

Curriculum Map: GCSE PE Year 10

	Autumn	Spring	Summer
Content Declarative knowledge 'I Know'	Develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport	Develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society Students should develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport	Performance analysis assessment (analysis and evaluation) Evaluation – the use of theoretical principles to cause improvement
Skills Procedural Knowledge 'I know how to'	AO1: Demonstrate knowledge and understanding AO2: Apply knowledge and understanding AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport (Practical activities varying depending on the cohort) Part 1 Skills Part 2 Game play	AO1: Demonstrate knowledge and understanding AO2: Apply knowledge and understanding AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport (Practical activities varying depending on the cohort) Part 1 Skills Part 2 Game play	Produce an overall plan of action that suggests ways to improve upon the weaknesses that they have identified as part of their analysis. AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport (Practical activities varying depending on the cohort) Part 1 Skills Part 2 Game play
Strategies Conditional Knowledge 'I know when to'	<u>Term 1</u> Classify skill and ability Define types of goals for sports performance Use and evaluate goal setting Analyse the basic information processing model Identify and evaluate the effective of guidance and feedback to sports performers <u>Term 2</u> Describe how optimal arousal levels impact on sports performance and how to manage arousal with stress management techniques	<u>Term 1</u> Demonstrate how engagement patterns of different social groups and the factors affecting participation Analyse the relationship between sport, sponsorship and the media Evaluate the impact of sponsorship and media on sport Evaluate the impact of technology on sport <u>Term 2</u> Demonstrate how the conduct of performers can influence sporting situations	<u>Term 1 & 2</u> Analyse and evaluate performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified Use appropriate theoretical content included in the specification to produce an overall plan of action that suggests ways to improve

	<p>Distinguish between different types of aggression in sport situations</p> <p>Apply characteristic of personality types in different sports</p> <p>Demonstrate how motivation is used in sporting situations</p>	<p>Categorise different prohibited substances and their impact on sports performance</p> <p>Evaluate how spectator behaviour has an influence on sports events</p>	
Key Questions	<p>Ways to classify of skills (basic/complex, open/closed)</p> <p>How to use goal setting and SMART targets to improve and/or optimise performance</p> <p>How to apply the basic information processing model</p> <p>The impact of guidance and feedback on performance</p> <p>How performers use mental preparation for sport</p>	<p>Impact of engagement patterns of different social groups in physical activity and sport</p> <p>How commercialisation of physical activity and sport influences participation</p> <p>Consequences of ethical and socio-cultural issues in physical activity and sport</p>	<p>With reference to recent competitive performances in the chosen activity, identify two strengths and weaknesses</p> <p>One strength and one weakness should be a fitness component (relevant to their chosen activity)</p> <p>One strength should be a specific skill/technique (from those listed in the activity criteria) or tactic/ strategy/aspect of choreography (as appropriate), which has been used when performing their chosen activity</p> <p>Description of one training session that provides an example of what could be used for the performer</p> <p>Explanation of how prolonged use of the identified training type could improve the fitness weakness</p> <p>Identification of one other relevant part of the specification (not another training type) which, when applied, could bring about improvement in the skill/tactic/strategy/aspect of choreography weakness</p> <p>Explanation of how the additional specification content selected could lead to improvement of the identified weakness.</p>

Assessment topics	<p>Q and A in Class</p> <p>5 Minute Tests</p> <p>Multiple choice questions</p> <p>Short answer questions</p> <p>End of unit test</p> <p>Everlearner tasks</p> <p>Exam questions</p>	<p>Q and A in Class</p> <p>5 Minute Tests</p> <p>Multiple choice questions</p> <p>Short answer questions</p> <p>End of unit test</p> <p>Everlearner tasks</p> <p>Exam questions</p>	<p>Q and A in Class</p> <p>5 Minute Tests</p> <p>Multiple choice questions</p> <p>Short answer questions</p> <p>End of unit test</p> <p>Everlearner tasks</p> <p>Exam questions</p> <p>Summer Exam</p>
Cross curricular links/Character Education	Sports Psychology - A Level Psychology	<p>Socio-cultural factors – Sociology, Health & Social Care</p> <p>Engagement patterns – PSHCE</p> <p>Commercialisation – GCSE Media</p> <p>Sponsorship – GCSE Business</p> <p>Technology – DT</p> <p>Prohibited substances – Science/PSHCE</p> <p>Spectator behaviour - Sociology</p>	<p>Writing coursework – English</p> <p>Drawing circuits – Art</p> <p>Training thresholds – Maths</p>