

GCSE Physical Education

Curriculum Intent

It is our intent within the delivery of Physical Education to prepare students for the future by equipping them with the knowledge to lead a physically and mentally healthy and active lifestyle. We aim to provide a broad and balanced curriculum which develops depth of not only a range of physical activities, but challenging opportunities to understand the exercise physiology and psychology behind the performer. These activities will range from your traditional sports such as Rugby & Netball to activities that are more contemporary such as Yoga & Tchoukball. We also deliver a mixture of team sports like Football, Handball Basketball as well as a good range of individual sports such as Badminton, Trampolining, Dance & OAA, ensuring breadth and depth for all our students. Students will also learn to be critical thinkers; analysing data and performance to improve on aspects of their own or others skills and fitness.

We are determined in PE that our school curriculum will engage, inspire, challenge and motivate students, securing knowledge and skills to enhance student's personal development, providing life-long learning and increasing their employability.

Within PE, students will develop their communication skills, demonstrating how to express their views, whilst working collaboratively within teams to problem solve in order to be successful. Students will also have opportunities to work independently to showcase their skills and be placed in challenging situations where they can develop resilience. Students will also improve their knowledge of a range of activities for example, the individual roles of players, rules of each activity and role and hand signals of all officials as well as tactical knowledge to outwit your opponent.

Additionally, within the curriculum students consider the fundamental British Values of democracy, the rule of law through officiating games, individual liberty and mutual respect through working with others and tolerance of those with different views and opinions, particularly when choreographing aesthetic activities. Furthermore, students will have the opportunity to research basic first aid and the effect of health eating on your bodies.

A major focus currently of the PE curriculum is supporting students Mental Wellbeing. We will regularly evaluate the impact physical activity has on their own or others' mental health; educating students on the benefits of physical exercise on improving mental wellbeing, as well as promoting positive experiences of physical exercise by studying a very broad range of activities to help students find something they enjoy and would like to pursue.

There is more to Physical Education than just been able to play different sports. Students will learn the fundamental skills that will allow them to be able to contribute fully to not only the school but the wider community now and to prepare students for the future. Students learn about fair play, how to be disciplined in times of challenge, gracious in times of defeat and to honour sportsmanship regardless of how others treat

us. Students will develop a sense of belonging; how they can contribute to a team, the need for organisation, for punctuality, for reliability and ultimately, they will learn that actions have consequences.

At Brine Leas, students will be able to apply these practical and fundamental skills by taking part in a phenomenal provision and availability of enrichments and extension provision within the wider community. From Inter-House sporting events, extra-curricular clubs, representing the school in many of our sporting teams, representing Crewe & Nantwich in our Level 3 competitions. Whilst also having the opportunity to become a sporting Leader, completing a Level 1 Leadership course by working with local feeder schools and involving the community to achieve the necessary volunteer hours needed to complete the course. Furthermore, students may have the opportunity to go on a trip to Wimbledon, where students will be able to learn about some of the more contemporary influences in sport which have developed sport into the multi-billion pound business that it is now. In addition, throughout all key stages we invite guest speakers in to discuss their experiences, their achievements and how they may have overcome adversity to get to where they are now.

Sport is a global and expanding industry and by studying PE students have the opportunity to be a part of something new and exciting. In Key stage 4 & 5 students gain an insight into the socio-cultural influences affecting participation in sport, whilst also exploring the global commercialisation that links sports and business, providing an awareness into the strategic challenges that face the behind the scenes of televised sport such as: sports organisations, sports governance, sports policies, sports marketing and sports economics. It would be unfair to say that studying PE is easy; learning does take a lot of time, effort and dedication. Students will be pushed out of their comfort zone, studying three completely different topics in exercise physiology, psychology and socio-cultural influences. Students will also learn to be critically analytical of their own and others performances. But most importantly you will love it, you will have fun and you will be well equipped to be successful!

Physical Education should equip students 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. This will require them to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport

Trips and visits

Students are recommended to watch live sports performances

Assessment

Internal formative assessment

Class work will be assessed in class through formative assessment by teachers. Assessment for Learning will be embedded in practice. Grades/levels will be used when necessary (e.g. mock exams/past papers/exam questions) and when relevant, work will provide 'next steps' and targets for students to address. A mix of verbal and written feedback will be given according to the component taught.

External summative assessment

There will be 3 assessments at the end of Year 11:

Examined assessment - Paper 1: The human body and movement in physical activity and sport (1 hour 15 minutes, 30% of GCSE)

Examined assessment - Paper 2: Socio-cultural influences and well-being in physical activity and sport (1 hour 15 minutes, 30% of GCSE)

Non-exam assessment - Practical performance in physical activity and sport (40% of GCSE)

Please see website for the formal internal assessment record.

Homework

Homework will support the learning in class; consolidation, lesson preparation and extended research. Books will be used for practice exam questions, research notes and extended written tasks.

Clubs and/or intervention

Extra curricular opportunities include sports clubs, IH events and school events/school teams. Students are encouraged to see as much live Sport as possible to support their learning.

Parental/Carer support

Attendance to parents evenings, use of My Child at School

Helpful sources of information

Details of the specification can be found at: <http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

PE twitter account, BBC GCSE Bitesize for AQA PE

Connections to future pathways

Careers: Police officer: PE teacher, Personal trainer, Armed forces, Fire fighter, Doctor

Future learning: A Level Physical Education; Cadets, Air Force, BTEC level 3 sports qualifications, Sports Coaching courses

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning
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	<p style="text-align: center;">Big Idea: The human body and movement in physical activity and sport The structure and functions of the musculoskeletal system The structure and functions of the respiratory system</p> <p style="text-align: center;">Rationale: We teach the most difficult content of the course first, in year one, to allow time to revisit it in year two, in preparation for GCSE paper one</p>		
<p>Autumn 1</p>	<p>THEORY:</p> <ul style="list-style-type: none"> ➤ Identification of the bones ➤ How the skeletal system provides a framework for movement (in conjunction with the muscular system) ➤ Functions of the skeleton ➤ Structure of a synovial joint ➤ Types of freely movable joints that allow different movements ➤ How joints differ in design to allow certain types of movement at a joint ➤ Identification of the muscles within the body ➤ 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 ➤ The pathway of air ➤ Mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing ➤ Gaseous exchange ➤ Interpretation of a spirometer trace 	<ul style="list-style-type: none"> ➤ Tests ➤ Quizzes ➤ Examination questions ➤ Targeted questioning 	<ul style="list-style-type: none"> ➤ Links to the muscular system ➤ Links to the NEA ➤ Links to the students own individual sports ➤ Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. ➤ Health education topics; 1,3,4,5,6 and 8 ➤ Relationships and sex education topics; 2, ➤ SMSC topics 1,2, 3 and 4
	<p>PRACTICAL (NEA): Badminton</p>	<ul style="list-style-type: none"> ➤ Students are marked out of 10 for the core skills ➤ Students are marked out of 15 for their application in the badminton game 	
<p>Autumn 2</p>	<p style="text-align: center;">Big Idea: The human body and movement in physical activity and Sport Anaerobic and aerobic exercise The short and long term effects of exercise The cardiovascular system</p>		

	Rationale: We teach the most difficult content of the course first, in year one, to allow time to revisit it in year two, in preparation for GCSE paper one		
	<p>THEORY:</p> <ul style="list-style-type: none"> ➤ Structure of the heart ➤ The cardiac cycle and the pathway of the blood ➤ Blood vessels ➤ Cardiac output, stroke volume and heart rate ➤ Understanding the terms aerobic exercise (in the presence of oxygen) and anaerobic exercise (in the absence of enough oxygen) ➤ The use of aerobic and anaerobic exercise in practical examples of differing intensities ➤ Excess post-exercise oxygen consumption (EPOC)/oxygen debt as the result of muscles respiring anaerobically during vigorous exercise and producing lactic acid ➤ The recovery process from vigorous exercise ➤ Immediate effects of exercise (during exercise) ➤ Short-term effects of exercise (24 to 36 hours after exercise) ➤ Long-term effects of exercise (months and years of exercising) 	<ul style="list-style-type: none"> ➤ Tests ➤ Quizzes ➤ Examination questions ➤ Targeted questioning ➤ Homework 	<ul style="list-style-type: none"> ➤ Links to the respiratory system ➤ Links to the NEA ➤ Links to the students own individual sports ➤ Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. ➤ Health education topics; 1,3,4,5,6 and 8 ➤ Relationships and sex education topics; 2, ➤ SMSC topics 1,2, 3 and 4
	<p>PRACTICAL: Badminton</p>	<ul style="list-style-type: none"> ➤ Students are marked out of 10 for the core skills ➤ Students are marked out of 15 for their application in the competitive situation 	
Spring 1	<p style="text-align: center;">Big Idea: The human body and movement in physical activity and Sport Levers Planes and Axis Muscle Action</p> <p style="text-align: center;">Rationale: We teach the most difficult content of the course first, in year one, to allow time to revisit it in year two, in preparation for GCSE paper one</p>		

	<p>THEORY:</p> <ul style="list-style-type: none"> ➤ First, second and third class lever systems within sporting examples: Identification of first, second and third class lever systems. Basic drawings of the three classes of lever to illustrate the positioning of: <ul style="list-style-type: none"> ➤ fulcrum ➤ load (resistance) ➤ effort ➤ Interpretation of sporting movements or actions which involve flexion or extension of the elbow and/or knee, and plantar or dorsi-flexion at the ankle. ➤ Mechanical advantage – an understanding of mechanical advantage in relation to the three lever systems: Labelling of the effort arm and resistance arm on lever drawings, and interpretation of the mechanical advantage of that lever. ➤ Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions. ➤ Analysis of basic movements in sporting examples; ➤ Types of movement: <ul style="list-style-type: none"> ➤ flexion/extension at the shoulder, elbow, hip and knee ➤ abduction/adduction at the shoulder ➤ rotation of the shoulder ➤ circumduction of the shoulder ➤ plantar ➤ flexion/dorsiflexion at the ankle 	<ul style="list-style-type: none"> ➤ Tests ➤ Quizzes ➤ Examination questions ➤ Targeted questioning ➤ Homework 	<ul style="list-style-type: none"> ➤ Links to biomechanics ➤ Links to the NEA ➤ Links to the students own individual sports ➤ Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. ➤ Health education topics; 1,3,4,5,6 and 8 ➤ Relationships and sex education topics; 2, ➤ SMSC topics 1,2, 3 and 4
	<ul style="list-style-type: none"> ➤ PRACTICAL: Trampolining 	<ul style="list-style-type: none"> ➤ Students are marked out of 10 for the core skills ➤ Students are marked out of 15 for their application in the routine (10 bounce) 	

<p>Spring 2</p>	<p style="text-align: center;">Big Idea: Physical Training The relationship between health and fitness and the role that exercise plays in both The components of fitness How fitness is measured The Principles of training</p> <p style="text-align: center;">Rationale: Rationale: We teach the most difficult content of the course first, in year one, to allow time to revisit it in year two, in preparation for GCSE paper one</p>		
	<ul style="list-style-type: none"> ➤ Definitions of health and fitness; The relationship between health and fitness ➤ The components of fitness; Definitions of the components of fitness Linking sports and physical activity to the required components of fitness <ul style="list-style-type: none"> ➤ Measuring the components of fitness ➤ Reasons for and limitations of fitness testing ➤ How data is collected for fitness testing The principles of training and overload: SPORT and FITT <ul style="list-style-type: none"> ➤ Application of the principles of training# Types of training: <ul style="list-style-type: none"> ➤ Identification of the advantages and disadvantages (the effects on the body) of training types linked to specific aims 	<ul style="list-style-type: none"> ➤ Tests ➤ Quizzes ➤ Examination questions ➤ Targeted questioning ➤ Homework 	<ul style="list-style-type: none"> ➤ Links to the skeletal, muscular, cardiovascular and respiratory systems ➤ Links to the NEA ➤ Links to the students own individual sports ➤ Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. ➤ Health education topics; 1,3,4,5,6 and 8
	<ul style="list-style-type: none"> ➤ Handball 	<ul style="list-style-type: none"> ➤ Students are marked out of 10 for the core skills ➤ Students are marked out of 15 for their application in the competitive situation 	<ul style="list-style-type: none"> ➤ Relationships and sex education topics; 2, ➤ SMSC topics 1,2, 3 and 4

<p>Summer 1</p>	<p style="text-align: center;">Big Idea: Physical Training How to optimise training and prevent injury Effective use of warm up and cool down Use of data How data is collected – both qualitative and Quantitative</p> <p style="text-align: center;">Rationale: We teach the most difficult content of the course first, in year one, to allow time to revisit it in year two, in preparation for GCSE paper one</p>		
	<p>Optimising training:</p> <ul style="list-style-type: none"> ➤ Calculating intensities to optimise training effectiveness ➤ Considerations to prevent injury ➤ Specific training techniques – high altitude training as a form of aerobic training. ➤ Seasonal aspects: Pre, Peak and Post ➤ Warming up and cooling down <p>Use of Data:</p> <ul style="list-style-type: none"> ➤ Quantitative and Qualitative data ➤ Methods for collecting quantitative and qualitative data ➤ Understanding and analysing data 	<ul style="list-style-type: none"> ➤ Tests ➤ Quizzes ➤ Examination questions ➤ Targeted questioning ➤ Homework 	<ul style="list-style-type: none"> ➤ Links to the skeletal, muscular, cardiovascular and respiratory systems ➤ Links to the NEA ➤ Links to the students own individual sports ➤ Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance.
	<ul style="list-style-type: none"> ➤ Handball 	<ul style="list-style-type: none"> ➤ Students are marked out of 10 for the core skills ➤ Students are marked out of 15 for their application in the competitive situation 	<ul style="list-style-type: none"> ➤ Health education topics; 1,3,4,5,6 and 8 ➤ Relationships and sex education topics; 2, ➤ SMSC topics 1,2, 3 and 4
<p>Summer 2</p>	<p style="text-align: center;">Big Idea: Non-examined Assessment</p> <p style="text-align: center;">Rationale: The knowledge gained from topics studied during year 10 enable students to complete the ‘Analysis’ section of their NEA allowing time for teachers to mark and provide feedback in advance of moderation.</p>		

	<ul style="list-style-type: none"> ➤ Analysis and evaluation of a performance in one activity from the specification. Students analyse and evaluate their own performance or the performance of another person, so long as it is in an activity that is from the specification. Students are required to analyse and evaluate a performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified. 	<ul style="list-style-type: none"> ➤ Students are graded out of 15 for their analysis section and out of 10 for their evaluation section 	<ul style="list-style-type: none"> ➤ Links to the skeletal, muscular, cardiovascular and respiratory systems ➤ Links to the NEA ➤ Links to the students own individual sports ➤ Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance.
	<ul style="list-style-type: none"> ➤ Practical: Athletics 	<ul style="list-style-type: none"> ➤ Students are marked out of 10 for the core skills ➤ Students are marked out of 15 for their application in a competitive situation 	<ul style="list-style-type: none"> ➤ Health education topics; 1,3,4,5,6 and 8 ➤ Relationships and sex education topics; 2, ➤ SMSC topics 1,2, 3 and 4

Year 11 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p>Big Idea: Sports Psychology Classification of skills The use of goal setting and SMART targets to improve performance Basic information processing Guidance and feedback on performance Mental preparation for performance</p> <p>Rationale: These topics are taught to allow students to complete the 'Evaluation' section of their NEA which means it is complete and has been marked in preparation for GCSE moderation</p>		

<ul style="list-style-type: none"> ➤ Skill and Ability ➤ Classifications of Skill – Open/Closed, Fine/Gross, Basic/Complex, Self-pace/externally paced ➤ Types of Goals ➤ SMART Targets <p>Specific Measurable Accepted Realistic Time bound</p> <ul style="list-style-type: none"> ➤ Basic information processing – Input, decision making, output, feedback. ➤ Guidance and Feedback – visual, verbal, manual, mechanical – application to sporting examples. ➤ Mental Preparation: Arousal – definition, understand the inverted-U theory and apply to sporting examples ➤ Optimising arousal levels to improve performance – techniques used to manage stress before or during performance ➤ Understand the difference between direct and indirect aggression, introvert and extrovert personality types ➤ Intrinsic and extrinsic motivation linked to sporting examples. 	<ul style="list-style-type: none"> ➤ Tests ➤ Quizzes ➤ Examination questions ➤ Targeted questioning ➤ Homework 	<ul style="list-style-type: none"> ➤ Links to the skeletal, muscular, cardiovascular and respiratory systems ➤ Links to the NEA ➤ Links to the students own individual sports ➤ Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance ➤ Health education topics; 1,3,4,5,6 and 8 ➤ Relationships and sex education topics; 2, ➤ SMSC topics 1,2, 3 and 4
<ul style="list-style-type: none"> ➤ Non Examined Assessment ➤ Analysis and evaluation of a performance in one activity from the specification. Students analyse and evaluate their own performance or the performance of another person, so long as it is in an activity that is from the specification. Students are required to analyse and evaluate a performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified. 	<ul style="list-style-type: none"> ➤ Moderation by PE teachers and exam board 	

	<ul style="list-style-type: none"> ➤ Practical: Badminton 	<ul style="list-style-type: none"> ➤ Students are marked out of 10 for the core skills. ➤ Students are marked out of 15 for their application in a competitive situation 	
Autumn 2	<p>Big Idea: Health, fitness and well-being Health and Fitness Diet and Nutrition</p> <p>Rationale: These topics are taught to prepare students for their exam paper 2 and are taught later in the course as they are less complex than topics in paper 1</p>		
	<ul style="list-style-type: none"> ➤ Definitions of Health and Fitness ➤ Reasons for participating in physical activity – Physical, mental and social benefits ➤ Consequences of a sedentary lifestyle – Impact of obesity and anorexia and how it could impact everyday life along with sporting performance ➤ Somatotypes – How different body types are suited to different sporting activities. ➤ Diet – Understanding the components of a balanced diet. ➤ Understanding calorie intake and expenditure to provide energy for sporting performance ➤ The role of Carbohydrates, fat, protein and vitamins/minerals in a balanced diet - % of diet that should contain these. ➤ Hydration – reasons for maintaining water balance and the impact it can have on performance. 	<ul style="list-style-type: none"> ➤ Tests ➤ Quizzes ➤ Examination questions ➤ Targeted questioning ➤ Homework 	<ul style="list-style-type: none"> ➤ Links to the skeletal, muscular, cardiovascular and respiratory systems ➤ Links to the NEA ➤ Links to the students own individual sports ➤ Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance ➤ Health education topics; 1,3,4,5,6 and 8 ➤ Relationships and sex education topics; 2, ➤ SMSC topics 1,2, 3 and 4
	<ul style="list-style-type: none"> ➤ Practical – Badminton, Handball, Trampoline – Students are now having final assessments in these sports ready to grade for moderation. 	<ul style="list-style-type: none"> ➤ Students are marked out of 10 for the core skills. ➤ Students are marked out of 15 for their application in a competitive situation 	

<p>Spring 1</p>	<p>Big Idea: Socio-cultural influences Engagement Patterns and Social Groups Commercialisation of physical activity and sport Ethical and socio-cultural issues in sport</p> <p>Rationale: These topics are taught as in preparation for Paper 2. They are taught as this time as they are shorter topics that can be revisited again prior to the exam</p>		
	<ul style="list-style-type: none"> ➤ Understand the factors which could contribute to a change in engagement pattern linking them to different social groups ➤ Commercialisation – The relationship between sport, sponsorship and the media: Types of sponsorship and media. ➤ Positive and negative impacts of sponsorship and the media on; the performer, sport, official and audience/spectator ➤ Positive and negative impacts of technology on; sport, performer, official and audience/spectator. ➤ Conduct of performers – etiquette, sportsmanship, gamesmanship and the contract to compete. ➤ Prohibited substances – Categories of prohibited substances and the positive and negative impacts on performance (side effects). ➤ Prohibited methods and drugs subject to restrictions ➤ Linking Performance Enhancing Drugs to a sporting example/performer ➤ Advantages and disadvantages associated with taking PEDs. ➤ Spectator behaviour – Positive and negative impact on performers ➤ Hooliganism – why it occurs and the strategies employed to combat hooliganism/spectator behaviour 	<ul style="list-style-type: none"> ➤ Tests ➤ Quizzes ➤ Examination questions ➤ Targeted questioning ➤ Homework 	<ul style="list-style-type: none"> ➤ Links to the skeletal, muscular, cardiovascular and respiratory systems ➤ Links to the NEA ➤ Links to the students own individual sports ➤ Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance ➤ Health education topics; 1,3,4,5,6 and 8 ➤ Relationships and sex education topics; 2, ➤ SMSC topics 1,2, 3 and 4
	<ul style="list-style-type: none"> ➤ Practical – Moderation will take place during this time. Following this students will then have 5 lessons of theory instead of 3 theory and 2 practical as they have had for the duration of the course. 	<ul style="list-style-type: none"> ➤ Students are marked out of 10 for the core skills. ➤ Students are marked out of 15 for their application in a competitive situation 	

<p>Spring 2</p>	<p style="text-align: center;">Big Idea: Exam preparation</p> <p style="text-align: center;">Rationale: As all content has now been taught, this time is used to revisit topics that have previously shown as difficult for students to apply their knowledge when questioned.</p>		
	<ul style="list-style-type: none"> ➤ Key topics revisited; <ul style="list-style-type: none"> ➤ Skeletal, muscular, cardiovascular and respiratory systems ➤ Levers, Planes and Axis ➤ Principles and Methods of Training ➤ Diet and Nutrition ➤ Performance Enhancing Drugs 	<ul style="list-style-type: none"> ➤ Past paper questions ➤ Tests ➤ Quizzes ➤ Examination questions ➤ Targeted questioning ➤ Homework 	<ul style="list-style-type: none"> ➤ Links to the skeletal, muscular, cardiovascular and respiratory systems ➤ Links to the NEA ➤ Links to the students own individual sports ➤ Connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance ➤ Health education topics; 1,3,4,5,6 and 8 ➤ Relationships and sex education topics; 2, ➤ SMSC topics 1,2, 3 and 4