



Year 10 GCSE Physical Education

Curriculum Leader: Mrs Claire Pharaoh

Exam Board: OCR

The PE Department have high expectations and aspirations for all of their students. Our aim is that every student at The Gilberd School will commit to fulfilling their potential through a broad spectrum of skills alongside knowledge and understanding of the importance of a healthy, active and balanced lifestyle. Our students will foster resilience and creativity experiencing different areas of activity through which we aim to empower students to show integrity, make wise choices, meet challenges, exhibit positive behaviours and demonstrate compassion by showing respect for others and developing interpersonal skills. We believe that positive participation in physical education will leave students with the ambition to succeed in all aspects of their school life and beyond, and ultimately facilitate lifelong participation in physical activity and sport.

We offer a wide range of sports and activities through our extra-curricular programme which is available to all students, throughout the year, on a competitive and social basis. Those wishing to compete have the opportunity to represent the school at local, regional and national events in various different activities.

Topics to be covered in Year 10

	Term 1	Term 2	Term 3
Topics to be covered	Paper 1	<i>1.1d Cardiovascular System/ Respiratory, 1.1e Effects of exercise on the Body System</i>	<i>1.2a Components of fitness, 1.2b Applying the principles of training, 1.2c Preventing injury 2.2 Sports Psychology</i>
Key Vocabulary	Cranium, vertebrae, ribs, sternum, clavicle, scapula, humerus, ulna, radius, carpels, metacarpals, phalanges, femur, patella, tibia, fibula, tarsals, metatarsals, support, posture, protection, movement, blood cell production, storage of minerals, synovial joint, articulating bones, hinge joint, ball and socket, flexion, extension, rotation, circumduction, adduction, abduction, ligament, tendon and cartilage. Agonist, Antagonist, Antagonistic Muscle Action, Articulating bones, Axes of Rotation, Extension, Flexion, Fixator, Frontal axis of rotation, Frontal plane, Levers, Ligament, Longitudinal axis of rotation, Sagittal plane, Transverse axis of rotation. Abduction, Adduction, Articulating bones, Cartilage, Circumduction.	Arteries, capillaries, veins, atria, ventricles, bicuspid, tricuspid, semi lunar, septum, aorta, pulmonary artery, vena cava. Pulmonary vein, heart rate, stroke volume, cardiac output, mouth, nose, trachea, bronchi, bronchiole, alveoli, diaphragm, intercostal, breathing rate, tidal volume, minute ventilation, aerobic and anaerobic.	Agility, Balance, Cardiovascular Endurance, Co-ordination, Training, FITT, Fitness, Flexibility, Heart rate, Overload, Power, Reaction Time, Reversibility, Specificity, SMART, Speed, Strength. Circuit Training, Continuous Training, Fartlek HITT, Interval Training, Plyometric, Warm up. Rate of recovery, Cool down. Personal protective equipment, correct clothing, competition, carrying safely, sports hall, fitness centre, playing field, artificial playing surface, swimming pool Fluent, Aesthetic, Pre-determined, co-ordinated and efficient, open, closed, simple and complex, SMART, intrinsic, extrinsic, positive, negative, knowledge of results and performance, visual, verbal, manual and mechanical.
Skills to be developed	• Label the skeletal and muscular system. • Draw the 6 different movements. • SIS for functions of the skeleton, antagonistic pairs. • State all the planes, levers and axis accompanied with SIS. • Looking at working on 2-4 mark questions as well as interleaving work from 1.1a/b/c. • BUG Question work. • Attempt different revision techniques.	• Drawing of diagrams linked to the skill continuum. • Plotting of graphs for heart rate, hypertrophy over time. • Revision technique at home should now be in place that works for the student. In class we will exploit different ways to revise but the emphasis is that students work in their own time on something that will work for them.	• Students will create their own targets for them linked to a sport, how they can work towards these over a 4 week period. • Practically undertake activities gaining feedback in many ways teacher demo then leading sessions and only being able to feedback in certain manners. • Sporting examples for when this is best practice and the why. • Own revision technique while in class facilitated revision will take place with structure.

	Term 1	Term 2	Term 3
Opportunities for revisiting previous learning	When revisiting previous learning and assessing it will be key to have two split grades, which then combine so students can see their grade for the topic covered and the previous topics, this will then highlight strengths and areas for development. The first end of topic test will just cover 1.1a but from this topic onwards all tests will be interleaved to recap and recall prior knowledge across different topic areas.	End of topic tests will be longer due to additional interleave topics now available to add into the topic tests.	Target setting links to sports performance, muscle groups, the breaking down of movements, bones, the benefits, drawbacks and generally allow reflection across a host of topics. AEP Will be a recap on previous topics interleaved within terms.
When will formal assessment of progress take place?	End of topic tests at the end of each topic, approx. every 6 weeks – data to be input to G4S to allow for tracking. Interleaved Glossary of Terms tests encouraged every week.	End of topic tests at the end of each topic, approx. every 6 weeks – data to be input to G4S to allow for tracking. Interleaved Glossary of Terms tests encouraged every week. AEP Assessment will also form part of the assessment process.	End of year mocks interleaving all previous work for the year in a modified MOCK. Data from practical to be input to G4S to allow for accurate tracking and reporting. AEP Assessment will also form part of the assessment process.
Lesson Structure	5 lessons per fortnight - 1 practical, 4 Theory • Rooming provision will be allocated to Theory lessons by CPH • Regular liaison with other GCSE teaching staff to ensure the parity/consistency across all GCSE groups in year group • CORE PE lessons continue to provide development of practical skill, knowledge, understanding an application. Emphasis on completion of Competitive Logs • 4 Theory lessons as the course is 60% theory		

Note regarding Practical: Practical lessons will happen once every 2 week cycle with the GCSE PE class. A variety of team and individual sports will need to be covered. GCSE lessons should focus on skill development and application to the game situation in order to access as higher band as possible. Students will need to be issued Competitive Logs at the start of year 10 and will need to complete for **ALL SPORTS** covered, inside of school and outside of school. These will only be reduced in year 11 when there is a clearer picture of the sports that will be put forward as the final activities to be assessed. Competitive Logs will be completed during CORE PE lessons – this will remain in CORE sets until Year 11, here students will have the opportunity to move across sets to take part in the sport that has a positive influence on the GCSE grading/competitive log.

Activities that seem to have the better results are listed below – this is a guide and not a set list.

INDIVIDUAL SPORTS	TEAM SPORTS
Badminton Singles Table Tennis Singles Rock Climbing* Athletics** Dance	Netball (girls and boys)*** Football (girls and boys) Handball Dance Basketball Rugby

*Time will need to be agreed with NBA in order for this provision to be made. Attendance to GCSE Climbing club is **vital**.

**If the student does not compete outside of school, attendance to CSP District Sports is required, plus results from sports days. Power of 10 recording accepted.

***Boys will need access to games during CORE lessons from year 10. Inter/Intra school competitions will need to be provided where possible.

All activities below are deemed to be “off-site” activities, therefore filmed evidence is required.

Amateur boxing Blind cricket Boccia Canoeing Cycling	Diving Equestrian Goal ball Golf Kayaking	Polybat Powerchair football Rock climbing Rowing Sculling	Skiing Snowboarding Swimming Table cricket Wheelchair basketball Wheelchair rugby
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Filming of GCSE PE Activities (Taken from OCR GCSE PE Guidelines)

Please ensure that all videos are compliant with the following instructions;

- Videos must be compatible with VLC media player, preferably on DVD or USB.
- The video will need to be one full complete video – please do not submit multiple snippets.
- Students must introduce themselves using full name and candidate number – where possible please encourage the wearing of the green GCSE polo shirt.
- Students need to demonstrate ALL CORE skills in isolation followed by any Advanced Skills again in isolation – **please ensure they are of the BEST effort, do not include repeated errors.**
- Competitive situations – filmed evidence of competing in the event must be provided. Again, students must be clearly identified and if there are others in the video, commentary on them and their performance is required.
- Students will need to clearly state what level of competition they are performing in, what times or distances or scores are gained in the video. If knowledge of results (i.e. a performance sheet) are received, please also include a shot of this in the video.
- Film in good light and avoid the colour yellow as this colour does not show up well on the screen.

Year 10 Useful Resources

Website Links

OCR (GCSE) - <https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>

GCSE PE Bitesize - <http://www.bbc.co.uk/schools/gcsebitesize/pe/>

GCSE PE Revision - <https://www.bbc.co.uk/bitesize/examspecs/ztrcg82>

BBC Sports Academy - <http://news.bbc.co.uk/sport1/hi/academy/default.stm>

Sports coach and PE resource - <http://www.brianmac.co.uk/index.htm>

Help with skills and drills - <http://www.sportplan.net/>

Numerous other resources and revision resources can be found on the Gilberd School Intranet and the VLE.

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as it typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go4Schools

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Homework will be set on a Monday week A and due in fortnightly to the final lesson on a Week B.

Contact Information

If you would like to contact the PE Department please email: pe@gilberd.com.

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