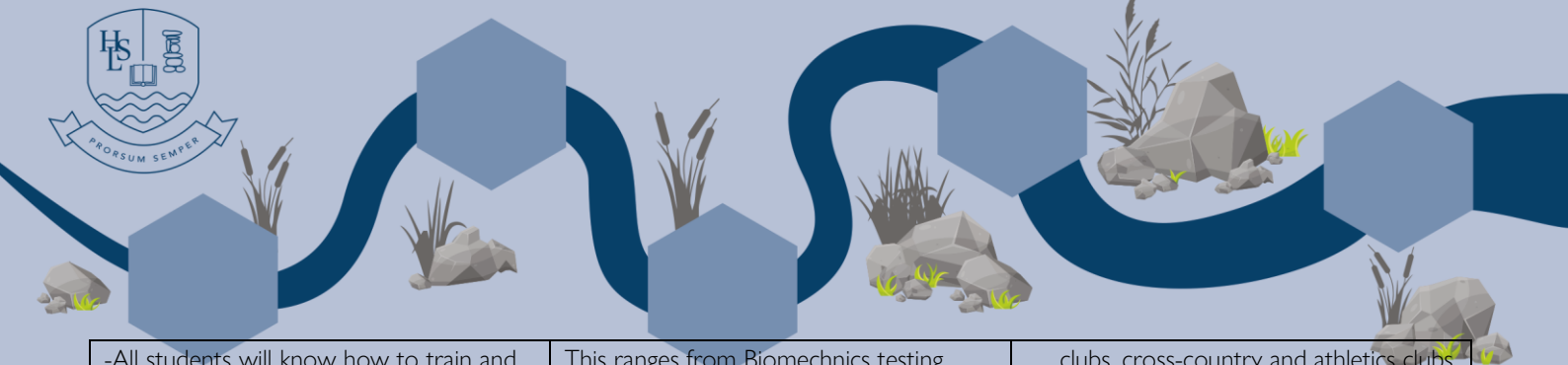
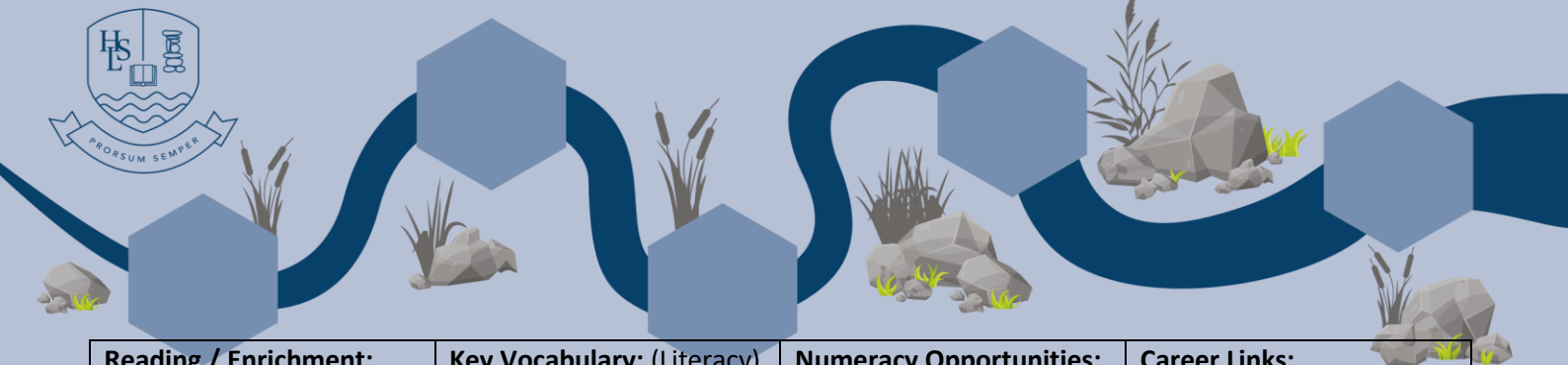


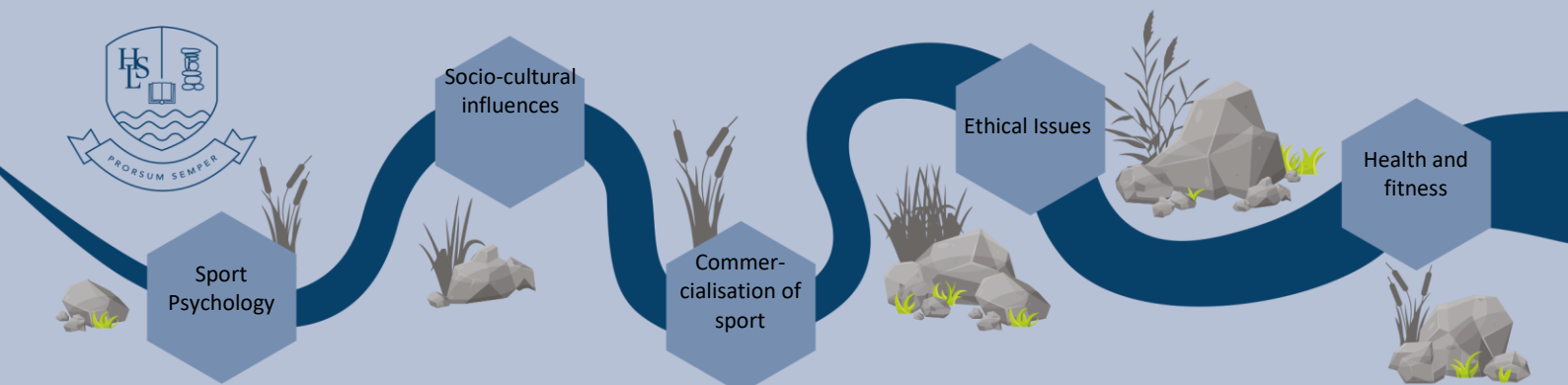
<b>Subject:</b> GCSE PE Education	<b>Year Group:</b> Year 10 and 11	<b>Terms:</b> 1 - 6
<b>Module/Theme:</b> Paper 1 – The human body and movement in physical activity and sport		
<p><b>Topic Outline &amp; Aims (Intent)</b></p> <p>Students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.</p> <p>Students learn how the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints.</p> <p>Students understand how the cardio-respiratory system works and adapts during exercise.</p> <p>Students develop an understanding of the terms aerobic exercise (in the presence of oxygen) and anaerobic exercise (in the absence of enough oxygen).</p> <p>Students should develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport</p> <p>Students develop an understanding of how to fitness test, train and plan training programmes which contributes to their NEA coursework.</p>		
<p><b>Key Skills and Knowledge taught through this topic: (Intent)</b></p> <ol style="list-style-type: none"> <li>1. Learning key words and subject specific vocabulary and can apply this language in written and spoken answers.</li> <li>2. Students understand definitions and can apply definitions in AO1, AO2 and AO3 answers.</li> <li>3. Students understand how to fitness test and review their results, comparing them against national scores and analysing the data.</li> <li>4. Students learn to train using different training methods and can recognise changes in their body immediately after exercise, using this knowledge to support and consolidate the theory of Paper 1 .</li> <li>5. Students will learn to apply real life sporting situations to support their knowledge of the 5 sections of Paper 1.</li> <li>6. Students will learn the techniques of how to answer AO1, AO2 and AO3 questions for Paper 1 and how to apply their knowledge accurately.</li> </ol>		
<p><b>Prior Learning:</b> (Context)</p> <p>KS3:</p> <p>-Students will have experience of exercising at their maximum in lessons and House Competition.</p> <p>-All students will have some understanding of fitness exercises and what muscles are activated and know simple terminology.</p>	<p><b>Future Learning:</b> (Context)</p> <p>KS5:</p> <p>Students will be equipped to take on A Level PE, Sports Science courses at KS5 and into Higher Education at Degree and Masters levels.</p> <p>The GCSE specification lends itself to a wide range of careers in sport and the breadth of the course allows students to discover areas that they would like to research more or specialise in.</p>	<p><b>National Curriculum Links:</b> (Context)</p> <ul style="list-style-type: none"> <li>o Students are taught to use a range of skills to encourage them to lead a healthy, active lifestyle through training.</li> <li>o Students are taught analyse their performances compared to previous ones and demonstrate improvement.</li> <li>o Students are given opportunities to take part in strength and conditioning</li> </ul>



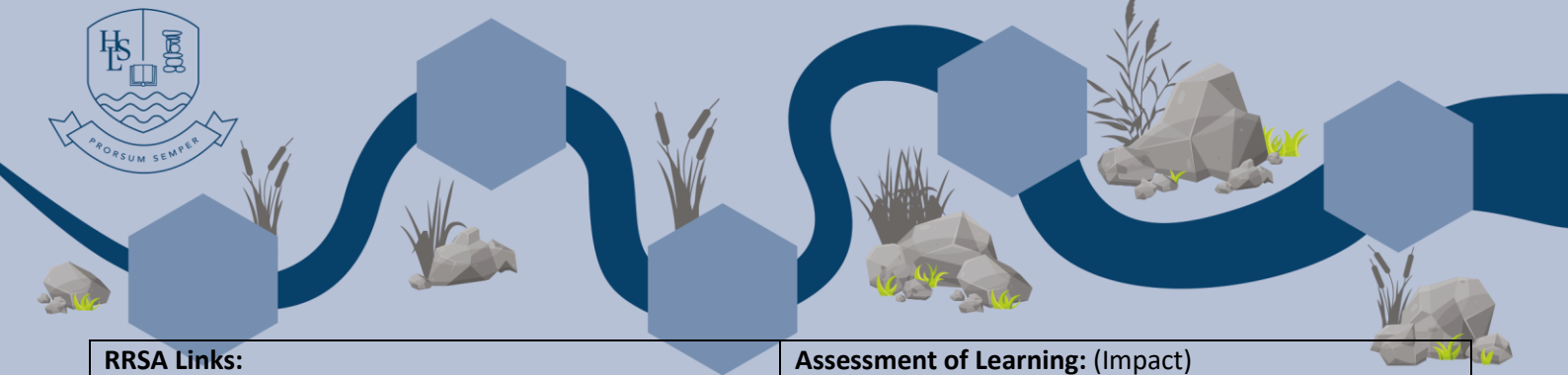
<p>-All students will know how to train and will train for their own fitness and their specific chosen sports.</p> <p>-Some students will be training as part of a High Performance set up and have an in-depth knowledge of fitness and exercise.</p>	<p>This ranges from Biomechanics testing, Sports Analysis, Sport Journalism, Diet and Nutrition specialists through to Physiotherapists.</p>	<p>clubs, cross-country and athletics clubs to consolidate learning.</p>
<p><b>RRSA Links:</b></p> <p>12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 15 – Setting up or joining groups 17 – Access to Information 31 – Rest, Play, Culture and Arts</p> <p><b>British Values Links:</b></p> <p><b>Democracy –</b></p> <ul style="list-style-type: none"> <li>o Freedom to voice opinions during class feedback sessions.</li> <li>o Votes on materials/techniques.</li> <li>o Debates/discussions on subjective performances.</li> </ul> <p><b>The Rule of Law –</b></p> <ul style="list-style-type: none"> <li>o The importance of health and safety for sport.</li> <li>o The importance of playing to the rules of the sport to ensure fair play.</li> <li>o The importance of playing to the rules of the sport to ensure the safety of other competitors.</li> </ul> <p><b>Individual Liberty –</b></p> <ul style="list-style-type: none"> <li>o Importance of independent research and learning.</li> <li>o Importance of reflection of ideas and processes.</li> </ul> <p><b>Mutual Respect –</b></p> <ul style="list-style-type: none"> <li>o Taking part in sport fairly demonstrating good etiquette and sportsmanship.</li> <li>o Sharing work and ideas through group feedback; respecting each other’s strengths and weaknesses.</li> </ul> <p><b>Tolerance -</b></p> <ul style="list-style-type: none"> <li>o Understanding different cultures and beliefs through sport.</li> <li>o Working as part of a team regardless of interests, religion, culture and ability.</li> </ul>	<p><b>Assessment of Learning: (Impact)</b></p> <p><b>Assessment Rationale:</b></p> <p>Students need to have opportunities to learn topics thoroughly and receive formal and informal feedback to aid improvement. This feedback ensures that students can identify the areas that they need to focus on and clarify any misconceptions or knowledge gaps.</p> <p>Continual practical assessments are important throughout the course to ensure enough data is gathered in case of an injury, but to also be able to identify the three strongest sports for that student to be entered for in Year 11.</p> <p>Students will be assessed through:-</p> <ul style="list-style-type: none"> <li>- lessons through question and answer techniques to identify areas of understanding</li> <li>- at the end of modules</li> <li>- during Mock Exams</li> <li>- each sport that they take part in in school, alongside the sport that they compete in outside of school</li> <li>- external mock moderations with other local schools</li> <li>- formal moderation for Year 11 students if required to do so</li> </ul>	
<p><b>Eco Schools Links:</b></p> <p><b>Waste –</b> Ensure all recyclable materials are disposed of correctly.</p> <ul style="list-style-type: none"> <li>- Use re-useable water bottles</li> <li>- Using the environment thoughtfully for exercise.</li> </ul>		



Reading / Enrichment:	Key Vocabulary: (Literacy)	Numeracy Opportunities:	Career Links:
<ul style="list-style-type: none"><li>-Newspaper/magazine articles.</li><li>-Fitness feeds on social media.</li><li>-Sports autobiographies.</li></ul>	<ul style="list-style-type: none"><li>-Subject specific vocabulary</li><li>-Higher-level terminology in answers to access AO3 marks</li></ul>	<ul style="list-style-type: none"><li>-Sets/Reps.</li><li>-Tracking times.</li><li>-Use of smart watch.</li><li>-Taking Heart rates.</li><li>-Planning training programmes.</li></ul>	<ul style="list-style-type: none"><li>-Performer</li><li>-Sports Scientist</li><li>-Coach</li><li>-Physiotherapist</li><li>-Analyst</li><li>-Fitness Instructor</li><li>-Teacher</li><li>-Sports Psychologist</li><li>-Sports journalist</li></ul>



<b>Subject:</b> GCSE PE Education	<b>Year Group:</b> Year 10 and 11	<b>Terms:</b> 1 - 6
<b>Module/Theme:</b> Paper 2 – Socio-cultural influences and well-being in physical activity and sport		
<p><b>Topic Outline &amp; Aims (Intent)</b></p> <p>Students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport.</p> <p>Students should develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society.</p> <p>Students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing.</p> <p>The use and evaluation of setting performance and outcome goals in sporting examples.</p>		
<p><b>Key Skills and Knowledge taught through this topic: (Intent)</b></p> <ol style="list-style-type: none"> <li>1. Learning key words and subject specific vocabulary and can apply this language in written and spoken answers.</li> <li>2. Students understand definitions and can apply definitions in AO1, AO2 and AO3 answers.</li> <li>3. Students understand barriers that prevent certain groups from participating in exercise and strategies in place to overcome it.</li> <li>4. Students learn the impact of commercialisation in sport and the pros and cons that commercialisation can have.</li> <li>5. Students will learn about performance enhancing drugs and be able to apply their knowledge to past and present sports performers.</li> <li>6. Students will learn the positive benefits of leading a healthy lifestyle and the consequences of leading a sedentary lifestyle..</li> </ol>		
<p><b>Prior Learning: (Context)</b></p> <p>KS3:</p> <ul style="list-style-type: none"> <li>-Students will have experience of reflecting on their own sporting performances and understanding the process of how individuals improve.</li> <li>-All students will have an understanding of how to lead of healthy lifestyle and will be able to apply this to the relevant topic.</li> <li>-All students will know how to train and will train for their own fitness and their specific chosen sports.</li> <li>-Some students will have a wider understanding of sport in society and sport in the media; applying this knowledge accurately.</li> </ul>	<p><b>Future Learning: (Context)</b></p> <p>KS5:</p> <p>Students will be equipped to take on A Level PE, Sports Science courses at KS5 and into Higher Education at Degree and Masters levels.</p> <p>The GCSE specification lends itself to a wide range of careers in sport and the breadth of the course allows students to discover areas that they would like to research more or specialise in.</p> <p>This ranges from Biomechanics testing, Sports Ananlysis, Sport Journalism, Diet and Nutrition specialists through to Physiotherapists.</p>	<p><b>National Curriculum Links: (Context)</b></p> <p>Students are taught to use a range of skills to encourage them to lead a healthy, active lifestyle through training.</p> <p>Students are taught analyse their performances compared to previous ones and demonstrate improvement.</p> <p>Students are given opportunities to take part in strength and conditioning clubs, cross-country and athletics clubs to consolidate learning.</p>



<b>RRSA Links:</b> 12 – Respect for Children’s Views 13 – Sharing Thoughts Freely 15 – Setting up or joining groups 17 – Access to Information 31 – Rest, Play, Culture and Arts		<b>Assessment of Learning: (Impact)</b> <b>Assessment Rationale:</b> Students need to have opportunities to learn topics thoroughly and receive formal and informal feedback to aid improvement. This feedback ensures that students can identify the areas that they need to focus on and clarify any misconceptions or knowledge gaps.  Continual practical assessments are important throughout the course to ensure enough data is gathered in case of an injury, but to also be able to identify the three strongest sports for that student to be entered for in Year 11.  Students will be assessed through:- <ul style="list-style-type: none"> <li>- lessons through question and answer techniques to identify areas of understanding</li> <li>- at the end of modules</li> <li>- during Mock Exams</li> <li>- each sport that they take part in in school, alongside the sport that they compete in outside of school</li> <li>- external mock moderations with other local schools</li> <li>- formal moderation for Year 11 students if required to do so</li> </ul>	
<b>British Values Links:</b> <b>Democracy –</b> <ul style="list-style-type: none"> <li>o Freedom to voice opinions during class feedback sessions.</li> <li>o Votes on materials/techniques.</li> <li>o Debates/discussions on subjective performances.</li> </ul> <b>The Rule of Law –</b> <ul style="list-style-type: none"> <li>o The importance of health and safety for sport.</li> <li>o The importance of playing to the rules of the sport to ensure fair play.</li> <li>o The importance of playing to the rules of the sport to ensure the safety of other competitors.</li> </ul> <b>Individual Liberty –</b> <ul style="list-style-type: none"> <li>o Importance of independent research and learning.</li> <li>o Importance of reflection of ideas and processes.</li> </ul> <b>Mutual Respect –</b> <ul style="list-style-type: none"> <li>o Taking part in sport fairly demonstrating good etiquette and sportsmanship.</li> <li>o Sharing work and ideas through group feedback; respecting each other’s strengths and weaknesses.</li> </ul> <b>Tolerance -</b> <ul style="list-style-type: none"> <li>o Understanding different cultures and beliefs through sport.</li> <li>o Working as part of a team regardless of interests, religion, culture and ability.</li> </ul>			
<b>Eco Schools Links:</b> <b>Waste –</b> Ensure all recyclable materials are disposed of correctly. <ul style="list-style-type: none"> <li>- Use re-useable water bottles</li> <li>- Using the environment thoughtfully for exercise.</li> </ul>			
<b>Reading / Enrichment:</b>  -Newspaper/magazine articles. -Fitness feeds on social media. -Sports autobiographies.	<b>Key Vocabulary: (Literacy)</b>  -Subject specific vocabulary -Higher-level terminology in answers to access AO3 marks	<b>Numeracy Opportunities:</b>  -Sets/Reps. -Tracking times. -Use of smart watch. -Taking Heart rates. -Planning training programmes.	<b>Career Links:</b>  -Performer -Sports Scientist -Coach -Physiotherapist -Analyst -Fitness Instructor -Teacher -Sports Psychologist -Sports journalist