BBG Academy Curriculum 2025-2026 – GCSE PE

This document contains details of how the subject is sequenced over the years of delivery. Included are assessment points and the prior learning that will be included in these assessments. It also includes where topics are revisited to maximise student retrieval and retention. Along with curriculum content, opportunities to develop links with careers are also identified in order to bring the relevance of the curriculum into the wider life context.

Curriculum Intent Statement

GCSE PE should encourage learners to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.

It will equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

It will require them to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how the physiological and psychological state affects performance in physical activities and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

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GCSE PE (10 & 11)

Year 10/11 assessment dates

Mock exams - 6/10/25 - 17/10/25
Mock exams – 12/1/26 - 23/1/25

Term	Content	Sequencing	Assessment	Careers links & Experiences
Summer 2	**Topic:** Paper 1 Topics: Components of Fitness & Fitness Testing AEP – Section 1 and Section 3 Practical - Athletics	**Key knowledge and terminology:** Know the following components of fitness: • **cardiovascular endurance/stamina** • know the definition of cardiovascular endurance/stamina • be able to apply practical examples where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – Cooper 12 minute run/walk test – multi-stage fitness test •**muscular endurance** • know the definition of muscular endurance • be able to apply practical examples where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – press-up test – sit-up test • **speed** • know the definition of speed • be able to apply practical examples where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – 30m sprint test	**Consolidation/Summative assessment:** **Formative assessment** Exam style questions in lesson on topic area being covered Summative assessment AEP section 1 & 3 started Assessment of different athletic events.	

		• **strength** • know the definition of strength • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – grip strength dynamometer test – 1 Repetition Maximum (RM) • **power** • know the definition of power • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – 'standing jump' or 'vertical jump' tests • **flexibility** • know the definition of flexibility • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – 'sit and reach' test • **agility** • know the definition of agility • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – Illinois agility test • **balance**		

		• know the definition of balance • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – ‘stork stand’ test • **co-ordination** • know the definition of co-ordination • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – ‘wall throw’ test • **reaction time** • know the definition of reaction time • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – reaction time ruler test • be able to collect and use data relating to the components of fitness. **AEP -** **Evaluation** **Overview** **Athletics** **100m – sprint start and sprint technique, dip finish**		

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		200m – sprint start and sprint technique, dip finish **800m – Pacing, sprint finish, running technique** **Shot putt – Throwing technique, glide** **Javelin – Throwing technique, cross step** **High jump – Run up, scissors, fosbury flop** **Previous topics built on in this topic:** **Pre-Option PE:** Components of Fitness covered within Y9 PE Option AEP – Drawing on own sporting knowledge from their chosen activity, relating to skills learnt in Core PE lessons Practical – Apply skills learnt in KS3 Athletics lesson and applying these to competitive situations and assessments		
Autumn 1	**Topic:** Paper 1 Topics: Skeletal System Types of Synovial Joint & Types of Movement Muscular System Levers Planes and Axis Cardiovascular System Paper 2 Topics: Skill Classification	**<u>Key knowledge and terminology</u>** **Paper 1** - know the name and location of the following bones in the human body: • cranium • vertebrae • ribs • sternum • clavicle • scapula • pelvis • humerus • ulna • radius • carpals • metacarpals • phalanges • femur • patella • tibia • fibula • tarsals • metatarsals. - understand and be able to apply examples of how the skeleton provides or allows: • support • posture • protection • movement • blood cell production • storage of minerals. • know the definition of a synovial joint	**Consolidation/Summative assessment:** **Formative assessment** Exam style questions in lesson on topic area being covered. **Summative** **Mock exams 6/10/25 - 17/10/25** Paper 1 – 60 marks Paper 2 – 60 marks Content from all paper 1 and paper 2 topics covered to this point.	Explore role of a physiotherapist Physiotherapist | Explore careers | National Careers Service Explore the role of a Sport and Exercise Psychologist Sport and exercise psychologist | Explore careers | National Careers Service

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	Characteristics of a Skilful Movement Mental Preparation SMART Goals Guidance AEP – finish section 3 Practical - Handball	• know the following hinge joints: • knee – articulating bones – femur, tibia • elbow – articulating bones – humerus, radius, ulna • know the following ball and socket joints: • shoulder – articulating bones – humerus, scapula • hip – articulating bones – pelvis, femur. • know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport: • flexion • extension • know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport: • flexion • extension • rotation • abduction • adduction • circumduction. • know the roles of: • ligament • cartilage • tendons. • know the name and location of the following muscle groups in the human body and be able to apply their use to examples from physical activity/sport: • deltoid • trapezius • latissimus dorsi • pectorals • biceps • triceps • abdominals • quadriceps • hamstrings • gluteals • gastrocnemius. • know the definitions and roles of the following and be able to apply them to examples from physical activity/sport: • agonist • antagonist • fixator – antagonistic muscle action. • know the three classes of lever and their use in physical activity and sport: • 1st class – neck • 2nd class –	AEP section 3 Handball assessment	

		ankle • 3rd class – elbow • know the definition of mechanical advantage • know the location of the planes of movement in the body and their application to physical activity and sport: • frontal • transverse • sagittal • know the location of the axes of rotation in the body and their application to physical activity and sport: • frontal • transverse • longitudinal. • know the double-circulatory system (systemic and pulmonary) • know the different types of blood vessel: • arteries • capillaries • veins • understand the pathway of blood through the heart: • atria • ventricles • bicuspid, tricuspid and semilunar valves • septum and major blood vessels: – aorta – pulmonary artery – vena cava – pulmonary vein • know the definitions of: • heart rate • stroke volume • cardiac output • know the role of red blood cells. **Paper 2** • know the definition of motor skills • understand and be able to apply examples of the characteristics of skilful movement: • efficiency • pre-determined • co-ordinated • fluent • aesthetic. • know continua used in the classification of skills, including: • simple to complex skills (difficulty continuum) • open to closed skills (environmental continuum) • be able to apply practical examples of skills for each continuum along with justification of their placement on both continua.		

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		• understand and be able to apply examples of the use of goal setting: • for exercise/training adherence • to motivate performers • to improve and/or optimise performance • understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed) • be able to apply the SMART principle to improve and/or optimise performance. • know mental preparation techniques and be able to apply practical examples to their use: • imagery • mental rehearsal • selective attention • positive thinking. • understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: • visual • verbal • manual • mechanical. **AEP** **Practical**		

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		Previous topics built on in this topic: Paper 1 – Good foundational knowledge of skeletal system required for synovial joints and movements (Autumn 1). Joint movements have to be understood prior to planes & axis. (Autumn 1) **Pre-Option PE:** Skeletal system, Synovial joints & types of movement, muscular system, cardiovascular system, , mental preparation, SMART goals covered within Y9		
Autumn 2	**Topic:** Paper 1 Topics: Respiratory System Aerobic & Anaerobic Short Term Effects of Exercise Long Term Effects of Exercise Paper 2 Topics: Feedback Physical Activity & Factors Factors Affecting Participation	**Key knowledge and terminology** **Paper 1** • understand the pathway of air through the respiratory system: • mouth • nose • trachea • bronchi • bronchiole • alveoli • know the role of respiratory muscles in breathing: • diaphragm • intercostals • know the definitions of: • breathing rate • tidal volume • minute ventilation • understand about alveoli as the site of gas exchange. • know the definitions of: • aerobic exercise • anaerobic exercise • be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration. • understand the short-term effects of exercise on: • muscle temperature • heart rate, stroke volume, cardiac output • redistribution of blood flow during exercise •	**Consolidation/Summative assessment:** **Formative assessment** – Exam style questions in lesson on topic area being covered **WC 8/12/25** **30 mark topic test** Focus on AO2 and AO3 questions. Paper 1 - Respiratory system Aerobic and anaerobic	Explore the roles in the Health and fitness industry Fitness instructor Fitness instructor | Explore careers | National Careers Service Leisure centre manager Leisure centre manager | Explore careers | National Careers Service

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	Strategies to Improve Participation Commercialisation AEP – section 2 Practical - Trampolining	respiratory rate, tidal volume, minute ventilation • oxygen to the working muscles • lactic acid production • be able to apply the effects to examples from physical activity/ sport • be able to collect and use data relating to short-term effects of exercise. • understand the long-term effects of exercise on: • bone density • hypertrophy of muscle • muscular strength • muscular endurance • resistance to fatigue • hypertrophy of the heart • resting heart rate and resting stroke volume • cardiac output • rate of recovery • aerobic capacity • respiratory muscles • tidal volume and minute volume during exercise • capilliarisation • be able to apply the effects to examples from physical activity/ sport • be able to collect and use data relating to long-term effects of exercise. **Paper 2** • understand types of feedback and be able to apply practical examples to their use: • intrinsic • extrinsic • knowledge of performance • knowledge of results • positive • negative • be familiar with current trends in participation in physical activity and sport: • using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS)) • of different social groups • in different physical activities and sports.	Short & Long term effects Paper 2 - Sport Psychology Factors Affecting Participation & Strategies to Improve Participation Commercialisation	Personal Trainer Personal trainer | Explore careers | National Careers Service Explore the role of Sports Development officer Sports development officer | Explore careers | National Careers Service

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		• understand how different factors can affect participation, including: • age • gender • ethnicity • religion/culture • family • education • time/work commitments • cost/disposable income • disability • opportunity/access • discrimination • environment/climate • media coverage • role models • understand strategies which can be used to improve participation: • promotion • provision • access • be able to apply examples from physical activity/sport to participation issues. • understand the influence of the media on the commercialisation of physical activity and sport: • different types of media – social – internet – TV/visual – newspapers/magazines. • know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle): • positive and negative effects of the media on commercialisation • be able to apply practical examples to these issues. • understand the influence of sponsorship on the commercialisation of physical activity and sport: • positive and negative effects of sponsorship on commercialisation • be able to apply practical examples to the issue of sponsorship. **Trampolining-** Cover all core and advanced skills on GCSE NEA Specification **Previous topics built on in this topic:**		

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		Paper 1 - Short- & Long-Term Effects of Exercise – Good foundation knowledge of cardiovascular, respiratory and muscular system (Autumn 1&2) required for this topic Paper 2 – For Strategies, a good foundation knowledge of factors affecting participation required (Autumn 2) **Pre-Option PE:** respiratory system, aerobic and anaerobic , Short- & long-term effects of exercise, covered within Y9		
Spring 1	**Topic:** Paper 1 Topics: Principles of Training Methods of Training Warm Up & Cool Down Paper 2 Topics: Ethics in Sport AEP – Section 4, 5 and 6 Practical - Badminton	**Key knowledge and terminology** **Paper 1** • know the following definitions of principles of training and be able to apply them to personal exercise/training programmes: • specificity • overload • progression • reversibility • know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise/training programmes • know different types of training, definitions and examples of: • continuous • fartlek • interval – circuit training – weight training – plyometrics – HIIT (High Intensity Interval Training). • understand the key components of a warm up and be able to apply examples: • pulse raising • mobility • stretching • dynamic movements • skill rehearsal • know the physical benefits of a warm up, including effects on: • warming up muscles/preparing the body for physical activity • body temperature • heart rate • flexibility	**Consolidation/Summative assessment:** **Formative assessment** Exam style questions in lesson on topic area being covered **Summative** **Mock exam – 12/1/26 - 23/1/26** Paper 1 – 60 marks Paper 2 – 60 Marks Use past paper and substitute any topics that have yet to be taught	Explore the role of a Performance Sport Scientist Performance sports scientist | Explore careers | National Careers Service

		of muscles and joints • pliability of ligaments and tendons • blood flow and oxygen to muscles • the speed of muscle contraction • understand the key components of a cool down and be able to apply examples: • low intensity exercise • stretching • know the physical benefits of a cool down, including: • helps the body's transition back to a resting state • gradually lowers heart rate • gradually lowers temperature • circulates blood and oxygen • gradually reduces breathing rate • increases removal of waste products such as lactic acid • reduces the risk of muscle soreness and stiffness • aids recovery by stretching muscles. **Paper 2** • know and understand: • the value of sportsmanship • the reasons for gamesmanship and deviance in sport. • be able to apply practical examples to these concepts. **Badminton** Cover all core and advanced skills from GCSE PE NEA specification **Previous topics built on in this topic:** Long term effects of exercise Factors affecting participation Commercialisation **Pre-Option PE:**		

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		Methods of training, principles of training, Diet covered within Y9		
Spring 2	**Topic:** Paper 1 Topics: Prevention of Injury Exam Prep Paper 2 Topics: Drugs in Sport Health, Fitness & Well-Being Violence in Sport Diet Paper 1 & Paper 2 Exam Prep Topics targeted will be based on the QLA of mock exams AEP - catch up and finishing off	**Key knowledge and terminology** **Paper 1** • understand how the risk of injury in physical activity and sport can be minimised and be able to apply examples, including: • personal protective equipment • correct clothing/footwear • appropriate level of competition • lifting and carrying equipment safely • use of warm up and cool down • know potential hazards in a range of physical activity and sport settings and be able to apply examples, including: • sports hall • fitness centre • playing field • artificial outdoor areas • swimming pool. **Paper 2** • know and understand the reasons why sports performers use drugs • know the types of drugs and their effect on performance: • anabolic steroids • beta blockers • stimulants • give practical examples of the use of these drugs in sport. • know and understand the impact of drug use in sport: • on performers • on sport itself. • know and understand the reasons for player violence • give practical examples of violence in sport. • know what is meant by health, fitness and well-being • understand the different health benefits of physical activity and consequences of a sedentary lifestyle: • physical:	**Consolidation/Summative assessment:** **Formative assessment** Exam style questions in lesson on topic area being covered **Summative assessment** **WC 23/3/26** Paper 1 – Past paper Paper 2 – Past paper	Explore Other roles in Sport and Leisure Sports and leisure | Explore careers (nationalcareers.service.gov.uk)

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	NEA submission date TBC	– injury – coronary heart disease (CHD) – blood pressure – bone density – obesity – Type 2 diabetes – posture – fitness • emotional: – self-esteem/confidence – stress management – image 2 23 Version 1.7 © OCR 2024 GCSE (9–1) in Physical Education Topic area Learners must: Health, fitness and well-being cont. • social: – friendship – belonging to a group – loneliness • be able to apply the above to different age groups • be able to respond to data about health, fitness and well-being • know the definition of a balanced diet • know the components of a balanced diet • carbohydrates • proteins • fats • minerals • vitamins • fibre • water and hydration • understand the effect of diet and hydration on energy use in physical activity • be able to apply practical examples from physical activity and sport to diet and hydration. **Previous topics built on in this topic:** Joints, Warm-up and cool down, muscular system Cardiovascular system, respiratory system, long and short term effects of exercise.		
Summer 1	**Topic:** Paper 1 & Paper 2 Exam Prep Topics targeted will be informed	**Previous topics built on in this topic:** Retrieval practice of topics re-covered in Spring 2	**Consolidation/Summative assessment:** **Formative assessment**	

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	by formative assessment from Spring 2 Practical moderation date TBC Paper 1 Exam date TBC Paper 2 Exam date TBC		Exam style questions in lesson on topic area being covered	