Subject: Physical Education	Year: 10	Developed by: A Mawle	Date: Sept 2025

SEN: Teachers to adapt lessons according to individual need as identified in individual learning plans (copies to be securely kept in teacher folders)
Lessons to start with a recall slide that addresses concrete/relatable concepts and will be gradually built upon to deepen knowledge and understanding
Pre teaching of vocabulary and key vocabulary sheets in students' books for reference
Progress of SEN students to be reviewed following every data drop

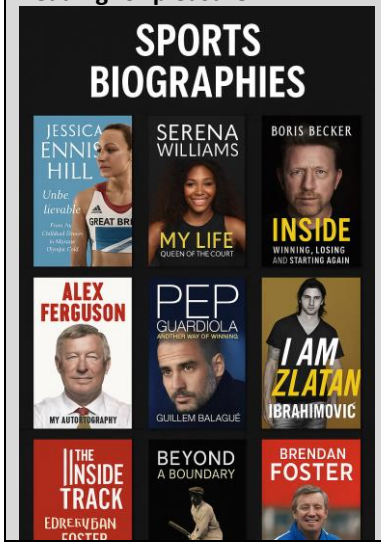
Culture Capital:

In PE, we aim to give students experiences and knowledge that go beyond the classroom, helping them to understand the cultural, social and historical role of sport in society.
This develops well-rounded young people who value physical activity for health, participation and lifelong learning.

Key Strands of Cultural Capital in PE
Knowledge of Sport in Society: Understanding the history and origins of key sports (e.g. football, athletics, rugby, cricket, Paralympic sports). Exploring how culture, class, gender and ethnicity have shaped access to sport. Learning about the role of sport in major global events such as the Olympics, Commonwealth Games, and World Cups.

Health, Wellbeing and Lifestyle: Awareness of national guidelines for physical activity and why they matter. Understanding the impact of diet, sleep, and mental health on participation and performance. Linking PE to career pathways in sport, coaching, physiotherapy, sports science, and health care

Reading for pleasure



Podcasts



INTENT

Year 10 GCSE PE – Intent Statement

In Year 10 PE we build the key knowledge and skills needed for success in the GCSE course and for understanding how the body and mind work in sport.

We study six topics in this order:

- ***Term 1:*** *Health, Fitness & Wellbeing –* ***Paper 2***
- ***Term 2:*** *Musculoskeletal System –* ***Paper 1***
- ***Term 3:*** *Sports Psychology –* ***Paper 2***
- ***Term 4:*** *Cardiorespiratory System –* ***Paper 1***
- ***Term 5:*** *Physical Training –* ***Paper 1***
- ***Term 6:*** *Personal Exercise Programme (PEP) –* ***Paper 1 & NEA***

We focus on the three key skills tested in the exam:

- ***AO1:*** *Knowing and understanding key facts, definitions and processes.*
- ***AO2:*** *Applying this knowledge to real sporting situations and examples.*
- ***AO3:*** *Analysing data, evaluating performance and making justified decisions.*

Lessons begin with quick recall tasks to strengthen memory. We use sporting examples, practical demonstrations and data analysis to link theory to real-world sport.

By the end of Year 10, students will understand how the body's systems, training methods and psychological factors work together to improve performance and health. This foundation prepares them for the challenges of Year 11 and their final GCSE exams.

Implementation

Overview of Year – Topic area	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	8 Weeks	7 Weeks	6 Weeks	6 Weeks	5 Weeks	7 Weeks
	Term 1 – Health, Fitness & Wellbeing (Paper 2) **AO1 – Knowledge & Understanding** • Define health, fitness and the components of fitness. • Identify the physical, emotional and social benefits of physical activity. • Know the impact of a sedentary lifestyle. • Describe the role of a balanced diet and hydration on performance. **AO2 – Application** • Apply knowledge to different life stages (youth, adults, older people). • Use sporting examples to show how exercise improves health and wellbeing.	**Musculoskeletal System (Paper 1)** **AO1 – Knowledge & Understanding** • Identify the major bones and muscles involved in movement. • Describe the roles of the skeleton and muscular system. • Know types of joints and ranges of movement. **AO2 – Application** • Apply knowledge of muscles and joints to specific sporting movements. • Link muscular contractions (isotonic/isometric) to sporting actions. • Show how injury risk can be reduced through	**Term 3 – Sports Psychology (Paper 2)** **AO1 – Knowledge & Understanding** • Define skill, ability, and basic skill classification. • Understand the stages of learning and types of guidance. • Know types of feedback and motivation. **AO2 – Application** • Apply psychological principles to different sports and performers. • Use examples to explain how motivation and feedback improve performance.	**Term 4 – Cardiorespiratory System (Paper 1)** **AO1 – Knowledge & Understanding** • Identify the main structures of the heart, lungs and blood vessels. • Describe the pathway of blood and oxygen during rest and exercise. • Understand aerobic and anaerobic exercise. **AO2 – Application** • Apply knowledge to explain short- and long-term effects of exercise. • Use sporting examples to explain energy demands in different activities. • Link respiratory and circulatory adaptations to	**Term 5 – Physical Training (Paper 1)** **AO1 – Knowledge & Understanding** • Understand the principles of training (FITT and SPORT). • Know different types of training and their benefits/risks. • Understand how to prevent injury and warm up/cool down. **AO2 – Application** • Apply principles of training to different sports and performers. • Use examples to link training methods to components of fitness. • Show how data can be used to monitor and improve fitness. **AO3 – Analysis & Evaluation**	**Term 6 – Personal Exercise Programme (PEP) (Paper 1 & NEA)** **AO1 – Knowledge & Understanding** • Understand the structure and aims of a PEP. • Know how to select appropriate training methods and fitness tests. • Understand how to monitor progress and review outcomes. **AO2 – Application** • Apply knowledge to design a PEP for a chosen sport or goal. • Use data from baseline testing to inform training decisions.

	• Link poor lifestyle choices (e.g. inactivity, poor diet) to health risks. **AO3 – Analysis & Evaluation** • Analyse data on lifestyle and participation rates to judge health impacts. • Evaluate strategies to improve health and participation in different groups. • Justify recommendations for healthier lifestyles using evidence	understanding body mechanics. **AO3 – Analysis & Evaluation** • Analyse how the musculoskeletal system supports performance. • Evaluate the importance of different muscles and joints in a chosen sport. • Justify training or rehabilitation approaches for improving performance.	• Show how goal setting helps performers at different levels. **AO3 – Analysis & Evaluation** • Analyse how psychological factors influence performance and participation. • Evaluate the effectiveness of guidance and feedback in improving performance. • Justify strategies to build confidence and motivation.	improved performance. **AO3 – Analysis & Evaluation** • Analyse data on heart rate, stroke volume, and recovery. • Evaluate the importance of aerobic fitness for different sports. • Justify training plans to improve cardiorespiratory health.	• Analyse fitness test data to identify strengths and weaknesses. • Evaluate the effectiveness of different training methods. • Justify changes to training programmes to improve performance	• Show how adaptations improve performance over time. **AO3 – Analysis & Evaluation** • Analyse fitness test data before, during and after the PEP. • Evaluate the effectiveness of the PEP in meeting goals. • Justify changes to the plan based on evidence collected.

Homework	https://theeverlearner.com/course/gcse/edexcel-gcse-pe-9-1 **HEALTH, FITNESS AND TRAINING** Watch all videos Complete 10 mins of testing for each lesson Complete checkpoint 7 & 8	https://theeverlearner.com/course/gcse/edexcel-gcse-pe-9-1 **THE STRUCTURE AND FUNCTIONS OF THE MUSCULO-SKELETAL SYSTEM** Watch all videos Complete 10 mins of testing for each lesson Complete checkpoint 1 & 2	https://theeverlearner.com/course/gcse/edexcel-gcse-pe-9-1 **SPORTD PSYCHOLOGY** Watch all videos Complete 10 mins of testing for each lesson Complete checkpoint 12	https://theeverlearner.com/course/gcse/edexcel-gcse-pe-9-1 **THE STRUCTURE AND FUNCTIONS OF THE CARDIO-RESPIRATORY SYSTEM & AEROBIC/ ANAEROBIC EXERICSE** Watch all videos Complete 10 mins of testing for each lesson Complete checkpoint 3, 4, 5, 6	https://theeverlearner.com/course/gcse/edexcel-gcse-pe-9-1 **HEALTH, FITNESS AND TRAINING & HOW TO OPTIMISE TRAINING, PREVENT INJURY AND PREPARE FOR EXERCISE** Watch all videos Complete 10 mins of testing for each lesson Complete checkpoint 7, 8 & 9	https://www.youtube.com/watch?v=eeSQpAnbPTI&t=935s https://www.youtube.com/watch?v=qpLbq1TVFKQ Independently writing up coursework from notes taken in lesson.
Homework Overview	One Everlearner task per week. Pre-learning also encouraged, praised and rewarded.					
Independent Reading						

Topic	Example Reading Task	Purpose
Health, Fitness & Wellbeing	NHS guidance on physical activity levels	AO2: Apply to different life stages
Musculoskeletal System	Case study of an ACL injury in a footballer	AO3: Analyse impact on performance
Sports Psychology	Article on Simone Biles' focus and motivation	AO2/AO3: Apply psychological concepts
Cardiorespiratory System	Infographic on VO_2 max in endurance athletes	AO1/AO2: Link structure to function
Physical Training	Research on HIIT vs continuous training	AO3: Evaluate training methods
PEP	Sample student report	AO2/AO3: Model interpretation of data

Enrichment	3x GCSE PE practical lesson over 2 weeks. Badminton, HRF, Athletics, Handball, Volleyball, Tennis and Netball are taught to a high level to try and maximise practical scores. Students are expected to be participating in extra-curricular clubs, in and out of school. GCSE PE trip- TBC

IMPACT

***Assessment reviewed each year to take account of what has been used in lessons and new exam material available.**

*** Results recorded in central spreadsheet on staff share**

Topic, Assessment, Readiness	**Date (Approx)**	**Topic**	**Assessment Method**	**Mark Sch / Grade Boundaries**	**Knowledge / Skills / Understanding To be shared with students**
	Mid October	Health, Fitness and Welbeing- End of unit test	Exam questions- AO1, AO2, AO3	40 marks	See implementation outcomes above
	Mid December	Musculoskeletal- End of unit test	Exam questions- AO1, AO2, AO3	40 marks	See implementation outcomes above
	Early Feb	Sports Psychology- End of unit test	Exam questions- AO1, AO2, AO3	40 marks	See implementation outcomes above
	Early-mid April	Cardiorespiratory, Aerobic & Anaerobic- End of unit test	Exam questions- AO1, AO2, AO3	40 marks	See implementation outcomes above
	Early May	Practical Moderation 1	Practical Assessment of three sports	35 marks	See implementation outcomes above
	Late May	Physical Training- End of unit Test	Exam questions- AO1, AO2, AO3	40 marks	See implementation outcomes above
	End of June	End of year test	Exam questions- AO1, AO2, AO3	80 marks	All content from year 10.
	Early July	PEP- NEA Coursework hand in.	Extended writing- independent task with limited teacher feedback allowed- JCQ regs.	20 marks-	Use content from A+P, Physical Training and Sports Psychology.