

GCSE Physical Education

Vision

In the PE department, our vision is to inspire our students to want to take part in life long physical activity, through delivering a curriculum with depth and breadth accessing a variety of experiences and allowing us to capture their enthusiasm. We want to create a teaching space where students feel *comfortable yet challenged*, where they feel a true *sense of belonging* and where they can discover *confidence* in their own skills, abilities and skins. Our goal is for our students to understand the benefits of regular physical activity on *physical, mental and social health* but also to gain those benefits by being people who regularly participate. We aim for them to be able to begin to understand just how wonderful the *human mind and body* is and that looking after it will only help aid in their *successes*. We want students to have endless positive experiences with physical activity and exercise and for them to know what hard work truly feels like. This in turn will develop into a *work ethic* and be transferrable into all aspects of their lives. We will develop and expand on the life skills necessary for any and every success; *determination, resilience, motivation, teamwork, self-discipline, communication and respect*. We will do this not only through being athletes and performers but through *alternative roles* such as coach, analyst, leader and official. We will insist on great *sportsmanship* and *sports etiquette* to instil great values to give each student and their experiences a real sense of *purpose*. And finally we wish for those students who have a true *love and passion* for our subject to *pursue* our PE courses and eventually go on to have *careers* within the sports industry.

Curriculum

We are committed to delivering an in depth and varied curriculum based on the AQA GCSE PE specification. We aim to develop the confidence and knowledge of our students to understand why PE and physical activity is so important and for them to then go on to share that with others. The AQA GCSE PE specification is organised, planned and delivered to maximise our students learning through theoretical lessons and practical underpinning of the AQA content. Students will develop their knowledge, ability to apply it and ability to analyse or evaluate information presented to them. Our lessons will also include a variety of practical activities which our students will be assessed in. This gives our students the opportunity to share their current expertise in a sport and thrive on excelling in the physical element of the course. Students who wish to use sports that we cannot facilitate (to the required expectations) in school, are guided through the process of gaining their own evidence (video footage). The theory lessons are delivered both in the classroom and developed/embedded with practical support where possible. Students will learn about the physical, mental and social aspects of sport making connections to performance and participation on a wider scale. The GCSE PE specification is delivered to ignite a passion for examination PE and prepare students who wish to continue to study Sport and PE at KS5.

Staff and Student version- Curriculum intent:

1. An introduction to the in depth study of sport and physical activity
2. In depth understanding of sport relating to physical, mental and social aspects
3. To further ignite a passion allowing students to engage in further education of Sport

GCSE PE Curriculum Plan

	Year 10		Year 11		Additional Content (could be delivered in Year 10 or Year 11)	
	CONTENT	HOMEWORK	CONTENT	HOMEWORK	CONTENT	HOMEWORK
HALF TERM 1	<ul style="list-style-type: none"> • Components of Fitness • Fitness Testing 	Exam Q's Revision Task	<ul style="list-style-type: none"> • Cardio-respiratory System 	Independent completion of classwork Research Task	<ul style="list-style-type: none"> • Sport Psychology 	Application task Exam Q's Revision resources

				Crafting task Storyboard		
HALF TERM 2	<ul style="list-style-type: none"> Types of Training Assessment 1 	Exam Q's Revision Task Directed reflection task based on Assessment	<ul style="list-style-type: none"> Section 2 of coursework Assessment 1 	Revision Coursework corrections Directed reflection task based on Assessment	<ul style="list-style-type: none"> Sport Psychology Assessment 1 	Revision resources Revision of Key Terms
HALF TERM 3	<ul style="list-style-type: none"> Principles of Training Safety Warm ups and cool downs Recovery Training Seasons Assessment 2 	Exam Q's Revision resources	<ul style="list-style-type: none"> Commercialisation Technology in Sport Mock examinations 	Application tasks Exam Q's	<ul style="list-style-type: none"> Movement Analysis Assessment 2 	Revision resources
HALF TERM 4	<ul style="list-style-type: none"> Section 1 of coursework Skeletal System Muscular System Assessment 3 	Coursework completion Exam Q's Revision Tasks	<ul style="list-style-type: none"> Focussed Revision from plan 	Completion of revision work done in class	<ul style="list-style-type: none"> Effects of Exercise Aerobic and Anaerobic Respiration 	Exam Q's
HALF TERM 5	<ul style="list-style-type: none"> Health and Fitness Coursework improvements 	Revision resources Coursework improvements	<ul style="list-style-type: none"> Focussed Revision from plan 	Completion of revision work done in class	<ul style="list-style-type: none"> Focussed Revision from plan 	Completion of revision work done in class
HALF TERM 6	<ul style="list-style-type: none"> Revision Year 10 Exam Nutrition 	Revision Resources Exam Q's	<ul style="list-style-type: none"> Focussed Revision from plan 	Completion of revision work done in class	<ul style="list-style-type: none"> Focussed Revision from plan 	Completion of revision work done in class

****NB- Some content may be covered slightly later or earlier dependent on the length of each half term**

Assessment	Students will be formatively assessed in most lessons through Questioning or practice of short answer responses (progress checks) Formal assessments will happen 2-4 times a year depending on which element of the course is being delivered. This will inform data sent home.
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Feedback	<p>1. Verbal feedback will be given that is individual and specific to the task at hand throughout every lesson. It will be given to supplement written feedback (see below). Immediate feedback will also be given to the students via Forms quizzes which we will be regularly using as a Formative assessment tool.)</p> <p>2. Written feedback, in the form of individual (1x per term) and whole group feedback forms (2x per term). Focus on key vocabulary, common successes/ misconceptions. Students reflect on feedback creating an action plan. They can use WWW/EBI. Feedback to be acted upon during DIRT time.</p> <p>3. Maintenance marking will be completed on termly basis with a focus on notes, key terms, vocabulary and concepts work. Pride in Presentation to be checked along with homework. Feedback for homework to be given within 2 weeks of hand in- homework will be self, peer and teacher marked. There is the high expectation that students will act upon feedback given, to include perfect presentation and to redo work deemed not of an acceptable standard.</p>
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	<p>4. DIRT (Dedicated Improvement and Reflection Time) lessons as per yearly overview and done in a different colour. Student use feedback to improve their work. This can also be additionally included in lessons at the teacher’s discretion.</p> <p>5. Peer feedback will be used during exam questions (progression checks) to mark and improve a partner’s work. Initials should be present. Peers may also mark homework guided by the teacher. Sharing of exemplar work and model answers.</p> <p>6. Self-feedback will be used during exam questions (progression checks) to mark and improve their own work. Initials should be present. Individuals may also mark homework guided by the teacher. Opportunities to compare to model answers given by teacher or peers.</p> <p>7. Exam questions- multiple choice, short answers and long answers- feedback given in relation to subject knowledge but also on exam technique/ common errors. Improve examination long answers – once per topic minimum if relevant. Focus on literacy and exam technique (metacognition) also. Opportunity to draft and redraft using DIRT/ model answers/ mark schemes</p> <p>8. Topics tests will provide students with a numerical grade, either a % or what the % equates to on 1-9 grading system.</p> <p>9. Controlled assessment will be marked in 2 sections and students given designated opportunities to act upon feedback and improve quality of work. Students will receive feedback a minimum of 3 times.</p> <p>10. Termly strategies sent home to students and parents/ carers informing them of specific actions they need to take.</p>
Homework	Homework is set timely depending on the content that is delivered. It is not set every lesson but it will be set a minimum of 3 times per half term (unless there is little value to completing independent work on the topic).
What can I do to support my child?	<ul style="list-style-type: none"> • Regular testing of the key terms. They have all of these in their books. • Planet PE on YouTube is great for a short recap of content • Encouraging the completion of AQA GCSE PE past exam papers in timed conditions • Quizzing regarding the application of content. For example “what sport would that happen in/ be useful for?”