



# SUNNYDOWN SCHOOL

## PE CURRICULUM PLAN

Subject	GCSE PE	Year group	Y11
<b>Subject Intent</b>	<p>GCSE qualifications in 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. We strive to ensure the students are best prepared for both the practical and theory elements of the course prior to the assessments and exams in the Summer term. In the theory element of the course students will look at Socio-Cultural issues, commercialisation of sport and Sport Psychology whilst using this knowledge and existing knowledge of methods and principles of training to design and perform an exercise programme. During the Practical element of the course, students will revisit sports with a strategic focus on refining sports identified for practical assessment, including 1 team based and 1 individual sport and one of their choice. Generic skills such as revision skills, planning, exam questions, exam strategy and independent learning will be a focus. Where students identify a desire to follow PE at Level 3 then there is a focus on ensuring that students can apply theoretical knowledge in sporting situations when performing the practical element of the course.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn 1	Personal exercise programme (Controlled assessment 10%)	Perform and record data from their PEP including individual training sessions.	<ul style="list-style-type: none"> <li>Principles of training</li> <li>The importance of a warm up.</li> <li>Use of data to inform training.</li> </ul>	<p><b>Building on.....</b> The theory work completed in Y10 including use of data, methods/principles of training, goal setting and performance analysis.</p> <p><b>Building towards...</b> A strong understanding of how to maintain and develop fitness and performance. It will provide great experience and understanding for students with career ambitions in Sport and health.</p>

<b>Autumn 2</b>	Health & performance	<ul style="list-style-type: none"> <li>● Identification and treatment of injury</li> <li>● Injury prevention</li> <li>● Performance enhancing drugs</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules</li> <li>● RICE</li> <li>● Concussion</li> <li>● Fractures</li> <li>● Sprains</li> <li>● Dislocation</li> <li>● Soft tissue injuries</li> <li>● Steroids</li> <li>● Beta blockers</li> <li>● Narcotic analgesics</li> <li>● Peptide hormones</li> <li>● Stimulants</li> <li>● Blood doping</li> </ul>	<p><b>Building on.....</b> Students will have engaged in warm ups for every PE lesson developing their understanding of why they are important. Discussions of specific activity risks in practical PE lessons and how to minimise the risks.</p> <p><b>Building towards...</b> Students should be able to lead effective warm ups specific and appropriate to a variety of sports activities. Students will be able to lead and officiate activities with an understanding of the importance of rules for ensuring the safety of all participants.</p>
<b>Spring 1</b>	Health and performance	<p><b>Socio-cultural influences</b></p> <ul style="list-style-type: none"> <li>● Factors affecting participation</li> <li>● Commercialisation and the media</li> <li>● Advantages and disadvantages of commercialisation</li> <li>● Sporting behaviours</li> <li>● Deviance in sport</li> </ul>	<ul style="list-style-type: none"> <li>● Participation rates in physical activity and sports</li> <li>● Personal factors:</li> <li>● Gender</li> <li>● age</li> <li>● socio-economic group</li> <li>● ethnicity</li> <li>● Disability</li> <li>● Media</li> <li>● Sponsors</li> <li>● Sports</li> <li>● Player/performers</li> <li>● Spectators</li> </ul>	<p><b>Building on.....</b> Students will reflect on their influences on participation and understand why they engage in the activities they do/do not.</p> <p><b>Building towards...</b> Students will appreciate and understand the barriers to participation in physical activity and sport. It will help them find solutions to becoming more active, as well as promoting opportunities for others.</p>
<b>Spring 2</b>	Sports Psychology	<p><b>Classification of skill</b> Skills are learned through high quality practice. They enable athletes to perform effectively. Skills range from basic to complex and can be</p>	<ul style="list-style-type: none"> <li>● Open/closed</li> <li>● Simple complex</li> <li>● High organisation/Low organisation</li> <li>● <u>Practice structures</u></li> </ul>	<p><b>Building on.....</b> Core PE presents opportunities to coach, evaluate, feedback and improve performance on a regular basis.</p>

		<p>open or closed depending on the sport.</p> <p><b>Guidance &amp; feedback on performance.</b> Performers need guidance to acquire and improve their skills. Visual, verbal, manual and mechanical guidance are used in different situations and to support performers in a range of different ways.</p>	<ul style="list-style-type: none"> <li>● Massed</li> <li>● Distributed</li> <li>● Fixed</li> <li>● Variable</li> <li>●</li> <li>● Application of knowledge</li> <li>● Selecting the relevant practices to develop a range of skills.</li> </ul> <ul style="list-style-type: none"> <li>● Types of guidance</li> <li>● Visual</li> <li>● Verbal</li> <li>● Manual</li> <li>● Mechanical</li> <li>● Advantages/disadvantages in a variety of sporting contexts/levels of skill</li> <li>● Types of feedback to optimise performance</li> <li>● intrinsic</li> <li>● extrinsic</li> <li>● concurrent</li> <li>● Terminal</li> <li>● Interpretation and analysis of graphical representation of data associated with feedback on performance.</li> <li>● Mental preparation for performance</li> <li>● Warm up</li> <li>● Mental rehearsal</li> </ul>	<p><b>Building towards...</b> Students will develop a scientific, psychological understanding of how to improve personal and peer performance in sport. This will undoubtedly support them in both practical moderation, and sports competition and benefit them if they wish to move into sports coaching in the future.</p>
Summer 1	Exam preparation	Study skills	<ul style="list-style-type: none"> <li>● Command words</li> <li>● Styles of questions</li> <li>● Structuring answers</li> </ul>	<p><b>Building on.....</b> All the theoretical knowledge acquired during KS3 and KS4</p>

			<ul style="list-style-type: none"><li>• Revision techniques</li><li>• Practice papers</li></ul>	<b><i>Building towards...</i></b> Confident learners who can access and structure answers for exam questions of varying styles.
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