CURRICULUM MAP: GCSE PE YEAR 11



								EOY Assessment Point
							HT6:	HT1 – HT6
						HT5: Component two- Health and performance	Overarching unit intent:	Pupils are assessed at regular intervals using
				HT4: Component one- Fitness and body systems	Assessment Point: Summative or AFL	Overarching unit intent:		high frequency low risk tests to develop knowledge and
			HT3: Component Two – Socio-Cultural influences	Overarching unit intent:	HT1 & HT2 Pupils are assessed at	Re-visit component two from HT 1, 2 and 3. Including past papers		demonstrate interleaving of topics previously learnt.
	HT2: Component Two – Health, Fitness and Well-	Assessment Point: Summative or AFL	Overarching unit intent:	Engagement patterns of different social groups in physical	regular intervals using high frequency low risk tests to develop	and revision plan.		<u>Key Disciplinary</u> <u>Knowledge</u>
	being Component Two –		To understand the consequences of a sedentary lifestyle	activity and sport Commercialisation of physical activity and	knowledge and demonstrate interleaving of topics previously learnt.			AO1 Demonstrating knowledge (define) and
UT1. Common out	Sport Psychology Overarching unit	HT1 & HT2	Energy use, diet, nutrition and	sport Ethical and socio-	Key disciplinary knowledge			understanding of a topic AO2
HT1: Component Four – Personal Exercise Programme	intent: Re-visit component	Pupils are assessed at regular intervals using	hydration Work booklet –	cultural issues in physical activity and sport	AO1 Demonstrating			Applying knowledge and understanding of a topic
Component Two – Health, Fitness and	one from Y10 including past papers	high frequency low risk tests to develop knowledge and	Health, Fitness and Well-being Specification 1.2.1 –	Work booklet – Socio-Cultural	knowledge (define) and understanding of a topic			Analysing and Evaluating
Well-being Overarching unit intent:		demonstrate interleaving of topics previously learnt.	1.3.7 Work booklet –	influences Specification 3.1.1 –	AO2 Applying knowledge and understanding of a			Interpret and analyse results. Apply SMART targets. Compare and
Evaluation of how a 6 week training programme has had a		Key disciplinary knowledge	Sport Psychology Classification of skills	3.3.2	topic AO3			interpret results. Evaluate with justified recommendations
beneficial effect on sports performance.		AO1 Demonstrating knowledge (define) and	(basic/ complex, open/closed)		Analysing and Evaluating			<u>Key Concepts</u>
Evaluate results and impact on sporting performance and		understanding of a topic	The use of goal setting and SMART targets to improve and/or		Re-visit SMART target from HT6 (Year 10)			Fitness and body systems Health and performance.
recommend changes to aid future training.		<u>AO2</u>	optimise performance		Re-visit component one via revision plan			



Work booklet – Health, Fitness and	Applying knowledge and understanding of a topic	Guidance and feedback on performance	Key Concepts Health and	Cross curricular links
Well-being	<u>AO3</u>	Specification 2.1.1 – 2.4.1	performance	Maths, Science, RE, CPSHCE, Food and
To understand Physical, emotional	Analysing and	2.4.1	Pupils to sit component one examination and	Nutrition. Career paths are discussed
and social health, fitness and well-being	Evaluating		work completed so far	In lessons. PE Teacher
Specification 1.1.1 –	Key Concepts		from component two in school mock	Sports Coach Physiotherapist
1.1.7	Health and performance		examinations. Career paths are	Sport Psychologist Armed forces
	Career paths are		discussed in lessons. PE Teacher	Personal Trainer Nutritionist
	discussed in lessons. PE Teacher		Sports Coach Physiotherapist	Nutritionst
	Sports Coach Physiotherapist		Sport Psychologist Armed forces	
	Sport Psychologist Armed forces		Personal Trainer Nutritionist	
	Personal Trainer Nutritionist			

Catholic Social Teaching-

In PE we ensure we work towards the" Common Good" to enable every child to flourish, pupils are given this opportunity within the lesson and extra-curricular to achieve their true potential.

Within PE pupils are taught the importance of their "Rights and Responsibilities" by following and upholding the rules of the various sporting activities.

Within PE we encourage the "Stewardship of Creation" through the use of leadership, encouragement, tolerance of others within the game situations and in all aspects of the PE curriculum.