



Curriculum Plan *PE (GCSE)*



Year 11	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts)				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
	Paper 2 - Sport Psychology		Skill & ability Classification of skills Use of performance & outcome goals SMART targets Information processing Types of guidance & feedback Mental preparation for performance Aggression Personality types Motivation	Students need to be able to recall key definitions & knowledge (AO1) Students need to be able to apply knowledge to relevant sporting examples (AO2) Students need to be able to justify, discuss & evaluate various topics (AO3) Students need to be able to understand exam questions and they must know how to construct written answers	Students often get confused between performance & outcome goals. They also get confused between knowledge of results and knowledge of performance (types of feedback). Students sometimes get confused between the different types of feedback & different types of guidance	Classifications of skill – open, closed, self-paced, externally-paced, fine, gross, complex, simple Selective attention Input – output – decision making – feedback Visual / Verbal / Manual / Mechanical Arousal Introvert Extrovert Tangible	
Term 2	Paper 2 - Sport Psychology / NEA – Section 2	End of topic test	Skill & ability Classification of skills Use of performance & outcome goals SMART targets Information processing Types of guidance & feedback Mental preparation for performance Aggression Personality types Motivation	Students need to be able to recall key definitions & knowledge (AO1) Students need to be able to apply knowledge to relevant sporting examples (AO2) Students need to be able to justify, discuss & evaluate various topics (AO3) Students need to be able to understand exam questions and they must know how to construct written answers	Students often get confused between performance & outcome goals. They also get confused between knowledge of results and knowledge of performance (types of feedback). Students sometimes get confused between the different types of feedback & different types of guidance	Classifications of skill – open, closed, self-paced, externally-paced, fine, gross, complex, simple Selective attention Input – output – decision making – feedback Visual / Verbal / Manual / Mechanical Arousal Introvert Extrovert Tangible	



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Term 3	Paper 2 – Socio-cultural Influences	End of topic test	<p>Engagement patterns</p> <p>Commercialisation</p> <p>Types of sponsorship</p> <p>Media</p> <p>Positive & negative impacts of sponsorship & media</p> <p>Positive & negative impacts of technology</p> <p>Conduct of performers</p> <p>Prohibited substances / PEDS</p> <p>The pro's & con's of PEDS</p> <p>Spectator behaviour</p> <p>Reasons why hooliganism occurs</p> <p>Strategies to combat hooliganism</p>	<p>Students need to be able to recall key definitions & knowledge (AO1)</p> <p>Students need to be able to apply knowledge to relevant sporting examples (AO2)</p> <p>Students need to be able to justify, discuss & evaluate various topics (AO3)</p> <p>Students need to be able to understand exam questions and they must know how to construct written answers</p>	<p>Students often struggle to recall all of the positive & negative impacts of media and technology</p> <p>Students often struggle to recall all of the barriers to sport & exercise</p>	<p>Gender / Disability / Age / Ethnic minority groups</p> <p>Beta blockers</p> <p>Steroids</p> <p>Stimulants</p> <p>Peptide hormones</p> <p>Doping</p> <p>Narcotic analgesics</p>	
Term 4	Paper 1 – Movement Analysis	End of topic test	<p>First, second & third class levers</p> <p>Analysis of basic movements in sporting examples</p> <p>Planes & axes</p>	<p>Students need to be able to recall key definitions & knowledge (AO1)</p> <p>Students need to be able to apply knowledge to relevant sporting examples (AO2)</p> <p>Students need to be able to justify, discuss & evaluate various topics (AO3)</p> <p>Students need to be able to understand exam questions and they must know how to construct written answers</p>	<p>Students often struggle identifying correct examples for each type of lever</p> <p>Students often get confused about the different types of planes & axes and which one goes with which</p>	<p>Frontal</p> <p>Sagittal</p> <p>Transverse</p> <p>Longitudinal</p>	