

**Sport and Health Studies - GSA Curriculum Map 2019-20**

The **Intent** of Physical Education Curriculum at George Spencer Academy is to develop Physical Education students that:

- Use Physical Education to enhance knowledge and understanding of the human body systems and a range of sports and activities.
- Explore tactics and strategies and implement skills learnt to a broad range of sporting situations.
- Develop a range of life and employability skills in order to be effective members of society.
- Benefit from a range of opportunities to develop a lifelong love for Physical Education and therefore embed the importance of leading a healthy and active lifestyle.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Stage 3</b>						
Topics	Activities may include  Football, Basketball, Rugby, Netball, Table Tennis, Badminton Gymnastics, Dance, Health Related Fitness, OAA, Sports Leaders, Hockey, Handball, Lacrosse		Activities may include  Football, Basketball, Rugby, Netball, Table Tennis, Badminton Gymnastics, Dance, Health Related Fitness, OAA, Sports Leaders, Hockey, Handball, Lacrosse		Activities may include:  Tennis, Rounders, Cricket, Track & Field Athletics Sports Leaders, Softball,	
Skills	Character	Fitness	Decision Making	Mind Set	Leadership	Coaching
Links	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.	They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.  Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics].	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis].	Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis].	They should understand what makes a performance effective and how to apply these principles to their own and others' work.
<b>Key Stage 4</b>						
Topics	Activities may include  Football, Basketball, Rugby, Netball, Table Tennis, Badminton, Dance, Health Related Fitness, OAA, Hockey, Handball, Lacrosse, Dodgeball		Activities may include  Football, Basketball, Rugby, Netball, Table Tennis, Badminton, Dance, Health Related Fitness, OAA, Hockey, Handball, Lacrosse, Dodgeball		Activities may include  Rounders, Cricket, Softball, Athletics, Tennis.	
Skills	Character	Fitness	Decision Making	Mind Set	Leadership	Coaching
Links	NC: develop their	NC: evaluate their	NC: use and develop a	NC: develop their		NC: evaluate their

	technique and improve their performance in other competitive sports or other physical activities.	performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best	variety of tactics and strategies to overcome opponents in team and individual games	technique and improve their performance in other competitive sports for other physical activities		performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
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Year 10 GCSE PE						
Topics	Applied anatomy and physiology (musculoskeletal system)	Applied anatomy and physiology (cardio-respiratory system)	Physical Training-Fitness and training	Physical Training-Performance enhancing drugs and injuries	PEP- Coursework section	PEP- Coursework Movement analysis
Skills	Application to sports (AO2) Evaluation(AO3) on how the systems work together Exam style practice Interpretation of exam questions Understanding key terms and command words	Application to sports (AO2) Evaluation of topics (AO3) Exam style practice Interpretation of exam questions Understanding key terms and command words	Application to sports (AO2) when each sport needs COF and methods of training Evaluation of topics (AO3) Exam style practice Interpretation of exam questions Understanding key terms and command words	Application to sports (AO2) What sports use which PED Evaluation of topics (AO3) why or why they do not use PED' Exam style practice Interpretation of exam questions Understanding key terms and command words	Applying knowledge of physical training and fitness to their own sports.	Applying knowledge of physical training and fitness to their own sports.  Application (AO2) to sporting examples interpretation of exam questions
Links (Edexcel)	Component 1) 1.1-1.2	1.3-1.4	3.1- 3.3	3.3-3.6	Component 4	Component 4 2.1-2.2

Year 11 GCSE PE						
Topics	Health fitness and wellbeing	PEP- coursework Sport Psychology	Sport Psychology (finish) and social cultural influences	Revision	Revision	
Skills	Application to sports (AO2) Evaluation (AO3) of different lifestyles and health Exam style practice Interpretation of exam	Applying knowledge of physical training and fitness to their own sports.	Application to sports (AO2) Evaluation (AO3) of different lifestyles and health Exam style practice Interpretation of exam	Revision techniques	Revision techniques	

	questions Understanding key terms and command words		questions Understanding key terms and command words			
Links (Edexcel)	Component 2) 1.1- 1.3	2.1-2.4	2.4 3.1-3.3			

Year 12						
Topics	The musculo-skeletal system Cardiovascular system Characteristics of skill Transfer of Learning Principles and theories of learning	Respiratory systems Neuromuscular systems Principles and theories of learning Guidance & Feedback General information processing	Energy systems Pre-industrial (pre-1780) General information processing Efficiency of information processing model Reaction Time	Industrial and post-industrial (1780–1900) Anticipation Schema Theory	Post World War II (1950 to present) Preparation and training methods in relation to maintaining physical activity and performance  The role of technology in physical activity and sport	Sociological theory applied to equal opportunities The role of technology in physical activity and sport  Diet and nutrition and their effect on physical activity and performance
Skills	AO1: Knowledge and understanding that underpins physical activity. AO2: Apply knowledge and understanding that underpins physical activity. AO3: Analyse and evaluate the factors that underpin physical activity.	AO1: Knowledge and understanding that underpins physical activity. AO2: Apply knowledge and understanding that underpins physical activity. AO3: Analyse and evaluate the factors that underpin physical activity.	AO1: Knowledge and understanding that underpins physical activity. AO2: Apply knowledge and understanding that underpins physical activity. AO3: Analyse and evaluate the factors that underpin physical activity.	AO1: Knowledge and understanding that underpins physical activity. AO2: Apply knowledge and understanding that underpins physical activity. AO3: Analyse and evaluate the factors that underpin physical activity.	AO1: Knowledge and understanding that underpins physical activity. AO2: Apply knowledge and understanding that underpins physical activity. AO3: Analyse and evaluate the factors that underpin physical activity.	AO1: Knowledge and understanding that underpins physical activity. AO2: Apply knowledge and understanding that underpins physical activity. AO3: Analyse and evaluate the factors that underpin physical activity.
Links (AQA)	3.1.1 3.1.2	3.1.1 3.1.2	3.1.1 3.1.2 3.1.3	3.1.2 3.1.3	3.1.2 3.1.3	3.1.2 3.1.3

Year 13						
Topics	Diet and nutrition Injury prevention and the rehabilitation of injury Biomechanical principles NEA	Levers Linear motion Angular motion NEA Arousal	Projectile motion Fluid mechanics Concepts of physical activity and sport NEA	Ethics in sport Violence in sport Drugs in sport NEA Attribution Theory	Sport and the law Revision NEA	

	Aspects of personality Attitudes	Anxiety & Stress Aggression Self efficacy & Self Confidence	Motivation Social Facilitation Group dynamics Goal Setting	Leadership Development of elite performers in sport		
Skills	AO1: Knowledge and understanding that underpins physical activity. AO2: Apply knowledge and understanding that underpins physical activity. AO3: Analyse and evaluate the factors that underpin physical activity. AO4: Demonstrate and apply relevant skills and techniques in physical activity. Analyse and evaluate performance.	AO1: Knowledge and understanding that underpins physical activity. AO2: Apply knowledge and understanding that underpins physical activity. AO3: Analyse and evaluate the factors that underpin physical activity. AO4: Demonstrate and apply relevant skills and techniques in physical activity. Analyse and evaluate performance.	AO1: Knowledge and understanding that underpins physical activity. AO2: Apply knowledge and understanding that underpins physical activity. AO3: Analyse and evaluate the factors that underpin physical activity. AO4: Demonstrate and apply relevant skills and techniques in physical activity. Analyse and evaluate performance.	AO1: Knowledge and understanding that underpins physical activity. AO2: Apply knowledge and understanding that underpins physical activity. AO3: Analyse and evaluate the factors that underpin physical activity. AO4: Demonstrate and apply relevant skills and techniques in physical activity. Analyse and evaluate performance.	AO1: Knowledge and understanding that underpins physical activity. AO2: Apply knowledge and understanding that underpins physical activity. AO3: Analyse and evaluate the factors that underpin physical activity. AO4: Demonstrate and apply relevant skills and techniques in physical activity. Analyse and evaluate performance.	
Links (AQA)	3.2.1 3.2.2	3.2.1 3.2.2	3.2.1 3.2.2 3.2.3	3.2.2 3.2.3	3.2.2 3.2.3	

