



Curriculum Statement of Intent

The intent of the PE curriculum is to enrich students' development in both theoretical and practical aspects of the course so that they continue to pursue a lifelong love in sport and potentially a profession in the sports sector. Not only are we looking to build the students theoretical and practical prowess but also their social and cognitive development through games and sport so that skills such as leadership, communication, problem solving and cooperation are developed too.

The aim is to build on students learning in KS3 PE so that they have a full experience in a variety of sports so that pupils are able to select several sports to be assessed in towards their overall grade. So that they will leave school with a deeper understanding of the anatomical, historical and physical aspects of sport and themselves within the UK.

Our GCSE PE curriculum 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. 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.

Curriculum Statement of Implementation

The curriculum is taught in two parts, which are the practical and theory sides. During this time, pupils are taught a wide variety of topics within the course ranging from the psychology of sport to the NGBs allocation of services and provision to local and national sports. Theory lessons can be either 1 or 2 lessons per week but depend on the time of the year and where there class teacher feels more time may be needed to develop their students during that part of the year. Within theory lessons, pupils' knowledge is developed initially with new concepts and topics being taught but the emphasis is then switched to aim higher with practical examples and being able to review the concept itself and the flaws of it.

Within the practical setting of the course, students are taught the tactical aspects of the various sports so that they are able to build on the fundamental skills they have learnt in KS3 PE so that they are then able to access higher marks for these sports. Students are taught both individual and team sports offer them the best selection of sports possible for them to choose towards their final selection.

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Yr 10 Autumn 1	The structure and function of the skeletal system The structure and function of the muscular system Football	Define - Relate to sport –Explain – Understand – Describe – Summarise - Technical language Check for learning and understanding. AO1/AO2/AO3 Outwitting opponents – games activities; overcoming opponents in competition by directly affecting each other’s performance	End of Topic written assessment, use of past exam questions. In class assessments weekly, consolidating knowledge, variety of methods. Practical Assessment with rules knowledge, assessment lesson structured to include EAI mimicking practical moderation expectations.
Yr 10 Autumn 2	The cardiovascular and respiratory system Effects of exercise on body systems Table tennis	Define - Relate to sport –Explain – Understand – Describe – Summarise - Technical language Practice exam question technique. Check for learning and understanding. AO1/AO2/AO3 Outwitting opponents – games activities; overcoming opponents in competition by directly affecting each other’s performance.	End of Topic written assessment, use of past exam questions. In class assessments weekly, consolidating knowledge, variety of methods. Practical Assessment with rules knowledge, assessment lesson structured to include EAI mimicking practical moderation expectations.
Yr 10 Spring 1	Components of fitness Applying the principles of training Netball	Define - Relate to sport –Explain – Understand – Describe – Summarise - Technical language Practice exam question technique. Check for learning and understanding. AO1/AO2/AO3 Outwitting opponents – games activities; overcoming opponents in competition by directly affecting each other’s performance.	End of Topic written assessment, use of past exam questions. In class assessments weekly, consolidating knowledge, variety of methods. Practical Assessment with rules knowledge, assessment lesson structured to include EAI mimicking practical moderation expectations.
Yr 10 Spring 2	Prevention of injury Movement analysis Handball	Define - Relate to sport –Explain – Understand – Describe – Summarise - Technical language Practice exam question technique. Check for learning and understanding. AO1/AO2/AO3 Outwitting opponents – games activities; overcoming opponents in competition by directly affecting each other’s performance.	End of Topic written assessment, use of past exam questions. In class assessments weekly, consolidating knowledge, variety of methods. Practical Assessment with rules knowledge, assessment lesson structured to include EAI mimicking practical moderation expectations.
Yr 10 Summer 1	Sports Psychology	Define - Relate to sport –Explain – Understand – Describe – Summarise - Technical language Practice exam question technique. Check for learning and understanding. AO1/AO2/AO3	End of Topic written assessment, use of past exam questions. In class assessments weekly, consolidating knowledge, variety of methods.

	Trampolining	Accurate replication of actions, phrases and sequences - trampolining activities; the ability to repeat actions, phrases and sequences of movement as perfectly as possible.	Practical Assessment with rules knowledge, assessment lesson structured to include EAI mimicking practical moderation expectations.
Yr 10 Summer 2	Commercialisation of physical activity and sport Ethics in sport Athletics	Define - Relate to sport –Explain – Understand – Describe – Summarise - Technical language Practice exam question technique. Check for learning and understanding. AO1/AO2/AO3 Performing at maximum levels in relation to speed, height, distance, strength or accuracy – athletics activities; achieving personal best scores or times, and in competition with others’ scores or times.	Formal and full Paper 1 question paper completed with QLA used for assessment In class assessments weekly, consolidating knowledge, variety of methods. Practical Assessment with rules knowledge, assessment lesson structured to include EAI mimicking practical moderation expectations.
Yr 11 Autumn 1	Engagement patterns Health, fitness and well being Badminton	Define - Relate to sport –Explain – Understand – Describe – Summarise - Technical language Practice exam question technique. Check for learning and understanding. AO1/AO2/AO3 Outwitting opponents – games activities; overcoming opponents in competition by directly affecting each other’s performance.	End of Topic written assessment, use of past exam questions. In class assessments weekly, consolidating knowledge, variety of methods. Practical Assessment with rules knowledge, assessment lesson structured to include EAI mimicking practical moderation expectations.
Yr 11 Autumn 2	Analysing and Evaluating Performance (AEP) coursework Sports where recap is necessary (teacher discretion)	Define - Relate to sport –Explain – Understand – Describe – Summarise - Technical language AO1/AO2/AO3 Performing at maximum levels in relation to speed, height, distance, strength or accuracy – athletics activities; achieving personal best scores or times, and in competition with others’ scores or times. Outwitting opponents – games activities; overcoming opponents in competition by directly affecting each other’s performance. Accurate replication of actions, phrases and sequences - trampolining activities; the ability to repeat actions, phrases and sequences of movement as perfectly as possible.	Pupils will be given individual feedback in summative and formative ways to help pupils achieve the best possible grade in their AEP coursework
Yr 11 Spring 1	Revision of previous topics based on QLA	Define - Relate to sport –Explain – Understand – Describe – Summarise - Technical language	Formal assessment Paper 1 & 2

	Finalising of pupils sports (variety) once information is known spend time preparing students in the relevant practical activates (as selected by the moderator)	<p>Revising in Groups (similar ability)</p> <p>Revising 1-on-1 with the teacher</p> <p>Using the Mark Scheme independently</p> <p>AO1/AO2/AO3</p> <p>Performing at maximum levels in relation to speed, height, distance, strength or accuracy – athletics activities; achieving personal best scores or times, and in competition with others’ scores or times.</p> <p>Outwitting opponents – games activities; overcoming opponents in competition by directly affecting each other’s performance.</p> <p>Accurate replication of actions, phrases and sequences - trampolining activities; the ability to repeat actions, phrases and sequences of movement as perfectly as possible.</p>	<p>In class assessments weekly, consolidating knowledge, variety of methods.</p> <p>Practical Assessment with rules knowledge, assessment lesson structured to include EAI mimicking practical moderation expectations.</p>
Yr 11 Spring 2	<p>Revision of previous topics based on QLA</p> <p>Finalising of pupils sports (variety) once information is known spend time preparing students in the relevant practical activates (as selected by the moderator)</p>	<p>Define - Relate to sport – Explain – Understand – Describe – Summarise - Technical language</p> <p>Identify areas for improvement, what <u>they</u> should PRIORITISE (i.e. what they DON’T know / understand)</p> <p>Revising in Groups (similar ability)</p> <p>Revising 1-on-1 with the teacher</p> <p>Using the Mark Scheme independently</p> <p>AO1/AO2/AO3</p> <p>Performing at maximum levels in relation to speed, height, distance, strength or accuracy – athletics activities; achieving personal best scores or times, and in competition with others’ scores or times.</p> <p>Outwitting opponents – games activities; overcoming opponents in competition by directly affecting each other’s performance.</p> <p>Accurate replication of actions, phrases and sequences - trampolining activities; the ability to repeat actions, phrases and sequences of movement as perfectly as possible.</p>	<p>In class assessments weekly, consolidating knowledge, variety of methods.</p> <p>Practical Assessment with rules knowledge, assessment lesson structured to include EAI mimicking practical moderation expectations.</p>
Yr 11 Summer 1	Revision of previous topics based on QLA	<p>Define - Relate to sport – Explain – Understand – Describe – Summarise - Technical language</p> <p>AO1/AO2/AO3</p>	