



KESTEVEN AND SLEAFORD HIGH SCHOOL

Physical Education Scheme of Learning

Year 10 GCSE Term 5

Intent – Rationale

Students develop their understanding and their ability to apply this to examination questions. Reinforcing key aspects of Paper 1 content and developing knowledge so students are able to apply with examples more effectively. Students will also undertake a full paper 1 as part of their Year 10 assessment week which will give them the opportunity to demonstrate their ability to respond effectively to the range of questions posed in the paper. The NEA work will be introduced; this will outline the expectations of the work and the steps students will undertake to complete it. They will begin to work through this independent work following the step by step process shared with them.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Year 10 content to date including body systems, exercise and it's effects, movement analysis and physical training.	<ul style="list-style-type: none"> • Preparation for examinations • NEA marks are included in practical component of the course, worth 40% overall
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
•	<ul style="list-style-type: none"> • SO • GB4 a, e & f
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Please fill this in with your own suggestions alternatively the LRC team will provide some suggested titles/links 	<ul style="list-style-type: none"> • Consideration of percentages, ranges, data analysis



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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;">Know</p> <p>Know the definitions of key terminology in body systems. Know the definitions of key terminology of exercise and the effects. Know the definitions of key terminology in movement analysis. Know the definitions of key terminology of physical training. Know where strengths and weaknesses lie in knowledge of topics and types of questions. Know the outline expected of the NEA work. Be able to identify the key skills and fitness components needed in your sport. Know the fitness strength of the performer and identify moments in performance where this strength is seen.</p> <p style="text-align: center;">Apply</p> <p>Be able to use knowledge to develop responses on body systems. Be able to use knowledge to develop responses on exercise and the effects. Be able to use knowledge to develop responses on movement analysis. Be able to use knowledge to develop responses on physical training. Know the skill strength of the performer and breakdown the skill into movement phases. Identify strengths and weaknesses of your performer and understand where marks are awarded for analysis of performance. Apply understanding of movement analysis to the movement phases of the skill strength. Develop explanation of fitness strength and how it improves performance using examples from competition.</p> <p style="text-align: center;">Extend</p> <p>Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of body systems. Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of exercise and the effects. Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of movement analysis. Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of physical training. Evaluate own performance, set learning goals as a result of Year 10 Assessment.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p>Language for learning See SOL for terms 1-4</p>	<ul style="list-style-type: none"> • Q&A to assess student understanding • Low stake quizzes & Kahoots • Use of examination questions and mark schemes • Year 10 Assessment week test

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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
NEA Introduction	Know the outline expected of the NEA work. Be able to identify the key skills and fitness components needed in your sport	Identify strengths and weaknesses of your performer and understand where marks are awarded for analysis of performance	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Performance Analysis
NEA – Section 1	Know the skill strength of the performer and breakdown the skill into movement phases	Apply understanding of movement analysis to the movement phases of the skill strength	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Performance Analysis
NEA – Section 1	Know the fitness strength of the performer and identify moments in performance where this strength is seen	Develop explanation of fitness strength and how it improves performance using examples from competition.	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Performance Analysis
NEA – Section 1	Know the skill weakness of the performer and breakdown the skill into movement phases	Apply understanding of movement analysis to the movement phases of the skill weakness	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Performance Analysis
NEA – Section 1	Know the fitness weakness of the performer and identify moments in performance where this strength is seen	Develop explanation of fitness weakness and how it improves performance using examples from competition.	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Performance Analysis
Paper 1 Revision – Body Systems	Know the definitions of key terminology and be able to use knowledge to develop responses on body systems	Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of body systems	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
Paper 1 Revision – Exercise and the effects	Know the definitions of key terminology and be able to use knowledge to develop responses on exercise and the effects	Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of exercise and the effects	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
Paper 1 Revision – Movement Analysis	Know the definitions of key terminology and be able to use knowledge to develop responses on movement analysis	Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of movement analysis	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
Paper 1 Revision – Physical Training	Know the definitions of key terminology and be able to use knowledge to develop responses on physical training	Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of physical training	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
Examination Reflection	Know where strengths and weaknesses lie in knowledge of topics and types of questions	Evaluate own performance, set learning goals as a result of Year 10 Assessment.	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision