


PE Department - Year 11 GCSE

 <p>Shirley High Curriculum Map</p>	<p>To develop the content learnt in Year 1 and bring in more of the content from Paper 2 of the Summer GCSE PE examinations. This year will also include the completion of the NEA Controlled Assessment which includes content covered in Years 1 & 2 of the course. Year 2 will also be used to identify final practical activity choices as well as completing practical activity intervention if needed (e.g. Road Cycling).</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Sports Psychology (Paper 2)	Sports Psychology & NEA Controlled Assessment (Paper 2)	Socio-Cultural Influences & NEA Controlled Assessment (Paper 2)	Catch-Up, Practical Moderation & Revision	Revision	N/A
Why Now?	Introduces a relatively new topic but one which is relevant to the NEA controlled assessment component of the course.	Further develops sports psychology unit from Autumn 1. Start NEA controlled assessment now all relevant content has been covered.	Focuses on content which is largely AO3 and therefore is best studied at this later stage of the GCSE PE course.	All focus now will be on preparation for the 2 PE GCSE examinations of the Summer GCSE exam series.		
Fundamental Concepts	Skills & Abilities, Goals, SMART Targets & Information Processing	Feedback, Guidance, Arousal, Aggression, Personality & Motivation	Engagement Patterns, Commercialisation, Media, Technology, PEDs and Spectator Behaviour			
Students will...	<ul style="list-style-type: none"> Skills & Abilities - Classification of Skills. <i>Basic definition of the skill classifications.</i> Goals - Definitions & Types. <i>Basic definitions of the following types of goals</i> Use of Goals & SMART Targets to improve performance. <i>Performance and outcome goals can be combined. SMART targets of goal setting.</i> Basic Information Processing. <ul style="list-style-type: none"> <i>The role of each stage of the IP model.</i> 	<ul style="list-style-type: none"> Feedback & Guidance – Examples & Types. <i>Evaluation of the use of the types of guidance with specific links to:</i> • visual (seeing) • verbal (hearing) • manual (assist movement – physical) • mechanical (use of objects/aids). Arousal & The Inverted-U Theory. <i>The shape of the ‘inverted-U’</i> Optimal Arousal & Stress Management <i>Link appropriate arousal level (high/low) to gross/fine skills in sporting actions. Knowledge of the stress management techniques:</i> • deep breathing • mental rehearsal/visualisation/image ry • positive self talk. Aggression & Personality. <i>Definition of direct and indirect aggression. Characteristics of an introvert. Characteristics of an extrovert.</i> Intrinsic & Extrinsic Motivation <i>Intrinsic is from within Extrinsic is from another source/person.</i> Introduction of NEA Controlled Assessment 	<ul style="list-style-type: none"> Engagement Patterns & Factors Affecting Engagement <i>Engagement patterns in physical activity and sport can differ between different social groups.</i> • gender • race/religion/culture • age • family/friends/peers • disability. Commercialisation, Sponsorship & The Media. <i>Definition of commercialisation. The relationship between sport, sponsorship and the media. Definitions of sponsorship and the media. Types of sponsorship.</i> Positive & Negative Impacts of Sponsorship & The Media. <i>The positive and the negative impacts of commercialised activity.</i> Positive & negative Impacts of Technology. <i>The positive and the negative impacts of technology on the following:</i> • performer • sport • official • audience/spectator • sponsor/company. Conduct of Performers. <i>sportsmanship • gamesmanship • contract to compete.</i> Advantages/Disadvantages to the performer/the sport of PED's. <i>Advantages of taking PEDs. Disadvantages of taking PEDs..</i> Spectator Behaviour & Hooliganism - Strategies to Combat Hooliganism. <i>The positive and negative influence of spectators at matches/ events Reasons for hooliganism. Strategies to combat hooliganism.</i> Completion of NEA Controlled Assessment 			
Language for Life (Key terms/Vocabulary)	Skills, ability, trait, basic/complex, open/closed, self-paced/externally-paced/ gross/fine, performance goal, outcome goal, SMART Targets, information processing, intrinsic feedback, kinaesthetic feedback, extrinsic feedback.	Guidance, feedback, mental rehearsal/imagery, positive self-talk, aggression, direct aggression, indirect aggression, introvert/extrovert, intrinsic/extrinsic motivation.	Role models, commercialisation, media, sponsor, sponsorship, etiquette, sportsmanship, gamesmanship, contract to compete, stimulants, narcotic analgesics, steroids, hormones, EPO, diuretics, blood doping, beta blockers, hooliganism, home-field advantage.	N/A	N/A	
Extended writing Opportunities	6-9 mark exam questions, NEA Controlled Assessment.	6-9 mark exam questions, NEA Controlled Assessment.	6-9 mark exam questions, NEA Controlled Assessment.	6-9 mark exam questions, NEA Controlled Assessment	6-9 mark exam questions, NEA Controlled Assessment	
Maths Across the Curriculum	Using skills continue to analyse sporting skills.	Interpretation of inverted-u theory graph, alternative arousal theory graphs (drive/catastrophe).	Sponsorship analysis figures, data analysis from technology (E.g. OPTA statistics).	N/A	N/A	
Links to careers/aspirations	Sports Coach/Team Manager, Sports Psychologist, Clinical Psychologist, Personal/Physical Trainer, PE Teacher, Sports Lecturer.	Sports Coach/Team Manager, Sports Psychologist, Clinical Psychologist, Personal/Physical Trainer, PE Teacher, Sports Lecturer.	Sports Marketing, Social Media Industries, WADA/UKADA Drug Tester, Sports Coach/Team Manager, Personal/Physical Trainer, PE Teacher, Sports Lecturer	N/A	N/A	
Cultural Capital	Use of online and paper-copy psychological assessments from sport & business world.	Use of online and paper-copy psychological assessments from sport & business world.	Identification of sports marketing roles and creation of work tasks with particular link to these career roles.	N/A	N/A	

Practical Application of Skills	Application to NEA controlled assessment, setting of personal targets & goals.	Application to NEA controlled assessment, use of stress management techniques (e.g. deep breathing etc.)	Knowledge of illegal substances within one's own sports performance.	N/A	N/A	
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