

GCSE PE Year 11 (Year 2 of the course)

INTENT
Physical Education 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. This 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 activity 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.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Dates	2/9/2024 9/9/2024 16/9/2024 23/9/2024 30/9/2024 7/10/2024 14/10/2024 21/10/2024	4/11/2024 11/11/2024 18/11/2024 25/11/2024 2/12/2024 9/12/2024 16/12/2024	6/1/2025 13/1/2025 20/1/2025 27/01/2025 3/2/2025	10/2/2025 24/2/2025 3/3/2025 10/3/2025 17/3/2025	24/3/2025 31/3/2025 7/4/2025 28/4/2025 5/5/2025 12/5/2025 19/5/2025	2/6/2025 9/6/2025 16/6/2025 23/6/2025 30/6/2025 7/7/2025 14/7/2025
Year 10	L1 – Factors affecting participation L2 – Factors affecting participation L3 – Factors affecting participation L4 – Strategies to improve participation L5 – End of topic test L6 – DIRT L7 – Influence of the media L8 – Sponsorship L9 – Sportsmanship/Gamesmanship L10 – Deviance/ Drugs in sport L11 – Violence in sport L12 – End of topic test L13 – DIRT L14 – Characteristics & classification of skills L15 – GOAL setting	L16 – Mental preparation techniques L17 – Cont. Mental preparation techniques L18 – End of topic test L19 – DIRT L20 – Guidance L21 – Feedback L22 – Healthy lifestyle L23 – Well-being and fitness L24 – Diet and nutrition L25 – Diet and nutrition L26 – Factors to consider/revision L27 – End of topic test L28 – DIRT L29 – Revisit practical sport 3	L30 – Coursework – analysing and evaluating. L31 – Coursework – analysing and evaluating. L32 – Coursework – analysing and evaluating. L33 – Coursework – analysing and evaluating. L34 – Coursework – analysing and evaluating. L35 – Coursework – analysing and evaluating. L36 – Coursework – analysing and evaluating. L37 – Coursework – analysing and evaluating. L38 – Coursework – analysing and evaluating. L39 – Coursework – analysing and evaluating.	L40 – Recap skeletal system L41 – Recap muscular system L42 – Recap movement analysis L43 – Recap cardiovascular system L44 – Recap respiratory system L45 – Recap Effects on the body systems L46 – End of Unit test L47 – DIRT L48 – Recap components of fitness L49 – Recap principle of training	L50 – Recap Injury and training L51 – End of unit test L52 – DIRT L53 – Recap engagement patterns of different social groups L54 – Recap commercialisation L55 – Recap ethical and socio-cultural issues L56 – End of unit test L57 – DIRT L58 – Recap Characteristics of skilful movement L59 – Recap GOAL setting L60 – Recap mental preparation L61 – Recap types of guidance and feedback External assessment	External assessment External assessment External assessment External assessment External assessment External assessment External assessment
End Points	Students will be able to apply knowledge of the following content areas and apply this knowledge to examples from physical activity: <ul style="list-style-type: none"> Current trends in different social groups' participation in sport Different socio-cultural factors can affect participation. Understand strategies that can be used to improve participation through promotion, provision and access. Examples from physical activity to these participation issues. Influence of the media on the commercialisation of physical activity and sport. Social Internet TV/visual Newspapers/magazines Relationship between sport, sponsorship and the media (golden triangle). Sponsorship on commercialisation of physical activity Positive and negative effects of sponsorship on commercialisation to practical examples. Definitions and application of: Sportsmanship Gamesmanship Deviance Reasons why sports performers use drugs and types of drugs. Reasons for player violence Characteristics of skilful movement and examples of: Motor skills Efficiency Pre-determined Co-ordinated Fluent Aesthetic Classification of skills: Difficulty continuum Environmental continuum Reasons for goal setting SMART principle 	Students will be able to apply knowledge of the following content areas and apply this knowledge to examples from physical activity: <ul style="list-style-type: none"> Mental preparation techniques Imagery Mental rehearsal Selective attention Positive thinking Advantage and disadvantages of types of guidance Visual Verbal Manual Mechanical Different types of feedback Intrinsic Extrinsic Knowledge of performance Knowledge of results Positive Negative Effective guidance and feedback Health, fitness and well-being Different health benefits Physical Emotional Social Application and understanding to different age groups, including data. Components of a balanced diet and use of energy. 	Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity <ul style="list-style-type: none"> Evaluation – all of the strengths and weaknesses = top end of Level 5 Analysis – a justified analysis = middle of Level 4 Overview – gives a fairly accurate overview = middle of Level 3 Assessment – gives an accurate and thorough assessment = top end of Level 5 Movement analysis – gives an accurate response to this = Top end of Level 4 Action plan – Produces an action plan that contains everything and overall is of a good standard = Level 3 	Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity at AO1 AO2 and most AO3 standard: <ul style="list-style-type: none"> Skeletal system Muscular system Movement analysis Cardiovascular system Respiratory system Effects of exercise on the body systems Components of fitness Principles of training Good exam technique 	Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity at AO1 AO2 and most AO3 standards: <ul style="list-style-type: none"> Injury and training Engagement patterns of different social groups, Commercialisation Ethical and socio-cultural issues Characteristics of skilful movement GOAL setting Mental preparation Types of guidance and feedback Good exam technique 	Students will be able to apply knowledge of the following areas and apply this knowledge to examples from physical activity <ul style="list-style-type: none"> Accurate recall of applied anatomy and physiology Core and advanced skill, tactical awareness across a range of sports Current trends in different social groups' participation

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Progress & assessment	<p>Assessment will consist of:</p> <ul style="list-style-type: none"> AO1 style low stakes testing at the start of every lesson. AO1, AO2 and AO3 assessed in tasks/silent study through self/peer assessment. AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit. <p>Progress tracked using OCR grade boundaries for 9-1, grades inputted into class marksheet tracked against target grade.</p>	<p>Assessment will consist of:</p> <ul style="list-style-type: none"> AO1 style low stakes testing at the start of every lesson. AO1, AO2 and AO3 assessed in tasks/silent study through self/peer assessment. AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit. <p>Progress tracked using OCR grade boundaries for 9-1, grades inputted into class marksheet tracked against target grade.</p>	<p>Assessment will consist of:</p> <ul style="list-style-type: none"> AO1 style low stakes testing at the start of every lesson. AO1, AO2 and AO3 assessed in tasks/silent study through self/peer assessment. AO1, AO2 and AO3 reviewed in coursework <p>Using grading criteria from OCR analysing and evaluating performance (J587/05)</p>	<p>Assessment will consist of:</p> <ul style="list-style-type: none"> AO1 style low stakes testing at the start of every lesson. AO1, AO2 and AO3 assessed in tasks/silent study through self/peer assessment. AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit. <p>Progress tracked using OCR grade boundaries for 9-1, grades inputted into class marksheet tracked against target grade.</p>	<p>Assessment will consist of:</p> <ul style="list-style-type: none"> AO1 style low stakes testing at the start of every lesson. AO1, AO2 and AO3 assessed in tasks/silent study through self/peer assessment. AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit. PRACTICAL – application of core and advanced skills across 3 sports (main focus on sport 3) <p>Progress tracked using OCR grade boundaries for 9-1, grades inputted into class marksheet tracked against target grade.</p>	<p>Assessment will consist of:</p> <ul style="list-style-type: none"> AO1 style low stakes testing at the start of every lesson AO1, AO2 and AO3 assessed in end of topic tests at the end of each unit <p>Progress tracked using NCFE grade boundaries for L1PMD + L2PMD, grades inputted into class PLC.</p>
Key Vocabulary/literacy opportunities	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding	Each topic has key terms and vocabulary that students will need to show knowledge of to access the appropriate band for AO1 – knowledge and understanding Practical students will need to know which are core and advanced skills
Connected Knowledge	<p>Links to practical Core PE – (Year 7-11) The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with GCSE practical specification. Links to other topics – Coursework, analysing and evaluating performance. A Level PE – <i>Evolution of modern sport. Ethics and deviance in sport. Goal setting in performance.</i> BTEC Sport Level 3 - <i>Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</i></p>	<p>Links to practical Core PE – (Year 7-11) The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with GCSE practical specification. Links to other topics Coursework, analysing and evaluating performance. A Level PE – <i>Stages of learning. Individual differences. Guidance. Feedback. Diet and nutrition, meal preparation. Ergogenic aids.</i> BTEC Sport Level 3 - <i>Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</i></p>	<p>Links to practical Core PE – (Year 7-11) The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with GCSE practical specification. Links to other topics - Coursework, analysing and evaluating performance. A Level PE – <i>EAPI coursework across all papers</i> BTEC Sport Level 3 - <i>Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</i></p>	<p>Links to practical Core PE – (Year 7-11) The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with GCSE practical specification. Links to other topics - Coursework, analysing and evaluating performance. A Level PE – <i>Skeletal system</i> <ul style="list-style-type: none"> Muscular system Movement analysis Cardiovascular system Respiratory system Effects of exercise on the body systems Components of fitness Principles of training BTEC Sport Level 3 - <i>Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</i></p>	<p>Links to practical Core PE – (Year 7-11) The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with GCSE practical specification. Links to other topics - Coursework, analysing and evaluating performance. A Level PE – <i>Injury and training</i> <ul style="list-style-type: none"> Engagement patterns of different social groups, Commercialisation Ethical and socio-cultural issues Characteristics of skilful movement GOAL setting Mental preparation Types of guidance and feedback BTEC Sport Level 3 - <i>Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</i></p>	<p>Links to practical Core PE – (Year 7-11) The role of the heart delivering blood and oxygen around the body – emphasised in warm-ups. Types of muscle – muscles referred to in practical PE and their role in health and fitness activities. Muscle fibre Types – referred to in Athletics – short and long distance events. Linked to Home learning tasks completed in Years 7,8 and 9 that fit in line with V CERT Health and Fitness specification Links to other topics Coursework, analysing and evaluating performance. A Level PE – <i>EAPI – strengths and weaknesses of performance, creating a long-term development plan, linking in content at AO3 level.</i> BTEC Sport Level 3 - <i>Structure and function of the respiratory system, structure and functions of the muscular system; types, contractions and fibre types</i></p>
Links to C+C				Healthy eating and lifestyle factors	Healthy eating and lifestyle factors	
Spiritual, Moral, Social and cultural.	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes

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British Values	Group work to encourage valuing others' opinions and building a mutual respect for others in the class	Group work to encourage valuing others' opinions and building a mutual respect for others in the class	Group work to encourage valuing others' opinions and building a mutual respect for others in the class	Group work to encourage valuing others' opinions and building a mutual respect for others in the class	Group work to encourage valuing others' opinions and building a mutual respect for others in the class	Group work to encourage valuing others' opinions and building a mutual respect for others in the class
Cultural Capital	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Debating tasks, peer assessment tasks and group work give students the opportunity to improve emotional intelligence, empathising with other, respecting others opinions and learn to listen and empathise to other points of views and opinions.
<p>IMPACT: Students will learn the content that is assessed in 2 ways, through an internal and external assessment. Once all content has been covered students will undertake an internal assessment in the form of coursework. At the end of Year 11 pupils will be assessed by a moderator for the practical element, as well as completing 2 papers for external assessment. Students progress will be tracked through frequent assessment points for both the internal and external assessment, progress will be tracked using the OCR grade boundaries (9-1).</p>						