

Long-term planning
GCSE PE – Year 11

Year 11 Themes	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2	
<p>Socio-cultural issues and sports psychology.</p> <p>Understand how the physiological and psychological state affects performance in physical activity and sport.</p> <p>Understand key socio-cultural influences which can affect people's involvement in physical activity and sport</p>	Students will know that						
	<p>Sports Psychology – skills are made up of different characteristics and can be classified. Goals need to be set to keep participants motivated and different mental preparations can help with improving performance. There are different types of guidance and feedback.</p> <p>Handball – is played to a set of rules and requires a number of skills to be successful.</p>	<p>Coursework – Analysing & Evaluating Performance – analysing and evaluating performance is essential to the improvement of performance.</p> <p>Socio-cultural influences & Engagement Patterns – there are many different reasons why people participate in physical activity and why some don't.</p>	<p>Commercialisation – sport is very much a business and the golden triangle of sport, sponsorship and the media contribute to this.</p> <p>Ethical & social – there are ethics in sport and how there are conflicts with drugs and why violence occurs.</p> <p>Badminton – is played to a set of rules and requires hand-eye co-ordination to be successful.</p>	<p>Health, Fitness & Well-being – physical activity can be beneficial physically, socially and emotionally. A sedentary lifestyle is damaging and a balanced diet it important for health and performance.</p> <p>Badminton – is played to a set of rules and requires hand-eye co-ordination to be successful.</p>	<p>Revision - Paper 1</p> <p>Revision - Paper 2</p>		
	Students will know how						
	<p>The psychological factors that can affect performers. They will also develop their knowledge and understanding of how</p>	<p>Coursework - to demonstrate their ability to analyse and evaluate their own performance in order to analyse</p>	<p>To develop their understanding of the influences of commercialism and the media on</p>	<p>The benefits of participating in physical activities and sport impact health, fitness and well-being as well as having a</p>			

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<p>Understand the contribution which physical activity and sport make to health, fitness and well-being</p>	<p>movement skills are learned and performed in physical activities and sports.</p> <p>Students will be able to identify key terms and describe psychological concepts, using practical examples from their own performances.</p> <p>Students will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.</p> <p>Handball – to catch, pass, dribble, shoot, defend, attack, screen. They will understand what footwork is required to play the game according to the rules.</p>	<p>aspects of personal performance in a practical activity, evaluate the strengths and weaknesses of the performance and produce an action plan which aims to improve the quality and effectiveness of the performance.</p> <p>Socio-cultural - develop their knowledge and understanding of the factors that impact on physical activities and sports in the UK today. Students will be introduced to engagement patterns of different social groups in physical activities and sports.</p>	<p>physical activities and sports.</p> <p>The ethical and socio-cultural issues in physical activities and sports will enable students to develop their understanding of sportsmanship, gamesmanship and deviance in sport.</p> <p>Badminton – hold a racket, use various shots to hit/return the shuttle play a game of badminton.</p>	<p>clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Learners will develop their knowledge and understanding of diet and nutrition. Learners will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.</p> <p>Badminton – hold a racket, use various shots to hit/return the shuttle play a game of badminton.</p>		
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Vocabulary and the concepts they link to					
<p>For the theory element see the key words located in the booklet at the start of each topic.</p> <p>Handball - Jump shot, standing shot, dive shot, innovative shots, zonal defence, man to man, crossover dribble, defensive & offensive screening, fake, pivot, three steps, catching (1 hand, 2 hand, mid-air, from a bounce), passing (shoulder, overhead, bounce, hip). Concept of hand-eye co-ordination, teamwork, communication, along with the decision making.</p>	<p>For the theory element see the key words located in the booklet at the start of each topic.</p>	<p>For the theory element see the key words located in the booklet at the start of each topic.</p> <p>Badminton - Drop shot, Smash, Net lift, Net return, Forehand drive, Backhand drive, Serving, Overhead Clear, Service line, Tramlines, Attacking, Defensive, Grip, Stance, Court.</p>	<p>For the theory element see the key words located in the booklet at the start of each topic.</p> <p>Badminton - Drop shot, Smash, Net lift, Net return, Forehand drive, Backhand drive, Serving, Overhead Clear, Service line, Tramlines, Attacking, Defensive, Grip, Stance, Court.</p>		
Assessment					
<p>Theory – re-call tests at the start of lessons,</p>	<p>Theory – re-call tests at the start of</p>	<p>Theory – re-call tests at the start of</p>	<p>Theory – re-call tests at the start of lessons,</p>		

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	homework and end of unit topic tests. Hand ball – ongoing throughout the unit. Skills in isolation and competition. Practical marks are based on the four strands of: - quality of skill, range of skills, physical attributes and decision making.	lessons, homework and end of unit topic tests. Coursework – marked by teaching staff	lessons, homework and end of unit topic tests. Badminton - ongoing throughout the unit. Skills in isolation and competition. Practical marks are based on the four strands of: - quality of skill, range of skills, physical attributes and decision making.	homework and end of unit topic tests. Badminton - ongoing throughout the unit. Skills in isolation and competition. Practical marks are based on the four strands of: - quality of skill, range of skills, physical attributes and decision making.		
	Diversity & development of cultural capital					
	Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.	Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.	Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.	Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.		
	Cross-curricular opportunities and enrichment					
Handball club after school and numerous intra-school fixtures.	Handball club after school and numerous intra-school fixtures.	Badminton club after school with opportunities to perform in inter-	Badminton club after school with opportunities to perform in inter-			

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			school fixtures, and local and regional competitions.	school fixtures, and local and regional competitions.		
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