



## Long Term Plan – GCSE PE 2025-26

### Vision:

At The Radclyffe School GCSE PE study is broad, coherent and practical encouraging students to be inspired, motivated and challenged by the subject enabling students to make informed decisions about further learning opportunities and career pathways. The GCSE PE equips students with the knowledge, understanding, skills and values to develop and maintain performance in physical activities and understand the benefits to health, fitness and well-being. Students gain knowledge and understanding of applied anatomy and physiology, movement analysis, physical training, sports psychology and socio cultural influences.

	HT1	HT2	HT3	HT4	HT5	HT6	Threshold concepts
Year 10	<b>Anatomy &amp; Physiology:</b> This unit comprises of classroom-based work. The structure and function of the skeletal and muscular systems.	<b>Anatomy &amp; Physiology:</b> This unit comprises of classroom-based work. The structure and function of the cardiovascular system.	<b>Physical training:</b> This unit comprises of classroom-based work. Optimising training.	<b>Physical training:</b> This unit comprises of classroom-based work. Components of fitness.	<b>Socio – cultural issues and Sports Psychology:</b> This unit comprises of classroom-based work. Ethical and socio -cultural issues in physical activity and sport.	<b>Socio – cultural issues and Sports Psychology:</b> This unit comprises of classroom-based work. Sports psychology characteristic of skilful movement.	<b>Guided learning: 2 hours practical, 3 hours theory over 2 weeks</b>  <b>Component 01: Physical factors affecting performance</b>  <b>By completing this topic, learners will develop knowledge of:</b> <ul style="list-style-type: none"> <li>➤ Anatomy and Physiology: The structure and function of the skeletal and muscular systems</li> <li>➤ Anatomy and Physiology: Structure and function of the cardiovascular system</li> <li>➤ Physical training: Optimising training</li> <li>➤ Physical training: Components of fitness</li> </ul>
	<b>Classroom lessons:</b> <ul style="list-style-type: none"> <li>➤ Location of bones</li> <li>➤ Functions of the skeleton</li> <li>➤ Types of synovial joints</li> <li>➤ Types of movement at joints</li> <li>➤ Location of major muscle groups Using our muscles in sport</li> <li>➤ Analysis of movement and their roles</li> </ul> <b>Practical Lessons:</b> Performance in sport, students assessed in a combination of: <ul style="list-style-type: none"> <li>➤ Two individual activities</li> <li>➤ Two team activities</li> <li>➤ One individual and one team activity.</li> <li>➤ Main focus Handball</li> </ul>	<b>Classroom lessons:</b> <ul style="list-style-type: none"> <li>➤ Double circulatory system (systemic and pulmonary)</li> <li>➤ Different types of vessels</li> <li>➤ Understand the pathway of blood through the heart.</li> <li>➤ Definitions of heart rate, stroke volume, cardiac output</li> <li>➤ Role of red blood cells</li> </ul> <b>Practical Lessons:</b> Performance in sport, students assessed in a combination of: <ul style="list-style-type: none"> <li>➤ Two individual activities</li> <li>➤ Two team activities</li> <li>➤ One individual and one team activity.</li> <li>➤ Competition Log</li> </ul>	<b>Classroom Lessons:</b> <ul style="list-style-type: none"> <li>➤ Definition of FITT</li> <li>➤ Different types of training, definitions, and examples of continuous, fartlek, interval, circuit, weight, plyometrics and HIIT training</li> <li>➤ The key concepts of a warm up including pulse raiser, mobility, stretching, dynamic movements, skill rehearsal</li> </ul> <b>Practical Lessons:</b> Performance in sport, students assessed in a combination of: <ul style="list-style-type: none"> <li>➤ Two individual activities</li> <li>➤ Two team activities</li> <li>➤ One individual and one team activity.</li> <li>➤ Competition Log</li> </ul>	<b>Classroom Lessons:</b> <ul style="list-style-type: none"> <li>➤ Definitions, examples and suitable tests for components of fitness in the following cardiovascular endurance/stamina, muscular endurance, speed, strength, power, flexibility, agility, balance, coordination, reaction time.</li> </ul> <b>Practical Lessons:</b> Performance in sport, students assessed in a combination of: <ul style="list-style-type: none"> <li>➤ Two individual activities</li> <li>➤ Two team activities</li> <li>➤ One individual and one team activity.</li> <li>➤ Competition Log</li> <li>➤ Main focus Badminton</li> </ul>	<b>Classroom Lessons:</b> <ul style="list-style-type: none"> <li>➤ Ethics in sport</li> <li>➤ The value of sportsmanship</li> <li>➤ Reasons for gamesmanship and deviance in sport.</li> <li>➤ Drugs in sport</li> <li>➤ Why sports performers use drugs.</li> <li>➤ Types of drugs and their effect on performance: anabolic steroids, beta blockers, stimulants.</li> <li>➤ Practical examples of the use of these drugs in sport.</li> <li>➤ Impact of drug use in sport: on performers on sport itself.</li> <li>➤ Violence in sport</li> <li>➤ Reasons for player violence.</li> <li>➤ Give practical examples of violence in sport.</li> </ul>	<b>Classroom Lessons:</b> <ul style="list-style-type: none"> <li>➤ Definition of motor skills</li> <li>➤ Understand and be able to apply examples of the characteristics of skillful movement of efficiency, pre-determined, coordinated, fluent, aesthetic.</li> </ul> AEP coursework <ul style="list-style-type: none"> <li>➤ Analyse and evaluate their own or a peer's practical performance to produce an action plan for improvement.</li> </ul> <b>Practical Lessons:</b> Performance in sport, students assessed in a combination of:	<b>Component 02: Socio-cultural issues and sports psychology</b>  <b>By completing this topic, learners will develop knowledge of:</b> <ul style="list-style-type: none"> <li>➤ Ethical and socio-cultural issues in physical activity and sport</li> <li>➤ Sports psychology: Characteristics of skillful movement</li> <li>➤ Sports psychology: Classification of skills</li> <li>➤ Sports psychology: Goal setting</li> <li>➤ Sports psychology: Mental preparation</li> </ul>

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		<b>Performance Assessment.</b>  <b>Practical Grades and Topic Area Assessment. Grades submitted on cohort tracker.</b>	<b>Performance Assessment.</b>  <b>Practical Grades and Topic Area Assessment. Grades submitted on cohort tracker.</b>	<b>Performance Assessment.</b>  <b>Practical Grades and Topic Area Assessment. Grades submitted on cohort tracker</b>	<b>Practical Lessons:</b>  <b>Performance in sport, students assessed in a combination of:</b> <ul style="list-style-type: none"> <li>➤ Two individual activities</li> <li>➤ Two team activities</li> <li>➤ One individual and one team activity.</li> <li>➤ Competition Log</li> <li>➤ Main focus Athletics</li> </ul> <b>Performance Assessment.</b>  <b>Practical Grades and Topic Area Assessment. Grades submitted on cohort tracker</b>	<ul style="list-style-type: none"> <li>➤ Two individual activities</li> <li>➤ Two team activities</li> <li>➤ One individual and one team activity.</li> <li>➤ Competition Log</li> <li>➤ Main focus Athletics</li> </ul> <b>Performance Assessment.</b>  <b>Practical Grades and Topic Area Assessment. Grades submitted on cohort tracker</b>	<ul style="list-style-type: none"> <li>➤ <b>Sports psychology: Types of guidance</b></li> <li>➤ <b>Sports psychology: Types of feedback</b></li> </ul>
Year 11	<b>Socio – cultural issues and Sports Psychology:</b>  This unit comprises of classroom-based work. Classification of skills  <b>Classroom Lessons:</b> <ul style="list-style-type: none"> <li>➤ Continua used in the classification of skills, including: simple to complex skills (difficulty continuum) open to closed skills (environmental continuum).</li> <li>➤ Practical examples of skills for each continuum along with justification of their placement on both continua.</li> </ul>	<b>Socio – cultural issues and Sports Psychology:</b>  This unit comprises of classroom-based work. Goal setting/mental preparation.  <b>Classroom Lessons:</b> <ul style="list-style-type: none"> <li>➤ Examples of the use of goal setting: for exercise/training adherence, to motivate performers to improve and/or optimise performance.</li> <li>➤ SMART principle of goal setting with practical examples (Specific, Measurable,</li> </ul>	<b>Socio – cultural issues and Sports Psychology:</b>  This unit comprises of classroom-based work. Types of guidance, types of feedback.  <b>Classroom Lessons:</b> <ul style="list-style-type: none"> <li>➤ Types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: visual, verbal, manual &amp; mechanical.</li> <li>➤ Types of feedback and be able to apply practical examples to their use: intrinsic, extrinsic, knowledge of performance</li> </ul>	Revision of units  Test and review  Home learning tasks			<b>Guided learning: 2 hours practical, 3 hours theory over 2 weeks</b>  <b>By completing this topic, learners will develop knowledge of:</b> <ul style="list-style-type: none"> <li>➤ <b>Ethical and socio-cultural issues in physical activity and sport</b></li> <li>➤ <b>Sports psychology: Characteristics of skillful movement</b></li> <li>➤ <b>Sports psychology: Classification of skills</b></li> <li>➤ <b>Sports psychology: Goal setting</b></li> <li>➤ <b>Sports psychology: Mental preparation</b></li> <li>➤ <b>Sports psychology: Types of guidance</b></li> <li>➤ <b>Sports psychology: Types of feedback</b></li> </ul>



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	<b>Practical Lessons:</b>  Performance in sport, students assessed in a combination of: <ul style="list-style-type: none"><li>➤ Two individual activities</li><li>➤ Two team activities</li><li>➤ One individual and one team activity.</li><li>➤ Competition Log</li></ul> <b>Performance Assessment.</b>  <b>Practical Grades and Topic Area Assessment.</b> <b>Grades submitted on cohort tracker.</b>  <b>Cluster assessment with external examiner.</b>	<p>Achievable, Recorded, Timed).</p> <ul style="list-style-type: none"><li>➤ SMART principle to improve and/or optimise performance.</li><li>➤ Mental preparation techniques and be able to apply practical examples to their use: imagery, mental rehearsal, selective attention, positive thinking.</li></ul>	knowledge of results positive & negative.				
		<b>Practical Lessons:</b>  Performance in sport, students assessed in a combination of: <ul style="list-style-type: none"><li>➤ Two individual activities</li><li>➤ Two team activities</li><li>➤ One individual and one team activity.</li><li>➤ Competition Log Complete</li></ul> <b>Performance Assessment.</b>  <b>Practical Grades and Topic Area Assessment.</b> <b>Grades submitted on cohort tracker</b>	Preparation for paper 1 & 2. Past papers.				

### Curriculum Intent

Year 10

Year 11

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### Content overview

#### Component 01: Physical factors affecting performance

Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

There are two topics:

- Applied anatomy and physiology
- Physical training.

#### Component 04: Practical performances

Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

#### Component 05: Analysis and evaluation of performance (AEP)

Students are required to demonstrate their ability to analyse and evaluate their own or a peer's practical performance to produce an action plan for improvement.

#### Component 02: Socio-cultural issues and sports psychology

Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

There are three topics:

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being.

#### Component 04: Practical performances

Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

