

Year	Autumn/Spring/Summer	Topics
10	Students will develop knowledge of: • Theoretical knowledge of physical training (Paper 1) • Sport psychology (Paper 2) • Anatomy and Physiology (Paper 1) • A variety of different activities during practical lessons, to improve specific skills linked to that sport • Skills in full context for each of the sports participated in Students are expected to: • Work to the best of their ability • Work independently • Demonstrate commitment and determination within both theory and practical lessons • Be responsible for their improvement in practical performance to ensure they can be effectively assessed in either: ○ One team sport and two individual sports ○ Two team sports and one individual sports	Paper 1 – Anatomy and Physiology • Levers • Planes and Axis • The Respiratory System • The Cardiovascular System • Effects of Exercise (Short and Long term) Paper 2 – Socio-Cultural Influences in Sport • Factors affecting Participation • Engagement Patterns • Commercialisation ○ Sports Media ○ Technology in Sport • Prohibited Substances in Sport

11	Students will continue to develop knowledge of: • Anatomy and physiology (Paper 1) • Health and Well-Being (Paper 2) • Socio-Cultural Influences (Paper 2) Students will: • Participate in a variety of different activities during practical lessons to improve specific skills linked to that sport • Develop knowledge and skills in full context for each of the sports participated in • Gain video footage of the practical activities being undertaken outside of school • Share video footage with PE teacher to ensure assessment across all three sports ○ This is worth 40% of the overall grade • Participate in moderation day, which is a day to allow students to demonstrate the practical marks awarded Students are expected to: • Work to the best of their ability • Work independently • Demonstrate commitment and determination within both theory and practical lessons	Paper 2 – Health and Well-Being • Physical, Social and Mental Well-Being • Sedentary Lifestyles (Obesity) • Somatotypes • Energy Balance • Balanced Diet • Hydration
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Curriculum overview – GCSE Physical Education – Churchill