

Physical Education Department GSCE Physical Education

Program of Study: Key stage 4

Key Concepts

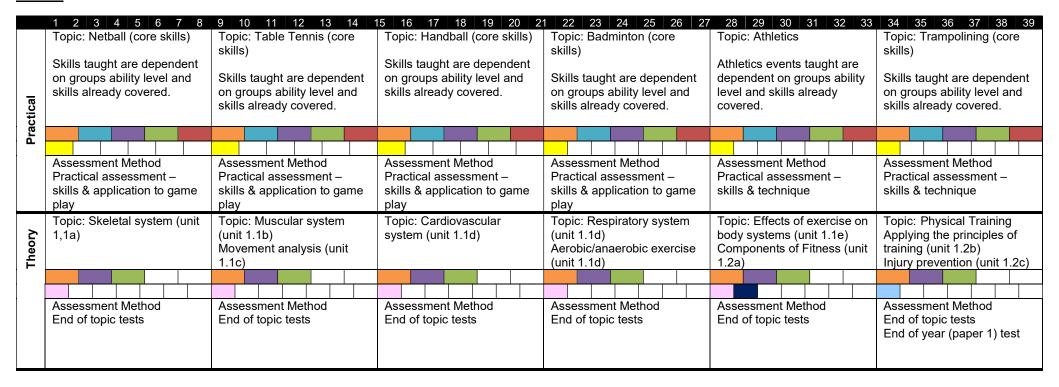
Communication	Decision Making	Teamwork and Leadership	Health and Wellbeing	Personal Challenge
Students in a variety of contexts impart or exchange information by speaking, writing, or using another medium	Students develop the action or process of making important decisions in a range of contexts.	Leadership, teamwork, and interpersonal skills are developed when students are engaged in movement contexts. Students develop leadership knowledge and understanding about how to balance rights, roles, and responsibilities in a range of situations/ contexts.	Students learn the importance of health and well-being both in terms of physical, mental, and social. Health and well-being can be described as the achievement and maintenance of physical fitness and mental stability.	By actively participating in contexts that involve challenge, students extend and test their physical, mental, and emotional limits, both individually and as part of a group.

Key Themes

Applied anatomy and physiology	Physical training	Socio-cultural influences	Sports psychology	Health, fitness and wellbeing	Performance
Learners will develop knowledge and understanding of the basic structures and functions of body systems that are particularly important to physical activities and sports and the long term and short term effects.	Learners will develop their knowledge and understanding of the components of fitness required for physical activities and sports and how each can be measured. Learners will also be able to apply their knowledge of training principles to personal exercise/training programmes to improve fitness, along with the knowledge of how to optimise training and helping to prevent injury.	Learners will develop their knowledge and understanding of the factors that continue to impact on physical activities and sports.	Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports.	Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness.	Learners should be taught the necessary knowledge to undertake a range of roles in a variety of activities.

Key Stage 4

YEAR: 9



YEAR: 10

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		Topic: Badminton (advanced	Topic: Handball (advanced	Topic: Table tennis	Topic: Trampolining	Topic: Athletics	Topic: Netball (advanced
		skills)	skills)	(advanced skills)	(advanced skills)	Athletics events taught are	skills
		Skills taught are dependent	Skills taught are dependent	Skills taught are dependent	Skills taught are dependent	dependent on groups ability	Skills taught are dependent
		on groups ability level and	on groups ability level and	on groups ability level and	on groups ability level and	level and skills already	on groups ability level and
7	₹	skills already covered.	skills already covered.	skills already covered.	skills already covered.	covered.	skills already covered.
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		Assessment Method Practical assessment – skills	Assessment Method Practical assessment – skills	Assessment Method Practical assessment – skills	Assessment Method Practical assessment –	Assessment Method	Assessment Method Practical assessment – skills
		& application to game play	& application to game play	& application to game play	skills, technique and routines	Practical assessment – skills & technique	& application to game play
					•	•	
		Topic: Sports Psychology	Topic: Health, Fitness and	Topic: Socio-cultural	Topic: Socio-cultural	Topic: Coursework	Topic: Coursework
		(unit 2.2)	well-being (unit 2.3) Diet & nutrition (unit 2.3)	influences	influences		
			well-being (unit 2.3)	influences - Engagement patterns (unit 2.1a)	influences - Ethics, drugs and violence in sport	·	
			well-being (unit 2.3)	influences - Engagement patterns (unit 2.1a) - Commercialisation	influences - Ethics, drugs and	·	
	ry L		well-being (unit 2.3)	influences - Engagement patterns (unit 2.1a)	influences - Ethics, drugs and violence in sport	·	
, a Co	leory		well-being (unit 2.3)	influences - Engagement patterns (unit 2.1a) - Commercialisation	influences - Ethics, drugs and violence in sport		
Thoony	пеогу		well-being (unit 2.3)	influences - Engagement patterns (unit 2.1a) - Commercialisation	influences - Ethics, drugs and violence in sport		
Thoony	Пеогу	(unit 2.2) Assessment Method	well-being (unit 2.3) Diet & nutrition (unit 2.3) Assessment Method	influences - Engagement patterns (unit 2.1a) - Commercialisation (unit 2.1b) Assessment Method	influences - Ethics, drugs and violence in sport (unit 2.1c) Assessment Method	Assessment Method	Assessment Method
Thoopy	Пеогу	(unit 2.2)	well-being (unit 2.3) Diet & nutrition (unit 2.3)	influences - Engagement patterns (unit 2.1a) - Commercialisation (unit 2.1b)	influences - Ethics, drugs and violence in sport (unit 2.1c)		Assessment Method Internal assessment
ToodT	lueory	(unit 2.2) Assessment Method	well-being (unit 2.3) Diet & nutrition (unit 2.3) Assessment Method	influences - Engagement patterns (unit 2.1a) - Commercialisation (unit 2.1b) Assessment Method	influences - Ethics, drugs and violence in sport (unit 2.1c) Assessment Method	Assessment Method	Assessment Method Internal assessment Moderate coursework
VECCHT	LITEOLY	(unit 2.2) Assessment Method	well-being (unit 2.3) Diet & nutrition (unit 2.3) Assessment Method	influences - Engagement patterns (unit 2.1a) - Commercialisation (unit 2.1b) Assessment Method	influences - Ethics, drugs and violence in sport (unit 2.1c) Assessment Method	Assessment Method	Assessment Method Internal assessment

YEAR: 11

