

## Physical Education Curriculum Overview – South Bank University Academy GCSE PE

### Intent:

To provide a logical and clear knowledge pathway to guide the students through new concepts, while continuing to spark enjoyment and inquiry in students who have a love for sport already, this will encourage them to take it further in the future. These concepts should be referenced to sporting and physical activity examples students are familiar with to facilitate the learning process and cognitive load. Throughout both practical and theory lessons reference to theoretical concepts. The course should be split in the proportions it is awarded, 60% theory and 40% practical across both years, with flexibility to adapt to the needs of the group throughout.

### Implementation:

Having the curriculum in line with the textbook and also in a clear logical plan will help students to build their way through the assessment objectives in order. Some flexibility is needed to be applied to pause and revisit concepts, students will have not covered this type of subject before so the learning journey will not be linear. While implementing the theory concepts with the support of online resources and mini checks it is important to keep relating all practical lessons to theory and allow students to apply them to whatever sport they are currently doing. To help reinforce the content already learnt we should revisit concepts content through retrieval practice at the start of the lesson, this can be really helpful with areas students find tricky.

### Impact:

Through this approach of revising and physical application linked to examples students know will aid in retention of information and the ability to recall and adapt the knowledge to answer questions. This sequencing enables the students to build links between PE and other subjects they have covered and being able to raise attainment in PE as well as support other subject attainment.

Half term	Year 10 Theory	Year 10 Practical	Year 11 Theory	Year 11 Practical
Half term 1	<p><b><u>THE HUMAN BODY AND MOVEMENT IN PHYSICAL ACTIVITY AND SPORT</u></b></p> <p><b>Content:</b> Bones  -Structure of the skeleton</p>	<p><b><u>Badminton</u></b></p> <p><b><u>Skills Part A</u></b> 1. Service – high, low, flick (forehand or backhand). 2. Overhead – clear, drop (forehand and backhand where appropriate).</p>	<p><b>3.1.3 Physical Training- Recall google classroom content:</b></p> <ul style="list-style-type: none"> <li>- Relationship between Health &amp; Fitness.</li> <li>- Definitions of all 10 components of fitness</li> <li>-Linking sports and activities to components of fitness.</li> </ul>	<p><b><u>Badminton</u></b></p> <p><b><u>Skills Part A</u></b> 1. Service – high, low, flick (forehand or backhand). 2. Overhead – clear, drop (forehand and backhand where appropriate).</p>

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	<p>-Functions of the skeleton</p> <p>-Muscles of the body</p> <p>-Joints (Synovial and freely-movable) and the different types of joints</p> <p>-How movement occurs</p> <p><b>Key Assessment:</b> Short and Long answer questions (AO1 Recall).through starters in lessons.</p>	<p>3. Underarm – clear, drive, drop (forehand and backhand where appropriate).</p> <p>4. Net play.</p> <p>5. Smash.</p>	<p>– Introducing the tests used to measure each of the 10 components of fitness.</p> <p>-Reasons for and limitations of fitness testing.</p> <p>- Introducing different types of data and interpretation linked to fitness tests.</p> <p><b>3.1.3.3. The principles of training and their application to personal exercise/training programmes.</b></p> <p><b>3.1.3.4. Optimising training and injury prevention</b></p> <p><b><u>Evaluation of Performance</u></b></p> <p>Students to write an analysis (15 marks) and evaluation (10 marks) of a chosen sport</p> <p>Students to draft work first then type up using specified template.</p>	<p>3. Underarm – clear, drive, drop (forehand and backhand where appropriate).</p> <p>4. Net play.</p> <p>5. Smash.</p> <p><b>Association football - Skills part A</b></p> <p>1. Passing/receiving – either foot. 2. Dribbling/moving with the ball – either foot.</p> <p>3. Shooting – at goal OR wing play and crossing for attackers OR playing a through ball to attackers.</p> <p>4. Heading.</p> <p>5. Tackling, jockeying, closing down and marking.</p>
<p><b>Half term 2</b></p>	<p><b><u>THE HUMAN BODY AND MOVEMENT IN PHYSICAL ACTIVITY AND SPORT</u></b></p> <p><b>3.1.2 Movement analysis</b></p>	<p><b><u>Badminton</u></b></p> <p><b><u>Skills Part A</u></b></p> <p>1. Service – high, low, flick (forehand or backhand).</p>	<p><b><u>SOCIO-CULTURAL INFLUENCES AND WELL-BEING IN PHYSICAL ACTIVITY AND SPORT</u></b></p> <p><b><i>Health fitness and well-being</i></b></p> <ul style="list-style-type: none"> <li>● <b><i>Physical, social &amp; mental health</i></b></li> <li>● <b><i>Sedentary lifestyle</i></b></li> </ul>	<p><b>Basketball Skills Part A</b></p> <p>1. Dribbling – using both hands, change of pace and direction.</p> <p>2. Passing – chest, javelin, bounce, overhead, use of the fake.</p>





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	<p>-First, second and third class lever systems within sports examples</p> <p>-Mechanical advantages linked to the lever systems</p> <p>-Analysis of basic sporting movements</p> <p>-Introduction of the different planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement in sport.</p> <p><b>3.1.1 Applied Anatomy and Physiology</b></p> <p>The pathway of air</p> <p>-Gaseous exchange</p> <p>-Blood vessels</p> <p><b>Key Assessment:</b> Short and Long answer questions (AO1 Recall).</p> <p><b>Formal exam in the christmas window to assess progress</b></p>	<p>2. Overhead – clear, drop (forehand and backhand where appropriate).</p> <p>3. Underarm – clear, drive, drop (forehand and backhand where appropriate).</p> <p>4. Net play.</p> <p>5. Smash.</p> <p>Focus on in game application of skills</p>	<ul style="list-style-type: none"> <li>● <b>Obesity</b></li> <li>● <b>Somatotypes</b></li> <li>● <b>Energy Use</b></li> <li>● <b>Nutrition</b></li> <li>● <b>Nutritional substances</b></li> <li>● <b>Hydration</b></li> </ul> <p><b>3.2.2.1 Engagement patterns of different social groups and the factors affecting participation.</b></p> <p>-Engagement patterns of different social groups affecting participation.</p> <p><b>3.2.1 Sport Psychology</b></p> <p><b>3.2.1.1 Classification of skills (basic/complex, open/closed).</b></p> <p>-Skills and ability</p> <p>-Classification of skills</p> <p>-Type of goals (performance or outcome)</p> <p><b>3.2.1.2 The use of goal setting and SMART targets to improve and/or optimise performance.</b></p> <p>-Evaluating performance and outcomes</p> <p>-SMART targets</p>	<p>3. Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing.</p> <p>4. Shooting – lay-up, set shot, jump shot, free shot, use of the fake.</p> <p>5. Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).</p>
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Half term 3	<p><b><u>THE HUMAN BODY AND MOVEMENT IN PHYSICAL ACTIVITY AND SPORT</u></b>  <b>3.1.1 Applied Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>-Structure of the heart</li> <li>-Cardiac cycle, cardiac output and stroke volume</li> <li>-Mechanics of breathing</li> <li>-Interpretation of a spirometer trace</li> <li>-Aerobic and anaerobic terms and use in exercise</li> <li>-Oxygen consumption and EPOC</li> </ul> <p style="color: red;">Key Assessment: Short and Long answer questions (AO1 Recall). Use starters and knowledge checks in lessons</p>	<p><b>Basketball Skills Part A</b></p> <ol style="list-style-type: none"> <li>1. Dribbling – using both hands, change of pace and direction.</li> <li>2. Passing – chest, javelin, bounce, overhead, use of the fake.</li> <li>3. Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing.</li> <li>4. Shooting – lay-up, set shot, jump shot, free shot, use of the fake.</li> <li>5. Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).</li> </ol>	<p><b>.2.2.3 Ethical and socio-cultural issues in physical activity and sport.</b></p> <ul style="list-style-type: none"> <li>-Conduct of performers.</li> <li>- Prohibited substances.</li> <li>- Prohibited methods and PEDS.</li> <li>- Advantages and disadvantages of taking PEDS.</li> <li>- Spectator behaviour.</li> <li>- Hooliganism – Reasons why this occurs and strategies to combat hooliganism.</li> </ul> <p><b>3.2.2.2 Commercialisation of physical activity and sport.</b></p> <ul style="list-style-type: none"> <li>-Commercialisation</li> <li>- Sponsorship and the media</li> <li>- Positive and negative impacts of sponsorship and the media</li> <li>- Positive and negative impacts of technology</li> </ul>	<p><b>Athletics- Part A Skills</b>  <b><u>Track and cross-country</u></b></p> <ol style="list-style-type: none"> <li>1. Starts/finishes.</li> <li>2. Arm action – effectiveness and consistency.</li> <li>3. Leg action to create appropriate pace – consistency and/or change of pace</li> </ol> <p><b><u>Jumps</u></b></p> <ol style="list-style-type: none"> <li>1. Run-up/speed.</li> <li>2. Take-off.</li> <li>3. Flight and landing.</li> </ol> <p><b><u>Throws</u></b></p> <ol style="list-style-type: none"> <li>1. Grip, stance and preparation to throw.</li> <li>2. Movement into throwing action.</li> <li>3. Release, follow-through and recovery.</li> </ol> <p><b><u>Practice moderation of top 2 sports due to exam changes</u></b></p>
Half term 4	<p><b><u>THE HUMAN BODY AND MOVEMENT IN PHYSICAL ACTIVITY AND SPORT</u></b></p>	<p><b><u>THE HUMAN BODY AND MOVEMENT IN PHYSICAL ACTIVITY AND SPORT</u></b></p>	<p><b>3.2.1.3 Basic information processing.</b></p>	<p><b><u>Refining sports ready for moderation/practical exam</u></b></p>

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	<p>The recovery process.</p> <p><b>3.1.1.4 Short and long term effects of exercise.</b></p> <p>Immediate effects of exercise</p> <p>-Short-term effects of exercise</p> <p>-Long-term effects of exercise</p> <p><b>3.1.3.1. The relationship between health and fitness and the role exercise plays in both.</b></p> <p>- Relationship between Health &amp; Fitness. <b>3.1.4. Data analysis.</b></p> <p style="padding-left: 40px;">- Introducing different types of data and interpretation linked to fitness tests.</p> <p><b>Key Assessment: Short and Long answer questions (AO1 Recall).</b></p>	<p>Physical fitness – components of fitness and testing</p> <p> Components of fitness</p> <p> Reasons and Limitations of fitness testing</p> <p> Testing and Testing procedures</p> <p> Data Collection and Analysis</p> <p><b>Basketball Skills Part A</b></p> <ol style="list-style-type: none"> <li>1. Dribbling – using both hands, change of pace and direction.</li> <li>2. Passing – chest, javelin, bounce, overhead, use of the fake.</li> <li>3. Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing.</li> <li>4. Shooting – lay-up, set shot, jump shot, free shot, use of the fake.</li> <li>5. Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).</li> </ol>	<p>-Basic information processing model</p> <p>-Input/Output/Decision making processes</p> <p><b>3.2.1.4 Guidance and feedback on performance.</b></p> <p>-Types of guidance and feedback and their effectiveness.</p> <p><b>3.2.1.5 Mental Preparation for Performance.</b></p> <p>-Arousal and the Inverted-U Theory</p> <p>-Optimal arousal and stress management.</p> <p><b>Exam preparation: how to answer 6 and 9 mark questions</b></p>
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<b>Half term 5</b>	<p><b>3.1.3.4. Optimising training and injury prevention</b></p> <ul style="list-style-type: none"> <li>-Introduction of aerobic and anaerobic respiration.</li> <li>-Calculating and understanding the training thresholds for aerobic and anaerobic training.</li> <li>-Altitude training concepts.</li> </ul> <p><b>3.1.3.4. Optimising training and injury prevention.</b></p> <ul style="list-style-type: none"> <li>- Injury prevention methods</li> <li>- Seasonal aspects – training seasons introduced and explained.</li> </ul> <p><b>3.1.3.5 Effective use of warm ups and cool down.</b></p> <ul style="list-style-type: none"> <li>-Warm ups and cool down methods introduced and explained.</li> </ul> <p style="color: red;">Key Assessment: Short and Long answer questions (AO1 Recall). Recall with questions</p>	<p><b>Association football - Skills part A</b></p> <ol style="list-style-type: none"> <li>1. Passing/receiving – either foot.</li> <li>2. Dribbling/moving with the ball – either foot.</li> <li>3. Shooting – at goal OR wing play and crossing for attackers OR playing a through ball to attackers.</li> <li>4. Heading.</li> <li>5. Tackling, jockeying, closing down and marking.</li> </ol>	<p><u>Revision and Exam</u></p> <p>REVISION OF KEY TOPICS FOR THE EXAM</p> <p>PAPER 1 Revision</p> <p>PAPER 2 Revision</p>	<p><u>Revision and Exam</u></p> <p>REVISION OF KEY TOPICS FOR THE EXAM</p> <p>PAPER 1 Revision</p> <p>PAPER 2 Revision</p>
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<p>Half term 6</p>	<p><b><u>SOCIO-CULTURAL INFLUENCES AND WELL-BEING IN PHYSICAL ACTIVITY AND SPORT</u></b></p> <p><b>3.2.3.1 Physical, emotional, social health, fitness and well-being.</b></p> <p>-Linking physical activity and exercise to health, well-being and fitness.</p> <p><b>3.2.3.2. Consequences of a sedentary lifestyle.</b></p> <p>-Sedentary lifestyles introduced</p> <p>-Obesity and its effect on performance</p> <p>-Somatotypes</p> <p>Summer flipped learning task-<b>3.2.3.3 Energy, Diet and Nutrition.</b></p> <p>-Energy use</p> <p>-Nutrition and balanced diet</p> <p>-Nutrition and the role of carbohydrates, proteins, fats and vitamins/minerals</p>	<p><b>Association football - Skills part A</b></p> <p>1. Passing/receiving – either foot. 2. Dribbling/moving with the ball – either foot.</p> <p>3. Shooting – at goal OR wing play and crossing for attackers OR playing a through ball to attackers.</p> <p>4. Heading.</p> <p>5. Tackling, jockeying, closing down and marking.</p> <p><b><u>Moderation of sports covered to confirm end of year practical grades</u></b></p>	<p><u>N/A</u></p>	<p><u>N/A</u></p>
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	<p>-Maintaining water balance (hydration)</p> <p>Key Assessment: Short and Long answer questions (AO1 Recall). In lesson starters</p> <p>Formal Assessment – Exam Paper</p>			
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