



SUNNYDOWN SCHOOL

PE CURRICULUM PLAN

Subject	GCSE PE	Year group	11
Subject Intent	<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	Health & performance	Identification and treatment of injury Injury prevention Performance enhancing drugs	<ul style="list-style-type: none"> ● Application of rules ● RICE ● Concussion ● Fractures ● Sprains ● Dislocation ● Soft tissue injuries ● Steroids ● Beta blockers ● Narcotic analgesics ● Peptide hormones ● Stimulants ● Blood doping 	<p>Building on..... The theory work completed in Y10 including use of data, methods/principles of training, goal setting and performance analysis.</p> <p>Building towards... 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>

	<p>Health, fitness and wellbeing</p>	<p>Physical, emotional and social health</p> <p>Impact of Lifestyle choices (Sedentary lifestyle and consequences)</p> <p>Balanced diet and the role of nutrients</p> <p>Dietary manipulation for sport (carb-loading, protein intake and hydration)</p> <p>Optimum weight</p>	<ul style="list-style-type: none"> ● Wellbeing ● Work/life balance ● Obesity ● Heart disease ● Diabetes ● Osteoporosis ● Blood pressure ● Optimising sports performance ● Macronutrients/micronutrients ● Somatotyping 	
<p>Autumn 2</p>	<p>Socio-cultural influences</p>	<p>Factors affecting participation</p> <p>Commercialisation and the media</p> <p>Advantages and disadvantages of commercialisation</p> <p>Sporting behaviours</p> <p>Deviance in sport</p>	<ul style="list-style-type: none"> ● Participation rates in physical activity and sports ● Personal factors: ● Gender ● age ● socio-economic group ● ethnicity ● Disability ● Media ● Sponsors ● Sports ● Player/performers ● Spectators 	<p><i>Building on.....</i> 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><i>Building towards...</i> 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> <p><i>Building on.....</i> Students will reflect on their influences on participation and understand why they engage in the activities they do/do not.</p>

				<p>Building towards... 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>
Spring 1	Sports Psychology	<p>Classification of skill Skills are learned through high quality practice. They enable athletes to perform effectively. Skills range from basic to complex and can be open or closed depending on the sport.</p>	<ul style="list-style-type: none"> ● Open/closed ● Simple complex ● High organisation/Low organisation ● <u>Practice structures</u> ● Massed ● Distributed ● Fixed ● Variable ● Application of knowledge ● Selecting the relevant practices to develop a range of skills. 	<p>Building on..... Students will reflect on their own skill development and what supported their pr</p> <p>Building towards... Students confidently select the right practice structures to support younger or less experienced athletes develop their skills.</p>
Spring 2		<p>Guidance & feedback on performance. 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"> ● Types of guidance ● Visual ● Verbal ● Manual ● Mechanical ● Advantages/disadvantages in a variety of sporting contexts/levels of skill ● Types of feedback to optimise performance ● intrinsic ● extrinsic ● concurrent ● Terminal 	<p>Building on..... Core PE presents opportunities to coach, evaluate, feedback and improve performance on a regular basis.</p> <p>Building towards... 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>

	Exam preparation	Study skills	<ul style="list-style-type: none">• Interpretation and analysis of graphical representation of data associated with feedback on performance.• Mental preparation for performance• Warm up• Mental rehearsal • Command words• Styles of questions• Structuring answers• Revision techniques• Practice papers	
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