

Physical Education PoS: Year 11 HT1 - GCSE Theory

Students will colour code as they work through the scheme of work.

Students will learn about... Training and considers the different types of training that are available to individuals. Some form of training is essential for all performers to be able improve all aspects of their performance.		
Grade E	Grade C	Grade A
<p>Students will be able to identify and state some examples of the following:</p> <p>Principles of training: specificity and progression Specificity – definition Progression Overload Reversibility Combination training Safety</p> <p>Aspects of training Warm-up Fitness phase Skill phase Warm-down Thresholds of training</p> <p>Circuit training Setting up Running the circuit</p> <p>Weight training Benefits Organising effective sessions Types of weight training</p> <p>Further methods of training Continuous training Interval training Continuous shuttle run</p>	<p>Students will be able to explain and state examples of the following:</p> <p>Principles of training: specificity and progression Specificity – definition and explanation Progression Overload Reversibility Combination training Safety</p> <p>Aspects of training Warm-up Fitness phase Skill phase Warm-down Thresholds of training</p> <p>Circuit training Setting up Running the circuit</p> <p>Weight training Benefits Organising effective sessions Types of weight training</p> <p>Further methods of training Continuous training Interval training Continuous shuttle run</p>	<p>Students will be able to critically evaluate and use examples to support the following:</p> <p>Principles of training: specificity and progression Specificity – definition, explanation and evaluation Progression Overload Reversibility Combination training Safety</p> <p>Aspects of training Warm-up Fitness phase Skill phase Warm-down Thresholds of training</p> <p>Circuit training Setting up Running the circuit</p> <p>Weight training Benefits Organising effective sessions Types of weight training</p> <p>Further methods of training Continuous training Interval training Continuous shuttle run</p>
Assessment		
Written end of unit half term test , Classwork and Homework.		

Physical Education PoS: Year 11 HT2 - GCSE Theory

Students will colour code as they work through the scheme of work.

Students will learn about... The role school plays in providing opportunities for young people to become aware and educated about the value of taking part in regular physical activity. The influential factors that are likely to affect levels of participation amongst individuals.		
Grade E	Grade C	Grade A
<p>Students will be able to identify and state some examples of the following:</p> <p>National Curriculum Why is PE offered in schools? What does the NC consist of?</p> <p>National healthy schools programme Personal, social and health education Healthy eating Physical activity Emotional health and well being</p> <p>Extra-curricular provision Age range Attitudes to staff Facilities Outside visits Club links</p> <p>Cultural and social factors Leisure time Fairness and personal and social responsibility Social grouping – Peer, family, gender, ethnicity</p>	<p>Students will be able to explain and state examples of the following:</p> <p>National Curriculum Why is PE offered in schools? What does the NC consist of?</p> <p>National healthy schools programme Personal, social and health education Healthy eating Physical activity Emotional health and well being</p> <p>Extra-curricular provision Age range Attitudes to staff Facilities Outside visits Club links</p> <p>Cultural and social factors Leisure time Fairness and personal and social responsibility Social grouping – Peer, family, gender, ethnicity</p>	<p>Students will be able to critically evaluate and use examples to support the following:</p> <p>National Curriculum Why is PE offered in schools? What does the NC consist of?</p> <p>National healthy schools programme Personal, social and health education Healthy eating Physical activity Emotional health and well being</p> <p>Extra-curricular provision Age range Attitudes to staff Facilities Outside visits Club links</p> <p>Cultural and social factors Leisure time Fairness and personal and social responsibility Social grouping – Peer, family, gender, ethnicity</p>
Assessment		
Written end of unit half term test , Classwork and Homework.		

Physical Education PoS: Year 11 HT3 - GCSE Theory

Students will colour code as they work through the scheme of work.

Students will learn about... Influential factors that are likely to affect levels of participation amongst individuals.		
Grade E	Grade C	Grade A
<p>Students will be able to identify and state some examples of the following:</p> <p>Social Aspects Leisure Time – identify what leisure time is and why the opportunities for leisure time have increased: Higher levels of unemployment A shorter working week Part-time and shift work Technological advances Leisure industry User groups</p> <p>Fairness and Personal and Social responsibility Define etiquette and the rules that are in place to ensure that an activity is fair.</p> <p>Social Grouping Identify the different types of social groupings that exist: Peers Family Gender Ethnicity</p>	<p>Students will be able to explain and state examples of the following:</p> <p>Social Aspects Leisure Time – explain what leisure time is and why the opportunities for leisure time have increased: Higher levels of unemployment A shorter working week Part-time and shift work Technological advances Leisure industry User groups</p> <p>Fairness and Personal and Social responsibility Explain etiquette and the rules that are in place to ensure that an activity is fair.</p> <p>Social Grouping Explain the different types of social groupings that exist: Peers Family Gender Ethnicity</p>	<p>Students will be able to critically evaluate and use examples to support the following:</p> <p>Social Aspects Leisure Time – explain and evaluate what leisure time is and why the opportunities for leisure time have increased: Higher levels of unemployment A shorter working week Part-time and shift work Technological advances Leisure industry User groups</p> <p>Fairness and Personal and Social responsibility Explain etiquette and the rules that are in place to ensure that an activity is fair. Use examples to evaluate your statements.</p> <p>Social Grouping Explain the different types of social groupings that exist and evaluate the influences that these can have on a young person: Peers Family Gender Ethnicity</p>
Assessment		
Written end of unit half term test , Classwork and Homework.		

Physical Education PoS: Year 11 HT4 - GCSE THEORY

Students will colour code as they work through the scheme of work.

Students will learn about... The ways that students can develop their interest and study in PE, as well as the opportunities and pathways that might enable them to become or remain involved in physical activities.		
Grade E	Grade C	Grade A
<p>Students will be able to identify and state some examples of the following:</p> <p>Physical Activity Roles Identify the different roles that can be adopted in sport: Player/Performer Organiser Leader/Coach Choreographer Official</p> <p>Vocational Opportunities Identify the type, variety and extent of vocations that could be available: Sports Performers – name the three categories (professional, amateur, semi-professional) Open sports Careers x 3</p> <p>Further Qualifications Identify the types and varieties of accredited courses available relating to PE and sport: BTEC GCSE</p> <p>Cross – Curricular Links Explain the links that PE has with other subjects: Explain 6 subject areas</p>	<p>Students will be able to explain and state examples of the following:</p> <p>Physical Activity Roles Explain the different roles that can be adopted in sport: Player/Performer Organiser Leader/Coach Choreographer Official</p> <p>Vocational Opportunities Explain the type, variety and extent of vocations that could be available: Sports Performers – explain the three categories (professional, amateur, semi-professional) Open sports with examples Careers x 5</p> <p>Further Qualifications Explain the types and varieties of accredited courses available relating to PE and sport: BTEC GCSE GCE Sports performance awards</p> <p>Cross – Curricular Links Explain the links that PE has with other subjects: Explain 6 subject areas</p>	<p>Students will be able to critically evaluate and use examples to support the following:</p> <p>Physical Activity Roles Explain and evaluate the different roles that can be adopted in sport: Player/Performer Organiser Leader/Coach Choreographer Official</p> <p>Vocational Opportunities Explain and evaluate the type, variety and extent of vocations that could be available: Sports Performers – explain the three categories (professional, amateur, semi-professional) Open sports with examples Careers x 6</p> <p>Further Qualifications Explain and evaluate the types and varieties of accredited courses available relating to PE and sport: BTEC GCSE GCE Sports performance awards Proficiency testing and awards</p> <p>Cross – Curricular Links Explain and evaluate the links that PE has with other subjects: Explain 8 subject areas</p>
<p>Assessment</p> <p>Written end of unit half term test, Classwork and Homework.</p>		

Physical Education PoS: Year 11 HT5 - GCSE Theory

Students will colour code as they work through the scheme of work.

Students will learn about... Exam techniques and revision techniques		
Grade E	Grade C	Grade A
<p>Students will be able to identify and state some examples of the following:</p> <p>Exam Techniques Students will be able to effectively answer multiple choice questions and use knowledge of key words to answer shorts questions.</p> <p>Revision Techniques Students will be able to effectively use the revision cards given to structure revision around the key topics.</p>	<p>Students will be able to explain and state examples of the following:</p> <p>Exam Techniques Students will be able to effectively answer multiple choice questions and use knowledge of key words to answer shorts questions.</p> <p>Students will be able to explain all key words in exam questions by using examples.</p> <p>Revision Techniques Students will be able to effectively use the revision cards given to structure revision around the key topics.</p> <p>Students will be able to use both the provided revision cards and their own revision notes to effectively plan a revision timetable.</p>	<p>Students will be able to critically evaluate and use examples to support the following:</p> <p>Exam Techniques Students will be able to effectively answer multiple choice questions and use knowledge of key words to answer shorts questions.</p> <p>Students will be able to explain all key words in exam questions by using examples.</p> <p>Students will be able to evaluate all key materials so that 8 mark extended questions are well structured and written in continuous prose.</p> <p>Revision Techniques Students will be able to effectively use the revision cards given to structure revision around the key topics.</p> <p>Students will be able to use both the provided revision cards and their own revision notes to effectively plan a revision timetable.</p> <p>Students will be able to identify and priorities areas of weakness in their knowledge that needs to be improved.</p>
Assessment		
GCSE Final Exam		