

Year 11 GCSE PE Curriculum

Year 11 GCSE PE Curriculum Intent:

Within this year, students will be given the platform and foundation of developing and enhancing their theoretical knowledge. Carrying on from the skills acquired in Year 10, students will explore in greater depth the following topics from the AQA GCSE PE specification:-

- Sports Psychology;
- Socio-Cultural Influences;
- Health, Fitness & Well-Being.

Students will also use these topics to complete the Section B Evaluation section of their coursework. Like in Year 10, exam technique will be delivered and enhanced in this year, with greater emphasis on command words in specific questions. Students will also have the opportunity to re-visit Year 10 topics. However, interleaving and curriculum links will occur in a number of topics. For example, SMART targeting setting and goal setting will refer back to the methods and principles of training unit covered in Year 10.

	Autumn Term	Spring Term	Summer Term
Main Topic	Sports psychology / Socio-cultural / Commercialisation	Commercialisation / Ethical issues	Health and fitness
Secondary Topics	Skill / Goal Setting / SMART targets / Information processing / Guidance / Feedback / Arousal / Stress management / Personality Participation – Women / Ethnicity / Disability participation / Barriers to participation Commercialisation / sponsorship / Sport and media	Sport and media / Technology / Conduct / Prohibited substances / Blood doping / Spectator behaviour	Health and well-being / Sedentary lifestyles / Obesity / Somatotypes / Energy use / Diet / Nutrition / Hydration
Curriculum links	Students can link back to practical application of their practical lessons in KS3 and KS4 to help with their understanding of the Sports Psychology topics. E.g. when in Year 8, the teacher used manual guidance in Gymnastics to help us gain the feel of how to perform a cartwheel safely and correctly.	AO1 & AO2 recall will be used significantly within these topic areas, as students build upon exam technique learned in Year 10. Students will then be taught to utilise these skills, to explore how to answer AO3 evaluative questions.	Topics taught in Year 10 will be re-visited and utilised here to further understanding and retention of knowledge. E.g. the students have the knowledge of the benefits of exercise and how that impacts upon us physically. Students will utilise this to identify what happens when we don't exercise and the impact on our mental and social health, as well as our physical health.
Cross-curricular links	Psychology: Sports psychology topics identified. Business: Impact of sport on the media and how/why sponsors invest in sports and athletes. Development of sports due to increased exposure in the media and revenue. Mathematics: Counting and totalling points/scores & interpreting data. English: Understanding key terminology and what they mean. Understanding specific instructions to follow, interpreting that information and then being to articulate oral responses. Being able to coherently write sentences and answers to exam questions. R.S: Developing character and personal well-being. Creating leaders and working within a team. Understanding fair play and etiquette within each activity.		
Interleaving of skills	Topics taught here such as SMART and goal setting, will help students when they re-visit Yr.10 topics such as optimising training and the principles & methods of training. This will enhance students' retention of knowledge and understanding of key terminology and how to apply this effectively to exam questions.	Ethical issues are taught simultaneously to encourage students to develop a bank of cases studies for their AO2 application. Cross referencing will occur to ensure that the right example is linked to the correct ethical issue.	Topics are linked to establish understanding and for students to identify how one topic influences the other. E.g. if a person does not engage with a healthy balanced diet & lifestyle , this will then impact on their health, fitness and well-being , their energy use and the consequences of leading a sedentary lifestyle .

			Terminology will be woven and used into the different topics and those references will be made to encourage students' depth of thinking & retention of knowledge.
Literacy	As per the PE departmental Literacy policy, the following approaches will be taken:- • Students will be given key words related to the subject topic at the start of each lesson, with their respective definition. • Students will have access to the AQA key words and definitions sheet. This will be both a hard copy and allocated to their Google Classroom. • Teachers will highlight and address SPAG concerns in home-learning and assessed pieces of work. • Students will have their knowledge organisers to support their recall of knowledge alongside lesson resources. • When undergoing exam technique and preparation, teachers will spend time highlighting command words and going through mark schemes, so students are fully aware of how to access marks and understand what the question is specifically asking of them. Regular opportunities for students to provide oral responses to class questions and have immediate feedback from their class teacher.		
Cultural capital	Physical Pupils are afforded the ability to develop not only communication skills through teamwork and leadership opportunities during each unit of study, but also improve their self-esteem and mental health through the participation and progress in 4 hours of physical activity of curriculum time, over 2-week period. Pupils' capacity to improve resilience through stretch and challenge is fundamental to their personal development, and they encounter this throughout the physical education curriculum/lessons. They can also expand upon this through participation in extracurricular clubs. Spiritual Co-operation, etiquette, team-work, fair play, values are all promoted in all PE lessons and extra-curricular opportunities. Pupils are encouraged to develop trust in one another through partner and team activities. Social Pupils develop their social interactions through numerous contact points in lessons and extra-curricular clubs. These range from a high level of team work during lessons, to the encouragement of the social side of sporting endeavour through teams/clubs/sport day Physical The Physical education curriculum is designed to improve pupils' physical endeavour and prowess in all lessons and activities. Pupils can expand upon this through participation in extra-curricular offerings. The promotion of school/club links for increased performance opportunities is also highlighted & promoted. Moral Co-operation, etiquette, team-work, fair play values are all promoted in all PE lessons and extra-curricular opportunities. Pupils are asked to be respectful of fellow learners, understanding that in competitive situations all ability level performers will be working together. Showing respect to the opposition and officials in competitive situations is also a key message. Topics delivered also remind the students of their moral obligation to society and how sport can influence this positively or in some cases negatively. Cultural Promotion of how to be an effective citizen in a sporting context (team member, responsibility of role within a team) and how we represent ourselves in an extracurricular sporting environment. Use of curriculum enrichment days also help to promote and embed this.		
Gatsby Benchmark 4 – Linking Curriculum to Careers	Within KS4, we look to promote careers within our curriculum, in the following ways:- • Interleave careers within our curriculum. For example, when discussing anatomy & physiology, we explore the role of a physiotherapist in an elite athletes recovery. • Prepare students for Post 16 and 18 courses, due to theoretical and practical knowledge acquired. • PE notice board dedicated to careers within sport and Physical Education. • Students to access visits to local Universities or NGB centres. • Emphasis on Physical Education within National Careers week.		

Assessment	Penultimate week of first half term will be a formal exam		November – Mock 2 exam (2 papers)	Penultimate week of first half term will be a formal exam		March – Mock 3 exam (2 papers)			May – GCSE Exams (2 papers)
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