



GCSE PE Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 10 GCSE PE	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	<p>Comp 2: Health and Performance</p> <ul style="list-style-type: none"> - Healthy Lifestyles - Diet and Consequences - Sports Psychology - Socio-cultural Impact <p>Comp 3: Practical performance</p> <ul style="list-style-type: none"> - Develop performance across a range of practical sports (football / handball / netball) 	<p>Comp 4: Personal Exercise Programme</p> <ul style="list-style-type: none"> - Practically cover the fitness tests and training methods to be used in PEP - Complete fitness testing and complete PEP <p>Comp 1: Applied Anatomy of Physiology</p> <ul style="list-style-type: none"> - Skeletal System - Muscular system - Cardiovascular System <p>Comp 3: Practical Performance</p> <ul style="list-style-type: none"> - Develop performance across a range of practical sports (rugby / gaelic football / gymnastics / dance) - 	<p>Comp 1: Applied Anatomy of Physiology</p> <ul style="list-style-type: none"> - Respiratory System - Movement analysis - Fitness and fitness testing <p>Comp 2: Health and Performance</p> <ul style="list-style-type: none"> - Revision <p>Comp 3: Practical Performance</p> <ul style="list-style-type: none"> - Develop performance across a range of practical sports (Kayaking and climbing)
Key Retainable Knowledge & Skills	<p><u>Comp 2: Health and performance</u></p> <p>Have an indepth knowledge of the social, mental and physical benefits of exercise and their effect on well being</p> <p>Explain how lifestyle choices effect your well being and their impact on sporting performance</p> <p>Describe the make up of a balanced diet and justify the % of each component for different sports people</p> <p>Discuss the factors impacting optimum weight and the impact of the energy balance</p> <p>Classify sports according to the environmental, difficulty and organisation continuum and link which type of practice would be best for each type of skill</p> <p>Set SMART goals for yourself and evaluate the 4 types of guidance</p> <p>Interpret data on the social reasons for participation and suggest reasons why participation rates may be high or low for certain groups</p> <p>Analyse the positive and negative effects of commercialisation on sport</p> <p><u>Comp 3: Practical performance</u></p> <p>Develop practical skills and tactical knowledge to make an impact on the performance in competitive situations</p>	<p><u>Comp 1: Applied Anatomy of Physiology</u></p> <p>Describe the location of bones, types of bones, classification of joints and the functions of the skeletal system.</p> <p>Describe the function of different muscles, the types of muscles (including fibre type) and the role of anatagonistic muscle action.</p> <p>Analyse the movement taking place at joints during sports movement, linking the the function of muscles to the movement.</p> <p>Explain the function of the CV system, the structure of the CV system and veins and arteries</p> <p>Use data to evaluate blood flow changes when exercising (vascular shunt)</p> <p><u>Comp 3: Practical performance</u></p> <p>Develop practical skills and tactical knowledge to make an impact on the performance in competitive situations across a further range of sports</p>	<p><u>Comp 1: Applied Anatomy of Physiology</u></p> <p>Describe the structure and function of the respiartoray system and anaylse the process of gaseous exchange</p> <p>Evaluate the short term and long term effects of exercise</p> <p>Evaluate sporting movements in terms of muscles, planes of movement and levers</p> <p>Develop a comprehensive knowledge of training methods, fitness components, fitness tests and principals of training and apply to specific sporting situations</p> <p><u>Comp 2: Health and performance</u></p> <p>Recap and reinforce key areas covered in term 1 and work on exam technique (specifically 9 marker) to prepare for pre-lim</p> <p><u>Comp 3: Practical performance</u></p> <p>Develop practical skills and tactical knowledge to make an impact on the performance in competitive situations across a new sports not covered in KS3</p>
	<p><u>Building on practical skills learnt in KS3:</u></p> <p>Key principals in PE of character, creativity, performance and healthy lifestyles assessed in practical sports, that have been covered in KS3</p> <p>New areas of Comp 2 linked to skills learned in KS3 (E.g. types of practice and guidance linked to when completed in KS3 lessons)</p>	<p><u>Building on practical skills learnt in KS3:</u></p> <p>Key principals in PE of character, creativity, performance and healthy lifestyles assessed in practical sports, that have been covered in KS3</p> <p>Lots of areas in Comp 1 taught in years 7-9 in Health and fitness lessons, links made between them</p> <p>Comp 3 PEP is basically a continuation of what we did in year 9 in H+F lessons in a much more specific targetted way.</p>	<p><u>Building on practical skills learnt in KS3:</u></p> <p>New practical sports of climbing (subsequent years will have covered in year 9, not this cohort) + kayacking use key principals covered in KS3 to be successful (character)</p> <p>Comp 1 content has a direct link to SOW at Yr7-9 Healthy lifestyles, these schemes are designed with GCSE PE in mind to prepare our students. E.g. Comp of fitness, testing, training methods and principals</p> <p>Repeat and refine knowledge of learning completed at start of year on Comp 2.</p>



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	Expected standard: Students are expected to be able to describe (AO1) all areas above and gives reasons (AO2 explanation) why they happen. Practically students should be able to apply advanced skills and tactics in the GCSE PE Sports and do this with <u>some</u> consistency in games	Expected standard: Students are expected to be able to describe all areas above and gives reasons (explanation) why they happen. Students will start to be able to gain AO3 marks for in depth analysis of topics. Practically students should be able to apply advanced skills and tactics in the GCSE PE Sports and do this with <u>increasing</u> consistency in games	Expected standard: Students are expected to be able to describe all areas above (AO1), giving reasons (AO2 explanation) why they happen and evaluating their affect on performance (AO3) Practically students should be able to apply advanced skills and tactics in the GCSE PE Sports and do this <u>with consistency</u> in games
Key Technical Vocabulary	<u>All vocab linked to the topics above together with:</u> Psychological Factors Sedentry Physical Social Mental Balanced Optimum Skill Classification Participation rates Commercialisation Tactics Influence on Performance	<u>All vocab linked to the topics above together with:</u> Classification of bones All bones All muscles Functions Types of movement Fibre Type Movement Analysis Affect on Performance Vascular Shunt Personal Exercise Programme (PEP) Evaluation	<u>All vocab linked to the topics above together with:</u> All Respiratory Components Gaseous Exchange Diffusion All Fitness Tests All Training methods All Principals of Training
Opportunities for Reading	From text book + specific tasks that require reading and interpreting information independently. Extra Reading from GCSE PE Revision Guide Extra Reading from GCSE PE Pocket Posters	From text book + specific tasks that require reading and interpreting information independently. Extra Reading from GCSE PE Revision Guide Extra Reading from GCSE PE Pocket Posters	From text book + specific tasks that require reading and interpreting information independently. Extra Reading from GCSE PE Revision Guide Extra Reading from GCSE PE Pocket Posters
Developing Cultural Capital	Linking cultural understanding how and why certain religions / culture affect participation rates in sport. Opportunities to play handball regional competitions focussed on GCSE PE students to assist with handball grade (competed at EIS School sport games last 2 years) Visits to local gyms to get a real life understanding of topics Working as a team in games activities	Opportunities to play handball regional competitions focussed on GCSE PE students to assist with handball grade (competed at EIS School sport games last 2 years) Visits to local gyms to get a real life understanding of topics Working as a team in games activities	Kayacking completed off site at Manvers, links to potential use when leave school Case studies looking at the differences in optimum weight across different cultures Climbing introduced in school and taken off site to broaden experiences of potential activity when leave Wath Aacdemy
Cross Curricular Links (Authentic Connections)	<i>Life skills – Socio-cultural impact of sport</i> <i>English- Structuring longer answers (AO1/AO2/AO3)</i> <i>Maths – Interpreting data from participation graphs</i>	<i>English- Structuring longer answers (AO1/AO2/AO3)</i> <i>Maths – Interpreting data from participation graphs</i> <i>Science – Links with body systems and anatomy</i>	<i>English- Structuring longer answers (AO1/AO2/AO3)</i> <i>Maths – Interpreting data from participation graphs</i> <i>Science – Links with body systems and anatomy</i>
Key Assessment	Topic tests at the end of each subtopic Assessment of practical sports	Topic tests at the end of each subtopic Assessment of practical sports	Topic tests at the end of each subtopic Assessment of practical sports Pre-lims
Year 11	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	<u>Comp 1: Applied Anatomy of Physiology</u> - Recap Skeletal and muscular system - Recap CV / Respiratory system	<u>Comp 1: Applied Anatomy of Physiology</u> - Effects of exercise on performance	Targetted revision of Comp 1 and 2 (1 lesson a week of each)



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	<ul style="list-style-type: none"> - Recap and expand on Fitness / Training <p><u>Comp 3: Practical Sport</u></p> <ul style="list-style-type: none"> - Reassess key sports of Kayaking / Handball / Netball and Football 	<p>Comp 3: Practical Sport</p> <ul style="list-style-type: none"> - Final gaps in 3 sports filled with students targeted who need a good last sport <p><u>Comp 4: Personal Exercise Programme</u></p> <ul style="list-style-type: none"> - Reassess key sports of Kayaking / Handball / Netball and Football <p>Targetted revision of Comp 1 and 2 (1 lesson a week of each)</p>	
Key Retainable Knowledge & Skills	<p><u>Comp 1: Applied Anatomy of Physiology</u> Repeat and refine knowledge of key aspects of skeletal, muscular, cardio-vascular and respiratory systems Increased emphasis on AO2+AO3 marks and emphasis on exam technique Explain the relevance of all Principals of Training and link to PEP Evaluate training methods suitable for different athletes</p> <p><u>Comp 3: Practical Sport</u> Apply advanced practical skills and tactical knowledge to make an impact on performance in competitive situations across a range of sports. Recap sports from year 10 to improve grade</p>	<p><u>Comp 1: Applied Anatomy of Physiology</u> Analyse the short term and long term effects of exercise on performance</p> <p><u>Comp 3: Practical Sport</u> Recap specific sports to the group for final time to finalise top grades for practical (x3)</p> <p><u>Comp 4: Personal Exercise Programme</u> Apply all the knowledge now covered in GCSE PE across both components to produce an outstanding PEP that evaluates your weaknesses and designs an innovative training programme to improve these weaknesses. Analyse the completed training in depth apply your now extensive knowledge</p> <p>Targetted revision of Comp 1 and 2 focussing on applying the knowledge covered over the last 18 months to target 7/8/9 grades and AO2/AO3 marks</p>	<p>PEP and coursework now complete so can focus on final revision for exams (GCSE PE always in 1st week 15th-17th May)</p> <p>Targetted revision of Comp 1 and 2 focussing on applying the knowledge covered over the last 18 months to target 7/8/9 grades and AO2/AO3 marks</p>
	<p><u>Building on the theory and practical skills in Year 10</u> Repeat and refine knowledge in key areas of the course covered in year 10 across practical sports and theoretical study</p>	<p><u>Building on the theory and practical skills in Year 10</u> Repeat and refine knowledge in key areas of the course covered in year 10 across practical sports and theoretical study</p> <p>Use now completed knowledge of the spec to complete PEP and apply the full aspects of the course. This may mean improving and adapting what covered in year 10.</p>	<p><u>Building on the theory and practical skills in Year 10</u> Repeat and refine knowledge in key areas of the course covered in year 10 across practical sports and theoretical study</p>
	<p><u>Expected standard:</u> Students are expected to be able to describe all areas above (AO1), giving reasons (AO2 explanation) why they happen and evaluating their affect on performance (AO3), increasingly getting 6+ on 9 markers Practically students should be able to apply advanced skills and tactics in the GCSE PE Sports and do this <u>with consistency</u> in games.</p>	<p><u>Expected standard:</u> The PEP will be completed at a grade linked to target grade (all +15) and vast majority in top bracket (18+/20) Topic test scores and pre-lims will enable students to beat target grade by on average 1 whole grade. Students access all AO1/AO2/AO3 marks and increasingly move into top bracket for 9 markers (7+/9)</p>	<p><u>Expected standard:</u> Topic test scores and pre-lims will enable students to beat target grade by on average 1 whole grade. Students access all AO1/AO2/AO3 marks and increasingly move into top bracket for 9 markers (8+/9)</p>
Key Technical Vocabulary	<p><u>All vocab linked to the topics above together with:</u></p> <p>Classification of bones All bones All muscles Functions</p> <p>Types of movement Fibre Type Movement Analysis</p> <p>Affect on Performance Vascular Shunt All Fitness Tests</p> <p>All Training methods All Principals of Training Tactics</p>	<p><u>All vocab linked to the topics above together with:</u></p> <p>Short and long term effects of exercise PEP Evaluation Analysis</p> <p>Consistency Influence on Performance</p>	<p><u>All vocab linked to the topics above together with:</u></p> <p>All vocab from Year 10+11 covered so</p>



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	Influence on Performance		
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Developing Cultural Capital	Character developed as students learn to show integrity by sticking to deadlines and giving no excuses for homework Visits to local gyms to get a real life understanding of topics Working as a team in games activities	Character developed as students learn to show integrity by sticking to deadlines and giving no excuses for homework Visits to local gyms to get a real life understanding of topics Working as a team in games activities	Character developed as students learn to show integrity by sticking to deadlines and giving no excuses for homework Visits to local gyms to get a real life understanding of topics Working as a team in games activities
Cross Curricular Links (Authentic Connections)	<i>Life skills – Socio-cultural impact of sport</i> <i>English- Structuring longer answers (A01/A02/A03)</i> <i>Maths – Interpretating data from participation graphs</i>	<i>English- Structuring longer answers (A01/A02/A03)</i> <i>Maths – Interpretating data from participation graphs</i> Science – Links with body systems and anatomy	<i>English- Structuring longer answers (A01/A02/A03)</i> <i>Maths – Interpretating data from participation graphs</i> Science – Links with body systems and anatomy
Key Assessment	Topic tests at the end of each subtopic Assessment of practical sports Pre-lims	Topic tests at the end of each subtopic Assessment of practical sports Pre-lims	Topic tests at the end of each subtopic Assessment of practical sports Pre-lims