

# GCSE PE Learning Journey

Post 16

- Skeletal system
- Muscular system
- Immediate effects of exercise

- Long term effects of exercise
- Movement analyses
- Injury prevention
- Drugs

- Health fitness and wellbeing
- Diet
- Sports Psychology
- Classification of skills and practise
- Socio cultural influences
- Gamesmanship V Sportsmanship

Paper 1 continued

Paper 2

Practical Exam February

Students will plan, complete and evaluate a 6 week training programme to improve their performance in their chosen sport. They will identify their areas of development in their chosen sport and fitness tests and plan a 6 week circuit that will help improve their performance. They will then write a 1500 word evaluation on what they did, the impact and what they would do differently next time.

Students will need 3 sports; One individual, one team and one choice

Team:  
Netball  
Football  
Handball  
Rugby  
Dance  
Badminton  
Table Tennis

Individual:  
Trampolining  
Dance  
Swimming  
Badminton  
Table tennis  
Climbing

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PEP (Coursework) – 10%

Practical – 30%

- Components of fitness
- Fitness tests
- Training methods
- Principles of training

- Fitness classes
- Aerobic and anaerobic
- Cardiovascular system
- Respiratory system

- Immediate effects of exercise
- Long term effects of exercise

- Each topic will look at the following:
  - AO1: Identification/descriptions of key terms and sporting examples
  - AO2: Explanation of topics impact performance
  - AO3: Justification, strengths and areas of development including concluding comments.
- Regular iterative testing will take place

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GCSE PE – Paper 1 – 60%

Alternative: Focus on different sports and leadership.  
Flag football  
Lacrosse  
Ultimate frisbee  
Water polo  
Volleyball  
Table Tennis  
Links to OCR as there will be elements of planning and leading and looking at contemporary issues within sport

Games:  
Rugby  
Football  
Netball  
Handball  
Water Polo

Each sport will continue to develop skills aiming for students to complete to a good standard. There will be a particular focus on tactics and strategies and use of positions to gain and keep advantage.  
Links to GCSE and OCR

Assessment: Students will be assessed practically on skills in isolation and put within a competitive situation. They will be graded against the GCSE criteria basic, competent and good.

Pathways focusing on embedding knowledge

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Aesthetics:  
Dance:  
Recreating a piece of choreography and developing physical and expressive skills

Cheerleading:  
Using skills from year 8 and year 9 to create own cheer routine

Trampolining:  
Refining basic skills and developing more advanced skills and combinations. Creating and performing own sequence.

Students will do a lot of performances and peer assessed work.  
Links to BTEC dance and GCSE PE

Key stage 3 KEY WORDS: Every lesson students will have 3 key terms to focus on and support their activity and lessons. These key terms link to GCSE, OCR and BTEC dance terminology. One word will always link to our 5R's Ready to learn, Respect, Resilience, Resourceful and Reflective.

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Continuing a Range of activities developing skills to competent

Swimming  
Focus on front crawl, backstroke and breast stroke.  
Demonstrate body position, arms, legs and breathing technique in isolation and then put all together in a competitive situation.

Invasion Games:  
Netball, football, handball, rugby  
All will focus on passing, attacking and defensive strategies and positions and tactics.  
Each skill will be taught in either isolation and/or modified games.

Fitness:  
Look at range of training methods and fitness classes and link to components of fitness and how they can develop performance.

Athletics:  
Throw: Shot put, discus and javelin  
Jump: Long Jump, high jump and triple jump  
Track: 100m, 200m, 800m and relay

All will focus on breaking the skill down, focusing on technique and then performance.

Range of activities focusing on basic skills

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Aesthetics:  
Trampolining: Work through basic jumps and twists and including those into a sequence. Once mastered students will move onto combinations and advanced skills.  
Gymnastics: Focus on balances, jumps, travel and sequences.  
Dance: Look at a particular style of dance and recreate a routine using a range of actions and dynamics, space and relationships.  
Cheerleading: Create a routine including key aspects of cheer e.g. jumps, motions, pyramids and stunts.

Striking and fielding:  
Cricket, rounders and softball  
All will focus on batting and fielding techniques in isolation and then how they can be transferred into a game situation. Tactics and strategies will be discussed and put into a competitive situation.

Racket:  
Badminton:  
Focus on serving, drop, net, overhead clear and smash shot isolation and transfer skills into a single and doubles match. Begin to look at tactics and strategies.