

# GCSE PE Year 11 Long Term Plan Year 11 2020-21



## Temperance Term

| W/C        | 7 <sup>th</sup> September   | 14 <sup>th</sup> September   | 21 <sup>st</sup> September                                     | 28 <sup>th</sup> September   | 5 <sup>th</sup> October   | 12 <sup>th</sup> October   | 19 <sup>th</sup> October                         | <b>HALF TERM</b> |  |
|------------|---|--|--|--|---|--|--|------------------|--|
| Topic      | <b>Paper 1 – 3.1.3 Physical Training (Coursework-Related Content)</b>       |  | <b>Paper 2 - 3.2.1 Sports Psychology</b>                       |  |   |  |  |                  |  |
|            | <b>Coursework Started</b>   |  |  |  |   |  |  |                  |  |
|            | Warming up and Cooling Down<br>Components of Fitness / Linking sports       | Measuring the Components of Fitness<br>Collecting Data and Use of Data | Classification of Skills<br>SMART Targets                      | Guidance and Feedback<br>Motivation  | Information Processing<br>Motivation                                    | Arousal<br>Aggression in Sport                                     | Personality types<br>Use of data<br>Test         |                  |  |
| Challenge  | Justify the importance of a COF in sporting example                         | Evaluate the relevance of tests in relation to sporting activities     | Justify the classification of various skills                   | Justify the type of guidance and feedback for performers                       | Analyse specific skills in relation to the information processing model | Evaluate the merits of intrinsic and extrinsic motivation in sport | Analyse various graphs and charts of performance |                  |  |
| Assessment | Practical Assessment  | Peer Assessment  | Practical Assessment   | Teacher Assessment   | Practical Assessment  | Teacher Assessment   | Summative Written Assessment                     |                  |  |
| W/C        | 2 <sup>nd</sup> November  | 9 <sup>th</sup> November   | 16 <sup>th</sup> November                                      | 23 <sup>rd</sup> November  | 30 <sup>th</sup> November   | 7 <sup>th</sup> December   | <b>CHRISTMAS</b>                                 |                  |  |
| Topic      | <b>Paper 2 - 3.2.2 Socio-cultural Influences (Chapter 5)</b>                |  |  | <b>3.2.3.1 – Physical, Emotional and Social Health, Fitness and Well-Being</b> | <b>Year 11<br/>Mock Exams<br/>Coursework Penultimate Draft</b>          |  |  |                  |  |
|            | Participation Patterns<br>Commercialisation of Sport                        | Technology in Sport<br>Prohibited Substances                           | Spectator Behaviour  | Differentiated revision of key content and exam skills preparation.            |   |  |  |                  |  |
| Challenge  | Justify the socio-economic factors affecting participation for young people | Evaluate the impact of technology in sport                             | Evaluate the effectiveness of strategies to combat hooliganism | Attain Top Band on 6 & 9 Mark Questions  |   |  |  |                  |  |
| Assessment | Practical Assessment  | Teacher Assessment   | Summative Written Assessment                                   | Written assessment   |   |  |  |                  |  |

# GCSE PE Year 11 Long Term Plan Year 11 2020-21



Justice Term

| W/C        | 4 <sup>th</sup> January   | 11 <sup>th</sup> January  | 18 <sup>th</sup> January  | 25 <sup>th</sup> January  | 1 <sup>st</sup> February  | 8 <sup>th</sup> February   | HALF TERM |        |
|------------|---|---|---|---|---|--|-----------|--------|
| Topic      | <b>3.1.1.1 – The Structure and Functions of the Musculoskeletal System</b>  | <b>3.1.2.1/2 - Levers, Mechanical Advantage, Planes and Axes</b>    | <b>3.1.1.2 – The Structure and Functions of the Cardio-Respiratory System</b> | <b>Paper 2 - 3.2.2 Socio-cultural Influences</b>                    | <b>Paper 1 – 3.1.3 Physical Training</b>                            | <b>Paper 1 targeted revision</b>   |           |        |
|            | Differentiated revision of key content and exam skills preparation.   | Differentiated revision of key content and exam skills preparation. | Differentiated revision of key content and exam skills preparation.           | Differentiated revision of key content and exam skills preparation. | Differentiated revision of key content and exam skills preparation. | <ul style="list-style-type: none"> <li>Anatomy and physiology</li> <li>Movement analysis</li> <li>Physical training</li> </ul> |           |        |
| Challenge  | Attain Top Band on 6 & 9 Mark Questions   | Attain Top Band on 6 & 9 Mark Questions                             | Attain Top Band on 6 & 9 Mark Questions                                       | Attain Top Band on 6 & 9 Mark Questions                             | Attain Top Band on 6 & 9 Mark Questions                             | Specific focus on AO3 on extended mark questions   |           |        |
| Assessment | Written assessment  | Written assessment  | Written assessment  | Written assessment  |   | Written assessment   |           |        |
| W/C        | 22 <sup>nd</sup> February   | 1 <sup>st</sup> March   | 8 <sup>th</sup> March   | 15 <sup>th</sup> March  | 22 <sup>nd</sup> March  | 29 <sup>th</sup> March   |           | EASTER |
| Topic      | <b>Paper 2 targeted revision</b>  | <b>Moderation Practice</b>  | <b>Moderation Practice</b>  | <b>Moderation Practice</b>  | <b>Moderation Practice</b>  | <b>Practical assessment</b>  |           |        |
|            | <ul style="list-style-type: none"> <li>Health fitness and well being</li> <li>Social-cultural influences</li> <li>Psychology</li> </ul> |   |   |   |   |  |           |        |
| Challenge  | Specific focus on AO3 on extended mark questions  | Attain Top Band in Skill Grade                                      | Attain Top Band in Skill Grade  | Attain Top Band in Performance Grade                                | Attain Top Band in Performance Grade                                |  |           |        |
| Assessment | <b>Year 11 Mock Exams</b>   | Practical Moderation  | Practical Moderation  | Practical Moderation  | Practical Moderation  |  |           |        |

# GCSE PE Year 11 Long Term Plan Year 11 2020-21



## Courage Term

| <b>W/C</b> | 19 <sup>th</sup> April                  | 26 <sup>th</sup> April                  | 3 <sup>rd</sup> May                     | 10 <sup>th</sup> May                    | 17 <sup>th</sup> May                  | 24 <sup>th</sup> May | <b>HALF TERM</b> |
|------------|---|---|---|---|---------------------------------------|----------------------|------------------|
| Topic      | <b>FINAL REVISION</b>                   | <b>FINAL REVISION</b>                   | <b>FINAL REVISION</b>                   | <b>FINAL REVISION</b>                   | Year 11 on bespoke revision timetable |                      |                  |
| Challenge  | Attain Top Band on 6 & 9 Mark Questions | Attain Top Band on 6 & 9 Mark Questions | Attain Top Band on 6 & 9 Mark Questions | Attain Top Band on 6 & 9 Mark Questions |                                       |                      |                  |
| Assessment | Written assessment                      | Written assessment                      | Written assessment                      | Written assessment                      | GCSE Exams                            |                      |                  |
| <b>W/C</b> | 7 <sup>th</sup> June                    | 14 <sup>th</sup> June                   | 21 <sup>st</sup> June                   |   |                                       |                      |                  |
| Topic      | Year 11 on optional revision timetable  |   | Year 11 on study leave                  |   |                                       |                      |                  |
| Challenge  |   |   |   |   |                                       |                      |                  |
| Assessment | GCSE Exams                              |   |   |   |                                       |                      |                  |