

**Physical Education at Cox Green
Curriculum Plan**

GCSE PE Year 9

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<i>Health, Fitness and Well-being (Paper 2: Health and Performance)</i>	<i>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems)</i>	<i>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems)</i>	<i>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems)</i>	<i>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems)</i>	<i>Summary of Year 1 GCSE</i>
Themes: Introduction to the course Physical, emotional and social health (i) Physical, emotional and social health (ii) Lifestyle choices Impact of lifestyle choices Sedentary lifestyles and consequences	Themes: Balanced diet and the role of nutrients Dietary manipulation for sport (i) Dietary manipulation for sport (ii) Optimum weight Functions of the skeletal system Classification of bones Structure of the skeletal system (i) Structure of the skeletal system (ii)	Themes: Classification and roles of muscles Location and roles of key voluntary muscles (i) Location and roles of key voluntary muscles (ii) Antagonistic muscles Fast and slow twitch muscle fibres Structure and function of cardiovascular system (i) Structure and function of cardiovascular system (ii) Arteries, capillaries and veins	Themes: Vascular shunting Components of blood and their significance for physical activity (i) Components of blood and their significance for physical activity (ii) Respiratory system – composition of air; lung volumes	Themes: Location and roles of principal components of respiratory system (i) Location and roles of principal components of respiratory system (ii) Structure and function of alveoli	Themes: Energy sources; aerobic and anaerobic exercise and short term effects of exercise (i) Energy sources; aerobic and anaerobic exercise and short term effects of exercise (ii) Revision of Year One work
Skills: Interpretation of sporting technical language, key skills of how to transfer to practical performance. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	Skills: Interpretation of sporting technical language, key skills of how to transfer to practical performance. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	Skills: Interpretation of sporting technical language, key skills of how to transfer to practical performance. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	Skills: Interpretation of sporting technical language, key skills of how to transfer to practical performance. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	Skills: Interpretation of sporting technical language, key skills of how to transfer to practical performance. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	Skills: Interpretation of sporting technical language, key skills of how to transfer to practical performance. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
Assessment: Exam board end of unit tests, presentations, independent research.	Assessment: Exam board end of unit tests, presentations, independent research.	Assessment: Exam board end of unit tests, presentations, independent research.	Assessment: Exam board end of unit tests, presentations, independent research.	Assessment: Exam board end of unit tests, presentations, independent research.	Assessment: Exam board end of unit tests, presentations, independent research. Mock examination.

**Physical Education at Cox Green
Curriculum Plan**

GCSE PE Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<i>Movement Analysis (Paper 1: Fitness and Body Systems)</i>	<i>Movement Analysis (Paper 1: Fitness and Body Systems)</i>	<i>Movement Analysis (Paper 1: Fitness and Body Systems)</i>	<i>Movement Analysis (Paper 1: Fitness and Body Systems)</i>	<i>Movement Analysis (Paper 1: Fitness and Body Systems)</i>	<i>Movement Analysis (Paper 1: Fitness and Body Systems)</i>
<p>Themes:</p> <p>Lever system – first, second and third class levers (i) Lever system – first, second and third class levers (ii) Mechanical advantage in sport and physical activity (i) Mechanical advantage in sport and physical activity (ii) Movement possibilities at joints Utilisation of movement in physical activity</p>	<p>Themes:</p> <p>Joint classification and impact on movement axes (i) Joint classification and impact on movement axes (ii) Planes and axes – generalised movement patterns (i) Planes and axes – generalised movement patterns (ii) Classification of skills (i) Classification of skills (ii)</p>	<p>Themes:</p> <p>Forms of practice – theory and practical application (i) Forms of practice – theory and practical application (ii) Forms of practice – theory and practical application (ii) Types of guidance – theory and practical application Types of guidance – practical application (i) Types of guidance – practical application (ii)</p>	<p>Themes:</p> <p>Mental preparation for performance; types of feedback Mental preparation for performance; types of feedback (ii) Sports psychology – use of data An introduction to using a PEP to develop fitness, health and exercise and performance PARQs; warm ups and cool downs (i)</p>	<p>Themes:</p> <p>Components of fitness Fitness tests – theory and practice (i) Fitness tests – theory and practice (ii) Fitness tests – theory and practice (iii) Principles of training</p>	<p>Themes:</p> <p>Application of principles of training to a PEP Methods of training Application of methods of training to a PEP Revision of Year Two work Mock Exam.</p>
<p>Skills:</p> <p>Interpretation of sporting technical language, key skills of how to transfer to practical performance. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p>Skills:</p> <p>Interpretation of sporting technical language, key skills of how to transfer to practical performance. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p>Skills:</p> <p>Interpretation of sporting technical language, key skills of how to transfer to practical performance. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p>Skills:</p> <p>Interpretation of sporting technical language, key skills of how to transfer to practical performance. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p>Skills:</p> <p>Interpretation of sporting technical language, key skills of how to transfer to practical performance. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<p>Skills:</p> <p>Interpretation of sporting technical language, key skills of how to transfer to practical performance. Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>
<p>Assessment:</p> <p>Exam board end of unit tests, presentations, independent research.</p>	<p>Assessment:</p> <p>Exam board end of unit tests, presentations, independent research.</p>	<p>Assessment:</p> <p>Exam board end of unit tests, presentations, independent research.</p>	<p>Assessment:</p> <p>Exam board end of unit tests, presentations, independent research.</p>	<p>Assessment:</p> <p>Exam board end of unit tests, presentations, independent research.</p>	<p>Assessment:</p> <p>Exam board end of unit tests, presentations, independent research. Mock examination.</p>

**Physical Education at Cox Green
Curriculum Plan
Key Stage 4
Year 9 GCSE PE Practical**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Sports: Badminton	Sports: Football	Sports: Handball	Sports: Table tennis	Sports: Athletics	Sports: Cricket
Skills: <ul style="list-style-type: none"> • Serves - low and short, high and deep, flick, drive • Clear shot – forehand and backhand; attacking and defending; overhead, underarm • Drop shot – fast, slow • Drives shot – forehand, backhand; cross court and down-the-line • Smash • Block shot - drop, straight, angled • Net shots – forehand, backhand • Tactical understanding - Appropriate choice of shot in relation to situation. • Application of skills/techniques in tactics: movement 	Skills: <ul style="list-style-type: none"> • Passing – long and short, laces, inside, outside of foot. • Dribbling and running with the ball • Tackling (block, slide) • Heading (attack/defence) • Turning with the ball – recycling (Cruyff, drag back) • Striking the ball (free kicks, shooting - dominant foot). • Tactical and technical application within a game situation. 	Skills: <ul style="list-style-type: none"> • passing - right and left hand, two handed, short, long, stationary, on the move. • catching – one and two handed. • control • footwork • evasion • shooting • defending • goalkeeping skills • Tactical and technical application within a game situation. 	Skills: <ul style="list-style-type: none"> • Grip and ready position and movement at and around the table • Push – forehand and backhand • Topspin drives – forehand and backhand • Serves – chop, top spin and side spin • Return of serve • Loop – forehand and backhand • Sidespin loop - forehand • block. • Tactical and technical application within a game situation. 	Skills: <p>Students can be assessed one field or track event.</p> <p><i>Field events</i> - High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus.</p> <p>Jump: high, pole, long, or triple.</p> <ul style="list-style-type: none"> • Run up • Take off • Flight • Landing. <p>Throw: shot putt, javelin, hammer, or discus.</p> <ul style="list-style-type: none"> • Initial stance • Grip • Preparation • Movement • Release • Recovery. 	Skills: <p>Students can be assessed any two of the following.</p> <ul style="list-style-type: none"> • Batting – grip, stance, footwork, and back lift; defensive shots off front and back foot; drives (off, on, cover), cuts and glances (square, late, leg); pull, hook and sweep, reverse sweep; calling, backing up, running between wickets. • Bowling – grip, run-up, delivery, follow-through; line and length; variation in pace/flight for spin bowling; variations in pace and line and length for fast/medium bowling;

pressure, deception, serving, attack/defensive formations in doubles.				<p><i>Track events - 100m, 200m, 400m, 800m, 1500m, 3000m, 100m hurdles, 400m hurdles, or 1500m steeplechase.</i></p> <p>Skills/technique:</p> <ul style="list-style-type: none"> • starts • posture • pacing • leg and arm action • coordination of legs and arms • stride pattern. 	<p>field placing.</p> <ul style="list-style-type: none"> • Fielding – stopping and returning; catching close to/away from batsman; throwing to wicket keeper or at the stumps; chasing and returning. • Wicket keeping – positioning (in relation to pitch and type of bowler), stance, receiving ball from bowling/fielding, catches, stumping and run-outs.
<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment.</p>
<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>
<p>NB: All sports offered for GCSE Edexcel PE. All sports which are assessed in curriculum time are subject to change depending on class profile, weather and resource changes.</p>					

**Physical Education at Cox Green
Curriculum Plan
Key Stage 4
Year 10 GCSE PE Practical**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Sports: Football	Sports: Netball	Sports: Basketball	Sports: Badminton	Sports: Tennis	Sports: Athletics
<p>Skills:</p> <ul style="list-style-type: none"> • Passing – long and short, laces, inside, outside of foot. • Dribbling and running with the ball • Tackling (block, slide) • Heading (attack/defence) • Turning with the ball – recycling (Cruyff, drag back) • Striking the ball (free kicks, shooting - dominant foot). <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> • shot stopping – angles, off line/down line, free kicks • dealing with crosses – high/low • dealing with back passes (keeping possession, long clearances) 	<p>Skills:</p> <ul style="list-style-type: none"> • Passing (shoulder, chest, bounce) • Handling (ball control) • catching (one handed, two handed, static, on the move) • Footwork (landing, pivot, running pass, running shot) • Evasion (holding space, dodging, feint, driving) • Shooting where appropriate to position (one/two handed, forward/backward step shot) • Defending (man to man, blocking) • Tactical and technical application within a game situation. 	<p>Skills:</p> <ul style="list-style-type: none"> • Passing and receiving – chest, bounce, javelin, overhead • Shooting – lay-up, reverse lay-up, set, jump • Dribbling – either hand, changes of direction, pace, crossover, spin • Rebounding and boxing out • Footwork – pivot, stop. • Application in competitive situation: fast break, give and go, 1 v. 1 attack and defence, man to man and zone defence, post play, screens, re-starts like jump ball and out of bounds, motion and zone 	<p>Skills:</p> <ul style="list-style-type: none"> • Serves - low and short, high and deep, flick, drive • Clear shot – forehand and backhand; attacking and defending; overhead, underarm • Drop shot – fast, slow • Drives shot – forehand, backhand; cross court and down-the-line • Smash • Block shot - drop, straight, angled • Net shots – forehand, backhand • Tactical understanding - Appropriate choice of shot in relation to situation. • Application of skills/techniques in tactics: movement 	<p>Skills:</p> <ul style="list-style-type: none"> • Grips and their implementation for different shots • Movement around the court • Ground shots – forehand and backhand with topspin, slice and flat • Serves – flat, slice and top spin • Return of serve • Volley – forehand, backhand • Lob – forehand and backhand, defensive and attacking • Drop shot • Half volley. • Tactical application: movement pressure, variation, deception, serve and volley. 	<p>Skills:</p> <p>Students can be assessed in one field or track event.</p> <p><i>Field events</i> - High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus.</p> <p>Jump: high, pole, long, or triple.</p> <ul style="list-style-type: none"> • Run up • Take off • Flight • Landing. <p>Throw: shot putt, javelin, hammer, or discus.</p> <ul style="list-style-type: none"> • Initial stance • Grip • Preparation • Movement • Release • Recovery. <p><i>Track events</i> - 100m,</p>

<ul style="list-style-type: none"> • kicking (punt, goal kicking) • 1 v. 1, attacker v. keeper – denying space, body position • handling (catching, parry) • distribution (throws, short passes). • Tactical and technical application within a game situation. 		<p>offence.</p> <ul style="list-style-type: none"> • Tactical and technical application within a game situation. 	<p>pressure, deception, serving, attack/defensive formations in doubles.</p>	<ul style="list-style-type: none"> • Appropriate shot selection with length, height, speed and angle • Demonstrating communication and influence on performance in doubles. 	<p>200m, 400m, 800m, 1500m, 3000m, 100m hurdles, 400m hurdles, or 1500m steeplechase.</p> <p>Skills/technique:</p> <ul style="list-style-type: none"> • Starts • Posture • Pacing • Leg and arm action • Coordination of legs and arms • Stride pattern.
<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment.</p>
<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>
<p>NB: All sports offered for GCSE Edexcel PE. All sports which are assessed in curriculum time are subject to change depending on class profile, weather and resource changes.</p>					



Physical Education at Cox Green
Curriculum Plan
Key Stage 4
Year 11 GCSE Practical

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Sports: Trampolining	Sports: Hockey	Sports: Volleyball	Sports: Moderation Practice	Sports: Theoretical concepts taught practically	Sports: N/A
Skills: Students are expected to complete the following skill Basic jumps: <ul style="list-style-type: none"> • checking/stopping • straight bouncing • tuck jump • pike jump • straddle jump Basic twists: <ul style="list-style-type: none"> • half-twist jump • full twist jump • seat drop, half twist to feet • half twist to seat drop • tuck jump with half twist out of a shape to feet Advanced twists: <ul style="list-style-type: none"> • back drop, half twist to front drop • backdrop, full twist to feet • full twist to back drop • backdrop, half twist to back drop (cradle) • half turntable 	Skills: Students are expected to complete the following skills Outfield: <ul style="list-style-type: none"> • passing (drive, push, flick, drag flick, reverse hit) • receiving the ball (from right, left, behind) • running with the ball (dribbling, feints, close control) • tackling (block, lunge, jab) • evasion (stick side, non-stick side) • shooting, where appropriate to position (forward line attack, penalty corner) use of stick/hand • tackling interception (pass, shot) • restarts (attack, defence, 	Skills: Students are expected to complete the following skills <ul style="list-style-type: none"> • service – underarm, tennis, jump • dig • volley – front, reverse, jump • setting – to front and back court hitters, combination attacks • smash – cross-court, down the line, short, from front court • dump • block • extreme recoveries - roll appropriate technique selection with accuracy, and optimum trajectory and pace <ul style="list-style-type: none"> • contribution to the application of tactics: smash/block cover 	Skills: Students will continue to practice the various sport that they will be assessed in for their final external moderation. Sport specific drills will be created for students to practice core skills in isolation and also in competitive scenarios.	Skills: The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ. Completion of various different training methods to support overall fitness and their understanding of the advantages and disadvantages of Continuous, Fartlek, circuit, interval, Plyometrics, weight/resistance. The purpose and importance of warm ups and cool downs to effective training sessions and physical activity and sport Phases of a warm up	

<ul style="list-style-type: none"> • full turntable • back drop, full twist to back drop (cat twist) • seat drop, full twist to seat drop (roller) • one and a half twist jump <p>Shaped drops:</p> <ul style="list-style-type: none"> • front drop – tucked • front drop – piked • back drop - piked with extension for landing • back drop – tucked with extension for landing <p>Somersaults:</p> <ul style="list-style-type: none"> • three quarter front somersault to back, to feet • front somersault to feet • back somersault to feet • front somersault piked • back somersault piked • back somersault straight • barani any shape 	<p>corners, free hits)</p> <ul style="list-style-type: none"> • contribution to open play (keeping possession, regaining possession, support in attack and defence) • contribution to set play/moves (free-hits, corners, sideline hit in attack and defence) • demonstrating communication and influence on team performance • applying the team strategy in open play and set play • decision making • ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player). • adhering to rules, health and safety guidelines, and considering appropriate risk management strategies • defending (channelling, shadowing, man to man, zonal) 	<ul style="list-style-type: none"> • combination attacks, specialist (one or two) setter systems, use of libero • taking into account a range of factors that impact on success such as strengths and weaknesses of opponent(s), or playing conditions (as the amount of height above the net) • decision making (making correct decision to use appropriate techniques) • contribution to strategy and tactics • demonstrating communication and influence on team performance • applying the team strategy in open play and set play • ability to adapt to the environment and changing circumstances (weather, loss of a player). • adhering to rules, health and safety 		<p>and their significance in preparation for physical activity and sport</p> <p>Activities included in warm ups and cool downs</p>	
--	---	---	--	--	--

		guidelines, and considering appropriate risk management strategies.			
<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment. In addition to sporting assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment. In addition to sporting assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment. In addition to sporting assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment. In addition to sporting assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment. In addition to sporting assessment.</p>	<p>Assessment: All sporting assessment will be conducted from end of topic assessments and also external moderation assessment. In addition to sporting assessment.</p>
<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>	<p>SMSC and British Values: <i>Teamwork, Leadership, Sportsmanship, Creativity and Ethics.</i></p>
<p>NB: The full list of sports for Edexcel GCSE PE is as following: Athletics, Boxing, Camogie, Canoeing, Cycling, Diving, Equestrian, Gaelic Football, Golf, Gymnastics, Hurling, Kayaking, Lacrosse, Rock Climbing, Rowing, Swimming, Sculling, Skiing, Squash, Snowboarding, Badminton, Basketball, Cricket, Dance, Handball, Hockey, Netball, Rugby, Football, Table Tennis, Tennis, Trampolining, Volleyball, Specialist Activities, Blind cricket, Goalball, Powerchair football, Table cricket, Wheelchair basketball, Wheelchair football, Wheelchair rugby, Boccia, Polybat All sports offered for GCSE PE (Edexcel). All sports which are assessed in curriculum time are subject to change depending on class profile, weather and resource changes.</p>					