

Biddulph High School Curriculum Intent:

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential. Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society. Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges. We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

Curriculum Intent for Physical Education:

All teachers will follow the scheme of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced. Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

GCSE Physical Education Long Term Plans						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>3.1.1.1 The structure and functions of the musculoskeletal system</p> <p>3.1.2 Movement analysis</p>	<p>3.1.2 Movement analysis</p> <p>3.1.1.2 The structure and functions of the respiratory system</p>	<p>3.1.1.2 The structure and functions of the cardiovascular system</p> <p>3.1.1.3 Anaerobic and aerobic exercise</p> <p>3.1.1.4 The short and long term effects of exercise</p>	<p>3.1.3.1 The relationship between health and fitness and the role that exercise plays in both</p> <p>3.1.3.2 The components of fitness, benefits for sport and how fitness is measured and improved</p> <p>3.1.3.3 The principles of training and their application to personal exercise/training programmes</p>	<p>3.1.3.4 How to optimise training and prevent injury</p> <p>3.1.3.5 Effective use of warm up and cool down</p> <p>3.1.4.1 Demonstrate an understanding of how data are collected – both qualitative and quantitative</p> <p>3.1.4.2 Present data (including tables and graphs)</p>	<p>Start Performance analysis assessment (analysis and evaluation)</p>
11	<p>3.2.1.2 The use of goal setting and SMART targets to improve and/or optimise performance</p> <p>3.2.1.3 Basic information processing</p> <p>3.2.1.4 Guidance and feedback on performance</p> <p>3.2.1.5 Mental preparation for performance</p>	<p>Complete Performance analysis assessment (analysis and evaluation)</p> <p>3.2.1.1 Classification of skills (basic/complex, open/closed)</p>	<p>3.2.3.1 Physical, emotional and social health, fitness and wellbeing</p> <p>3.2.3.2 The consequences of a sedentary lifestyle</p> <p>3.2.3.3 Energy use, diet, nutrition and hydration</p> <p>3.2.2.3 Ethical and socio-cultural issues in physical activity and sport</p>	<p>3.2.2.1 Engagement patterns of different social groups in physical activity and sport</p> <p>3.2.2.2 Commercialisation of physical activity and sport</p>	<p>Revision for examination</p>	

Physical Education: Medium Term Overview			
Year 10	Autumn Term 1	Unit Title: AQA GCSE PE Paper 1 (Year 10)	No of Lessons: 12 (Approx.)
Overview/Intent	<p>Paper 1 will cover three main areas:</p> <ul style="list-style-type: none"> • Movement analysis - students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport. They will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport. • Physical training – students should develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes. • Use of data - students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. 		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • Identification of the bones at the following locations. • How the skeletal system provides a framework for movement (in conjunction with the muscular system). • Identify the functions of the skeleton. • Identify the major muscles of the body. • Describe the structure of a synovial joint. • Identify 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 first, second and third class lever systems. 	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <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 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. Introductory lesson – expectations, standards etc. 2. Bones of the skeleton 3. Articulating bones 4. Structure and function of the skeletal system 5. Structures of synovial joints 6. Types of freely moveable joints 7. Assessment 8. Muscles of the body 9. Antagonist muscle action 10. Agonist muscle and movement 11. Movement at joints 12. Types of levers and drawings 	

<ul style="list-style-type: none"> • Basic drawings of the three classes of lever to illustrate the positioning of: • fulcrum • load (resistance) • effort. • Draw linear versions of a lever, showing the positioning of the fulcrum, load/resistance and effort. <p>Terminology:</p> <p>head/neck – cranium and vertebrae, shoulder – scapula and humerus, chest – ribs and sternum, elbow – humerus, radius and ulna, hip – pelvis and femur, knee – femur and tibia, ankle – tibia, fibula and talus, short bones, long bones, flat bones, support, protection, movement, structural shape, points for attachment, mineral storage, blood cell production, latissimus dorsi, deltoid, rotator cuffs, pectorals, biceps, triceps, abdominals, hip flexors, gluteals, hamstring group, quadriceps group, gastrocnemius, tibialis anterior, flexion, abduction, rotation, abduction, circumduction, dorsiflexion, plantarflexion, prime mover, agonist, antagonist, isometric, concentric, eccentric, isometric, first class, second class, third class</p>	<p>involvement in physical activity and sport.</p> <ul style="list-style-type: none"> • AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 	
<p>Careers Links:</p> <ul style="list-style-type: none"> • Sports science • PE teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer 	<p>Enrichment:</p> <p>Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p>MYPB:</p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

Physical Education: Medium Term Overview			
Year 10	Autumn Term 2	Unit Title: AQA GCSE PE Paper 1 (Year 10)	No of Lessons: 12 (Approx.)
Overview/Intent	<p>Paper 1 will cover three main areas:</p> <ul style="list-style-type: none"> • Movement analysis - students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport. They will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport. • Physical training – students should develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes. • Use of data - students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. 		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • Label the effort arm and load/resistance arm on the three classes of lever. • Mechanical advantage = effort arm ÷ weight (resistance) arm. • Labelling of the effort arm and resistance arm on lever drawings, and interpretation of the mechanical advantage of that lever. • Types of movement: • 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 • Movement analysis of different sporting actions • Identification of the pathway of air 	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <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 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. Effort arm, resistance arm, mechanical advantage and disadvantage 2. Planes and axis of movement 3. Movement Analysis 4. The pathway of air 5. Gaseous exchange 6. Mechanics of breathing 7. Definitions and spirometer traces 8. Assessment 9. Work Experience 10. Work Experience 11. Work Experience 12. Work Experience 	

<ul style="list-style-type: none"> • Gas exchange at the alveoli – features that assist in gaseous exchange • Mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing • Interpretation of a spirometer trace. <p>Terminology:</p> <p>mouth/nose, trachea, bronchi, bronchioles, alveoli, haemoglobin, oxyhaemoglobin, tidal volume, residual volume, inspiratory reserve volume, expiratory reserve volume, vital capacity, spirometer trace, intercostals, rib cage, diaphragm, exhaling, inhaling, pectorals, sternocleidomastoid, thoracic cavity</p>	<p>involvement in physical activity and sport.</p> <ul style="list-style-type: none"> • AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 	
<p>Careers Links:</p> <ul style="list-style-type: none"> • Sports science • PE teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer 	<p>Enrichment:</p> <p>Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p>MYPB:</p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

Physical Education: Medium Term Overview			
Year 10	Spring Term 1	Unit Title: AQA GCSE PE Paper 1 (Year 10)	No of Lessons: 12 (Approx.)
Overview/Intent	<p>Paper 1 will cover three main areas:</p> <ul style="list-style-type: none"> • Movement analysis - students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport. They will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport. • Physical training – students should develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes. • Use of data - students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. 		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • Structure of the heart • The cardiac cycle and the pathway of the blood • Structure of arteries, capillaries and veins • How the structure of each blood vessel relates to the function. • Redistribution of blood during exercise (vasoconstriction and vasodilation) • Definition of the term EPOC (oxygen debt). • An understanding that EPOC (oxygen debt) is caused by anaerobic exercise • Immediate effects of exercise • Short term effects of exercise • Long-term effects of exercise (months and years of exercising) 	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <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. 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. Structure of the heart 2. Cardiac cycle and pathway of blood 3. Heart definitions and heart rate graphs 4. Structure and function of vessels 5. Redistribution of blood 6. Aerobic and anaerobic exercise 7. EPOC 8. Short term effects of exercise 9. Long term effects of exercise 10. Recovery from exercise 11. Revision 12. Assessment 	

<p>Terminology:</p> <p>Atria (left and right atria) Ventricles (left and right ventricles), pulmonary artery, pulmonary vein, aorta, vena cava, diastole, systole, cardiac output, stroke volume, heart rate, arteries, capillaries and veins, aerobic exercise, anaerobic exercise, excess post oxygen consumption, oxygen debt, cool down, ice baths, massage</p>	<ul style="list-style-type: none"> • AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 	
<p>Careers Links:</p> <ul style="list-style-type: none"> • Sports science • PE teacher • Physiotherapist • Professional sports person • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer 	<p>Enrichment:</p> <p>Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p>MYPB:</p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

Physical Education: Medium Term Overview

Year 10	Spring Term 2	Unit Title: AQA GCSE PE Paper 1 (Year 10)	No of Lessons: 12 (Approx.)
<p>Overview/Intent</p>	<p>Paper 1 will cover three main areas:</p> <ul style="list-style-type: none"> • Movement analysis - students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport. They will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport. • Physical training – students should develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes. 		

	<ul style="list-style-type: none"> • Use of data - students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. 	
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • Definitions of health and fitness • Definitions of the components of fitness • Reasons for fitness testing: • Limitations of fitness testing: • Knowledge of the main procedures of fitness tests • Describe the principles of training • Describe how the principles of training can be applied to bring about improvements in fitness. • Definition of training threshold. • Describe the different types of training <p>Terminology:</p> <p>Agility, balance, cardiovascular endurance (aerobic power), coordination, flexibility, muscular endurance, power/explosive strength (anaerobic power), reaction time, strength (maximal, static, dynamic and explosive), speed, agility – Illinois Agility Test, balance – Stork Stand Test, cardiovascular endurance (aerobic power) – Multi Stage Fitness Test, coordination – Wall Toss Test, flexibility – Sit and Reach Test, muscular endurance – Sit-Up Bleep Test, power/explosive strength (anaerobic power) – Vertical Jump Test, reaction time – Ruler Drop Test, maximal strength – One Rep Max Test, speed – 30 Metre Sprint Test, strength – Handgrip Dynamometer Test, specificity, progressive overload, reversibility, tedium, frequency, intensity, time, type, circuit, continuous, fartlek, static, weight, plyometric</p>	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <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. • AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. Health, fitness and components of fitness 2. Types of fitness testing 3. Testing procedure - practical completion of fitness testing 4. Testing procedure - practical completion of fitness testing 5. Testing procedure - practical completion of fitness testing 6. Fitness testing (reasons and limitations) 7. Principles of training 8. Principles of training 9. Types of training 10. Types of training 11. Revision 12. Assessment

<p>Careers Links:</p> <ul style="list-style-type: none"> • Sports science • PE teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer 	<p>Enrichment:</p> <p>Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p>MYPB:</p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>
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Physical Education: Medium Term Overview

Year 10	Summer Term 1	Unit Title: AQA GCSE PE Paper 1 (Year 10)	No of Lessons: 12 (Approx.)
<p>Overview/Intent</p>	<p>Paper 1 will cover three main areas:</p> <ul style="list-style-type: none"> • Movement analysis - students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport. They will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport. • Physical training – students should develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes. • Use of data - students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. <p>Performance analysis assessment (analysis and evaluation):</p> <p>Students are required to analyse and evaluate performance in one activity from the specification. Students can 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 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.</p>		

<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • The seasonal aspects of training • Calculate the aerobic/anaerobic training zone • How high altitude training is carried out • Factors to prevent injury during training • Benefits of warm up • Benefits of cool down • Quantitative data - methods for collecting quantitative data • Qualitative data - methods for collecting qualitative data • How to analyse and evaluate performance for improvement in a chosen activity identifying strengths and weaknesses in skill and fitness. <p>Terminology: Altitude, pre-season/preparation, competition /peak/playing season, post-season/transition, heart rate zone, quantitative, qualitative, questionnaires, surveys, interviews, observations, agility, balance, cardiovascular endurance (aerobic power), coordination, flexibility, muscular endurance, power/explosive strength (anaerobic power), reaction time, strength (maximal, static, dynamic and explosive), speed, specificity, progressive overload, reversibility, tedium, frequency, intensity, time, type, circuit, continuous, fartlek, static, weight, plyometrics.</p>	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Coursework - Analyse and evaluate performance in one activity from the specification. They need 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.) • 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. 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. Training thresholds and zones 2. Preventing injury and seasonal aspects of training 3. Altitude training 4. Warming up and cooling down 5. Qualitative and quantitative data 6. Performance analysis (Strengths and Weaknesses) 7. Performance analysis (Strengths and Weaknesses) 8. Performance analysis (Strengths and Weaknesses) 9. Performance analysis (Strengths and Weaknesses) 10. Performance analysis (Strengths and Weaknesses) 11. Performance analysis (Strengths and Weaknesses) 12. Performance analysis (Strengths and Weaknesses)
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<p>Careers Links:</p> <ul style="list-style-type: none"> • Sports science • PE teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer 	<p>Enrichment:</p> <p>Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p>MYPB:</p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>
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Physical Education: Medium Term Overview

Year 10	Summer Term 2	Unit Title: AQA GCSE PE Paper 1 (Year 10)	No of Lessons: 12 (Approx.)
<p>Overview/Intent</p>	<p>Paper 1 will cover three main areas:</p> <ul style="list-style-type: none"> • Movement analysis - students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport. They will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport. • Physical training – students should develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes. • Use of data - students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. <p>Performance analysis assessment (analysis and evaluation):</p> <ul style="list-style-type: none"> • Students are required to analyse and evaluate performance in one activity from the specification. Students can 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 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. 		

<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • How to analyse and evaluate their performance for improvement in their chosen activity • How to identify an appropriate training type to improve the fitness weakness • How one training session that provides an example of what could be used for the performer • How prolonged use of the identified training type could improve the fitness weakness • How a relevant part of the specification (not another training type) which, when applied, could bring about improvement in the skill/tactic/strategy/aspect of choreography weakness • How the additional specification content selected could lead to improvement of the identified fitness weakness. <p>Terminology:</p> <p>Agility, balance, cardiovascular endurance (aerobic power), coordination, flexibility, muscular endurance, power/explosive strength (anaerobic power), reaction time, strength (maximal, static, dynamic and explosive), speed, specificity, progressive overload, reversibility, tedium, frequency, intensity, time, type, circuit, continuous, fartlek, static, weight, plyometric</p>	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Coursework - Using appropriate theoretical content included in the specification, students should produce an overall plan of action that suggests ways to improve upon the fitness weaknesses that they have identified as part of their analysis. • 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. • Coursework - Using appropriate theoretical content included in the specification, students should produce an overall plan of action that suggests ways to improve upon the fitness weaknesses that they have identified as part of their analysis. 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. Mock examination preparation 2. Mock examination preparation 3. Mock examination preparation 4. Mock exams 5. Mock exams 6. Mock exams 7. Performance analysis (Fitness Evaluation) 8. Performance analysis (Fitness Evaluation) 9. Performance analysis (Fitness Evaluation) 10. Performance analysis (Fitness Evaluation) 11. Performance analysis (Fitness Evaluation)
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<p>Careers Links:</p> <ul style="list-style-type: none"> • Sports science • PE teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer 	<p>Enrichment:</p> <p>Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p>MYPB:</p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>
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Physical Education: Medium Term Overview			
Year 11	Autumn Term 1	Unit Title: AQA GCSE PE Paper 2 (Year 11)	No of Lessons: 12 (Approx.)
<p>Overview/Intent</p>	<p>Paper 2 will cover three main areas:</p> <ul style="list-style-type: none"> • Sports psychology - Students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. • Socio-cultural influences - Students should develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society. • Health, fitness and well-being - Students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing. • Use of data - Students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. 		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • Definitions of types of goals. The use and evaluation of setting performance and outcome goals in sporting examples • The use of SMART targets to improve and/or optimise performance • Basic information processing model 	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • AO1: Demonstrate knowledge and understanding of the factors that 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. Goal Setting 2. Information Processing Model. 3. Feedback 4. Guidance 5. Motivation 	

- Identify examples of, and evaluate, the effectiveness of the use of types of feedback, with reference.
- Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers.
- Definition of intrinsic and extrinsic motivation, as used in sporting examples
- Evaluation of the merits of intrinsic and extrinsic motivation in sport
- Define Arousal and explain the Inverted-U theory
- How optimal arousal levels vary according to the skill being performed in a physical activity or sport
- How arousal can be controlled using stress management techniques before or during a sporting performance
- Understand the difference between direct and indirect aggression with application to specific sporting examples
- Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types
- How a relevant part of the specification (not another training type) which, when applied, could bring about improvement in the **skill/tactic/strategy/aspect** of choreography weakness

Terminology:

Performance and outcome goals, SMART targets, Specific, Measurable, Acceptable, Realistic, Time bound. Input, decision making, output and feedback. Feedback types – Intrinsic, Extrinsic, Positive, Negative, Knowledge of Results, Knowledge of Performance. Guidance- Visual, Verbal, Manual, Mechanical. Tangible, Intangible motivation, Arousal, Deep breathing, Mental rehearsal Visualisation, Imagery, Positive self-talk..

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.
- Students should be taught to draw an inverted U graph with both x and y axis appropriately labelled
- **Coursework** - Using appropriate theoretical content included in the specification, students should produce an overall plan of action that suggests ways to improve upon the **skill** weaknesses that they have identified as part of their analysis.

6. Arousal
7. Stress Management Techniques
8. Performance Analysis – Skill Evaluation.
9. Performance Analysis – Skill Evaluation.
10. Performance Analysis – Skill Evaluation.
11. Performance Analysis – Skill Evaluation.
12. Performance Analysis – Skill Evaluation.

<p>Careers Links:</p> <ul style="list-style-type: none"> • Sports science • PE teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer 	<p>Enrichment:</p> <p>Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p>MYPB:</p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>
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Physical Education: Medium Term Overview

Year 11	Autumn Term 2	Unit Title: AQA GCSE PE Paper 2 (Year 11)	No of Lessons: 12 (Approx.)
<p>Overview/Intent</p>	<p>Paper 2 will cover three main areas:</p> <ul style="list-style-type: none"> • Sports psychology - Students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. • Socio-cultural influences - Students should develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society. • Health, fitness and well-being - Students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing. • Use of data - Students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. 		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • Understand the difference between direct and indirect aggression with application to specific sporting examples • Understand the characteristics of introvert and extrovert personality types, including examples 	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • AO1: Demonstrate knowledge and understanding of the factors that underpin 	<p>Lessons:</p> <ol style="list-style-type: none"> 1. Performance Analysis – Skill Evaluation. 2. Performance Analysis – Skill Evaluation. 3. Aggression 4. Personality 5. Difference between skill and ability 6. Skill Classification 	

<p>of sports which suit these particular personality types</p> <ul style="list-style-type: none"> • Understand the difference between skill and ability and be able to give x5 characteristics of skilful performance (PACEF). • Understand that skills can be classified on x4 continua and be able to place different skills onto these continua. • Reasons for participation in physical activity, exercise and sport, and how performance in physical activity/sport can increase health, wellbeing and fitness. • Different somatotypes <p>Terminology:</p> <p>Direct and indirect aggression, Introverts, Extroverts, Innate, Characteristics, Pre-determined, Aesthetic, Controlled, Coordinated, Efficient, Fluent, Continua - basic/complex, open/closed, self-paced/externally paced, gross/fine. Obesity, stress/tension, serotonin, endomorph, mesomorph, ectomorph</p>	<p>performance and involvement in physical activity and sport.</p> <ul style="list-style-type: none"> • 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. • Coursework – Complete their action plan to improve upon the skill weaknesses that they have identified as part of their analysis. 	<ol style="list-style-type: none"> 7. Physical, Mental and Social health and wellbeing: 8. Somatotypes 9. Revise for Mock Exam 10. Mock Exams 11. Mock Exams 12. Mock Exams
<p>Careers Links:</p> <ul style="list-style-type: none"> • Sports science • PE teacher • Physiotherapist • Professional sports person • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer 	<p>Enrichment:</p> <p>Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p>MYPB:</p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

Physical Education: Medium Term Overview			
Year 11	Spring Term 1	Unit Title: AQA GCSE PE Paper 2 (Year 11)	No of Lessons: 10 (Approx.)
Overview/Intent	<p>Paper 2 will cover three main areas:</p> <ul style="list-style-type: none"> • Sports psychology - Students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. • Socio-cultural influences - Students should develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society. • Health, fitness and well-being - Students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing. • Use of data - Students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. 		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • Energy use and a balanced diet • The consequences of a sedentary lifestyle • Obesity and how it may affect performance in physical activity and sport • Nutrition – reasons for having balanced diet • the role of carbohydrates, fat, protein and vitamins/minerals • Reasons for maintaining water balance (hydration) • Definitions of the following terms: etiquette; sportsmanship; gamesmanship; contract to compete • Categories of prohibited substances, including the basic positive effects and negative side effects. • How blood doping occurs and the effects/side effects of doing it. • Drugs subject to certain restrictions (beta blockers) 		<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <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. 	
		<p>Lessons:</p> <ol style="list-style-type: none"> 1. Energy balance 2. Obesity and the risks of a sedentary lifestyle 3. Balanced diet 4. Hydration and dehydration 5. Etiquette, sportsmanship, gamesmanship and the contract to compete. 6. Categories of performance enhancing drugs. 7. The positive and negative influences of PED's. 8. The positive and negative influences of spectators. 9. The strategies to combat hooliganism 10. End of unit assessment. 	

<ul style="list-style-type: none"> • Which type of performers may use different types of performance enhancing drugs (PEDs) with sporting examples • The advantages and disadvantages for the performer and to the sport/event of a performer taking PEDs. • The positive and negative influence of spectators at matches/ events • Reasons for hooliganism and the effectiveness of strategies employed to combat hooliganism/ spectator behaviour <p>Terminology:</p> <p>Sedentary, heart disease, hypertension, diabetes, poor sleep, poor self-esteem, lethargy, cancer, heart disease/heart attacks, diabetes, high cholesterol, depression, loss of confidence, calories (Kcal), energy expenditure (exercise) Nutrition carbohydrates, fat (saturated / unsaturated), protein, vitamins/minerals. Dehydration, hydration, blood viscosity, Etiquette, sportsmanship, gamesmanship, contract to compete, stimulants, narcotic analgesics, anabolic agents, peptide hormones (EPO), diuretics. blood doping, embolism, adrenaline, reputation, credibility, home-field advantage, hooliganism, segregation.</p>	<ul style="list-style-type: none"> • AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 	
<p>Careers Links:</p> <ul style="list-style-type: none"> • Sports science • PE teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer 	<p>Enrichment:</p> <p>Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p>MYPB:</p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

Physical Education: Medium Term Overview			
Year 11	Spring Term 2	Unit Title: AQA GCSE PE Paper 2 (Year 11)	No of Lessons: 12 (Approx.)
Overview/Intent	<p>Paper 2 will cover three main areas:</p> <ul style="list-style-type: none"> • Sports psychology - Students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. • Socio-cultural influences - Students should develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society. • Health, fitness and well-being - Students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing. • Use of data - Students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. 		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • The factors that contribute to engagement patterns in the following social groups. (gender • race/religion/culture • age • family/friends/peers • disability) • How to make justifiable links between different factors (attitudes, role models, accessibility (to facilities/clubs/activities), media coverage, sexism/stereotyping, culture/religion/religious festivals, family commitments, available leisure time, familiarity, education, socio-economic factors/disposable income, adaptability/inclusiveness) and their relevance to engagement patterns of the groups. • Definition of commercialisation and the relationship between sport, sponsorship and the media. • Types of sponsorship and the media 		<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <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. 	
		<p>Lessons:</p> <ol style="list-style-type: none"> 1. Social Groups 2. Factors that influence trends 3. How the factors that influence trends affect each social group. 4. Commercialisation- the effect of sponsorship and the media on sport. 5. Commercialisation- the effect of sponsorship and the media on sport. 6. Examples of technology used in sport and the positive and negative impacts of technology on sport, spectators, performers and coaches. 	

<ul style="list-style-type: none"> • Positive and negative impacts of sponsorship and the media • Positive and negative impacts of technology • Examples of technology used in sport (eg Hawkeye, Television Match Official) <p>Terminology:</p> <p>Attitudes, role models, accessibility, media coverage, sexism/stereotyping, culture/religion/religious festivals, family commitments, available leisure time, familiarity, education, socio-economic factors/disposable income, adaptability/inclusiveness, audience/spectator, sponsor/company.</p>	<ul style="list-style-type: none"> • AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 	<ol style="list-style-type: none"> 7. The positive and negative impacts of technology on sport, spectators, performers and coaches 8. Revise Paper 1 9. Revise Paper 1 10. Revise Paper 1 11. Revise Paper 2 12. Revise Paper 2
<p>Careers Links:</p> <ul style="list-style-type: none"> • Sports science • PE teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer 	<p>Enrichment:</p> <p>Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p>MYPB:</p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>