

What do we do?

The GCSE PE course develops a holistic understanding of physical education through stimulating content which is at the heart of this engaging qualification. Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

How does GCSE PE equip students with powerful knowledge?

The GCSE PE course content encourages students to contextualise theory and to develop and apply their knowledge, understanding and quality of performances in practical assessments. The topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies and be able to apply themselves to real-life contexts and work situations. It allows students to show their passion and enthusiasm for physical education and sport and the benefits that both individual and teamwork can bring to their physical, mental and social well-being.

What skills and cultural capital do students gain in GCSE PE?

The GCSE PE curriculum allows students to engage with key issues and themes relating to contemporary global influences on physical education and sport. It exposes students to differing cultures, busts misconceptions and invites students to think about the link between health, fitness and activity levels and investigate some of the socio-cultural issues arising through participation, spectatorship and media influences. GCSE PE develops core subject knowledge and gives students an opportunity to develop their skills and performance in practical sports, including sport-specific skills and key components of fitness. Students will also develop the ability to be reflective by evaluating their own performance by identifying key strengths and areas of development; furthermore, justifying why these skills, tactics, strategies and compositional ideas have been identified as either a strength or area of development. Through their completion of coursework and exam questions, students will develop their ability to be analytical, critical thinkers, effective planners, problem solvers and researchers. Students will also develop key life skills of planning, organising, adaptability and communication.

How do we support literacy in GCSE PE?

The GCSE PE curriculum will expose students to key tier 3 terminology which is specific to the course and links with the scientific principles that underpin this knowledge and are applied to our understanding of anatomy and physiology and how our body moves in sport. Our use of knowledge organisers and lesson resources will provide and outline key terminology related to the course. Where appropriate, teacher modelling and scaffolding will support students to develop their understanding and structure their work. The use of structure strips and graphic organisers will provide scaffolding and confidence to support the extended writing aspects of the exam. Class discussions provide students with the opportunity to develop their oracy and ability to articulate key terminology before presenting this in a written format.

How is the GCSE PE curriculum designed?

Students follow a carefully sequenced curriculum consistently taught across the Faculty. Quality first teaching ensures that students are delivered high quality lessons following our planned sequence of units and topic areas to support students in performing to their best in their chosen practical sports but also in writing their Analysis of Performance assignment and preparing for the external examination aspects of the course.

How do you use spaced practice / retrieval practice?

Retrieval practice forms a component of our course delivery. For the theory exam papers, students will routinely undertake retrieval practice in different forms including, but not limited to, exam questions and recall tasks. The students use of knowledge organisers to write Cornell Notes allows students to review content and strengthen their understanding. This is further supported using Seneca Learning as part of their extended practice to consolidate their understanding of topic areas. Assessments which follow our cycle assessment window, provide an opportunity for students to showcase their knowledge and understanding. The data and information provided from all forms of formative and summative assessment is used by teachers to inform subsequent teaching and retrieval. Within the non-exam component of the course, students will undertake opportunities within class to apply their understanding and knowledge to analyse and evaluate their performance, making suggestions as how to bring about improvement in a chosen sport. Students will select performances in 3 different physical activities (one team, one individual and a third from either category), during the course they will have opportunities to practice and refine more complex skills and tactical application through regular practice and competition. They are also encouraged to extend this into their extra-curricular opportunities to support developing expertise and complex skill development.

What content do you cover and how is this delivered over time?

We have a scheme of learning which is ambitious and sequenced. The content covered is outlined in the course specification and covers the topics which make up paper 1 (Anatomy & Physiology) and paper 2 (Socio-cultural influences and well-being). For non-exam assessments, students are expected to perform to their abilities by building on their skills development and tactical appreciation strategically so that they achieve peak performance in the practical moderation window. As part of this they will also be required to use and apply their learning to analyse and evaluate performance to bring about improvement in one of their activities.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

The GCSE PE course builds on and embeds the physical development and skills learned in key stage 3, encouraging learners to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities whilst deepening their knowledge of the theoretical concepts that support their understanding and application.

CYCLE 2:

- **Socio Cultural Influence.**

- Sponsorship and its effects.
- Impact of technology.
- Player conduct.
- Drugs in sport.
- Spectatorship.
- Practical moderation preparation and collation of video evidence.

CYCLE 3:

- **Practical Moderation (30%)**
 - 3 sports (1 team, 1 individual plus 1)
- **Revision and exam (60%)**
- **Paper 1 - 78 marks**
- **Paper 2 - 78 marks**

CYCLE 1:

- **Socio Cultural Influence.**
- Engagement patterns.
- Commercialisation.
- Revision of Paper 1 content for mocks.

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Potential Future Careers in GCSE PE

- PE teacher.
- Sport scientist.
- Sport Psychologist.
- Physiotherapist.
- Sports coach.
- Personal trainer.
- Sports nutritionist.
- Sports therapist.
- Sports massage.
- Sport development.
- S&C coach.
- Sports performer.
- Sport advertising.
- Sport marketing.
- Sports Analyst.
- Paramedic.

CYCLE 3:

- **NEA Coursework - Analysis of Performance (10 %).**
- **Practical sport 6.**

CYCLE 2:

- **Sport Psychology.**
- Skill and abilities.
- Types of goal.
- Information processing.
- Sport Psychology.
- Arousal and Inverted U theory.
- Aggression and motivation.
- **Practical sport 5.**

CYCLE 2:

- **Structure and function of the cardio-respiratory system.**
- Pathway of air.
- Mechanics of breathing.
- Aerobic and Anaerobic.
- Heart and cardiac cycle.
- Immediate effects of exercise.
- Short and long term effects of exercise.
- **Practical sport 2.**

CYCLE 3:

- **Movement analysis.**
- Lever systems.
- Mechanical advantage.
- Analysis of basic sports movement.
- Planes and axes of movement.
- **Practical sport 3.**

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CYCLE 1:

- **Physical training.**
- Health and fitness.
- Components of fitness.
- Fitness testing.
- Principles of training.
- Methods of training.
- Safety & training seasons.
- **Practical sport 4.**

CYCLE 1:

- **Health and well being.**
- Sedentary lifestyles and energy.
- Somatotypes.
- Structure and function of the musculoskeletal system.
- **Practical sport 1.**

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Enrichment Opportunities in GCSE PE

- Representing the school sports teams.
- Sports leadership opportunities.

Key Concepts



Sports performance



Sports leadership



Retrieval and recall



Planning and organising



Independent research



Reflection and evaluation



Referencing