

		Term 1	Term 2	Term 3	
	Units of Work	Component 1: Fitness and Body Systems	Component 1: Fitness and Body Systems	Component 2: Health and Performance	
Cultural Transmission	Specification	Edexcel Level 2 GCSE (9-1) in Physical Education	Edexcel Level 2 GCSE (9-1) in Physical Education	Edexcel Level 2 GCSE (9-1) in Physical Education	
	Substantive Knowledge	<ul style="list-style-type: none"> <li>• Functions of the skeleton &amp; Bone classification</li> <li>• Structure of the skeleton &amp; classification of joints                             <ul style="list-style-type: none"> <li>• Movement &amp; Ligaments and tendons                                     <ul style="list-style-type: none"> <li>• Muscle types</li> </ul> </li> <li>• Location and role of muscles                                     <ul style="list-style-type: none"> <li>• Antagonistic pairs</li> <li>• Muscle fibre types</li> </ul> </li> </ul> </li> <li>• The heart &amp; The route the blood takes through the heart                             <ul style="list-style-type: none"> <li>• Blood vessels and blood during physical activity                                     <ul style="list-style-type: none"> <li>• Respiratory system</li> <li>• Gaseous exchange</li> </ul> </li> <li>• Respiratory and cardiovascular linked                                     <ul style="list-style-type: none"> <li>• Energy and energy sources</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Short terms effects of exercise on cardiac system</li> <li>• Short terms effects of exercise on respiratory system</li> <li>• Short terms effects of exercise on vascular system</li> <li>• Short terms effects of exercise on muscular system                             <ul style="list-style-type: none"> <li>• Fitness, health, exercise and performance                                     <ul style="list-style-type: none"> <li>• Value of Fitness tests   <ul style="list-style-type: none"> <li>• Collection of data</li> </ul> </li> <li>• How fitness is improved</li> <li>• Principles of training   <ul style="list-style-type: none"> <li>• Training methods</li> </ul> </li> </ul> </li> <li>• Long term effects of aerobic and anaerobic training</li> <li>• Long term training effects and benefits muscular-skeletal</li> </ul> </li></ul>	<ul style="list-style-type: none"> <li>• Injury prevention                             <ul style="list-style-type: none"> <li>• PED's</li> </ul> </li> <li>• Warm ups and cool downs                             <ul style="list-style-type: none"> <li>• Participation rates</li> </ul> </li> <li>• Commercialisation, media, physical activity and sport                             <ul style="list-style-type: none"> <li>• Advantages and disadvantages of commercialisation and the media                                     <ul style="list-style-type: none"> <li>• Sporting behaviour</li> </ul> </li> </ul> </li> </ul>	
	Disciplinary knowledge	<p>Learners will work to ensure that they:</p> <ul style="list-style-type: none"> <li>• develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance</li> <li>• understand how the physiological and psychological state affects performance in physical activity and sport</li> <li>• perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas                             <ul style="list-style-type: none"> <li>• develop their ability to analyse and evaluate to improve performance in physical activity and sport</li> <li>• understand the contribution that physical activity and sport make to health, fitness and wellbeing</li> <li>• understand the key socio-cultural influences that can affect people's involvement in physical activity and sport</li> </ul> </li> </ul> <p>Component 1 assesses students' knowledge and understanding of the factors underpinning physical activity and sport performance. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis 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.</p> <p>Component 2 assesses students' knowledge and understanding of the factors underpinning participation and performance in physical activity and sport. Students will develop their theoretical knowledge and understanding of the contribution that physical activity and sport make to health, fitness and wellbeing and how these can impact on their own performance. Sports psychology will be introduced, with a focus on skill development, through relevant practice, guidance and feedback, as well as knowledge that learners can then apply to their own learning in practical situations in order to improve their performance. Key socio-cultural influences that can affect people's involvement in physical activity and sport will also be considered.</p>			
	Sequencing (Flow)	<p><u>Retrieval</u></p> <p>Sporting knowledge for Key Stage 3 to begin to link GCSE PE concepts to sporting examples. Also a cross curricular link with biology lessons.</p>	<p><u>Retrieval</u></p> <p>Understanding the key body systems will help link this to how they are affected by exercise. Students need to recall the advantages and disadvantages for different training methods as well as the effects of varying intensity and other principles of training. Students will need to recall how training can be personalized to the needs of an individual and give examples of types of training to develop flexibility, aerobic endurance, muscular endurance, speed and power. Students will also need to recall different methods for testing the various components of fitness eg the multi-stage fitness test for cardiovascular endurance.</p>	<p><u>Retrieval</u></p> <p>Students will use component 1 to help understand the reasons behind a warm up and a cool down for component 2. This will help understand injuries that can occur and how injuries can then be prevented.</p>	
	Summative Assessment	AP1, AP2 and AP3 to check knowledge and understanding using past exam question for both components.			
Personal Empowerment	Virtue	<p><b>Friendliness and Civility (September)</b></p> <p><b>Justice and Truthfulness (October)</b></p> <p><b>Courage (November)</b></p> <p><b>Generosity (December)</b></p>	<p><b>Gratitude (January)</b></p> <p><b>Good Speech (February)</b></p> <p><b>Good Temper (March)</b></p>	<p><b>Self-Mastery (April and May)</b></p> <p><b>Compassion (June)</b></p> <p><b>Good Sense (July)</b></p>	
	Link to Virtue	<p><b>Friendliness and Civility</b> - Peer support within lessons, allowing for constructive feedback resulting in peer and group development</p> <p><b>Justice and Truthfulness</b> - When working within groups and within competitive situations pupils will be expected to be truthful and display sportsmanship.</p> <p><b>Problem Solving</b> - Understanding how to tactically play different sports.</p> <p><b>Generosity</b> - Looking at tge .</p>	<p><b>Gratitude</b> - Being grateful for the broad traditions in sport around the world.</p> <p><b>Good Speech</b> - Thinking about how we speak to one another when giving critical feedback through peer assessment.</p> <p><b>Good Temper &amp; Good Humour</b> - Keeping calm when using specialist equipment and understanding that it takes time to perfect this.</p>	<p><b>Self-Mastery</b> - Understanding how the use of three-dimensional materials can be used.</p> <p><b>Compassion</b> - Considering the traditions of others and how they better our world.</p> <p><b>Good Sense</b> - Working with others of different beliefs with care and consideration.</p>	
Preparation for Work	Skill	<p><b>Listening (September)</b></p> <p><b>Leadership (October)</b></p> <p><b>Problem Solving (November)</b></p> <p><b>Creativity (December)</b></p>	<p><b>Staying Positive (January)</b></p> <p><b>Speaking (February)</b></p> <p><b>Staying Positive (March)</b></p>	<p><b>Aiming High (April and May)</b></p> <p><b>Speaking (June)</b></p> <p><b>Teamwork (July)</b></p>	
	Link to Skill	<p><b>Listening</b> - To listen to each other through peer assessments and class discussions.</p> <p><b>Leadership</b> - Lead on presentation of their work, then leading on their own design.</p> <p><b>Courage</b> - Being honest about their skills and confidence levels within lessons whilst trying to apply new skills within game situations.</p> <p><b>Creativity</b> - be able to apply creativity to the process of coming up with and demonstrating basic fundamental skills and tactics.</p>	<p><b>Staying Positive</b> - Staying positive when learning a new and difficult skill.</p> <p><b>Speaking</b> - Learning to speak about your own performance and the performance of others.</p> <p><b>Staying Positive</b> - Using feedback in a positive way relating to the development and learning of new skills and techniques.</p>	<p><b>Aiming High</b> - looking to develop skills to the highest level possible and apply them within a contested situation.</p> <p><b>Speaking</b> - using communication as a tool within each sport to provide effective and efficient information to help peers.</p> <p><b>Teamwork</b> - Reviewing and evaluating each other's work. Developing ideas for outcomes and pieces.</p>	
Preparation for Citizenship	SMSC & British Values	<p>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.</p> <p>Enable students to develop their self-knowledge, self-esteem and self-confidence.</p>	<p>Encourage respect for other people.</p> <p>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p>	<p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.</p> <p>Enable students to develop their self-knowledge, self-esteem, and self-confidence;</p>	
	Link to SMSC & British Values	<p>Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.</p>	<p>Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.</p>	<p>Looking at the work of a range of artists from different cultural backgrounds and appreciating the personal and cultural beliefs which leads to the work produced</p>	