

Teaching and Learning Content: GCSE Physical Education

Year Group: 10

Autumn Term

Key Questions: (A list of key questions)

Explain the links between health/skill related exercise and sports performance
How does the pursuit of a Healthy lifestyle impact on an individual's quality of life?

Students will: (A short description of outcomes)

- That, although they can be looked at separately, body systems do not work in isolation and that good physical and mental health depends on the interaction of all these body systems during exercise and physical activity. This will inform students' own practical performance and general wellbeing.
- About the impact of physical activity and exercise on the cardiovascular, respiratory, muscular and skeletal systems (over the short and long term), and also how lifestyle choices (such as exercise, diet, rest and drugs) affect those systems, fitness levels and the mind and body in general.
- How a lifestyle that contributes positively to physical, mental and social wellbeing, and which includes regular exercise and physical activity in conjunction, is what makes a healthy, active lifestyle.

Students will learn about:

- The relationship between health-related exercise and performance in physical activity, and how an individual's skill-related fitness can be affected by health-related exercise.
- How performance in physical activity is linked to skill-related fitness.
- How exercise can achieve desired effects on health, fitness and performance, and how rest and physical activity in combination contribute to a healthy lifestyle. They will develop this theme further by planning the targeted selection of physical activity in order to maximise its effects. This should give students the knowledge and understanding to plan their own sustainable involvement in physical activity.

- The importance of diet, work and rest in relation to physical activity.

Spring Term

Key Questions:

- How does an understanding of the key principles of training inform the planning of appropriate training programmes?
- What are the factors that can influence an individual's performance in diagnostic fitness tests?

Students will:

- Understand the link between exercise, diet, work and rest, and their influence on personal health and wellbeing.
- Explain the requirements of a balanced diet.
- Explain the importance, and use, of macro nutrients (carbohydrates, fats and protein), micro nutrients (minerals and vitamins), water and fibre for personal health and wellbeing, and maintaining a healthy, active lifestyle.
- Explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise.

Students will learn about:

- Assess personal readiness (PAR-Q).
- Assess fitness levels for use in an exercise programme (tests for health-related exercise: Cooper's 12-minute run test, hand grip strength test, sit and reach flexibility test, Harvard Step Test, treadmill test; tests for skill-related fitness: Illinois Agility Run test, standing stork test, Sergeant Jump test, standing broad jump, ruler drop test, 30-metre sprint, three ball juggle).
- Describe, explain and apply the principles of training:
 - progressive overload
 - specificity
 - individual differences/needs
 - rest and recovery
- Explain the components of the FITT principle (Frequency, Intensity, Time and Type), noting overlap with other principles of training, and how application of this principle can lead to improved competence and performance.

- Explain the term 'reversibility', why it might occur and its impact on performance.
- Explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity.
- Describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets.
- Describe the following methods of training:
 - interval
 - continuous
 - Fartlek
 - circuit
 - weight
 - cross

Summer term

Key Questions:

- What is the contract to compete?
- What are the factors that can affect an official's decision making process?

Students will:

- Understand the role(s) of leaders in selected physical activities.
- Understand, and be able to apply, principles relating to fair play in selected physical activities.
- Demonstrate effective leadership skills in selected physical activities (under supervision of a qualified/appropriate individual where appropriate), including:
 - taking responsibility for the training and preparation, of an individual/team, for competitive situations in a selected physical activity.
 - supporting players/participants in the performance of a physical activity with due consideration to health and safety issues.

Students will learn about:

- Understanding the role(s) of officials in selected physical activities.
- Know, and be able to apply, the rules/regulations of selected physical activities.
- Understand, and be able to apply, principles relating to fair play in selected physical activities.
- Demonstrate effective, and suitable, officiating skills in selected physical activities (under supervision of a qualified/suitable individual where appropriate), including controlling a competitive situation or managing an event.

Suggested resources to support your child's learning:

www.edexcel/exam_wizard.co.uk

www.bcbitesize/physicaleducation.co.uk

www.brianmac.co.uk