

# Curriculum Map

Subject: GCSE PE

## YEAR 11 FOCUS:

- Focus on knowledge gaps (RAG rating)
- Revision techniques
- 6 mark questions
- Use of knowledge organisers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p>Knowledge</p>	<p><b>RAG rate all topics (Red, amber, green for confidence in knowing topic)</b></p> <p><b>Red topics first, amber and then green</b></p> <p>Pupils to fill in knowledge organisers on topic chosen with knowledge remembered.</p> <p>Topic is then re taught in order for pupils to fill in the gaps in knowledge.</p>	<p><b>RAG rate all topics (Red, amber, green for confidence in knowing topic)</b></p> <p><b>MOCK exam</b></p> <p><b>Mark papers</b></p> <p><b>Practical moderation</b></p> <p><b>Red topics first, amber and then green</b></p> <p>Pupils to fill in knowledge organisers on topic chosen with knowledge remembered.</p> <p>Topic is then re taught in order for pupils to fill in the gaps in knowledge.</p>	<p><b>Coursework EN</b></p> <ul style="list-style-type: none"> <li>• Analysis of one sport</li> <li>• Skeletal and muscular systems</li> <li>• Types of movement</li> <li>• Planes and axes</li> <li>• Levers</li> <li>• Fitness testing/components of fitness</li> <li>• Classification of a motor skill</li> <li>• Principles of training</li> <li>• Goal setting</li> <li>• Training programmes</li> <li>• Warm up and cool downs</li> </ul> <p><b>Knowledge:</b> Be able to test personal fitness using the appropriate tests. Compare results to normative data. Present data. Analyse performance. Understand what components of fitness are the most valuable in the chosen sport. Explain the range of skills used in chosen sport and why they are important. Choose a skill/component of fitness</p>	<p><b>RAG rate all topics (Red, amber, green for confidence in knowing topic)</b></p> <p><b>Red topics first, amber and then green</b></p> <p>Pupils to fill in knowledge organisers on topic chosen with knowledge remembered.</p> <p>Topic is then re taught in order for pupils to fill in the gaps in knowledge.</p>	<p><b>RAG rate all topics (Red, amber, green for confidence in knowing topic)</b></p> <p><b>GCSE EXAM</b></p> <p><b>Red topics first, amber and then green</b></p> <p>Pupils to fill in knowledge organisers on topic chosen with knowledge remembered.</p> <p>Topic is then re taught in order for pupils to fill in the gaps in knowledge.</p>	

			<p>pupil wants to improve.</p> <p><b>Chosen skill:</b>  Movement analysis using knowledge of bones, muscles, types of movement and levers.  Plan a training programme that would allow you to improve this skill/component of fitness during SPOR, FITT and SMART principles.</p>			
Skills	<ul style="list-style-type: none"> <li>Recalling important information</li> <li>Connecting theory learnt to sporting examples</li> <li>Understanding command words in exam questions</li> <li>Computer engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret graphs</li> <li>Recalling important information</li> <li>Connecting theory learnt to sporting examples</li> <li>Understanding command words in exam questions</li> <li>Computer engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Test fitness using suitable tests</li> <li>Comparing own performance during fitness tests to national normative data.</li> <li>Increased physical fitness.</li> <li>Creating a training programme</li> <li>Connecting theory learnt to sporting examples</li> <li>Understanding command words in coursework section.</li> <li>Extended writing</li> <li>Risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Recalling important information</li> <li>Connecting theory learnt to sporting examples</li> <li>Understanding command words in exam questions</li> <li>Computer engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Recalling important information</li> <li>Connecting theory learnt to sporting examples</li> <li>Understanding command words in exam questions</li> <li>Computer engagement.</li> </ul>	
Key Questions	<p>What knowledge do I remember?</p> <p>Do I understand the command words of the questions?</p> <p>Do I understand the mark scheme?</p> <p>Have I completed the everlearner and zig education on line assignment?</p>	<p>How do planes and axes work together to create movements?</p> <p>How does the heart pump blood around the body and what does blood carry?</p> <p>How does oxygen get into the blood?</p>	<p>What components of fitness need to be focused on depending on the sport?</p> <p>How do you ensure an athlete is motivated during his training?</p> <p>How does the body work in order to produce movements needed in sport?</p> <p>How can I improve key skills within my sport to improve performance?</p>	<p>What topics am I the least confident in?</p> <p>Can I complete the knowledge organisers?</p> <p>Have I used the ever learner and zig zag education?</p>	<p>What topics am I the least confident in?</p> <p>Can I complete the knowledge organisers?</p> <p>Have I used the ever learner and zig zag education?</p>	

<p>Assessment</p>	<p><b>Low Stakes (Retrieval):</b> Cold calling / Recall questions</p> <p><b>Low stakes (teaching/reteaching):</b> The Everlearner Knowledge organisers 6 marks questions</p> <p><b>Multiple choice:</b> The Everlearner White board multiple choice. Zig zag education</p>	<p><b>Low Stakes (Retrieval):</b> Recall questions</p> <p><b>Low stakes (teaching/reteaching):</b> ReACT task The Everlearner</p> <p><b>Multiple choice:</b> The Everlearner Recall questions during lessons (ABCD) Zig zag education</p>	<p><b>Low Stakes (Retrieval):</b> The everlearner Zig zag education</p> <p><b>Low stakes (teaching/reteaching):</b> Revision lessons</p> <p><b>Infrequent longer exams:</b> Coursework</p>	<p><b>Low Stakes (Retrieval):</b> Definition test (Types of training)</p> <p><b>Low stakes (teaching/reteaching):</b> Revision lessons</p> <p>The everlearner ReACT task Zig zag education</p> <p><b>Multiple choice:</b> The everlearner Recall questions during lessons (ABCD)</p>	<p><b>Infrequent longer exams:</b> GCSE EXAMS</p> <p><b>Low stakes (teaching/reteaching):</b> Revision lessons</p>	
<p>Literacy/numeracy/ SMSC/Character</p>	<p><b>Key words:</b> Describe, state, give a sporting example, explain, compare the difference.</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> <li>Communication</li> </ul>	<p><b>Key words:</b> Describe, state, give a sporting example, explain, compare the difference.</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> <li>Communication</li> </ul>	<p><b>Key words:</b> Tidal volume, lactic acid, vascular shunt, vasoconstriction, vasodilation, Hypertrophy, Balance, Muscular endurance, muscular strength, power, agility, reaction time, flexibility, speed, co-ordination, cardiovascular endurance, Specificity, overload, progression, reversibility, frequency, intensity, type, time, : frontal, sagittal, transverse, longitudinal, Continuous, interval, fartlek, HIIT, plyometric, weight training, circuit training, mobility, dynamic, stretching, warm up, cool down, hazard, injury. motor skill, skilful</p>	<p><b>Key words:</b> Describe, state, give a sporting example, explain, compare the difference.</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> <li>Communication</li> </ul>		

			<p>movement, skills continua, simple and complex skills, SMART, SPOR, FITT.</p> <p><b>Numeracy:</b> Interpreting data and graphs.</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>• Communication</li> </ul>			
Enrichment opportunities and futures	Revision sessions throughout the year before/after school – Key marginal students – Lower ratio of teacher:pupil.					