sport</p> <p>Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the body's lever systems and the impact on sporting performance</p>	<p>Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved</p> <p>Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved</p>	<p>Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: gender, age, socio-economic group, ethnicity, disability</p> <p>Interpretation and analysis of graphical representation of data associated with trends in participation rates</p>

	<p>Movement patterns using body planes and axes: sagittal, frontal and transverse plane and frontal, sagittal, vertical axes applied to physical activities and sporting actions</p> <p>Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults</p> <p>Movement in the frontal plane about the sagittal axis when performing cartwheels</p> <p>Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining</p>	<p>Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved</p> <p>Impact of fitness on well-being: positive and negative health effects</p> <p>How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual</p> <p>Lifestyle choices in relation to: diet, activity level, work/rest/sleep balance, and recreational drugs (alcohol, nicotine)</p> <p>Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)</p> <p>A sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness</p> <p>Interpretation and analysis of graphical representation of data associated with trends in physical health issues</p> <p>The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport</p> <p>The role and importance of macronutrients (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes</p> <p>The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports</p> <p>The factors affecting optimum weight: sex, height, bone structure and muscle girth</p>	<p>The relationship between commercialisation, the media and physical activity and sport</p> <p>The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator</p> <p>Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport</p> <p>The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level</p> <p>Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport</p>
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Assessment	End of Units Topic Test	Full Paper 1 Mock Exam Partial Paper 2 Mock Exam	End of Units Topic Test
Year 11	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
Topic	Practical Moderation Preparation	Exam technique and topic revision	Exam technique and topic revision
Vocabulary Links			
Edexcel Assessment Objectives	Practical Lessons: Scoring resits: Video Evidence:	Revision strategies Mini Tests Passed Papers Topic Tests	Revision strategies Mini Tests Passed Papers Topic Tests
Assessment	Full Paper 1 Mock Exam Full Paper 2 Mock Exam		