

**Year 10 and 11 Curriculum Overview – GCSE Physical Education**

**AQA GCSE 601/8279/9**

**Curriculum Intent/Aim**

The Holywell PE Department will ensure that the AQA GCSE Physical Education is delivered effectively, in its entirety. It is designed to inspire all students to succeed and excel within the subject. We aim to foster a lifelong interest in physical activity and healthy living by building a deep understanding of the physical, psychological and social aspects of performance. We will further develop student's theoretical knowledge across a range of areas and strive to enhance their confidence and competence when performing in both team and individual activities. We will also prepare students for further study in the subject and associated careers as well as instilling habits for lifelong physical wellbeing.

**GCSE Method of Assessment**

There are 3 main assessment elements – 2 written exams and a Practical element. Students will be periodically assessed at the end of each unit of work and will undertake mock examinations at the appropriate time.

**Paper 1: The human body and movement in physical activity and sport**

**What's assessed:**

Applied anatomy and physiology   Movement analysis   Physical training   Use of data

**How it's assessed:**

Written exam: 1 hour 15 minutes 78 marks 30% of GCSE

**Paper 2: Socio-cultural influences and well-being in physical activity and sport**

**What's assessed:**

Sports psychology   Socio-cultural influences   Health, fitness and well-being   Use of data

**How it's assessed:**

Written exam: 1 hour 15 minutes 78 marks 30% of GCSE

**Non-exam assessment: Practical performance in physical activity and sport**

**What's assessed:**

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity.

**How it's assessed:**

Assessed by teachers Moderated by AQA 100 marks 40% of GCSE

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

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Term	Year 10	Year 11
<p><b>Autumn term</b></p>	<p><b>Physical Training</b>                      The relationship between health and fitness and the role that exercise plays in both                      The components of fitness, benefits for sport and how fitness is measured and improved                      The principles of training and their application to personal exercise/training programmes                      Reasons for a limitations of fitness testing                      Measuring the components of fitness and demonstrating how data is collected                      Types of training                      Calculating intensity                      Altitude training and seasonal aspects                      How to optimise training and prevent injury                      Effective use of warm up and cool down</p>	<p><b>Applied Anatomy and Physiology</b>                      The structure and functions of the musculoskeletal system                      Bones and the function of the skeleton                      Muscles of the body                      Structure of a synovial joint                      Types of freely moveable joints that allow different movement types                      How the major muscle groups work together.                      The structure and functions of the cardio-respiratory system                      The pathway of air and gaseous exchange                      Blood vessels                      Structure of the heart                      Cardiac output and stroke volume                      Mechanics of breathing                      Recovery                      Anaerobic and aerobic exercise                      The short and long term effects of exercise</p> <p><b>Movement Analysis</b>                      Lever systems, examples of their use in activity and the mechanical advantage they provide in movement                      First, second and third class levers                      Planes and axis of movement</p>
<p><b>Spring term</b></p>	<p><b>Health, Fitness and Wellbeing</b>                      Physical, emotional and social health, fitness and wellbeing                      The consequences of a sedentary lifestyle                      Obesity and how it may affect performance in PA                      Somatotypes                      Energy use, diet, nutrition and hydration                      The roles of carbohydrates, fat, protein, vitamins and minerals                      Reasons for maintaining water balance.</p> <p><b>Practical Performance Element of Assessment Focus</b></p>	<p><b>Sports Psychology</b>                      Classification of skills (basic/complex, open/closed)                      Definition and types of goals                      The use of goal setting and SMART targets to improve and/or optimise performance                      Basic information processing                      Guidance and feedback on performance                      Mental preparation for performance                      Arousal and inverted U theory                      Aggression and personality                      Intrinsic and Extrinsic motivation</p> <p><b>Revision</b></p>

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<b>Summer term</b>	<p><b>Socio-Cultural Influences</b>  Engagement patterns of different social groups in physical activity and sport  Commercialisation, sponsorship and the media  Ethical and socio-cultural issues in physical activity and sport  The impact of technology  Introduction to PEDs  Sporting examples of drug taking  Advantages/disadvantages to the performer/sport of PEDs  Spectator behaviour and hooliganism.</p> <p><b>Use of Data</b>  Demonstrate an understanding of how data are collected – both qualitative and quantitative  Present data (including tables and graphs)  Analyse and evaluate data</p> <p><b>Practical Performance/Analysis Element of Assessment Focus</b>  See below for assessment details</p>	<p><b>Revision</b></p> <p><b>Exams</b>  See below for assessment details</p>
Evidence of learning	<p>End of unit mini tests. Coursework. Assessment tasks relevant to units of work.  Homework.</p> <p><b>Examples include:</b></p> <p><b>Completed Worksheets / Booklets</b></p> <ul style="list-style-type: none"> <li>• Topic-specific tasks (e.g. fitness components, principles of training)</li> <li>• Definitions and application tasks</li> </ul> <p><b>Revision Materials</b></p> <ul style="list-style-type: none"> <li>• Mind maps</li> <li>• Flashcards</li> <li>• Self-made summaries of topics</li> </ul> <p><b>Homework Tasks</b></p> <ul style="list-style-type: none"> <li>• Answered exam-style questions (with feedback)</li> <li>• Research-based assignments (e.g. on PEDs or training methods)</li> </ul>	<p>End of unit mini tests. Coursework. Assessment tasks relevant to units of work.  Homework. Exam results.</p> <p><b>Examples include:</b></p> <p><b>Class Notes &amp; Annotated Diagrams</b></p> <ul style="list-style-type: none"> <li>• Labelled muscles, bones, joints</li> <li>• Cardiovascular &amp; respiratory system diagrams</li> <li>• Energy systems breakdown</li> </ul> <p><b>Assessment Results / Quizzes</b></p> <ul style="list-style-type: none"> <li>• Scores from end-of-topic tests (e.g. anatomy, movement analysis)</li> <li>• Marked past paper questions</li> </ul>
Links to prior learning	<p>Prior learning for GCSE PE typically builds on content introduced in Key Stage 3. The aim is to ensure students have a solid foundation of knowledge, understanding, and physical competence.</p> <p>Other links include:</p>	<p>Knowledge is continuously built upon from KS3 and Y10 SOWs.</p> <p>Other links include:  Science Anatomy lessons</p>

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	Year 7/8/9 Health and Fitness Lessons Maths Data recording Food Technology/PSHE units on Healthy Eating	PSHE Target Setting
Links to future learning	Science Anatomy lessons Year 11 Units of Work	A Level AQA Physical Education BTEC Sport A Level PE Sociology Sport Psychology Coaching Courses Sports Leadership Award Duke of Edinburgh Awards
<p style="text-align: center;"><b>How we track your progress/Assessment</b></p> <p>Students will be tracked via Satchel One (Online homework), in class tasks and mock tests leading up to the final End of Year 11 exam papers. We will also use the following:</p> <p style="text-align: center;"><b>Topic tests</b> after each unit (e.g. Anatomy &amp; Physiology, Sports Psychology) and <b>Past paper questions</b> and mock exams</p> <p style="text-align: center;">Teachers record scores and use these to:</p> <ul style="list-style-type: none"> <li>• Set targets</li> <li>• Identify knowledge gaps</li> <li>• Track progress against grade boundaries (e.g. 1–9 for AQA)</li> </ul> <p style="text-align: center;"><b>Practical Assessments</b></p> <p>Students are assessed in <b>three sports</b> (one team, one individual, one free choice) Regular video recordings are often used for moderation and progress review</p> <p style="text-align: center;">Skills are marked against criteria such as:</p> <ul style="list-style-type: none"> <li>○ Technical accuracy</li> <li>○ Decision-making</li> <li>○ Application under pressure</li> </ul> <p style="text-align: center;"><b>Non Exam Element - Analysis &amp; Evaluation of Performance (AEP)</b></p> <p style="text-align: center;">Students are guided through:            Research, Drafting and the Final submission</p>		
<p style="text-align: center;"><b>Protected Characteristics in the curriculum</b></p> <p>Age – Students receive the same lessons as every other student in their Year group. Students can take part in more complex aspects of activities once experience has been gained or governing bodies allow.</p> <p>Disability – All lessons can be/are modified to allow inclusion for all. Students with hearing/sight impairments, ASD, mental health concerns and other potential disabilities can all take a full, active role within lessons.</p> <p>Religion/Belief – Students physical inclusion in lessons can be adapted if their religion/beliefs could be impacted, such as students who fast during Ramadan.</p> <p>Sex – Students are the same opportunity to same all sports, either in lessons or as an extra-curricular activity.</p> <p>Body types/body image – psychological concerns/issues /impact.</p>		

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### **Safeguarding including safety in the curriculum**

The provision for health and safety for students and teachers in the school is essential. All PE staff work to the accepted codes of practice on PE (AFPE) and this is the basis for all Risk Assessments. Risk Assessments have been constructed to cover all aspects of physical education, including specific sports, locations and events, including fixtures. Specific PPE is required for certain sports (such as gumshield for contact rugby and shinpads/boots for football). The school has a limited supply should students be unable to source them themselves. We also encourage parents/cares to donate old pairs of boots to school for others to use. All PE staff are 1<sup>st</sup> Aid trained. Students are briefed before all lessons on aspects of safety and are checked to ensure they are not only wearing the correct/appropriate kit.

### **Values across the curriculum**

Community – Working in groups/teams during lessons, clubs and fixtures. Playing sport against other schools in our local area.

Trust – In your own ability to succeed, your teammates, the process in order for you to improve, knowing it is OK to fail and that it helps you to improve,

Responsibility – Controlling emotions, resolving conflicts, respecting opponents and officials, leading warm-ups, helping teachers with equipment, supporting other students, taking part in a safe manner.

Joy – Celebrating your own success as well and the success of others, enjoying the activities you are taking part in.

Resilience – Continuing to push yourself if you are finding tasks challenging.

Respect – Yourself, teammates, the opposition, officials, abiding by rules and laws of various activities.

Students experiencing different leadership roles, such as leading warm-ups, being a captain, coaching others etc.

### **Spirituality in the Curriculum**

Reflecting on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play. Conflict resolution is encouraged between students when disagreements arise.

Opportunities to stop and appreciate natural wonders, such as Red kites flying over the school.

Students learning to handle success and defeat with dignity – being a 'good winner' and a 'good loser'.

Reflecting on the powers of the human body which allows such high level of performance.

Peer on peer feedback is embedded into the curriculum to allow student chance to reflect on their own and others' performance.

Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules. Rules and Laws are taught in all activities so the students are confident when officiating. Students are also taught the importance of rules and how they are there to, in part, keep us safe, and how this links to rules and laws within the local community.

### **Parents/Carers can support their child by:**

Encouraging students to exercise or take part in physical activity, on a regular basis. Family walks/bike rides. Watching professional sport on television. Ensuring students have the correct equipment for PE lessons. Giving students healthy packed lunches for school and provide healthy, nutritious meals for breakfast and dinner. Supporting students in seeking community clubs – transport, kit, signing on fees etc. Purchase revision guides. Engage in conversation about sports in the news/major global events. Create a safe and dedicated area for students to work in when at home.

### **Sustainability within the subject:**

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Temperature and lighting control/efficiency within indoor PE spaces. Use of outdoor spaces instead of indoors. Encouraging students to bring individual water bottles to lessons, instead of one-use plastic versions. Recycle bins located in PE areas. Sensible use of PE equipment to ensure it lasts longer.