


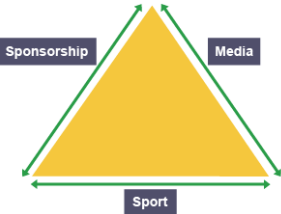
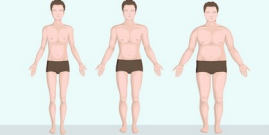





# Year 10 Physical Education GCSE Curriculum



Term	Curriculum content
<b>Michaelmas 1</b> 	<p><b>Physical Training:</b></p> <ul style="list-style-type: none"> <li>• How qualitative and quantitative data can be gained and used when fitness testing.</li> <li>• The principles of training and overload and how they can be applied to training programmes.</li> <li>• The varying training types and the advantages and disadvantages of using them.</li> <li>• How training can be structured into seasons.</li> <li>• The reasons for warming-up and cooling down.</li> </ul>
<b>Michaelmas 2</b> 	<p><b>Sports Psychology:</b></p> <ul style="list-style-type: none"> <li>• Learn the classification of skills (basic to complex, open to closed, self-paced to externally-paced and gross to fine).</li> <li>• Understand goal setting with relation to SMART target setting.</li> <li>• Understand the basic model of information processing (input, decision making, output and feedback).</li> <li>• Understand the different types of guidance (visual, verbal, manual, mechanical).</li> <li>• Understand the different types of feedback (positive, negative, intrinsic, extrinsic, knowledge of results/performance).</li> </ul>
<b>Lent 1</b> 	<p><b>Sports Psychology:</b></p> <ul style="list-style-type: none"> <li>• Learn about linking arousal to sports. With research into the inverted U theory of arousal.</li> <li>• Learning about linking aggression to sports (direct and indirect).</li> <li>• Understanding the difference between introvert and extrovert personalities linked to sports.</li> <li>• Understanding different types of motivation (intrinsic and extrinsic).</li> </ul> <p><b>Socio-cultural influences:</b></p> <ul style="list-style-type: none"> <li>• Understand the engagement patterns of different social groups.</li> <li>• Understand the factors affecting participation.</li> </ul>
<b>Lent 2</b> 	<p><b>Commercialisation of physical activity and sport:</b></p> <ul style="list-style-type: none"> <li>• Understand the idea of commercialization and the relationship between sport, sponsorship and the media.</li> <li>• Understand the positive and negative impacts of sponsorship and the media.</li> <li>• Understand the positive and negative impacts of technology.</li> </ul> <p><b>Ethical issues:</b></p> <ul style="list-style-type: none"> <li>• Understand how the conduct of performers may vary.</li> <li>• Understand the different prohibited substances and the methods that certain types of performers may use.</li> <li>• Understand the positive and negative effects of spectators at events.</li> </ul>
<b>Trinity 1</b> 	<p><b>Health and Fitness:</b></p> <ul style="list-style-type: none"> <li>• Linking participation in physical activity, exercise and sport to fitness, health and well-being.</li> <li>• How exercise can suit the varying needs of different people.</li> <li>• The consequences of sedentary lifestyle.</li> <li>• Obesity and how it may affect performance in physical activity and sport.</li> <li>• The most suitable body type (somatotypes) for particular sports (or positions within a sport).</li> <li>• How energy is gained from food and used.</li> </ul>
<b>Trinity 2</b> 	<p><b>Health and Fitness:</b></p> <ul style="list-style-type: none"> <li>• Reasons for having a balanced diet.</li> <li>• The role of carbohydrates, fat, protein, vitamins and minerals.</li> <li>• Reasons for maintaining water balance.</li> </ul> <p><b>Use of data:</b></p> <ul style="list-style-type: none"> <li>• Understanding the use of data. Showing an understanding of the types of data, how it is collected, how it is presented and how to analyse it.</li> </ul> <p><b>NEA (Non-examined assessment):</b></p> <ul style="list-style-type: none"> <li>• Pupils will begin their coursework which is based off their strengths or weaknesses from their chosen sport.</li> </ul>