



PE

CURRICULUM OVERVIEW – KS4 GCSE (2023-24)

Maximise our potential, to be the best we can be, every day.



GCSE PE Curriculum Overview

Year group	Topic <i>Put in the order you will be studying them</i>	Key Words	Key Skills	Assessments	Cultural Capital	National Curriculum
10	Ethical and socio-cultural issues in physical activity and sport	Ethics, sportsmanship, gamesmanship and deviance, Drugs; anabolic steroids, beta blockers, stimulants Violence	<p>Ethics in sport</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • The value of sportsmanship • The reasons for gamesmanship and deviance in sport. • Be able to apply practical examples to these concepts. <p>Drugs in sport</p> <ul style="list-style-type: none"> • Know and understand the reasons why sports performers use drugs. • Know the types of drugs and their effect on performance: • Give practical examples of the use of these drugs in sport. • Know and understand the impact of drug use in sport: <ul style="list-style-type: none"> ○ on performers ○ on sport itself. <p>Violence in sport</p> <ul style="list-style-type: none"> • Know and understand the reasons for player violence. • Give practical examples of violence in sport. 	<p><i>End of Unit exam question or end of unit test.</i></p> <p><i>Mock exams throughout Y10 and 11</i></p> <p><i>Terminal Exam June of Year 11</i></p>	<p><i>Emerging Sports</i></p> <p><i>Olympic Creed</i></p> <p><i>Links to school values</i></p>	<p><i>J587/02</i></p> <p><i>Socio-cultural issues and sports psychology</i></p>



10	Badminton	<p>Serve Return Forehand Backhand Overhead Footwork Communication Formation Tactics Disguise</p>	<p>Core skills</p> <p>Serving: Short and Long</p> <p>Return of serve</p> <p>Forehand shots (Overhead clear, drop shots, lift, underarm clear, Smash, drive)</p> <p>Teamwork and communication with a partner (doubles only)</p> <p>Advanced skills</p> <p>Flick serve</p> <p>Net shots</p> <p>Backhand shots (Overhead clear, drop shot, lift/ underarm clear, smash, drive)</p> <p>Decision making and tactical awareness</p> <p>Selection of appropriate shot</p> <p>Principles of attack and defence eg roles and positioning</p> <p>Understanding of positions and roles in attack and defence</p>	<p>Lesson by lesson formative assessment</p> <p>Summative mock moderation Spring term Y10</p> <p>Moderation day Spring Y11</p> <p>Non-exam assessment (NEA) 30% of total GCSE (9–1) 60 marks This NEA will consist of three activities, including at least one ‘team’ and at least one ‘individual’ sport from the approved activity lists in competitive situations</p>	<p><i>Badminton Club Lunchtimes</i></p>	<p>J587/04 Practical Performances</p> <p>This component will assess:</p> <ul style="list-style-type: none"> • Core and advanced skills in three activities taken from the approved lists: -one from the ‘individual’ list -one from the ‘team’ list -one other from either list



			<p>Applying tactics in different competitive situation (singles or doubles tactics)</p> <p>Applying other ploys/tactics to outwit opponent</p> <p>Intercepting in doubles, disguising your shot, switching positions</p> <p>Awareness of the rules and regulations of the sport and their application</p>			
10	Sports psychology	<p>motor skills</p> <ul style="list-style-type: none"> -skilful movement: - efficiency - pre-determined - co-ordinated - fluent - aesthetic. - simple to complex skills (difficulty continuum) - open to closed skills (environmental continuum). -Goal setting - exercise/training adherence - optimise performance. - SMART (Specific, Measurable, 	<p>Characteristics of skilful movement</p> <p>know the definition of motor skills</p> <p>understand and be able to apply examples of the characteristics of skilful movement</p> <p>Classification of skills</p> <p>know continua used in the classification of skills, including:</p> <ul style="list-style-type: none"> - simple to complex skills (difficulty continuum) - open to closed skills (environmental continuum). <p>be able to apply practical examples of skills for each continuum along with justification of their placement on both continua.</p> <p>Goal setting</p> <p>understand and be able to apply examples of the use of goal setting</p> <p>understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed).</p>	<p><i>End of Unit exam question or end of unit test.</i></p> <p><i>Mock exams throughout Y10 and 11</i></p> <p><i>Terminal Exam June of Year 11</i></p>	<p>Broad range of sports discussed including minority sports</p> <p>Links to careers and business- SMART Goal Setting</p> <p>Core values emphasised through communication and impact on performers of others</p>	<p><i>J587/02 Socio-cultural issues and sports psychology</i></p>



		<p><i>Achievable, Recorded, Timed).</i></p> <p><i>-Mental Preparation</i></p> <ul style="list-style-type: none"> <i>- imagery</i> <i>- mental rehearsal</i> <i>- selective attention</i> <i>- positive thinking</i> <p><i>- visual</i></p> <p><i>- verbal</i></p> <p><i>- manual</i></p> <p><i>- mechanical</i></p> <p><i>-Feedback</i></p> <ul style="list-style-type: none"> <i>- intrinsic</i> <i>- extrinsic</i> <i>- knowledge of performance</i> <i>- knowledge of results</i> <i>- positive</i> <i>- negative.</i> 	<p>be able to apply the SMART principle to improve and/or optimise performance</p> <p>Mental Preparation</p> <p>know mental preparation techniques and be able to apply practical examples to their use</p> <p>Types of Guidance</p> <p>understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use</p> <p>Types of Feedback</p> <p>understand types of feedback and be able to apply practical examples to their use</p>			
10	Table Tennis	<p>Serve</p> <p>Return</p> <p>Offensive</p> <p>Defensive</p> <p>Topspin</p> <p>Backspin</p> <p>Teamwork</p>	<p>Core skills, to include:</p> <p>Serving</p> <p>Return of serve</p> <p>Offensive strokes: (forehand and backhand)</p> <ul style="list-style-type: none"> • Hit • Flick • Smash <p>Defensive strokes: (forehand and backhand)</p> <ul style="list-style-type: none"> • Push/slice • Chop <p>Application of spin on strokes:</p> <ul style="list-style-type: none"> • Topspin • Backspin 	<p>Lesson by lesson formative assessment</p> <p>Summative mock moderation Spring term Y10</p> <p>Moderation day Spring Y11</p> <p>Non-exam assessment (NEA)</p> <p>30% of total GCSE (9–1)</p>	<p>Extra-Curricular Club HT3</p>	<p>J587/04 Practical Performances</p> <p>This component will assess:</p> <ul style="list-style-type: none"> • Core and advanced skills in three activities



			<p>Teamwork and communication with partner (doubles only)</p> <p>Advanced skills, to include:</p> <p>High toss service</p> <p>Offensive strokes: (forehand only)</p> <ul style="list-style-type: none"> • Loop • Counter-hit <p>Defensive strokes: (forehand only)</p> <ul style="list-style-type: none"> • Block • Lob <p>Application of spin on strokes:</p> <ul style="list-style-type: none"> • Sidespin • Corkspin <p>Footwork and positioning</p> <p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • Selection of appropriate shot • Principals of attack and defence e.g. roles and positioning • Understanding of positions and roles in attack and defence • Applying tactics in different competitive situations • Applying different systems/formations of play in different competitive situations e.g. (singles or doubles tactics) • Applying other ploys/tactics to outwit opponent e.g. serve, intercepting in doubles, disguising your shot, switching positions • Awareness of team strategies/tactics (doubles only) • Awareness of strengths/weaknesses and actions and ability of other players e.g. fitness • Awareness of the rules and regulations of the sport and their application 	<p>60 marks</p> <p>This NEA will consist of three activities, including at least one 'team' and at least one 'individual' sport from the approved activity lists in competitive situations</p>		<p>taken from the approved lists:</p> <p>-one from the 'individual' list</p> <p>-one from the 'team' list</p> <p>-one other from either list</p>
10	Handball	<p>Catch</p> <p>Jump</p> <p>Height</p> <p>Frontal</p> <p>Feint</p>	<p>Core skills, (applies to all positions, except where stated) to include:</p> <p>Catching: (two handed)</p> <ul style="list-style-type: none"> • At a variety of heights • Stationary 	<p>Lesson by lesson formative assessment</p>		<p>J587/04</p> <p>Practical Performances</p>



		<p>Dribble Steal Screen</p>	<ul style="list-style-type: none"> • On the move • From the bounce • Jumping <p>Catching/shot stopping: (two handed, goalkeeper only)</p> <ul style="list-style-type: none"> • At a variety of heights • Stationary • On the move <p>Body in correct position in relation to shooter</p> <p>Positions for catching the ball:</p> <ul style="list-style-type: none"> • Frontal • Sideways <p>Dribbling with dominant hand</p> <p>Passing:</p> <ul style="list-style-type: none"> • Standing • Running <p>Shooting:</p> <ul style="list-style-type: none"> • Shot in place • Shot in movement <p>Offensive and defensive movement:</p> <ul style="list-style-type: none"> • Feinting with the body • Feinting a shot • Feinting a pass <p>Advanced skills, (applies to all positions, except where stated) to include:</p> <p>Catching: (one handed assisted on both sides)</p> <ul style="list-style-type: none"> • At a variety of heights • Stationary • On the move • From the bounce • Jumping <p>Catching/shot stopping: (one handed assisted on both sides, goalkeeper only)</p> <ul style="list-style-type: none"> • At a variety of heights • Stationary • On the move <p>Body in correct position in relation to shooter</p> <p>Dribbling with either/both hand(s)</p> <p>Passing:</p> <ul style="list-style-type: none"> • Jump pass <p>Shooting: (as appropriate to your position):</p> <ul style="list-style-type: none"> • Vertical jump shot 	<p>Summative mock moderation Spring term Y10</p> <p>Moderation day Spring Y11</p> <p>Non-exam assessment (NEA) 30% of total GCSE (9–1) 60 marks This NEA will consist of three</p>		<p>This component will assess:</p> <ul style="list-style-type: none"> • Core and advanced skills in three activities taken from the approved lists: <p>-one from the 'individual' list</p> <p>-one from the 'team' list</p> <p>-one other from either list</p>
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			<ul style="list-style-type: none"> • Striding/jump shot • Shot whilst falling <p>Offensive and defensive movement:</p> <ul style="list-style-type: none"> • Stealing the ball • Screening an opponent without the ball • Screening an opponent with the ball • Tackling <p>Decision making and tactical awareness, to include:</p> <ul style="list-style-type: none"> • When to pass/shoot/dribble • Where to pass/shoot/dribble • Which pass to make • Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays • Attacking positioning on the field • Defensive positioning on the field • Defensive ploys – man to man marking, zonal marking • Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game • Awareness of the rules and regulations of the game and their application (including refereeing signals) • Positioning and organisation at defensive set pieces, communication 			
11	<i>Structure and function of the musculoskeletal system</i>	<ul style="list-style-type: none"> - cranium - vertebrae - ribs - sternum - clavicle - scapula - pelvis - humerus - ulna - radius - carpals - metacarpals - phalanges - femur - patella 	<p>Location of major bones</p> <p>know the name and location of the following bones in the human body:</p> <p>Functions of the skeleton</p> <p>Types of synovial joint</p> <p>know the definition of a synovial joint</p> <p>Types of movement at hinge joints and ball and socket joints</p> <p>Other components of joints</p>	<p><i>End of Unit exam question or end of unit test.</i></p> <p><i>Mock exams throughout Y10 and 11</i></p> <p><i>Terminal Exam June of Year 11</i></p>		J587/01 – Physical factors affecting performance



		<ul style="list-style-type: none">- tibia- fibula- tarsals- metatarsals; <ul style="list-style-type: none">- support- posture- protection- movement- blood cell production- storage of minerals <p>knee – articulating bones – femur, tibia elbow – articulating bones – humerus, radius, ulna</p> <p>shoulder – articulating bones – humerus, scapula - hip – articulating bones – pelvis, femur</p> <ul style="list-style-type: none">- flexion- extension <ul style="list-style-type: none">- flexion- extension- rotation- abduction- adduction	<p>know the roles of:</p> <ul style="list-style-type: none">- ligament- cartilage- tendons <p>Location of major muscle groups</p> <p>The roles of muscle in movement</p>			
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11	<i>Analysis and Evaluation of Performance</i>	<ul style="list-style-type: none"> Simple skills Complex skills Open skills Closed skills Difficulty Environment Principles of Training SMART Targets Practice Progression Coaching point Principles of Training Fitness Testing Components of fitness 	<ul style="list-style-type: none"> Evaluate the strengths and weaknesses of own or peers physical fitness; using appropriate tests for each component of fitness Justify the importance of the different components of fitness for a chosen activity Give an accurate overview of all the key skills required for a chosen activity Assess the strengths and weaknesses of self/ peer skills for chosen activity Movement analysis and classification of skills 	<ul style="list-style-type: none"> Internal Assessment Postal Sample to OCR 	<ul style="list-style-type: none"> Extra-Curricular sports clubs and teams 	J587/05 Analysis and Evaluation of Performance
11	Structure and function of the cardiovascular system	<ul style="list-style-type: none"> - arteries - capillaries - veins. 	<ul style="list-style-type: none"> Structure and function of the cardio-vascular system know the double-circulatory system (systemic and pulmonary). 	<ul style="list-style-type: none"> <i>End of Unit exam question or end of unit test.</i> 	<ul style="list-style-type: none"> Links to Science 	J587/01 – Physical factors



		<ul style="list-style-type: none"> - atria - ventricles - bicuspid, tricuspid and semilunar valves - septum and major blood vessels: <ul style="list-style-type: none"> - aorta - pulmonary artery - vena cava - pulmonary vein. - heart rate - stroke volume - cardiac output. - red blood cells. 	<p>know the different types of blood vessel:</p> <p>understand the pathway of blood through the heart</p> <p>know the definitions of:</p> <ul style="list-style-type: none"> - heart rate - stroke volume - cardiac output. <p>know the role of red blood cells.</p>	<p><i>Mock exams throughout Y10 and 11</i></p> <p><i>Terminal Exam June of Year 11</i></p>	Impact of healthy active lifestyle on CV System	affecting performance
11	Physical training: Optimising training	<p>FITT (Frequency, Intensity, Time, Type)</p> <ul style="list-style-type: none"> - continuous - fartlek - interval - circuit training - weight training - plyometrics - HIIT (High Intensity Interval Training). - pulse raising - mobility - Stretching - dynamic 	<p>Know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise and training programmes.</p> <p>Know different types of training, through definitions and practical examples</p> <p>understand the key components of a warm up and be able to apply examples</p>	<p><i>End of Unit exam question or end of unit test.</i></p> <p><i>Mock exams throughout Y10 and 11</i></p> <p><i>Terminal Exam June of Year 11</i></p>		J587/01 – Physical factors affecting performance



		movements - skill rehearsal.				
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