

# **Subject Curriculum Map: GCSE PE**

**Year 11: 2022-23**

**Exam Board & Assessment Method: AQA – 60% terminal examination, 40% non-examined assessment**

## **Curriculum Intent:**

Year 11 GCSE PE aims to solidify student's current strengths in practical performance based on previous year 9 and 10 work and create areas of opportunity that could be used to firstly to support moderation of students' practical performances and secondly in future as life-long sport throughout students' lives. It will cover theoretical topics on the sociocultural influences on performance and enable students to get a deeper understanding of their background and sporting experiences. Similarly, students will cover a health, fitness and well-being topic which allows students to understand how sport and physical activity impact on the individual, how different social groups face potential barriers to participation and students will start to understand certain health issues facing modern society. It will show the links that exist between key concepts covered across years 9 and 10. These topics will form the basis for the answering of questions on Paper 2 of the terminal examination. Students will understand the requirement to show their knowledge (AO1), ability to apply knowledge to practical performance (AO2) and how to judge the impact on performance (AO3). Literacy within the theoretical part of the course is covered with a focus on developing subject specific words and the ability to write an extended answer using connectives, whilst numeracy skills will be developed when looking at data as part of particular topics (participation rates of sociocultural groups, percentages of macro nutrients in a balanced diet, performance analysis aids using technology). For SMSC practical lessons will develop student resilience to maintain high levels of performance, cover the importance of working together to achieve and working to follow rules to maintain safe working environments.

## **Curriculum Implementation:**

Y11 lessons are taught in mixed ability groups. It is taught over 5 lessons per fortnight with 3 lessons devoted to theoretical work and 2 for practical work. Homework is used to consolidate learning/extend learning and is set at least once per fortnight. Teachers use a range of different methods to help students learn; I do, we do, you do, text book, paired/group work. Lessons are structured to provide a sound knowledge base that students can then use to build their understanding and be able to apply this knowledge to both themselves and in relation to a wider range of practical performance situations. This may be achieved through finding information from texts, discussion work or visual prompts. Students may check their own understanding through self-assessment or engage in collaboration with others to peer assess their work. The vast majority of work is differentiated to support/stretch students. Work will make a clear link between theoretical knowledge and application to practical and this occurs throughout each theme of the course. Students are encouraged to attend extra-curricular activities in order to impact positively on practical performance.

## **Curriculum Impact:**

By the end of year 11 students will be able to show a deeper knowledge of how (their) performance in physical activity is influenced by the sociocultural factors and influences covered. They will be able to show with reference to practical situations how performance can be made better with reference to the dietary choices, effective uses of technology, physical, social and mental health and the ethical choices faced as a performer. Students should be able to show in written work that they can recognise the purpose of command words used in exam questions and respond appropriately to multiple choice, short and longer answer questions. In practical work students will be able to replicate the technique of basic skills more successfully according to a technical model and execute these when put under increasing levels of challenge. They should be showing where appropriate the ability to gain an advantage over opponents when in competitive situations for both individual activities and team games.

Year 11	Autumn 1 Sept-Oct	Autumn 2 Nov-Dec	Spring 1 Jan-Feb	Spring 2 Feb-April	Summer 1 April – May exam
<b>Themes, Concepts &amp; Ideas</b>	<p><b>Theory</b> – Sports Psychology</p> <p><b>Practical</b> – Improve performance to meet expected criteria for practical assessment in <i>team and individual activities</i></p> <p><b>NEA</b> – Analysis section improved and completed as draft. Evaluation section started to reflect new knowledge of influences.</p>	<p><b>Theory</b> – finish Sports Psychology and start Sociocultural influences</p> <p><b>Practical</b> – Improve performance to meet expected criteria for practical assessment in <i>team and individual activities</i></p> <p><b>NEA</b> - Evaluation section improved as draft and will reflect new knowledge of influences and health factors.</p>	<p><b>Theory</b> – Sociocultural influences</p> <p><b>Practical</b> – Improve performance to meet expected criteria for practical assessment in <i>team and individual activities</i></p> <p><b>NEA</b> – final versions submitted for review. Feedback responded to.</p>	<p><b>Theory</b> – finish Sociocultural influences</p> <p><i>Revision for paper 1 content</i></p> <p><b>Practical – Moderation preparation</b> to meet expected criteria for practical assessment in <i>team and individual activities</i></p> <p><b>NEA</b> – Final version submitted to contain Analysis and Evaluation sections.</p>	<p><b>Theory</b> – <i>Revision for paper 2 content</i></p>
<b>Knowledge and understanding</b>	<p><b>Theory</b> – classifications of skill, 4 continuums, performance and outcome goals, SMART targets guidance and feedback, aggression, personality types, motivation</p> <p><b>Practical</b> – Part 1 and 2: skills for badminton</p>	<p><b>Theory</b> – information processing and arousal in sport.</p> <p>sociocultural groups and factors affecting participation, commercialisation of sport and physical activity</p> <p><b>Practical</b> – Part 1 and 2: skills for badminton</p>	<p><b>Theory</b> – Impact of technology on sport ethical conduct by performers performance enhancing drugs spectator behaviour</p> <p><b>Practical</b> – Part 1 and 2: skills for game activities</p>	<p><b>Theory</b> –</p> <ul style="list-style-type: none"> <li>• A &amp; P</li> <li>• Movement analysis</li> <li>• Physical training</li> </ul> <p><b>Practical</b> - Part 1 &amp; application of skills for Part 2 in preparation for external moderation</p>	<p><b>Theory</b> –</p> <ul style="list-style-type: none"> <li>• Sports psychology</li> <li>• Socio-cultural influences</li> <li>• Health, fitness and well-being</li> </ul>
<b>Subject specific skills</b>	<p><b>Theory</b> – Students to analyse their experience as a sports performer in relation to prevalent influential factors which have impacted them.</p> <p><b>Practical: Sport 1</b> Skill technique, use of tactics, communication, understanding of role as competitor in isolated drills and full context versions of the sport.</p>	<p><b>Theory</b> – Students to evaluate the impact of their own sociocultural group and understand how it may have influenced their own participation. Exam technique before mock exams – BUG and KAI – for both papers 1 and 2.</p> <p><b>Practical: Sport 2</b> Skill technique, use of tactics, communication, understanding of role as competitor in isolated drills and full context versions of the sport.</p>	<p><b>Theory</b> – Students to recognise suitable examples within elite and grass roots sport and be able to show the impact of these influences on participation by an individual.</p> <p><b>Practical: Sport 3</b> Skill technique, use of tactics, communication, understanding of role as competitor in isolated drills and full context versions of the sport.</p>	<p><b>Theory</b> – Continuation of using structured methods when answering exam style questions: BUG and KAI.</p> <p><b>Practical:</b> to show resilience in performing under pressured circumstances in moderation process.</p>	<p><b>Theory</b> – Continuation of using structured methods when answering exam style questions: BUG and KAI.</p> <p><b>Practical:</b> N/A as marks have been submitted and moderated.</p>

<b>Social, Moral, Spiritual, Cultural</b>	<p><b>Theory:</b> C: Appreciate the place of physical activity in society Challenge gender stereotyping in sport</p> <p><b>Practical:</b> Soc: Show tolerance of others M: Develop a class set of values based on mutual respect</p>	<p><b>Theory:</b> C: Appreciate the consequences of lifestyle choices on the individual and their society</p> <p><b>Practical:</b> Soc: Work successfully in a group</p>	<p><b>Theory:</b> C: Appreciate diversity in sport C: Work alongside those from different backgrounds</p> <p><b>Practical:</b> M: Follow rules appropriate to tactical play Spir: Develop the ability to reflect</p>	<p><b>Theory:</b> M: principles of respect in group work tasks for revision</p> <p><b>Practical:</b> M: Follow rules appropriate to tactical play to succeed in team and individual performance</p>	<p><b>Theory:</b> M: principles of respect in group work tasks for revision</p>
<b>Skills For life</b>	<p><b>Theory lessons:</b> literacy and communication to use the correct terminology in given examples – both in verbal discussion and in written answers</p> <p><b>Resilience</b> aiming to improve scores in assessments and subject terminology quizzes</p> <p><b>Practical lessons:</b> (sport 1) <b>Building resilience</b> and problem solving to achieve the best possible outcome in a range of challenging practice situations and full context environment.</p>	<p><b>Theory lessons:</b> numeracy when analysing graphs</p> <p><b>Problem solving</b> how sport overcomes various social issues</p> <p><b>Practical lessons:</b> (sport 2) <b>Building resilience</b> and problem solving to achieve the best possible outcome in a range of challenging practice situations and full context environment.</p>	<p><b>Theory lessons:</b> literacy and communication to develop a clear line of reasoning for justification and evaluation</p> <p><b>Practical lessons:</b> building resilience in conditioned competitive situations</p> <p><b>Independence</b> in order to take feedback for areas of improvement and practice accordingly to make progress</p>	<p><b>Theory lessons:</b> numeracy when describing graphs.</p> <p><b>Leadership for own learning</b> – set personal goals to achieve and attend revision club</p> <p><b>Practical lessons:</b> problem solving, when faced with attacking and defensive situations communication that allows effective teamwork with others leadership in game activities building resilience in the fully competitive situation</p>	<p><b>Theory lessons:</b> literacy when writing a response</p> <p><b>Practical lessons:</b> problem solving when improving technique in chosen events, independence and resilience to maximise performance</p>
<b>FBV</b>	<p><b>Mutual tolerance and respect</b> (focused on those with different abilities and backgrounds)</p> <p><b>Rule of law:</b> In practical work, the importance of following rules will be emphasised to maintain discipline in performance.</p>	<p><b>Rule of law:</b> in theory work - looking at the consequences (both legal and in sport) of banned or illegal substances</p> <p><b>Rule of law:</b> In practical work, the importance of following rules will be emphasised to maintain discipline in performance.</p>	<p><b>Mutual tolerance and respect</b> (focused on how different groups may behave towards one another whilst spectating. Discussions on tolerance of social groups)</p> <p><b>Rule of law:</b> In practical work, the importance of following rules will be emphasised to maintain discipline in performance.</p>	<p><b>Mutual tolerance and respect</b> – group work and communication skills</p> <p><b>Rule of law:</b> In practical work, the importance of following rules will be emphasised to maintain discipline in performance.</p>	<p><b>Mutual tolerance and respect</b> – group work and communication skills</p>
<b>Stretch &amp; challenge</b>	Articles to analyse and comprehend current examples of psychological factors	<p>A level articles to analyse and comprehend “Find 3 key...”</p> <p>Research one social group and how issues/ influences can impact engagement</p>	Exam style questions from exampro in independent, timed conditions. Research additional influences on participation in sport and physical activity	Exam style questions from exampro in timed conditions in lesson, and independently as wider learning.	Exam style questions from exampro in independent, timed conditions, and independently as wider learning.

<b>Key assessment focus, suggested assessments</b>	<p>Prose answers – writing a focused and extended answer</p> <p>ON RETURN AFTER SUMMER: Definitions from paper 1 test of Ao1 Knowledge.</p>	<p>Definitions and applications</p> <p>ON RETURN AFTER HALF TERM: Definitions from paper 2 test of Ao1 Knowledge</p> <p>Y11 mock paper 2</p>	<p>Ao1, Ao2 and Ao3 skills focus in different styles of questions</p>	<p>Knowledge application through planning answers to questions</p> <p>Time-keeping skills for each type of question.</p> <p>Y11 mock paper 1</p>	<p>Ao1, Ao2 and Ao3 skills focus in different styles of questions</p>
<b>Special events</b>		District cross-country championships	District badminton championships		
<b>Visits/extra-curricular</b>	<p>After school clubs in football, netball, badminton, basketball.</p> <p>Staffordshire University visit – participate in key topics from GCSE course and to explore where PE can lead next.</p> <p>Monday night after-school support and revision</p>	<p>After school clubs in football, netball, badminton, basketball trampolining.</p> <p>Monday after-school support and revision</p>	<p>After school clubs in football, netball, badminton, basketball, trampolining.</p> <p>Monday after-school support and revision</p>	<p>After school clubs in football, netball, badminton, basketball.</p> <p>Monday after-school support and revision</p>	<p>Monday after-school support and revision</p>
<b>Homework/Independent Learning</b>	<p>Consolidate coursework – analysis section.</p> <p>Create and consolidate draft 1 of training programme in evaluation piece of coursework by Oct half term.</p>	<p>Consolidate draft 1 of evaluation piece of coursework over Oct half term.</p> <p>Consolidate knowledge through revision and exam question practice</p> <p>Revision for mock exams – paper 1 and paper 2</p>	<p>Final drafts of coursework to be finalised – Analysis and Evaluation sections.</p> <p>Consolidate knowledge through revision and exam question practice</p>	<p>Consolidate knowledge through revision and exam question practice</p>	<p>Revision for exam of all topics covered</p>