

**Physical Education – Year 11 GCSE**

| <b>Content (Intent)</b>  | <b>Links to prior learning</b>  | <b>Skills and Assessment (Implementation)</b>   | <b>Expected Learning Outcomes (Impact)</b>   |
|--|---|---|--|
| <p><b>Term 1 Theory</b></p> <p>Health, fitness and well-being:</p> <ul style="list-style-type: none"> <li>• Physical, emotional and social health, fitness and well-being</li> <li>• The consequences of a sedentary lifestyle</li> <li>• Energy use, diet, nutrition and hydration</li> </ul> | <p>Links with Science content taught at KS3 and Science GCSE.</p> <p>Builds on prior knowledge from the KS3 fitness SoW.</p> <p>Links with KS3 and GCSE Food and Nutrition.</p> <p>Linking data analysis and graphs taught in Science, Maths and Geography.</p> | <p>Skills:</p> <ul style="list-style-type: none"> <li>• Development of note-taking and study skills.</li> <li>• Develop knowledge of topics linked to the positive effects of exercise, or negative effects from lack of exercise on all areas of health.</li> <li>• Develop their knowledge of how diet can impact on physical activity and performance levels.</li> <li>• Develop application of these topics to exam questions and identification of their application in sporting scenarios.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• Exam questions</li> <li>• Homework tasks including powerpoints, posters, leaflets.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand the impact exercise has on Physical, Emotional and social health.</li> <li>• Ability to make positive lifestyle choices in relation to: diet, activity level, work/rest/sleep balance, and recreational drugs (alcohol, nicotine).</li> <li>• Understand what a sedentary lifestyle is and the consequences.</li> <li>• Risk factors associated with being overweight, overfat, obese.             <ul style="list-style-type: none"> <li>• Develop knowledge of depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture and the impact on components of fitness                 <ul style="list-style-type: none"> <li>• Be able to interpretation and analyse data associated with trends in physical health issues.</li> <li>• Link energy use through exercise to diet, nutrition and hydration and how to maintain a balanced lifestyle and maintain performance levels.</li> </ul> </li> </ul> </li> </ul> |

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|   |   |  | <ul style="list-style-type: none"> <li>• The role and importance of macronutrients and micronutrients for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes.</li> <li>• The factors affecting optimum weight: sex, height, bone structure and muscle girth.</li> </ul>   |
| <p><b>Term 2 and 3 Theory</b></p> <p>Sport Psychology:</p> <ul style="list-style-type: none"> <li>• Classification of skills</li> <li>• Goal setting and SMART targets</li> <li>• Guidance and feedback on performance</li> <li>• Mental preparation for performance</li> </ul> | <ul style="list-style-type: none"> <li>• Understand and identify the classification of skills taught practically in KS3 and KS4 lessons</li> <li>• Feedback received from staff in PE lessons</li> <li>• Linking own performance and coaching received within lessons and at external clubs.</li> </ul> | <p>Skills:</p> <ul style="list-style-type: none"> <li>• Development of note-taking and study skills.</li> <li>• Develop knowledge of topics concerned with different skills, types of feedback and guidance across a range of sports.</li> <li>• Develop application of these topics to exam questions and identification of their application in sporting scenarios.</li> <li>• Be able to apply their knowledge through practical examples.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• Exam questions</li> </ul> | <ul style="list-style-type: none"> <li>• Able to identify and accurately classify a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua.</li> <li>• Understand and identify different practice structures: massed, distributed, fixed and variable and how different skills are taught.</li> <li>• Why levels of performers would use different practice structures and why.</li> </ul> |

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|                         |                                | Homework tasks including powerpoints, posters, leaflets. | <ul style="list-style-type: none"> <li>• Understand the use of goal setting to improve and/or optimise performance through the principles of SMART targets (specific, measureable, achievable, realistic, time-bound).</li> <li>• The importance of setting and reviewing targets to improve and/or optimise performance.</li> <li>• Identify the types of guidance to optimise performance: visual, verbal, manual and mechanical and identify the advantages and disadvantages of each type.</li> <li>• Understand the types of feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal and which types of sports would use these and the level of performer.</li> <li>• Able to interpretation and analysis data associated with feedback on performance.</li> <li>• Describe and explain the impact on performance of</li> </ul> |

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|  |   |   | <p>mental preparation/rehearsal and warming up for a range of sports.</p>  |
| <p><b>Term 4 Theory</b></p> <p>Socio-cultural influences:</p> <ul style="list-style-type: none"> <li>• Social groups and physical activity</li> <li>• Commercialisation of sport and physical activity</li> <li>• Ethical and socio-cultural issues in sport.</li> </ul> | <p>New topics. Some students will have knowledge through watching the news, involvement in clubs outside of school and parental influences.</p> | <p>Skills:</p> <ul style="list-style-type: none"> <li>• Development of note-taking and study skills.</li> <li>• Develop knowledge of topics concerned with social-cultural influences.</li> <li>• Develop application of these topics to exam questions and identification of their application in sporting scenarios.</li> <li>• Be able to apply their knowledge through practical examples.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• Exam questions</li> </ul> <p>Homework tasks including powerpoints, posters, leaflets.</p> | <ul style="list-style-type: none"> <li>• Understanding the impact on participation rates considering the following personal factors: gender, age, socio-economic group, ethnicity and disability.</li> <li>• Explore the relationship between commercialisation, the media and physical activity and sport.</li> <li>• Identify the advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator.</li> <li>• Have a varied understanding across a range of sports of the different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level.</li> </ul> |

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|  |   |  | <ul style="list-style-type: none"> <li>• Ability to interpretation data associated with trends in participation rates, commercialisation of physical activity and ethical and socio-cultural issues in physical activity and sport.</li> <li>•</li> </ul>                            |
| <p><b>Terms 1-4 Practical</b></p> <p>Pupils re-visit a range of different sports and physical activities dependent upon the class dynamics and grades achieved in year 10. These could include:</p> <ul style="list-style-type: none"> <li>• Games – netball, hockey, football, badminton</li> <li>• Gymnastics</li> <li>• Dance</li> <li>• Swimming</li> <li>• Trampolining</li> <li>• Athletics</li> </ul> | <p>Refinement of skills learnt in Year 10</p> | <p>Skills:</p> <ul style="list-style-type: none"> <li>• Refine and secure knowledge and skills in each sport appropriate to their chosen 3.</li> <li>• Be able to apply theory knowledge to practical activities.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Pupils are assessed against the GCSE PE Practical criteria for each sport and given a practical grade to help them choose their 3 sports for assessment.</li> <li>• Practical activities are then moderated by an external visiting moderator.</li> </ul> | <ul style="list-style-type: none"> <li>• Be able to perform at a more advanced level in each activity</li> <li>• To understand the assessment criteria for GCSE PE practical activities.</li> <li>• To select the most appropriate 3 practical activities for assessment.</li> </ul> |

**Resources and/or activities to support learning**

Textbook - Edexcel GCSE (9-1) PE Student Book 2nd edition (ISBN 978-1292129884)

Practical Performance Assessment Criteria Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education (Short Course) (3PE0)

Revision guide - Revise Edexcel GCSE (9-1) Physical Education Revision Guide (ISBN 978-1292135120)

## **Physical Education – Year 11 GCSE**

Revision workbook - Revise Edexcel GCSE (9-1) Physical Education Revision Workbook (ISBN 978-1292135083)

Watching top class sport such as international matches, World and European Championships, Olympics, across a range of sports to develop general sporting knowledge, especially as the theory exams often include questions based upon more unfamiliar sports (boxing, canoeing etc).

Participating in sport as much as possible – Ideally pupils should be participating in all three of their sports outside of school.

Sporting programmes and documentaries on tv.

Taking part in extracurricular clubs - the timetable is displayed on noticeboards as the school website.