

### **Physical Education - Cambridge iGCSE**

Approximate available lessons based on 3 lessons per week over 37 week year; assuming approximately 16 lessons missed for holidays/other subject activities/PSHE/exams

Exact curriculum timings are approximate due to holidays/ other subject trips and activities / PHSE / internal examinations

All topics across KS4 will have ongoing formative assessment including:

- Questioning techniques
- Peer/self-marking and assessments
- Written exercises
- Presentations
- Class activities
- Practical work
- Everlearner Learning Platform

All topics will have some form of summative assessment to test the knowledge and skills covered within the topic. These will take the forms of:

- End of Topic Tests
- Assignments & Quizzes
- End of Year Assessments
- Sports Performance Grades for Practical Component
- [Everlearner Learning Platform](#)

- [TBS GCSE Google Site](#)

All topics will include practical work to ensure that the links between practical and theory are encouraged and emphasised.

	<b>Year 10 <a href="#">Unit 1</a> <a href="#">Unit 2</a></b>	<b>Year 11 <a href="#">Unit 3</a> <a href="#">Unit 4</a></b>
<b>Topic and Content</b>	<b>Term 1</b>	<b>Term 1</b>
<b>Practical practice and filming of 2 sports/activities in Year 10 and 2 sports/activities in Year 11</b>	<p><b><u>Anatomy and physiology</u></b></p> <p><b>Skeletal System</b></p> <ul style="list-style-type: none"> <li>• Functions of the skeleton</li> <li>• Skeleton</li> <li>• Joint structure and function</li> <li>• Joint types</li> <li>• Types of movement</li> </ul> <p><b>Muscular System</b></p> <ul style="list-style-type: none"> <li>• Muscles</li> <li>• Antagonistic muscle action</li> <li>• Muscle fibre types</li> </ul> <p><b>Respiratory System</b></p> <ul style="list-style-type: none"> <li>• Pathway of the air</li> <li>• Gaseous exchange at the alveoli</li> <li>• Mechanics of breathing</li> <li>• Breathing volumes and minute ventilation</li> </ul>	<p><b>BIP Model &amp; Stages of Learning</b></p> <ul style="list-style-type: none"> <li>• The stages of a basic information processing model</li> <li>• The characteristics of a performer at each stage of learning</li> </ul> <p><b>Feedback, Guidance &amp; Motivation</b></p> <ul style="list-style-type: none"> <li>• Feedback</li> <li>• Guidance</li> <li>• Goal Setting</li> <li>• Motivation</li> </ul> <p><b>Anxiety, Arousal &amp; Personality Types</b></p> <ul style="list-style-type: none"> <li>• Arousal</li> <li>• Anxiety</li> <li>• Relaxation Techniques</li> <li>• Personality Types</li> </ul>
	<b>Term 2</b>	<b>Term 2</b>
	<p><b>Circulatory System</b></p> <ul style="list-style-type: none"> <li>• Components of the blood</li> <li>• Haemoglobin</li> <li>• Blood vessels</li> <li>• Heart structure and function</li> <li>• Cardiac Output</li> </ul> <p><b>Energy System</b></p> <ul style="list-style-type: none"> <li>• Aerobic and anaerobic respiration</li> <li>• Recovery</li> </ul>	<p><b><u>4 Social, cultural and ethical influences</u></b></p> <p><b>Leisure &amp; Recreation</b></p> <ul style="list-style-type: none"> <li>• Leisure and recreation</li> <li>• Growth in leisure activities</li> </ul> <p><b>Sponsorship &amp; Media</b></p> <ul style="list-style-type: none"> <li>• The sports development pyramid</li> <li>• Sponsorship</li> <li>• Media</li> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>● Short term effects of exercise</li> <li>● Long term effects of exercise</li> </ul> <b>Simple Biomechanics</b> <ul style="list-style-type: none"> <li>● Principles of Force</li> <li>● Application of Force</li> <li>● Levers</li> </ul>	
	<b>Term 3</b>	<b>Term 3</b>
	<b><u>Health, fitness and training</u></b> <b>Health</b> <ul style="list-style-type: none"> <li>● Health</li> <li>● Physical health and well-being</li> <li>● Social health and well-being</li> <li>● Mental health and well-being</li> <li>● Fitness and the relationship between health and fitness</li> </ul> <b>Diet &amp; Nutrition</b> <ul style="list-style-type: none"> <li>● The function of nutrients, including carbohydrates, fats, proteins and water.</li> <li>● Examples of sources of these nutrients in food. The energy balance suitable for physical activities.</li> <li>● Different energy needs for performers: males compared with females, teenagers compared with children, active lifestyles compared with sedentary lifestyles.</li> </ul> <b>Training Principles</b> <ul style="list-style-type: none"> <li>● Components of fitness</li> <li>● Test protocols</li> <li>● Reasons for fitness testing</li> <li>● VO<sub>2</sub> Max</li> <li>● Principles of training and overload</li> <li>● FITT &amp; SPORT</li> <li>● Methods of training</li> </ul>	<b>Global Events &amp; Amateur vs Pro</b> <ul style="list-style-type: none"> <li>● Professional and amateur performers</li> <li>● Global Events</li> </ul> <b>Factors affecting access and participation in physical activities</b> <ul style="list-style-type: none"> <li>● The use of technology in sport</li> <li>● The positive and negative impact of technology</li> </ul> <b><u>Revision</u></b>
	<b>Term 4</b>	<b>Term 4</b>
	<b>High Altitude &amp; Warming Up and Cooling Down</b> <ul style="list-style-type: none"> <li>● The reasons for carrying out altitude training</li> </ul>	<b><u>Revision</u></b>

	<ul style="list-style-type: none"> <li>• The physiological and psychological reasons for a warm up and cool down.</li> <li>• The phases of a warm up and cool down.</li> </ul> <p><b>3 Skill acquisition and psychology</b></p> <p><b>Skill</b></p> <ul style="list-style-type: none"> <li>• Skill &amp; Ability</li> <li>• Skilled Performance</li> <li>• Skill Classification Continua</li> </ul>	
<p><b>Assessment Objectives and Weightings</b></p>	<p><b>The assessment objectives (AOs) are:</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity/sport</p> <p><b>AO2</b> Apply knowledge and understanding of the theoretical principles to a variety of physical activities/sports, including the analysis and evaluation of performance</p> <p><b>AO3</b> Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities</p> <p><b>Assessment objectives as a percentage of the qualification:</b></p> <p><b>AO1 25%</b> (Paper 1)</p> <p><b>AO2 25%</b> (Paper 1)</p> <p><b>AO3 50%</b> (Component 2)</p>	
<p><b>Method of Summative Assessment</b></p>	<p>Projects Presentations End of Topic Tests Everlearner Learning Platform Filming of Sports/Activities</p>	<p>Projects End of Topic Tests Everlearner Learning Platform Filming of Sports/Activities Public Examinations in June</p>