GCSE PE	Autumn Term		Spring term		Summer term	
Year 10	1	2	3	4	5	6
	Unit 1.1.a - The Structure and Function of the Skeletal					
	System Unit 1.1.b - The Structure and Function of the Muscular	Unit 1.1.d - The Cardiovascular and Respiratory Systems	Unit 1.1.e - The Effects of Exercise on the Body		Unit 1.2.a - The Components of Fitness Unit 1.2.c - Preventing Injury in Physical Activity and	
Topic Summary	System	,	Systems	Unit 1.2.b - The Principles of Training	Training	Coursework completion
	Being creative- when applying a range of sporting		Mastery of learning- applying knowledge from the	Acquiring knowledge- developing knowledge of a range of methods of training to improve sporting		Creating independence- Developing independence to
	examples to muscle movements, ensuring you apply	Development of literacy- developing ability to	previous two topics and experience in practical sport to	performance and how to make training harder to	Not fearing failure- developing self assurance when	complete the coursework unit within the given
Thinking Hard	the knowledge to a range of non traditional sports to enhance knowledge in preparation for exams	remember definitions of key terminology in this topic, for example: Minute ventilation and stroke volume etc	how the body adapts immediately as we exercise and over a long period of time	experience adaptations in preparation for coursework completion	attempting/performing all the fitness tests required to gain scores in preparation for coursework completion	timeframe, applying all previously learnt knowledge and utilising supporting resources
			Ţ.		, ,	Development of self control when given 16 hours to
	Developing curiosity when tackling new content. Asking questions about how the muscles and bones	Developing grit when learning about challenging content to do with the double circulatory system and	Developing self assurance of one's ability in practical sports to allow students to assess how their body	Developing optimism when experiencing a range of different methods of training which may challenge their	Developing gratitude when working with others to support the completion of a range of fitness tests to	complete their AEP coursework to be able to utilise this time effectively to complete the work to the best of their
Developing Character	work together to create movement.	blood flow around the body	reacts immediately to exercise.	fitness and resilience	assess fitness in all components	ability
				Being a world citizen- develop an understanding of a	Awareness of where you live- developing an	Understanding democracy- giving students a choice and freedom to complete their coursework on a sport of
	Understanding mental and physical diversity-	Understanding mental and physical diversity-	Understanding mental and physical diversity-	wide variety of methods of training to improve	awareness of potential hazards which can cause injury	their choice. Allowing them to do self analysis or peer analysis and give freedom to structure and complete
	gaining an understanding of the human body the similarities of us all but celebrating the differences	developing an understanding of how diverse the human body can be with regards to fitness and how heart rate,	peak performance and experience adaptations to their	performance in a wide range of sporting activities. Gain an understanding of how to set goals which are	in the local area. For example local parks, playing facilities and fitness suites plus the dangers of being	the set tasks in a way in which they feel most
Understanding Diversity	(height, weight, muscular/ toned physique)	minute ventilation etc can adapt due to this	fitness due to regular, sustained physical activity	achievable and specific to individuals	near a coastal town	appropriate
	Reading- in homework tasks, students will be set a			Oracy- use the knowledge of the two continua to apply different sporting skills along the continuum and justify		Literacy- to use effect english to produce a
	range of past exam questions on this topic, to develop their ability to effectively apply their knowledge to a	Literacy- developing a bank of key words and	Oracy- during practical lessons, students will verbalise how they have noticed their bodies changing as	their responses with regards to how simple/complex the skill is and how the environment can affect the	Literacy- development of effective acronyms to support knowledge recall of the different ways injuries	comprehensive piece of coursework which attempts all
Literacy Reading, Oracy	range of question styles	definitions in this topic	immediate effects to exercise	success of each skill	in sport can be prevented (PCLAW)	aspects through applying previous knowledge through a range of written tasks
				Sports coach, strength and conditioning coach,		Sports journalist, sport analyst, health and safety
Gatsby, Careers	Sports physiotherapist, medic, sports therapy, doctor	Cardiorespiratory nurse/ doctor, sports coach Physical wellbeing- students will learn how blood	Sports coach, strength and conditioning coach	personal trainer, sports analyst Physical wellbeing- students will learn a range of	Sports/ fitness analyst, health and safety officer Physical wellbeing- students will learn ways to ensure	officer, sports coach. strength and conditioning coach
	Physical wellbeing- students learn how the body	moves around the body to allow for oxygen to be used		methods of training they can perform in order to keep	they protect their physical wellbeing by being able to	Mental wellbeing- students will develop mental
Mental and Physical Well-being	creates movement using the muscles and bones and the roles of the skeletal system.	as energy. They will also learn how important the process of gaseous exchange is when exercising	Physical wellbeing- students will learn the benefits of regular physical activity on their body as a whole	fit. They will also learn how to make training harder so that their body can experience overload.	identify and remove the risk of potential hazards in sport	strength, grit and self assurance when they attempt to complete the AEP coursework
,	,		Science- how the different aspects of the body adapt	PSHE- setting personal goals. Dance- learning how		
Cross-Curricular Links	Science/ biology- muscles, bones, joints, movements created	Science- heart, blood, blood vessels and lungs	immediately during exercise and the long term adaptations	different training methods are suitable for different sports and physical activities	Maths- using tables to report data, different measurements, measuring distance, use of time	English- how to structure the writing task effectively, use of proper english and grammar
	During practical lessons and afterschool clubs, using a		Link to coursework module: encourage students to		Lots of practical experiences/ opportunities both within	Completing the 6 week training programme in students
	warm up to identify the muscle being stretched and develop conversations to discuss how the action is	Create lungs using a plastic cup, balloons and straws	complete their 6 week training programme to see how their body adapts over this period of time. Utilise school	Trip to a local gum facility to trial weight training to see	and out of lessons to trial different methods of training and fitness tests using a range of technological	own time or afterschool to see adaptations or to video themselves or others in a sporting activity of their
Extra-Curricular Links	being created, by what muscle and at what joint	process of inspiration and expiration	equipment or go to a local gym to further support this	it in action	equipment	choice to make accurate comments in their work.
				Define the existing of tasis and how they are		
				- Define the principles of training and how they are applied to develop fitness		
	-Locate the 19 major bones in the body - Identify and explain the functions of the skeleton	- Identify the 3 types of blood vessel		- Define the elements of the FITT principle and suggest how they increase fitness		To apply all previously learnt knowledge into their
	- Locate and explain the movements possible at hinge	- Describe the pathway of blood through the heart		- Describe each method of training and give sporting	- Define each component of fitness (muscular	Analysing and Evaluating performance coursework.
	and ball and socket joints - Describe the roles of ligaments, cartilage and tendons	- Define heart rate, stroke volume, cardiac output,		examples of when these would be used - Explain the benefits and reasons for an effective	endurance, cardiovascular endurance, speed, strength, power, flexibility, agility, balance, co-ordination and	, Tasks include: - analysing aspects of personal performance in a
	- Locate the 11 major muscles in the body	- Describe the role of red blood cells		warm up and cool down	reaction time) and apply sporting examples	practical activity
	Understand which muscles contract to create movements at each joint	Understand and describe the process of gaseous exchange and the role of the alveoli	 Describe the short term effects of exercise on the muscular, cardiovascular and respiratory systems 	- Define the characteristics of SMART goals and suggest the importance of setting them	Describe the fitness test which assess each components of fitness	- evaluating the strengths and weaknesses of the performance
	Define and describe the roles of the agonist, antagonist and fixators in an antagonistic muscle action	Define aerobic and anaerobic exercise and apply to sporting examples	Describe the long term effects of exercise on the muscular, cardiovascular, respiratory and skeletal	Describe the difficulty and environmental continua and apply sporting examples	- Evaluate ways to prevent injury in sport	produce an action plan which aims to improve the quality and effectiveness of the performance.
	- Practical: To develop badminton skills and	- Practical: To develop understanding of and apply a	systems	- Practical: To develop understanding of a range of	 Identify potential hazards in a range of sport settings Practical: To develop practical skills and 	- Practical: To continue develop practical skills and
Precise Learning Endpoints (Students will be able to)	understanding of rules in isolated drills and competitive games	range of individual and team tactics in competitive games and develop decision making.	- Practical: To develop netball skills and understanding of rules in isolated drills and competitive games	attacking and defensive principles/ tactics in netball in competitive games and develop decision making.	understanding of rules and regulations in a range of athletic events in isolated practices	understanding of rules and regulations in a range of athletic events in competitive situations.
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GCSE PE			Spring term		Summer term	
Year 11	1	2	3	4	5	6
	Unit 2.1.c - Ethical and Socio-Cultural Issues in	Unit 2.1.a - Engagement Patterns of Different Social	3 Unit 2.2 - Sports Psychology Unit 2.1 h - Commercialisation of Physical Activity and	4		6
Year 11 Topic Summary	- ·		Unit 2.2 - Sports Psychology Unit 2.1.b - Commercialisation of Physical Activity and Sport	Revision		6
	Unit 2.1.c - Ethical and Socio-Cultural Issues in Physical Activity and Sport Unit 1.1.c - Movement Analysis	Unit 2.1.a - Engagement Patterns of Different Social Groups in Physical Activity and Sport Unit 2.3 - Health, Fitness and Well-being	Unit 2.1.b - Commercialisation of Physical Activity and	Revision Creating ambition- students will develop their	5	6
	Unit 2.1.c - Ethical and Socio-Cultural Issues in Physical Activity and Sport Unit 1.1.c - Movement Analysis Creating ambition- students will use their knowledge of sportsmanship, gamesmanship and deviance to	Unit 2.1.a - Engagement Patterns of Different Social Groups in Physical Activity and Sport Unit 2.3 - Health, Fitness and Well-being Changing the world- Students will use their knowledge of barriers to participation to develop ideas	Unit 2.1.b - Commercialisation of Physical Activity and Sport Acquiring knowledge- learning new content about the	Revision Creating ambition- students will develop their ambition to succeed both practically and theoretically. Staff will support this through a range of revision	5 Revision	<u>G</u>
Topic Summary	Unit 2.1.c. Elthical and Socio-Cultural Issues in Physicial Activity and Sport Unit 1.1.c. Hovement Analysis Creating ambition- students will use their knowledge of sportsmarship, gameenmarship and deviance to develop their ability to be effective sportsmen and women and be ambitious in order to succeed in future	Unit 2.1.a. Engagement Patterns of Different Social Groups in Physical Activity and Sport Unit 2.3 - Health, Fifness and Well-being Changing the world. Students will use their knowledge of barriers to participation to develop ideas of how strategies can be developed to ensure the British public exercise more regularly resulting in	Unit 2.1.0 - Commercialisation of Physical Activity and Sport Acquiring knowledge- learning new content about the relationship between sport, sponsorship and the media and how each directly affect one another both	Revision Creating ambition -students will develop their ambition to succeed both practically and theoretically. Staff will support this through a range of revision lessons and activities and effectively preparing students for their practical moderation through	Revision Not fearing failure - students will develop self assurance to attempt all questions in their GCSE	6
	Unit 2.1.c - Ethical and Socio-Cultural Issues in Physical Activity and Sport Unit 1.1.c - Movement Analysis Creating ambition-students will use their knowledge of sportsmanship, gamesmanship and deviance to develop their ability to be effective sportsmen and	Unit 2.1.a - Engagement Patterns of Different Social Groups in Physical Activity and Sport Unit 2.3 - Health, Fitness and Well-being Changing the world- Students will use their knowledge of barriers to participation to develop ideas of how strategies can be developed to ensure the British public exercise more regularly resulting in numerous benefits to society	Unit 2.1.b - Commercialisation of Physical Activity and Sport Acquiring knowledge- learning new content about the relationship between sport, sponsorship and the media	Revision Creating ambition students will develop their ambition to succeed both practically and theoretically. Staff will support this through a range of revision lessons and activities and effectively preparing	5 Revision	6
Topic Summary	Unit 2.1.c - Ethical and Socio-Cultural Issues in Physical Activity and Socio-Cultural Issues in Physical Activity and Socio-Cultural Issues in Unit 1.1.c - Novement Analysis Creating ambitton-students will use their knowledge of sportsmanship, gamesmanship and deviance to develop their ability to be effective sportsmen and women and be ambittous in order to succeed in future practical assessments and moderation tasks Developing mindfulness of their own performance in	Unit 2.1.a - Engagement Patterns of Different Social Groups in Physical Activity and Sport Unit 2.3 - Health, Fitness and Well-being Changing the world- Students will use their knowledge of barriers to participation to develop ideas of how strategies can be developed to ensure the British public exercise more regularly resulting in numerous benefits to society Developing mindfulness to allow students to be aware of a range of factors which can affect different groups	Unit 2.1.b - Commercialisation of Physical Activity and Sport Acquiring knowledge- learning new content about the relationship between sport, sponsorship and the media and how each directly affect one another both positively and negatively	Revision Creating ambition- students will develop their ambition to succeed both practically and theoretically. Staff will support this through a range of revision lessons and activities and effectively preparing students for their practical moderation through numerous practices.	Revision Not fearing failure-students will develop self assurance to attempt all questions in their GCSE paper to the best of their ability.	6
Topic Summary	Unit 2.1.c. Eltical and Socio-Cultural Issues in Physical Activity and Sport (Init 1.1.c. Hovement Analysis Creating ambition- students will use their knowledge of sportsmarship gamesmanship and deviance to develop their ability to be effective sportsmen and women and be ambitious in order to succeed in future practical assessments and moderation tasks. Developing mindfulness of their own performance in soort with readrest to soutcements, in camesmarship.	Unit 2.1.a. Engagement Patterns of Different Social Groups in Physical Activity and Sport Unit 2.3 - Health, Fifness and Well-being Changing the world. Students will use their knowledge of barriers to participation to develop ideas of how strategies can be developed to ensure the British public exercise more regularly resulting in numerous benefits to society. Developing mindfulness to allow students to be aware of a range of factors which can affect different groups of people from participating in required hysical activity.	Unit 2.1 to - Commercialisation of Physical Activity and Sport Acquiring knowledge-learning new content about the relationship between sport, sponsorship and the media and how each directly affect one another both positively and negatively Developing curlosity when evaluating the effects of	Revision Creating ambition-students will develop their ambition to succeed both practically and theoretically lessons and activities and effectively preparing students for their practical moderation through numerous practices. Developing grit to continue to enhance knowledge and	Revision Not fearing failure - students will develop self assurance to attempt all questions in their GCSE paper to the best of their ability. To continue to show self control during revision	6
Topic Summary	Unit 2.1.c - Ethical and Socio-Cultural Issues in Physical Activity and Socio-Cultural Issues in Physical Activity and Socio-Cultural Issues in Unit 1.1.c - Novement Analysis Creating ambitton-students will use their knowledge of sportsmanship, gamesmanship and deviance to develop their ability to be effective sportsmen and women and be ambittous in order to succeed in future practical assessments and moderation tasks Developing mindfulness of their own performance in	Unit 2.1 a. Engagement Patterns of Different Social Groups in Physical Activity and Sport Unit 2.3 - Health, Fifness and Well-being Changing the world. Students will use their knowledge of barriers to participation to develop ideas of how strategies can be developed to ensure the British public exercise more regularly resulting in numerous benefits to society Developing mindfulness to allow students to be aware of a range of factors which can affect different groups of people from participating in regular physical activity. For example individuals of different gender, race, ethnicity, religion, socioeconomic background etc	Unit 2.1.b - Commercialisation of Physical Activity and Sport Acquiring knowledge- learning new content about the relationship between sport, sponsorship and the media and how each directly affect one another both positively and negatively	Revision Creating ambition- students will develop their ambition to succeed both practically and theoretically. Staff will support this through a range of revision lessons and activities and effectively preparing students for their practical moderation through numerous practices.	Revision Not fearing failure-students will develop self assurance to attempt all questions in their GCSE paper to the best of their ability.	
Topic Summary Thinking Hard	Unit 2.1.c - Ethical and Socio-Cultural Issues in Physical Activity and Sport Unit 1.1.c - Movement Analysis Creating ambition-students will use their knowledge of sportsmanship, gamesmanship and deviance to develop their ability to be effective sportsmen and women and be ambitious in order to succeed in future practical assessments and moderation tasks. Developing mindfulness of their own performance in sport with regards to sportsmanship, gamesmanship and deviance and how their actions can affect others	Unit 2.1.a - Engagement Patterns of Different Social Groups in Physical Activity and Sport Unit 2.3 - Health, Fitness and Well-being Changing the world- Students will use their knowledge of barriers to participation to develop ideas of how strategies can be developed to ensure the British public exercise more regularly resulting in numerous benefits to society Developing mindfulness to allow students to be aware of a range of factors which can affect different groups of people from participating in regular physical activity. For example individuals of different gender, race, ethnicity, religion, socioeconomic background etc Being a world citizen / understanding environmental	Unit 2.1.b - Commercialisation of Physical Activity and Sport Acquiring knowledge-learning new content about the relationship between sport, sponsorship and the media and how each directly affect one another both positively and negatively Developing curlosity when evaluating the effects of the Colden Triangle in sport and applying it to real life recent sporting examples	Revision Creating ambition- students will develop their ambition to succeed both practically and theoretically. Staff will support this through a range of revision lessons and activities and effectively preparing students for their practical moderation through numerous practices. Developing grit to continue to enhance knowledge and improve exam techniques throughout the half term in preparation for summer exams	Revision Not fearing failure - students will develop self assurance to attempt all questions in their GCSE paper to the best of the riability. To continue to show self control during revision lessons, sessions and time and home to enhance the	
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Topic Summary Thinking Hard Developing Character Understanding Diversity	Unit 2.1.c - Ethical and Socio-Cultural Issues in Physical Activity and Socio-Cultural Issues in Physical Activity and Socio-Cultural Issues in Unit 1.1.c - Movement Analysis Creating ambition - students will use their knowledge of sportsmanship, gamesmanship and deviance to develop their ability to be effective sportsmen and women and be ambitious in order to succeed in future practical assessments and moderation tasks. Developing mindfulness of their own performance in sport with regards to sportsmanship, gamesmanship and deviance and how their actions can affect others and themselves. Respecting human rights-regarding ethical issues in sport, students are encouraged to be aware of the human right nake their own decisions but equally to deal with the consequences Reading-assessing different articles/ stories of athletes who have used performance enhancing drugs	Unit 2.1.a - Engagement Patterns of Different Social Groups in Physical Activity and Sport Unit 2.3 - Health, Fitness and Well-being Changing the world- Students will use their knowledge of barriers to participation to develop ideas of how strategies can be developed to ensure the British public exercise more regularly resulting in numerous benefits to society Developing mindfulness to allow students to be aware of a range of factors which can affect different groups of people from participating in regular physical activity. For example individuals of different groups of people from participation to affect groups will develop our students in a range of midviduals and groups will develop our students into well rounded individuals. This topic will also allow our students to understand environmental diversity and be sensitive to this. Oracy-students to verbalise a range of factors which can affect regular participation to sport and develop	Unit 2.1.b - Commercialisation of Physical Activity and Sport Acquiring knowledge-learning new content about the relationship between sport, sponsorship and the media and how each directly affect one another both positively and negatively Developing curlosity when evaluating the effects of the Colden Triangle in sport and applying it to real life recent sporting examples Understanding mental and physical diversity-students will gain an understanding of different techniques which mentally prepare athletes prior to competition. They will assess the diversity of each strategy and apply them to different sporting situations Literacy- development of acronyms to support knowledge recall of the different aspects of skifful	Revision Creating ambition- students will develop their ambition to succeed both practically and theoretically. Staff will support this through a range of revision lessons and activities and effectively preparing students for their practical moderation through numerous practices. Developing grit to continue to enhance knowledge and improve exam techniques throughout the half term in preparation for summer exams No limits to your destination- students can be educated about the range of jobs accessible to them in the sporting industry beyond pe teacher or athiete. With the knowledge they have learnt over the past two years, they can visualise future careers. Reading-utilising mark schemes from previous exam papers to develop understanding of how to gain full	Revision Not fearing failure- students will develop self assurance to attempt all questions in their GCSE paper to the best of their ability. To continue to show self control during revision lessons, sessions and time and home to enhance the chance of meeting or exceeding students target grades No limits to your destination- students are to develop self confidence learning that with hard work and perseverance, there is no limit to what they can achieve in this subject. Reading- attempting regular past papers to develop confidence in attempting different styles of questions. Utilising the BUGS technique to develop a clear.	
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Topic Summary Thinking Hard Developing Character Understanding Diversity Literacy Reading, Oracy Gatsby, Careers Mental and Physical Well-being	Unit 2.1.c - Ethical and Socio-Cultural Issues in Physical Activity and Socio-Cultural Issues in Physical Activity and Socio-Cultural Issues in Unit 1.1.c - Movement Analysis Creating ambition-students will use their knowledge of sportsmanship, gamesmanship and deviance to develop their ability to be effective sportsman and women and be ambitious in order to succeed in future practical assessments and moderation tasks. Developing mindfulness of their own performance in sport with regards to sportsmanship, gamesmanship and deviance and how their actions can affect others and themselves. Respecting human rights-regarding ethical issues in sport, students are encouraged to be aware of the human right to make their own decisions but equally to deal with the consequences Reading-assessing different articles/ stories of the students of	Unit 2.1 a - Engagement Patterns of Different Social Groups in Physical Activity and Sport Unit 2.3 - Health, Filness and Well-being Changing the world- Students will use their knowledge of barriers to participation to develop ideas of how strategies can be developed to ensure the British public exercise more regularly resulting in numerous benefits to society Developing mindfulness to allow students to be aware of a range of factors which can affect different groups of people from participating in regular physical activity. For example individuals of different groups of people from participating in regular physical activity. For example individuals of different groups of people from participating in regular physical activity. Per example individuals and groups will develop our students into well rounded individuals. This topic will also allow our students to understand environmental diversity and be sensitive to this. Oracy: students to verbalise a range of factors which can affect regular participation in sport and develop ideas of how to overcome these barriers to present a region of the proper involved in their sport active. Physical benefits for regular physical activity but also how inactivity and the barriers to participation can affect mental and physical benefits.	Unit 2.1.b - Commercialisation of Physical Activity and Sport Acquiring knowledge-learning new content about the relationship between sport, sponsorship and the media and how each directly affect one another both positively and negatively Developing curosity when evaluating the effects of the Golden Triangle in sport and applying it to real life recent sporting examples Understanding mental and physical diversity-students will gain an understanding of different techniques which mentally prepare athletes prior to competition. They will assess the diversity of each strategy and apply them to different sporting situations Literacy-development of acronyms to support knowledge recail of the different aspects of skillul movement (PEAFC) Sports analyst, sports coach, sports psychologist, strength and conditioning coach, sports journalist Mental wellbeing- understanding how to mentally prepare themselves for sporting situations, which students can then apply to their pressures in life	Revision Creating ambition-students will develop their ambition to succeed both practically and theoretically. Staff will support this through a range of revision lessons and activities and effectively preparing students for their practical moderation through numerous practices. Developing grit to continue to enhance knowledge and improve exam techniques throughout the half term in preparation for summer exams No limits to your destination-students can be educated about the range of jobs accessible to them in the sporting industy beyond pet teacher or athiete. With the knowledge they have learn over the past two years, they can visualise future careers. Reading-utilising mark schemes from previous exam papers to develop understanding of how to gain full marks in extended answer questions Mental wellbeing-developing mental toughness to continue to work hard and revise	Revision Not fearing failure- students will develop self assurance to attempt all questions in their GCSE paper to the best of their ability. To continue to show self control during revision lessons, sessions and time and home to enhance the chance of meeting or exceeding students target grades No limits to your destination- students are to develop self confidence learning that with hard work and perseverance, there is no limit to what they can achieve in this subject. Reading- attempting regular past papers to develop confidence in attempting different styles of questions. Utilising the BUGS technique to develop a clear understanding of what each questions entail	
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Topic Summary Thinking Hard Developing Character Understanding Diversity Literacy Reading, Oracy Gatsby, Careers Mental and Physical Well-being Cross-Curricular Links	Unit 2.1c. Ethical and Socio-Cultural Issues in Physicial Activity and Sport (Init 1.1c. Hovement Analysis Creating ambition- students will use their knowledge of sportsmarship gamesmanship and deviance to develop their ability to be effective sportsmen and women and be ambitious in order to succeed in future practical assessments and moderation tasks. Developing mindfulness of their own performance in sport with regards to sportsmarship, gamesmarship and deviance and how their actions can affect others and themselves. 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Oracy-students to verbalise a range of factors which can affect regular participation in sport and develop individuals and to verbalise and the students of the support of the participation can affect mental and physical activity but also two inactivity and the barriers to participation can affect mental and physical health PSHE, food preparation Encourage students to act as a school student voice to suggest barriers to participation in school, homework of developing an effective diet plan for themselves or an affect of their choice, encourage students to act as a school students to act as a school students to act as a school student voice to sug	Unit 2.1 to - Commercialisation of Physical Activity and Sport Acquiring knowledge-learning new content about the relationship between sport, sponsorship and the media and how each directly affect one another both positively and negatively Developing curlosity when evaluating the effects of the Colden Triangle in sport and applying it to real life recent sporting examples Understanding mental and physical diversity-students will gain an understanding of different techniques with mentally prepare athletes prior to competition. They will assess the diversity of each strategy and apply them to different sporting situations. Literacy- development of acronyms to support knowledge recall of the different aspects of skilful movement (PEAFC) Sports analyst, sports coach, sports psychologist, strength and conditioning coach, sports journalist Mental wellbeing- understanding how to mentally prepare themselves for sporting situations, which students can then apply to other pressures in life Psychology, media	Revision Creating ambition- students will develop their ambition to succeed both practically and theoretically support the immedia range of revision suspens the strong in range of revision suspens to the strong in range of revision suspens to the students for their practical moderation through numerous practices. Developing grit to continue to enhance knowledge and improve exam techniques throughout the half term in preparation for summer exams No limits to your destination- students can be educated about the range of jobs accessible to them in the sporting industry beyond pe teacher or athlete. With the knowledge they have learnt over the past two years, they can visualise future careers. Reading- utilising mark schemes from previous exam papers to develop understanding of how to gain full marks in extended answer questions Mental wellbeing- developing mental toughness to continue to work hard and revise. All previously mentioned subjects	Revision Not fearing failure-students will develop self assurance to attempt all questions in their GCSE paper to the best of their ability. To continue to show self control during revision lessons, sessions and time and home to enhance the chance of meeting or exceeding students target grades No limits to your destination-students are to develop self confidence learning that with hard work and perseverance, there is no limit to what they can achieve in this subject. Reading-attempting regular past papers to develop confidence in attempting different styles of questions. Utilising the BUGS technique to develop a clear understanding of what each questions entail Mental wellbeing- developing confidence and knowledge of one's own ability to complete the exams to the best of their ability All previously mentioned subjects	
Thinking Hard Developing Character Understanding Diversity Literacy Reading, Oracy Gatsby, Careers Mental and Physical Well-being	Unit 2.1c. Ethical and Socio-Cultural Issues in Physicial Activity and Sport (Init 1.1c. Hovement Analysis Creating ambition- students will use their knowledge of sportsmarship gamesmanship and deviance to develop their ability to be effective sportsmen and women and be ambitious in order to succeed in future practical assessments and moderation tasks. Developing mindfulness of their own performance in sport with regards to sportsmarship, gamesmarship and deviance and how their actions can affect others and themselves. Respecting human rights-regarding ethical issues in sport, students are encouraged to be aware of the human right to make their own decisions but equally to deal with the consequences Reading- assessing different articles/ stories of athletes who have used performance enhancing drugs in sport Mental wellbeing- understanding why athletes take performance and analyst Mental wellbeing- understanding why athletes take performance and many and the effect it can have on mental wellbeing. Research homework tasks to look into the impact of performance enhancing drugs in sport.	Unit 2.1 a - Engagement Patterns of Different Social Groups in Physical Activity and Sport Unit 2.3 - Health, Filness and Well-being Changing the world- Students will use their knowledge of barriers to participation to develop ideas of how strategies can be developed to ensure the British public exercise more regularly resulting in numerous benefits to society Developing mindfulness to allow students to be aware of a range of factors which can affect different groups of people from participating in regular physical activity. For example individuals of different groups of people from participating in regular physical activity. For example individuals of different groups of people from participating in regular physical activity. Per example individuals and groups will develop our students into well rounded individuals. This topic will also allow our students be undersamed environmental diversity and be sensitive to this. Oracy: students into vertailes a range of factors which can affect regular participation in sport and develop ideas of how to overcome these barriers to prepare in the professional, work for a NGB/ national initiative to develop strategies to get more people involved in their sport active. Physical and mental wallebeing-the mental, social and physical health professional, work for a NGB/ national initiative to develop strategies to get more people involved in their sport active the participation can affect mental and physical health. PSHE, food preparation Fig. 10 per paration in school, homework of developing and refictive diet plan for themselves or an except and the professional wind for themselves or an except and the professional wind for themselves or an except and the professional wind for themselves or an except and the professional wind for themselves or an except and the professional wind for themselves or an except and the professional wind for themselves or an except and the professional wind for themselves or an except and the professional wind for themselves or an except and t	Unit 2.1 to - Commercialisation of Physical Activity and Sport Acquiring knowledge-learning new content about the relationship between sport, sponsorship and the media and how each directly affect one another both positively and negatively Developing curlosity when evaluating the effects of the Golden Triangle in sport and applying it to real life recent sporting examples Understanding mental and physical diversity-students will gain an understanding of different techniques which mentally prepare athletes prior to competition. 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Precise Learning Endpoints	- Define and give examples of sportsmanship, gamesmanship and deviance - Describe the effect of performance enhancing drugs on performance - Evaluate the side effects of performance enhancing drugs on the performer, sport, sponsors etc. I dentify the three types of lever in the body and apply this knowledge to a range of sporting examples of the three planes of movement and axes of rotation Practical: To continue to develop badminton skills and understanding of rules in sloated drills and competitive games. To continue to develop understanding of and apply a range of individual and team tactics in competitive games and develop decision making.	- Identify and evaluate a range of factors that can affect participation in sport - Identify and describe strategies that can be used to improve participation - Define health, fitness and wellbeing - Describe the range of health benefits due to regular physical activity. Interest of the properties o	- Identify, describe and evaluate the mental preparation techniques used in sport I elentify, describe and evaluate the types of guidance and feedback used in sport I elentify the different types of media I befine commercialisation and evaluate the effect of sponsorship, sport and the media, also known as the Golden Triangle III elentify the different types of media in the positive and negative effects of sponsorship on commercialisation and sport I Practical: To continue to develop understanding of a range of attacking and defensive principles/ factics in	Practical: To develop practical skills and understanding of rules and regulations in a range of attribute oversite in isolated practical.	- Practical: To continue develop practical skills and understanding of rules and regulations in a range of athletic events in competitive shatations.	