Key Stage 4 Curriculum Map

Key Stage 4 Curriculum Map (GCSE PE)

Key stage four Overall Curriculum Goals: To develop the students knowledge in 6 key areas (Health Fitness and Well-being, Applied Anatomy and Physiology, Physical Training, Sports Psychology, Movement Analysis, Socio Cultural Influences) and their ability to apply this knowledge when sitting their EdExcel GCSE theory papers. To develop the students practical ability in one team sport, and two individual pursuits to successfully complete their practical sports assessment. To develop the key skills to carry out, monitor and evaluate a Personal Exercise Programme (NEA).

	Unit One (Week 1 - 9)	Unit Two (Week 10 - 24)	Unit Three (Week 25 - 39)
Year 10 Overall Curriculum	**Topic Name: Health, fitness and wellbeing** **Big question/s:** What is health? (Definition) What is fitness? (Definition) What is well-being? What is a sedentary lifestyle? What does it involve? What are the consequences? What does a balanced diet consist of? What are the roles of macronutrients and micronutrients? What is 'Optimum Weight'? Why is hydration important? **Link to Prior Learning:** Students will draw upon their experiences of participating in practical activity at Key Stage 3 (Core PE), in particular the work done when completing the units of work on Health and Fitness. Students will draw upon their knowledge of diet and nutrition covered in Key Stage 3 Food Technology. **New Knowledge/Content:** Students will develop their theoretical knowledge and understanding of the contribution that physical activity and sport make to health, fitness and wellbeing and how these can impact on their own performance They will develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing through the following content. ● Physical, emotional and social health, fitness and wellbeing ● The consequences of a sedentary lifestyle ● Energy use, diet, nutrition and hydration	**Topic Name: Applied anatomy and physiology** **Big question/s:** What is/are the function/s of the skeletal system/muscular system? How are bones and muscles classified? How do the skeletal and muscular systems work together to create movement? What is the cardiovascular system and its component parts? What is the respiratory system and its component parts? What is/are the function/s of the cardiovascular system/respiratory system? What are the short and long term effects of exercise on the muscular-skeletal system and the cardio-respiratory system? **Link to Prior Learning:** Students will have been exposed to specific terminology with respect to the anatomy, for example the use of anatomical names of the muscle and bones when stretching. Students will draw upon their knowledge of the anatomy covered in Key Stage 3 science. **New Knowledge/Content:** Students will develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport through the following content; ● The structure and functions of the musculoskeletal system ● The structure and functions of the cardiorespiratory system ● Anaerobic and aerobic exercise ● The short- and long-term effects of exercise	**Topic Name: Physical Training** **Big question/s:** How is health and fitness linked to performance and training? What are the components of fitness? How are they measured? How do you improve them? What are the fitness tests and why are they important in training? What are the Principles of Training? Why are they important? How can they be used to improve fitness and performance? What are the different methods of training, and which aspects of fitness can they be used to develop? What are the advantages and disadvantages of the different methods of training? What are the long term effects of training on the body systems? How can training be optimised without the risk of injury? What are the positive and negative implications of using Performance Enhancing Drugs? How can a warm up and cool down be used effectively? **Link to Prior Learning:** Students will draw upon their experiences of participating in practical activity at Key Stage 3 (Core PE), in particular the work done when completing the units of work on Health and Fitness. Students will be exposed to subject specific terminology throughout Key Stage 3 as fitness underpins much of the practical work we do. **New Knowledge/Content:** Students will develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes, through the following content; ● The relationship between health and fitness and the role that exercise plays in both. ● The components of fitness, benefits for sport and how fitness is measured and improved ● The principles of training and their application to personal exercise/ training programmes ● The long-term effects of exercise. ● How to optimise training and prevent injury. ● Effective use of warm up and cool down
Curriculum Skills	**New Skills:** Work independently and in groups Research and present their findings visually and verbally Revise and consolidate their notes Answer and structure short and longer (9) mark questions Analyse and interpret data and graphs	**New Skills:** Work independently and in groups Research and present their findings visually and verbally Revise and consolidate their notes Answer and structure short and longer (9) mark questions Analyse and interpret data and graphs	**New Skills:** Work independently and in groups Research and present their findings visually and verbally Revise and consolidate their notes Answer and structure short and longer (9) mark questions Analyse and interpret data and graphs
Assessment	Students will complete various pieces of work and be provided with formative feedback. An end of unit test will be carried out (Summative Assessment). Students will carry out a 'Mock Exam' at the end of Year 10 (Summative Assessment).	Students will complete various pieces of work and be provided with formative feedback. Two unit tests will be carried out (Cardio-Respiratory, Musculo-skeletal) (Summative Assessment). Students will carry out a 'Mock Exam' at the end of Year 10 (Summative Assessment).	Students will complete various pieces of work and be provided with formative feedback. An end of unit test will be carried out (Summative Assessment). Students will carry out a 'Mock Exam' at the end of Year 10 (Summative Assessment).

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	Unit One (Week 1-10)	Unit Two (Week 13-20)	Unit Three (Week 21-26)	Unit Four (Week 27-30)
Year 11 Overall Curriculum	**Topic Name: Controlled Assessment Personal Exercise Programme** **Big question/s:** Which sport would you like to develop your talent in? What is your current level of fitness? What are your strengths and weaknesses? What is a performance related goal? What method of training is important to develop your talent in your sport of choice? How are you going to use SMART targets and the Principles of Training to meet your goals? How has your training plan gone (analysis and evaluation of training plan)? **Link to Prior Learning:** Students will call upon their knowledge and understanding of the work done in their Physical Training Unit of work. Students will have carried out fitness testing at KS3 and compared themselves to normative data identifying strengths and weaknesses. Students will have carried out different methods of training at KS3. **New Knowledge/Content:** Students will produce a personal exercise programme (PEP). The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimise performance in a chosen physical activity. The PEP will cover a six- to eight-week period, and can relate to any physical activity of their choice from the activities list given in Component 3: Students will cover the following aspects; 1. Aim and planning analysis - The aim of the PEP is for students to develop their ability to analyse and evaluate their personal fitness to improve/optimise performance in physical activity and sport. 2. Carrying out and monitoring the PEP - Students must carry out their chosen method(s) of training over 6-8 weeks, using appropriate principles of training to improve/optimise their performance. Students will be required to evidence their training within the PEP 3. Evaluation of the PEP - Students will be required to analyse the data from their PEP and evaluate it to show how their performance could improve in their chosen activity.	**Topic Name: Sport Psychology** **Big question/s:** How are sports skills classified?How can sports skills be learnt?Practised? How can SMART target help to improve performance and optimise performance? What is sport guidance and how can it be delivered/received? How is feedback received and given? What are the advantages and disadvantages of different types of guidance and feedback? How can sports performers prepare for sports mentally? What are the benefits of good mental preparation? **Link to Prior Learning:** Students will have been exposed to specific terminology in Key Stage 3 Core PE, for example through experiencing sports drills, practices and games (which will reference skills, practice structures, guidance and feedback) **New Knowledge/Content:** Students will develop knowledge and understanding of the psychological factors that can affect performers and their performance in physical activity and sport through the following content; ● Classification of skills (basic/ complex, open/closed). ● The use of goal setting and SMART targets to improve and/or optimise performance. ● Guidance and feedback on performance. ● Mental preparation for performance	**Topic Name: Socio-cultural influences** **Big question/s:** What are the different social groups and how do they engage in sport? What is commercialisation? What are the advantages and disadvantages of commercialisation for the sport, the individual performers, the media and the sponsor? What is gamesmanship and sportsmanship? What are the consequences of deviance in sport? **Link to Prior Learning:** Students will draw upon their experiences of participating in practical activity at Key Stage 3 (Core PE). Students will be exposed to the factors that could influence their choice in sport (linked to socio-cultural differences in society). Students will be educated throughout KS3 about the importance of sportsmanship and playing sport in the spirit of the game. They will be made aware of the issues with gamesmanship. **New Knowledge/Content:** students will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society, through the following content; ● Engagement patterns of different social groups in physical activity and sport. ● Commercialisation of physical activity and sport. ● Ethical and socio-cultural issues in physical activity and sport	**Topic Name: Movement Analysis** **Big question/s:** What is a lever system? What are the component parts of a lever system? What are the classifications of lever systems and how are they linked to the body? What is mechanical advantage and mechanical disadvantage? What are planes and axes of movement? What movements occur in the different planes and axes? **Link to Prior Learning:** Students will draw upon their experiences of gymnastics and dance at Key Stage 3 where movement around planes and axes will have occurred. Levers are associated with sports that have bats/rackets and students will be exposed to the terminology associated with levers during these sports. **New Knowledge/Content:** Students will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport through the following content; ● Lever systems, examples of their use in activity and the mechanical advantage they provide in movement. ● Planes and axes of movement..
Curriculum Skills	**New Skills:** Plan, carry out, analyse and evaluate a programme of exercise (PEP) that is specific to their interests and needs. Analyse and interpret data and graphs. Present their work as a word processed document Use of appendices	**New Skills:** Work independently and in groups Research and present their findings visually and verbally Revise and consolidate their notes Answer and structure short and longer (9) mark questions Analyse and interpret data and graphs	**New Skills:** Work independently and in groups Research and present their findings visually and verbally Revise and consolidate their notes Answer and structure short and longer (9) mark questions Analyse and interpret data and graphs	**New Skills:** Work independently and in groups Research and present their findings visually and verbally Revise and consolidate their notes Answer and structure short and longer (9) mark questions Analyse and interpret data and graphs
Assessment	Controlled Assessment. Students will complete their PEP which will be internally marked by their teacher. Students will not be able to amend their work after marking. Teachers will internally standardise students' work. Marks will be submitted to the exam board and a sample of completed PEPs will be requested.	Students will complete various pieces of work and be provided with formative feedback. An end of unit test will be carried out (Summative Assessment). Students will carry out a 'Mock Exam' at the end of Year 10 (Summative Assessment).	Students will complete various pieces of work and be provided with formative feedback. An end of unit test will be carried out (Summative Assessment). Students will carry out two 'Mock Exams' in Nov and Feb (Summative Assessment).	Students will complete various pieces of work and be provided with formative feedback. An end of unit test will be carried out (Summative Assessment). Students will carry out two 'Mock Exams' in Nov and Feb (Summative Assessment).

Key Stage 4 Curriculum Map

	Practical Unit One (Year 10 - Week 1-9)	Practical Unit One (Year 10 - Week 1-9)	Practical Unit Two (Year 10-Week 10-16)	Practical Unit Three (Year 10 - Week 32-38)
Practical Overall Curriculum	**Topic Name: Team Game (Football)** **Big question/s:** What components of fitness are required to be an effective performer? What strategies/tactics can be used to be an effective attacker? What strategies/tactics can be used to be an effective defender? What are the different positions within the game? What are the roles of the different positions? How do the interactions with my team impact on performance? **Link to Prior Learning:** Students will call upon their experiences from Key Stage 3. The gross motor skills that they have been using throughout Key Stage 3 will be used to produce a more mature and measured performance. The learnt strategies and tactics they have learnt and developed in Key Stage 3 will be used to produce a more mature and measured performance. Students will draw from their experiences of other aspects of physical activity and sport as their experiences will develop transferable skills that the students will be able to use in team games. **New Knowledge/Content:** An enhanced knowledge and ability to apply strategies and tactics in football. (Disciplinary Knowledge) A deep understanding of the importance and benefits of having a good level of health and fitness to meet the demands of the football environment. (Disciplinary Knowledge) Develop more advanced sport specific skills attributes (as outlined in the New Skills section) (Substantive Knowledge)	**Topic Name: Team Game (Netball)** **Big question/s:** What components of fitness are required to be an effective performer? What strategies/tactics can be used to be an effective attacker? What strategies/tactics can be used to be an effective defender? What are the different positions within the game? What are the roles of the different positions? How do the interactions with my team impact on performance? **Link to Prior Learning:** Students will call upon their experiences from Key Stage 3. The gross motor skills that they have been using throughout Key Stage 3 will be used to produce a more mature and measured performance. The learnt strategies and tactics they have learnt and developed in Key Stage 3 will be used to produce a more mature and measured performance. Students will draw from their experiences of other aspects of physical activity and sport as their experiences will develop transferable skills that the students will be able to use in team games. **New Knowledge/Content:** An enhanced knowledge and ability to apply strategies and tactics in netball. (Disciplinary Knowledge) A deep understanding of the importance and benefits of having a good level of health and fitness to meet the demands of the netball environment. (Disciplinary Knowledge) Develop more advanced sport specific skills attributes (as outlined in the New Skills section) (Substantive Knowledge)	**Topic Name: Individual Pursuit (Badminton)** **Big question/s:** What components of fitness are required to be an effective performer? What strategies/tactics can be used to be an effective player? What shots (badminton) can be used to be an effective player. When should certain shots be played? **Link to Prior Learning:** Students will call upon their racket sport experiences from Key Stage 3. Their experiences of playing sport will have developed their gross motor skills and started to enhance their fine motor skills. These attributes will be used to produce a performance. Transferable skills will be developed in other sporting areas and students will use these within this unit of work. **New Knowledge/Content:** An enhanced understanding of the rules and regulations of badminton.. (Substantive Knowledge) The knowledge of how to carry out their own warm ups/cool downs in sport specific ways. An enhanced knowledge and ability to apply strategies and tactics of the sports that they participate in; badminton, tennis. (Disciplinary Knowledge) A deep understanding of the importance and benefits of having a good level of health and fitness to meet the demands of their (sport) environment. (Disciplinary Knowledge) Sport specific skills and attributes (as outlined in the New Skills section) (Substantive Knowledge).	**Topic Name: Individual Pursuit (Athletics)** **Big question/s:** What components of fitness are required to be an effective performer? How do I compare to other athletes working in my Key Stage? How do the mechanics of the body link performance? **Link to Prior Learning:** Students will call upon their Athletics experiences from Key Stage 3. Their experiences of carrying out the 11 disciplines will have developed their gross motor skills and started to enhance their fine motor skills which will enable them to take their ability to the next level of performance. Transferable skills will be developed in other sporting areas and students will use these within this unit of work. **New Knowledge/Content:** The importance of warming up/cooling down and sport specific ways to do this. (Substantive Knowledge). An understanding and use of the components of fitness to be an effective performer. (Disciplinary Knowledge). A deeper understanding of the importance and benefits of having a good level of health and fitness to meet the demands of athletics. (Disciplinary Knowledge).
Curriculum Skills	**New Skills:** Demonstrates a very good level of technical accuracy, with accurate precision, control and fluency, when: passing (short passes – push pass, instep), running with the ball (dribbling, feints, step overs), tackling (block, slide), turning with the ball – recycling (Cruyff, drag back), striking the ball (free kicks, shooting – dominant foot and non-dominant foot) in isolation. Demonstrates a very good level of technical accuracy, with accurate precision, control and fluency, when applying the key skills in competitive situations.	**New Skills:** Demonstrates a very good level of technical accuracy, with accurate precision, control and fluency, when: passing (shoulder, chest, bounce, two handed over-head), handling (ball control), catching (one handed, two handed, static, on the move), (footwork (landing, pivot, running pass), evasion (holding space, dodging), shooting where appropriate to position (one/two handed, forward/backward step shot), defending (player-to-player, defending the pass, denying space) Demonstrates a very good level of technical accuracy, with accurate precision, control and fluency, when applying the key skills in competitive situations.	**New Skills:** Demonstrates a very good level of technical accuracy, with accurate precision, control and fluency, in relation to the following. During their four selected types of shots: Appropriate, firm and technically correct grip throughout., appropriate and consistent set up for the shot to be played, correct alignment of feet, body and head when required, fluid swing taking going through full range, shuttle hit with consistent and accurate direction and distance, with few, if any, errors, very good movement around the court. Demonstrates a very good level of technical accuracy, with accurate precision, control and fluency, when applying the key skills in competitive situations.	**New Skills:** Secure and enhance appropriate physical characteristics/attributes (for example, cardiovascular fitness, speed, power, coordination) to achieve success in performance. (Substantive Knowledge). Students will have the opportunity to perform the 11 disciplines of Key Stage 4 athletics and develop an appreciation of the techniques to achieve athletics standards. Students will select one discipline to master. **Track athletics (100m, 200m, 300m, 400m, 800m, 1500m)** (Starts, posture,pacing, leg and arm action, coordination of legs and arms, stride patterns) **Throws (Shot, Discuss, Javelin)** Grips, Preparation, Movements, Release) **Jumps** (Long Jump, High Jump, Triple Jump) Run up, Take off, Flight, Landing(Disciplinary Knowledge) Students will be taught about the mechanics of movement and how this relates to their performance. (Disciplinary Knowledge)
Assessment	Students will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a competitive/formal (e.g. full-sided game where appropriate) situation while under pressure. The students will be formally assessed at the end of their 8 week block of sport using the GCSE Sport Specific Descriptors. They will receive two grades; Skills in isolation /10 - Application of skills /25	Students will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a competitive/formal (e.g. full-sided game where appropriate) situation while under pressure. The students will be formally assessed at the end of their 8 week block of sport using the GCSE Sport Specific Descriptors. They will receive two grades; Skills in isolation /10 - Application of skills /25	Students will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a competitive/formal (e.g. full-sided game where appropriate) situation while under pressure. The students will be formally assessed at the end of their 8 week block of sport using the GCSE Sport Specific Descriptors. They will receive two grades; Skills in isolation /10 - Application of skills /25	Students will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a competitive/formal (e.g. full-sided game where appropriate) situation while under pressure. The students will be formally assessed at the end of their 8 week block of sport using the GCSE Sport Specific Descriptors. They will receive two grades; Skills in isolation /10 - Application of skills /25