



# Curriculum Summary Document

## Year 10/11 – GCSE Physical Education

Pride

Respect

Success

Module/Unit of Learning	Taught During	What will students learn?	How does this develop expertise and challenge students?	Links to other Subjects
<b>J587/01 Physical factors affecting performance</b>  This component will assess: <b>1.1</b> Applied anatomy and physiology <b>1.2</b> Physical training	Autumn Term of Year 10  Revisited and retaught Spring term of Year 11	<p>Students will develop knowledge and understanding of the basic structures and functions of body systems that are particularly important to physical activities and sports.</p> <p>They will also study the short and long-term effects of exercise on these systems, and how these effects can impact on physical fitness and performance.</p> <p>Students will develop their knowledge and understanding of the components of fitness required for physical activities and sports and how each can be measured.</p>	<p>Students will develop the ability to collect and use data, analyse movement and apply their knowledge and understanding, using examples from physical activity and sport.</p> <p>Students will also be able to apply their knowledge of training principles to personal exercise/training programmes to improve fitness, along with the knowledge of how to optimise training and helping to prevent injury.</p>	<b>English</b> <b>Science</b> <b>Maths</b> <b>History</b> <b>CLASS</b>

<p><b>J587/02</b>  <b>Socio-cultural issues and sports psychology</b></p> <p>This component will assess:  <b>2.1</b> Socio-cultural influences <b>2.2</b> Sports psychology <b>2.3</b> Health, fitness and well-being</p>	<p>Spring Term of Year 10 and Autumn Term of Year 10</p>	<p>Students will develop their knowledge and understanding of the factors that continue to impact on physical activities and sports in the UK today. Learners will be introduced to engagement patterns of different social groups in physical activities and sports. Learners will develop their understanding of the influences of commercialism and the media on physical activities and sports.</p> <p>Students will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports. Students will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills.</p> <p>Students will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Students will develop their knowledge and understanding of diet and nutrition.</p>	<p>The ethical and socio-cultural issues in physical activities and sports will enable learners to develop their understanding of sportsmanship, gamesmanship and deviance in sport along with being able to apply theories to practical examples from physical activities and sports.</p> <p>Students will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Students will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.</p> <p>Students will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.</p>	<p><b>English</b>  <b>Science</b>  <b>Maths</b>  <b>History</b>  <b>CLASS</b></p>
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<p><b>J587/04 Practical Performances</b></p> <p>This component will assess: Core and advanced skills in three activities taken from the approved lists: one from the 'individual' list, one from the 'team' list, one other from either list.</p>	<p>Throughout Year 10 and 11</p> <p>Deadline March of Year 11</p>	<p>Students are internally assessed through the NEA in performing three practical activities. Students must perform in three practical activities:</p> <ul style="list-style-type: none"> <li>• one from the 'individual' list</li> <li>• one from the 'team' list</li> <li>• one other from either list</li> </ul> <p>Non-exam assessment (NEA) 30% of total GCSE (9–1) 60 marks This NEA will consist of three activities, including at least one 'team' and at least one 'individual' sport from the approved activity lists, all performed in competitive situations.</p>	<p>Students are required to:</p> <ul style="list-style-type: none"> <li>• Students are required to demonstrate effective performance</li> <li>• the use of tactics or techniques</li> <li>• the ability to observe the rules and conventions under applied conditions.</li> </ul>	<p><b>Science</b></p>
<p><b>J587/05 Analysis and Evaluation of Performance</b></p> <p>This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity</p>	<p>Summer Term of Year 10</p>	<p>Students are internally assessed through the NEA in one performance analysis task. They are required to demonstrate their ability to analyse and evaluate their own practical performance or that of a peer.</p> <p>Non-exam assessment (NEA) 10% of total GCSE (9–1) 20 marks This NEA will consist of a written task that must be produced under controlled conditions.</p>	<p>Students are required to:</p> <ul style="list-style-type: none"> <li>• analyse aspects of personal performance in a practical activity</li> <li>• evaluate the strengths and weaknesses of the performance</li> <li>• produce an action plan which aims to improve the quality and effectiveness of the performance.</li> </ul>	<p><b>English Maths Science CLASS</b></p>