

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
Year 11	L1 - Coursework – analysing and evaluating. L2 - Coursework – analysing and evaluating. L3 - Coursework – analysing and evaluating. L4 - Coursework – analysing and evaluating. L5 - Coursework – analysing and evaluating. L6 - Coursework – analysing and evaluating. L7 - Coursework – analysing and evaluating. L8 - Coursework – analysing and evaluating. L9 - Coursework – analysing and evaluating. L10 - Coursework – analysing and evaluating. L11 - Coursework – analysing and evaluating. L12 - Coursework – analysing and evaluating. L13 - Coursework – analysing and evaluating. L14 - Coursework – analysing and evaluating. L15 - Coursework – analysing and evaluating. L16 - Coursework – analysing and evaluating.	L17 Coursework mop up Revision/ PPE Revision / PPE DIRT Paper 1 DIRT Paper 2 L25 - Factors affecting participation L26- Factors affecting participation L27 – Commercialisation and the media L28 – Advantages and disadvantages of commercial L29 - Advantages and disadvantages of commercial L30 -Sporting behaviours	L31- Sporting behaviours L32- Deviance in sport L33 – Goal setting - SMART L34 - Classification of skills L35- Forms of practice L36- Types of guidance L37- Mental preparation L38 - Types of feedback L39 – Sport psychology – use of data L40 – Revision for sport psychology Revision/PPE	Revision/PPE / Practical moderation L40 & 41 – DIRT papers L42 – Physical, emotional and social health L43 – Lifestyle choices L44 – Impact of lifestyle choices L45 – Sedentary lifestyle and consequences L46 – Balanced diet and the role of nutrients L47 – Dietary manipulation for sport	L48 – Optium weight L49 – Assessment for health, fitness and well-being L50 – DIRT L51 - Recap skeletal L52 – Recap cardiovascular L53 – Recap respiratory L54 – Recap movement analysis L55 – Recap training L56 – Recap sociocultural L57 – Recap Sport psychology L58 – Recap Health, fitness and wellbeing L59 – Data and exam technique	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: 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 	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 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 at AO1 AO2 and most AO3 standard: <ul style="list-style-type: none"> 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 at AO1 AO2 and most AO3 standards: <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 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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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Progress & assessment</p>	<p>Progress tracked using Edexcel grade boundaries for 9-1, grades inputted into class marksheet tracked against target grade.</p> <ul style="list-style-type: none"> AO1, AO2 and AO3 reviewed in coursework <p>Using grading criteria from Edexcel analysing and evaluating performance</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 Edexcel 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 Edexcel analysing and evaluating performance</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 Edexcel 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 Edexcel 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 Edexcel grade boundaries for 9-1, grades inputted into class marksheet tracked against target grade.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Vocabulary/literacy opportunities</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Connected Knowledge</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>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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Links to C+C</p>				<p>Healthy eating and lifestyle factors</p>	<p>Healthy eating and lifestyle factors</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spiritual, Moral, Social and cultural.</p>	<p>Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes</p>	<p>Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes</p>	<p>Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes</p>	<p>Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes</p>	<p>Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes</p>	<p>Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes</p>

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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>						