



Physical Education Scheme of Learning

Year 11 GCSE Term 5

Intent – Rationale

Students will complete their NEA and develop their application of knowledge in response to examination questions. With revision activities, analysis of their own responses and development through verbal and written feedback, students should demonstrate secure knowledge and understanding of specification content.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>All topics to date</p>	<ul style="list-style-type: none"> <li>• Written examinations</li> <li>• A Level PE studies</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>• Biology – body systems</li> </ul>	<ul style="list-style-type: none"> <li>• BV2, BV4</li> <li>• SO</li> <li>• M</li> <li>• C</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>• Please fill this in with your own suggestions alternatively the LRC team will provide some suggested titles/links</li> </ul>	<ul style="list-style-type: none"> <li>• Use of data, interpretation and graphical display</li> <li>• Percentages and range</li> <li>• Calculation of heart rates</li> </ul>



# KESTEVEN AND SLEAFORD HIGH SCHOOL

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### Year 11 GCSE Term 5

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><b><u>Know</u></b> Students will reinforce knowledge from both paper 1 and paper 2 topics.</p> <p style="text-align: center;"><b><u>Apply</u></b> Students will develop their application of knowledge through use of different command words, a variety of question types and levels of response.</p> <p style="text-align: center;"><b><u>Extend</u></b> Students will reflect on their application of knowledge, identify gaps or misconceptions and develop their understanding as a result.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p><b>Language for learning</b> See SOL Year 10-11</p>	<ul style="list-style-type: none"> <li>• Students will use mark schemes to self-assess</li> <li>• Examination questions used for teacher feedback</li> <li>• Online resources show success rate of tasks set</li> </ul>

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## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
<i>Examination reflection</i>	Reflect on attainment in mock examination; identify areas for development	Evaluate attainment in mock examination; develop areas of weakness	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
<i>Examination preparation – Physical Training</i>	Know the definitions of key terminology and be able to use knowledge to develop responses on physical training	Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of physical training	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
<i>Examination preparation – Skill to Feedback</i>	Know the definitions of key terminology and be able to use knowledge to develop responses on sports psychology topics	Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of sports psychology topics	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
<i>Examination preparation – Arousal to Personality</i>	Know the definitions of key terminology and be able to use knowledge to develop responses on arousal, stress and personality	Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of arousal, stress and personality	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
<i>Examination preparation – Participation &amp; Commercialisation</i>	Know the definitions of key terminology and be able to use knowledge to develop responses participation and commercialisation	Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of participation and commercialisation	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
<i>Examination preparation – Technology &amp; PED's</i>	Know the definitions of key terminology and be able to use knowledge to develop responses on participation and commercialisation topics	Develop evaluative skills in response to extended answer questions, giving justifications for examples when applying knowledge of participation and commercialisation	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
<i>Examination preparation</i>	Be able to apply knowledge to a variety of topics with a range of response levels	Reflect on responses to a range of questions and show evaluative and justification skills when applying knowledge	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision
<i>Examination preparation</i>	Be able to apply knowledge to a variety of topics with a range of response levels	Reflect on responses to a range of questions and show evaluative and justification skills when applying knowledge	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\Revision