

Year 11 (GCSE Physical Education) Curriculum Map

	Autumn Term		Spring Term		Summer Term	
Unit Length	<p>Practical performance in physical activity and sport.</p> <p>NEA coursework</p>	<p>NEA coursework mop up</p> <p>Paper 1 Revision</p> <p>Musculoskeletal System</p> <p>Cardio-respiratory System</p> <p>Aerobic and anaerobic system</p> <p>Short and long term effects of exercise</p>	<p>Paper 1 Revision</p> <p>Physical Training</p> <p>Principles of Training</p> <p>Optimise training and prevent injury</p> <p>Warm up and cool down</p> <p>Use of data</p>	<p>Paper 2 Revision</p> <p>Classification of skills</p> <p>Smart targets</p> <p>Basic information processing</p> <p>Guidance and feedback</p> <p>Mental preparation</p> <p>Engagement pattern of social groups</p>	<p>Paper 2 Revision</p> <p>Ethical and socio-cultural issues</p> <p>Physical, emotional and social health, fitness and well being</p> <p>Energy use, diet, nutrition and hydration</p>	Exam
Links to the National curriculum/Assessment Objectives	<ul style="list-style-type: none"> • AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. Linked to Paper 1 and Paper 2. • AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 					
Description of the topic and key learning outcomes (key knowledge and understanding)	<p>Overview:</p> <p>DINs to focus on recalling prior knowledge and skills. Students should develop knowledge and understanding of the Socio-cultural influences, explain commercialisation, types of sponsorship and the media.</p>	<p>Overview:</p> <p>DINs to focus on recalling prior knowledge and skills. Students should develop knowledge and understanding of the musculoskeletal system, cardio-respiratory system. The aerobic and anaerobic system and the short and long term effects of exercise.</p>	<p>Overview:</p> <p>DINs to focus on recalling prior knowledge and skills. Students should develop knowledge and understanding of the principles of training and different training methods. To develop an understanding of how to optimise training and prevent injury. Students should develop knowledge and</p>	<p>Overview:</p> <p>DINs to focus on recalling prior knowledge and skills. Students should develop knowledge and understanding of the classification of skills and the use of goal setting and SMART targets to improve and/or optimise targets. Develop an understanding of the engagement patterns of different social</p>	<p>Overview:</p> <p>DINs to focus on recalling prior knowledge and skills. Students should develop knowledge and understanding of which type of performer may use different types of performance enhancing drugs and describe the advantages and disadvantages for taking them. Students</p>	

	<p>Outcomes: Pupils will be able to analyse and evaluate performance to bring about personal improvement in physical activity and sport. Pupils will have an understanding of psychological control e.g. arousal, anxiety, aggression to achieve successful performance. Pupils will have an understanding of the need to use appropriate physical characteristics/attributes to achieve successful performance in physical activity and sport.</p>	<p>Outcomes: Pupils will be able to identify the main components of the musculoskeletal system and the pathway of air and the mechanics of breathing. They will be able to describe gaseous exchange at the alveoli and have knowledge of the roles of the blood vessels. Pupils will have an understanding of the cardiovascular system including the cardiac cycle and pathway of blood. They will have an understanding of the terms aerobic and anaerobic exercise. Students will develop sound knowledge of the recovery process from vigorous exercise. Pupils will be able to identify lever systems, give examples of their use in activity and the mechanical advantage they provide in movement. Pupils will be able to identify the relevant planes and axes of movement used whilst performing sporting actions.</p>	<p>understanding of effective use of warm up and cool downs. Students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport.</p> <p>Outcomes: Pupils will be able to describe the relationship between health and fitness. They will be able to give definitions of the components of fitness. Pupils will be able to link sport and physical activity to the required components of fitness. Pupils will be able to give reasons for and limitations of fitness testing. Pupils will develop sound knowledge of the main procedures of the tests used to measure components of fitness. Pupils will be able to demonstrate how data is collected for fitness testing. Pupils will be able to explain how the principles of training can be applied to bring about improvement in fitness. Pupils will have a sound understanding of the distinctions between different types of training. Pupils</p>	<p>groups and the factors affecting participation.</p> <p>Outcomes: Pupils will be able to describe and evaluate the effectiveness of the use of types of guidance. Pupils will develop sound knowledge of mental preparation for performance. They will be able to give a definition of arousal, how it can be controlled. Have an understanding of aggression and different personality types. They will be able to give a definition of intrinsic and extrinsic motivation. Pupils will be able to describe the engagement patterns of different social groups and the factors affecting participation. They will be able to define commercialisation. They will be able to describe the different types of sponsorship and media. Pupils will have a sound understanding of the positive and negative impacts of sponsorship and the media and technology.</p>	<p>should be able to link participation in physical activity, exercise and sport to health, wellbeing and fitness, and describe how exercise can suit the varying needs of different people.</p> <p>Outcomes: Pupils will be able to describe the conduct of performers, prohibited substances and prohibited methods. They will have an understanding of which type of performer may use different types of performance enhancing drugs with sporting examples. They will be able to describe the advantages and disadvantages for the performer of taking PEDs. Students will develop knowledge and understanding the strategies employed to combat hooliganism and spectator behaviour. Pupils will be able to link participation in physical activity, exercise and sport to health, wellbeing and fitness, and describe how exercise can suit the varying needs of</p>	
--	--	---	--	---	--	--

			<p>will be able to identify the advantages and disadvantages of training types linked to specific aims. Pupils will be able to calculate intensities to optimise training effectiveness. Pupils will have an understanding of the factors that should be taken into account in order to prevent injury. Pupils to understand how high altitude is carried out. Pupils will be able to describe and explain the constituent parts of warming up and cooling down. Pupils will be able to demonstrate an understanding of data are collected – both qualitative and quantitative.</p>		<p>different people. Pupils will develop an understanding of the consequences of a sedentary lifestyle, obesity and how it may affect performance in physical activity and sport. Pupils will be able to describe energy use and nutrition. They will understand the reasons for having a balanced diet. Pupils will be able to describe a balanced diet and the role of carbohydrates, fat, protein and vitamins/minerals. Pupils will have a sound understanding of the reasons for maintaining water balance (hydration).</p>	
<p>Related Concepts (that are revisited)</p>	<p>Read and understand text book; understanding and using subject terminology e.g. strengths, weaknesses, communication, decision making, psychological control.</p>	<p>Recall subject terminology and applying it from Paper 1 Content. Read and understand text book;. understanding of musculoskeletal, cardiovascular and long and short term effects of exercise. E.g. planes, axes of movement, levers, mechanical advantage</p>	<p>Recall subject terminology and applying it from the whole of Paper 1 Read and understand text book; Musculoskeletal system, Cardiorespiratory, Principles of training, Physical training,</p>	<p>Recall subject terminology and applying it from Paper 1, Sports Psychology and Socio-cultural influences. understand text book;</p>	<p>Recall subject terminology and applying it from Paper 1 and Paper 2</p>	

Skills being taught	AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. - AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. .					
Milestone assessments	AC1 Produce Non-exam assessment plan	AC2 Past papers on Musculoskeletal System Cardio-respiratory System Aerobic and anaerobic system Short and long term effects of exercise	AC3 Past papers on all of Paper 1 content	AC4 Past papers on Paper 1 content and Sports psychology, socio-cultural influences.	AC5 Past papers on both Paper 1 and Paper 2 content.	
Wider reading	GCSE Text, PE Journals, Newspaper articles		GCSE Text, PE Journals, Newspaper articles		GCSE Text, PE Journals, Newspaper articles	
Literacy programme	Spellings, key vocabulary, writing frames.		Spellings, key vocabulary, writing frames.		Spellings, key vocabulary, writing frames.	
Homework	Knowledge organisers & self-marking quizzes		Knowledge organisers & self-marking quizzes		Knowledge organisers & self-marking quizzes	