

PE GCSE Curriculum Map



YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 	Theory 1.1a The Structure & Functions of the Skeletal System Bones/ functions/ joints & movement/ synovial joints 1.1b The Structure & Functions of the Muscular System Muscles/ antagonistic pairs	Theory 1.2.b. Applying the principles of training SPOR/ FITT 2.2 Sports Psychology Characteristics of skill/ goal setting/ mental preparation/ guidance	Theory 1.1.d. The cardiovascular and respiratory systems Blood vessels/ the heart/ pathway of air/ breathing/ anaerobic & aerobic respiration	Theory 2.1.b. Commercialisation of physical activity and sport Media/ golden triangle/ types of sponsorship/ effects of sponsorship	Theory 2.2.a. Engagement patterns of different social groups in physical activities and sports Participation rates/ social groups/ factors affecting participation/ strategies to improve participation	Theory 1.1.c. Movement analysis Levers/ mechanical advantage/ planes of movement/ axis of rotation/ planes & axis combined
	Practical 1.2a Components of Fitness 2d.4 Basketball 2d.19 Netball	Practical 1.2b Methods of Training 2d.3 Badminton 2d.29 Table Tennis	Practical 2c.1 Assessment of Analysing and Evaluating Performance (AEP) Coursework	Practical 1.1e Effects of Exercise on Body Systems 2d.13 Handball 2d.2 Football	Practical 2e.17 Trampolining 2d.23 Rugby	Practical 2e.2 Athletics
Year 11 	Theory 2.3 Health, fitness, and well-being Physical, emotional & social benefits of regular exercise/ a sedentary lifestyle/ diet 2.1.c. Ethical and socio-cultural issues in physical activity and sport Sportsmanship, gamesmanship & deviance/ drugs in sport/ violence in sport	Theory Revision/Exam Practice Booklets Topics 1.1a The Structure & Functions of the Skeletal System 1.1b The Structure & Functions of the Muscular System 1.1.c. Movement analysis 1.2.b. Applying the principles of training	Theory Revision/Exam Practice Booklets Topics 1.1.d. The cardiovascular and respiratory systems 2.1.b. Commercialisation of physical activity and sport 2.2.a. Engagement patterns of different social groups in physical activities and sports 2.3 Health, fitness and well-being 2.1.c. Ethical and socio-cultural issues in physical activity and sport	Theory Revision/Exam Practice Source Booklets Topics Usain Bolt - Components of fitness Jessica Ennis-Hill - The short- & long-term effects of exercise Neymar Jnr - Sports psychology Lewis Hamilton - Sponsorship	Theory Revision/Exam Practice Source Booklets Topics Serena Guthrie - Hazards & risk in sport Maro Itoe - Health, fitness & wellbeing Roger Federer - ethical & cultural issues Nicola Adams - Engagement patterns	Theory Play Booklets and Walking Talking Mocks to prepare students for final exams 
	Practical 2d.4 Basketball and 2d.19 Netball	Practical 2d.3 Badminton 2d.29 Table Tennis	Practical 2e.17 Trampolining and 2d.13 Handball	Videoed Practical Moderation	Final Play Booklets and Walking Talking Mocks	Exams

Core Values

Character

Physical education can promote the holistic development of students, helping them to become better versions of themselves by emphasising moral traits such as respect and fairness. Within our heart assessment students will be encouraged to promote sportsmanship and fair play, students will develop good habits that will bring out the best in each other both inside and outside of sport and physical activity.

Competence

Through our hands and head assessment students will be developing their competence within physical education, which will improve confidence and provide students with the skills and knowledge to lead physically active lives. Physical education will ensure students aspire and take the next steps in their education and personal challenges.

Community

Through teamwork and opportunities to build character, physical education can foster a sense of belonging amongst students. Students learn how to work collaboratively in physical education, which is embedded within the heart assessment, developing leadership skills and helping students to create meaningful relationships and contribute to a positive community culture. Students will understand the pathways within community sport promoting lifelong physical activity. Through sport, students will recognise social and physical barriers to sport within their community and wider topical issues, modelling the nine habits.