

Beths Grammar School KS4 Physical Education Curriculum Map

Term AQA Specification	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
	<p><b>Substantive Knowledge</b> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b> This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment opportunities</b> What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p><b>Autumn Term Y11 1A</b></p>	<p><u>Intent</u></p> <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport</p> <hr/> <p>Examples of and evaluation of the types of feedback and guidance.</p> <p>Arousal and the Inverted U theory.</p> <p>Application of how optimal arousal has to vary in relation to the skill/stress management techniques.</p> <p>Aggression and personality.</p> <p>Intrinsic and extrinsic motivation, including evaluation of their merits.</p> <p>Performance analysis assessment (analysis and evaluation)</p>	<p>Know the types of guidance. Explain the types of guidance. Link the types of guidance to the stages of learning, providing reasoned conclusions.</p> <p>Know the types of feedback. Explain the types of feedback. Link the types of feedback to the stages of learning, providing reasoned conclusions. Simple recall definition. Draw an inverted U on graph paper including the axes labelled.</p> <p>Explain the stages of the inverted U (before optimum point, optimum point and after optimum point).</p> <p>Using knowledge from above. Apply t Name the techniques. Explain the techniques. Apply the techniques to when/how they could be used in sporting examples he inverted U to varying practical skills – does it need high, medium, low?</p>	<p>Weekly topic questions Topic tests End of Unit tests Specimen Exam Papers</p>

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	<p>Performance assessment (practical performance) in three different activities in the role of player/performer only.</p>	<p>Understand and explain the terms direct and indirect aggression. Provide sporting examples of when these occur. Justify the choices.</p> <p>Knowledge of the terms introvert and extrovert. Explain the characteristics of an introvert/ extrovert. Apply the sporting choices of a typical introvert/ extrovert. Justify the choices</p> <p>Knowledge of the terms.</p> <p>Explanation of the types of motivation. Evaluate the worth or significance of both types, using practical examples.</p> <p>Analyse and evaluate a performance in one activity from the specification to identify two strengths and two weaknesses.</p>	
<p><b>Autumn Term Y11 1B</b></p>	<p><b>Intent</b></p> <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport</p> <hr/> <p>Commercialisation, sponsorship and the media.</p> <p>Positive and negative impacts of sponsorship and the media.</p> <p>Positive and negative impacts of technology.</p> <p>Conduct of performers and introduction to drugs.</p> <p>Sporting examples of drug taking.</p> <p>Advantages/disadvantages to the performer/the sport of taking PED's.</p>	<p>Define commercialisation. Explain commercialisation. Analyse/ evaluate links between sport, sponsorship and the media. Understand the types of sponsorship / media. Apply examples of the above to different scenarios, eg types of media in mainstream sport.</p> <p>Provide basic advantages and disadvantages of commercialised activity to the varying groups. Develop a breadth of understanding, ie several advantages and disadvantages. Evaluate the advantages and disadvantages. Provide basic advantages and disadvantages of technology in sport to the varying groups. Develop a breadth of understanding, ie several advantages and disadvantages. Evaluate the advantages and disadvantages, with applied</p>	<p>Weekly topic questions Topic tests End of Unit tests Specimen Exam Papers</p>

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	<p>Spectator behaviour and hooliganism, including strategies to combat hooliganism.</p> <p>Revision and exam technique including mock exam.</p> <p>Performance analysis assessment (analysis and evaluation)</p> <p>Performance assessment (practical performance) in three different activities in the role of player/performer only.</p>	<p>examples to varying sports. Know the terms. Explain the terms. Applied examples of these terms to varying sporting activities.</p> <p>How blood doping is carried out. Side effects of blood doping. Evaluation of the advantages of blood doping, with reasoned conclusions. Know the term beta blockers. Explain what they are. Understand the advantages/ disadvantages. Evaluate which type of sports person may take them.</p> <p>Evaluate the use of PEDs, which athletes would they benefit, with reasoned conclusions. Students should be taught to understand in which sports performers may decide to use PEDs, with varying examples. A basic understanding of the advantages and disadvantages.</p> <p>Develop a basic understanding of why hooliganism occurs. Develop the breadth of understanding. Apply this understanding to varying examples. knowledge from the above. Develop understanding of varying strategies.</p> <p>Apply this understanding to different sporting events. Develop reasoned conclusions to evaluate the effectiveness of these strategies.</p>	
<p><b>Spring Term Y11 2A</b></p>	<p><b><u>Intent</u></b></p> <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport</p> <hr/> <p>The meaning of health and fitness: physical, mental/emotional and social health- linking participation in physical activity to exercise, sport to health and well-being.</p> <p>The consequences of a sedentary lifestyle.</p>	<p>Students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being Recap what health &amp; fitness mean. Develop the ability to explain the 3 concepts (physical, mental, social). Link exercise to the effects on each. Understand the terms. Explain the terms. Apply knowledge of the terms to consequences.</p>	<p>Weekly topic questions Topic tests End of Unit tests Specimen Exam Papers</p>

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	<p>Obesity and how it may affect performance in physical activity and sport.</p> <p>Somatotypes.</p> <p>Energy use.</p> <p>Reasons for having a balanced diet and the role of nutrients.</p> <p>The role of carbohydrates, fat, protein, vitamins and minerals.</p> <p>Reasons for maintaining water balance (hydration) and further applications of the topic area.</p>	<p>Knowledge of what obesity is. Basic understanding of how it affects performance. Specific links to how it affects the aspects of health.</p> <p>Know the body type names. Explanation of each body type. Application to varying sporting examples. Evaluate the appropriateness of the body types to sporting examples with reasoned justifications.</p> <p>Recall what is meant by energy. Recall the number of calories needed by an average male/female. Make links to what happens when too many/too little calories are consumed.</p> <p>Knowledge of the term balanced diet. Explanation of the term. Evaluation of why a balanced diet is needed. Understand the constituents of a balanced diet. Understand the recommended % intake. Evaluate the importance of each element.</p> <p>Knowledge of the term dehydration. Knowledge of the consequences. Evaluate why water intake is required, making reasoned conclusions.</p>	
<p><b>Spring Term</b> <b>Y11</b> <b>2B</b></p>	<p><b>Intent</b></p> <p>The Human Body and Movement in Physical Activity and Sport ( Paper 1 )</p> <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport</p> <hr/> <p>Completion of NEA written coursework</p> <p>Moderation of practical assessment</p> <p>Revision of Year One / Year Two content.</p>	<p>Demonstrate skills in physical activity and sport, applying appropriate technique(s)</p> <p>Demonstrate and apply appropriate decision-making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses</p>	<p>Weekly topic questions</p> <p>Topic tests</p> <p>End of Unit tests</p> <p>Specimen Exam Papers</p>

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	<p>Revision and exam technique.</p>	<p>Demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport                  Use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport                  Demonstrate psychological control (eg arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport                  Adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport                  Analyse and evaluate performance to bring about personal improvement in physical activity and sport                  Demonstrate their ability in team sports and individual activities.</p>	
<p><b>Summer Term Y11 3A</b></p>	<p><b><u>Intent</u></b>                  The Human Body and Movement in Physical Activity and Sport ( Paper 1 )                    Paper 2: Socio-cultural influences and well-being in physical activity and sport</p> <p>Revision and exam technique.</p>	<p>Practice past paper questions and answers to improve revision technique.</p>	<p>Weekly topic questions                  Topic tests                  End of Unit tests                  Specimen Exam Papers</p>
<p><b>Summer Term Y11 3B</b></p>	<p><b><u>Intent</u></b></p>		

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