Curriculum Aims & Intent:

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing.

In their first year of study will develop their theoretical knowledge and understanding of applied anatomy and physiology and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.

Resources:

Revision Guide: Revise Edexcel GCSE (9-1) - ISBN 13: 9781292135120
Textbook: Edexcel GCSE (9-1) PE Student Book - ISBN:9781292129884

Seneca: https://senecalearning.com/en-GB/
EverLearner: https://theeverlearner.com/
BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zxbg39q

How we keep parents informed:

Year 10 - Progress reports are published 4 times per year, in October, November, March and July, with a face-to-face parents' evening in March.

Parents Information Evening to discuss practical footage and submission - this takes place in June online.

Regular contact home with regards to practical submission and extra-curricular activities to support practical assessments.

How parents can help their child:

Parents can support students in preparing for practical lessons by ensuring they have their full PE kit for each lesson and any special sport specific equipment required e.g. gumshields for hockey and rugby.

In order to complete the practical assessment, students are required to gather video footage of themselves competing in 3 sports. For students who compete outside of school, we ask that parents take responsibility for gathering the video evidence and ensuring it meets submission standards as detailed in the practical specification.

As we progress through the course, parents can encourage and support students with regular revision and reflection on feedback provided.

What we study and when:

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	The skeletal system. 1x practical activity*	• The functions of the skeletal system • Classifications of bones • Structure of the skeletal system • Classifications of joints • Movement possibilities at joints • The role of ligaments and tendons Students will learn to apply this knowledge to a range of sporting examples and analyse their importance in performance.	*Versatility - Applying their theoretical knowledge to a broad range of sporting activities and scenarios.* *Ambitious performances in practical and in their exam answers.*	Practice exam questions completed in class and for home learning with support and guidance where appropriate. Ongoing assessment of practical performance throughout.	• Orthopedics • Physiotherapy • Sports Scientist • Sports Analyst • Sports Medicine • Biologist

2	The muscular system. 1x practical activity*	• The classifications and characteristics of muscle types. • Location and roles of the voluntary muscles • Antagonistic muscle pairs • Muscle fibre types • How the skeletal and muscular system work together. Students will learn to apply this knowledge to a range of sporting examples and analyse their importance in performance.	*Versatility - Applying their theoretical knowledge to a broad range of sporting activities and scenarios.* *Ambitious performances in practical and in their exam answers.*	Practice exam questions completed in class and for home learning with support and guidance where appropriate. An end of topic musculoskeletal test. Ongoing assessment of practical performance throughout.	• Orthopedics • Physiotherapy • Sports Scientist • Sports Analyst • Occupational Therapy • Sports Medicine • Biologist
3	The cardiovascular system. 1x practical activity*	• Functions of the cardiovascular system • Structure of the cardiovascular system • Structure of the blood vessels (arteries, capillaries and veins) • Mechanisms required for the redistribution of blood flow • The components of blood • Heart rate values and blood pressure Students will understand the importance of the cardiovascular system in physical activity and why any changes are necessary.	*Versatility - Applying their theoretical knowledge to a broad range of sporting activities and scenarios. Using knowledge from their biology studies to support their knowledge and understanding in PE.*	Practice exam questions completed in class and for home learning with support and guidance where appropriate. Ongoing assessment of practical performance throughout.	• Cardiology • Personal Training • Sports Medicine • Sports Scientist • Nutritionist • Biologist
4	The respiratory system. Aerobic and anaerobic exercise. 1x practical activity*	• The composition of inhaled and exhaled air. • Vital capacity and tidal volume • Location of the main components of the respiratory system • Gaseous exchange • How the cardiovascular and respiratory system work together to allow participation in physical activity and sport. • Aerobic and anaerobic respiration • Energy sources Students will understand the importance of the respiratory system in physical activity and why any respiratory changes are necessary.	*Versatility - Applying their theoretical knowledge to a broad range of sporting activities and scenarios. Using knowledge from their biology studies to support their knowledge and understanding in PE.*	Practice exam questions completed in class and for home learning with support and guidance where appropriate. An end of topic cardiorespiratory test. Ongoing assessment of practical performance throughout.	• Pulmonologist • Sports Scientist • Sports Medicine • Biologist

		Students will be able to analyse sporting performance in relation to respiration and energy requirements.			
5	Physical Training Fitness testing for PEP *(First draft of section 1 & section 2)*	• Definitions of fitness, health, exercise and performance • Components of fitness and their relative importance in physical activity and sport • Fitness tests (purpose, protocols and selecting appropriate tests) • Collection and interpretation of data from fitness tests • The principles of training • Thresholds of training • The different training methods • SMART Targets Alongside learning the above content, students will be completing analysis of their own physical performance by completing fitness tests and designing a training programme to improve their fitness. This will develop students essay writing skills.	*Collaboration will be shown when students support one another in conducting fitness test.* *Endurance will be shown when undertaking the whole set of fitness tests.* *Ambition will be demonstrated during their fitness testing with students pushing themselves to the limits of their fitness.*	Practice exam questions completed in class and for home learning with support and guidance where appropriate. Completion of first draft of section 1 and 2 of coursework - marked.	• Personal Training • Performance Analyst • Sports Scientist • Fitness Manager
6	The long-term effects of exercise Completion of 8-12 physical training sessions. Post PEP fitness tests.	• Long-term effects of training on the muscular system • Long-term effects of training on the respiratory system • Long-term effects of training on the cardiorespiratory system. Students will complete 8-12 practical training sessions that they have designed as part of their PEP. After each session, students will evaluate their effectiveness and adapt future sessions as a result. Students will track and monitor their HR during each session and over the course of the training programme.	*Endurance is shown by remaining focussed and motivated for the duration of their training programme.* *Students will display integrity when evaluating their training programme and analysing their own strengths and weaknesses***.**	Practice exam questions completed in class and for home learning with support and guidance where appropriate. 1x 90 minute PPE. Completion of second draft of section 1 and 2 of coursework - marked.	• Professional Athlete • Sports Scientist • Personal Trainer • Biologist

**Practical activity not specified due to activities being selected based on the needs/expertise of the cohort.*

Psychology GCSE | Key Stage 4 Curriculum Plan | Year 10 (Extra-Curricular)

Exam Board:	*AQA*
Qualification:	*8182*
Assessment Information:	*2 papers of 1 hour 45 mins each. Worth 50% each. All exam based (no coursework).*

Link to official specification

Department Information:

There are two psychology teachers in the team Mrs Wright (Head of Faculty) jayne.wright@furzeplatt.net and Mr Marris chris.marris@furzeplatt.net Lessons will take place during form time and after school on a Monday. This is an enrichment opportunity to take a GCSE in Year 10.

ACHIEVE in the curriculum:

In Psychology we aim for our students to be 'Ambitious,' often pursuing careers using the skills, knowledge and understanding obtained in the course. We encourage them to work together in a 'Collaborative' way. We aim for our team to be 'Happy' in their approach and to have 'Integrity' as they move through life. Our academic approach encourages students to show 'Endurance' at times and to approach their studies with 'Versatility.' All of which lead to 'Excellence' in terms of their effort and attainment.

Curriculum Aims & Intent:

Students will be expected to: demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified Paper 1 content apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts analyse and evaluate psychological ideas, information, processes and procedures in relation to the specified Paper 1 content and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills evaluate therapies and treatments including in terms of their appropriateness and effectiveness show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour

demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity develop an understanding of the interrelationships between the core areas of psychology show how the studies for topics relate to the associated theory.

Knowledge and understanding of research methods (see Research methods), practical research skills and mathematical skills (see Appendix A: mathematical requirements) will be assessed across all topic areas in Paper 1. These skills should be developed by studying the specification content and through ethical, practical research activities, involving:

Resources:

- *Blooket – online quiz linked to each lesson.*
- *Power Points on TEAMS*
- *GCSE – Psychology textbook*

https://global.oup.com/education/product/9780198413639/?region=uk

- *YouTube: The Sapir-Whorf hypothesis*
- *Whodunnit? Cross-linguistic differences in eye-witness memory*
- *https://filestore.aqa.org.uk/resources/psychology/AQA-8182-SW-SFB.PDF*
- *https://brainmadesimple.com/cerebral-cortex-and-lobes-of-the-brain/*
- *https://www.youtube.com/watch?v=Vy8EvyQoQIE&t=68s*
- *https://www.youtube.com/watch?v=jdJ5eq6iNPA&t=4s*
- *https://www.youtube.com/watch?v=EeE7Fpg061I&t=25s*
- *Topic map (SP)*