

# The English Martyrs Catholic School and Sixth Form College

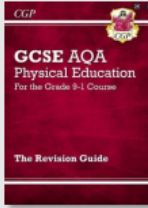


Y11 GCSE PE	Module 1	Module 2	Module 3
<b>Topic Theme and Intent</b>	To develop and apply knowledge of the cardiorespiratory systems, biomechanics and psychology in sport.  To gain practical experience and skills in table tennis applying them to competitive situations.	To develop and apply knowledge of health, wellbeing, diet, ethics, engagement patterns and commercial issues effecting sports performance.  To apply knowledge of sports performance and theory to produce a self-analysis and evaluation of their performance in a chosen sport.	To perform in GCSE practical moderation demonstrating the practical skills they have learnt throughout the course.  To recap and apply all knowledge from the GCSE course to successfully undertake x2 GCSE exams.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Cardiovascular system – Blood pathway, vessels, redistribution.</li> <li>Respiratory system – Mechanics, Spirometer Trace</li> <li>Lever, planes and axes</li> <li>Skills, goals, guidance, feedback and mental preparation.</li> </ul>	<ul style="list-style-type: none"> <li>Engagement Patterns – Culture, Disability, Race, Age, Religion, Socio-economic.</li> <li>Commercialisation – sponsorship, media and technology.</li> <li>Ethics – Drugs in sport, hooliganism</li> <li>Health and Wellbeing</li> <li>Diet and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Recap all knowledge</li> <li>Apply knowledge to exam style questions.</li> </ul>
<b>Skills</b>	Practically <b>perform</b> table tennis skills <b>applying</b> to competition. <b>Interpreting</b> a spirometer trace <b>Draw</b> linear diagrams of lever systems <b>Applying</b> knowledge to practical sports examples. <b>Discuss/Evaluate/Justify</b> – use of goals, motivation, personality and aggression.	<b>Apply</b> and <b>evaluate</b> completing a self analysis of their own sports performance. <b>Applying</b> knowledge to practical sports examples. <b>Discuss/Evaluate/Justify</b> – strategies to prevent hooliganism and ethics of drugs taking. <b>Discuss/Evaluate/Justify</b> – impacts of sponsorship and the media on the performer, sport and official.	Practically <b>perform</b> to demonstrate skills and apply them to competitive situations in moderation. <b>Applying</b> knowledge of all topics to exam style questions. <b>Discuss/Evaluate/Justify</b> – the key topics covered from Paper 1 and Paper 2.
<b>Literacy Links</b>	<b>Reading</b> – Reading to develop key knowledge of psychology in sport and live issues. <b>Writing</b> – Application of new vocabulary to exam style questions. <b>Oracy</b> – Discussion on suitable types of goals and other theory topics presenting findings.	<b>Reading</b> – Reading to develop key knowledge of live issues (drugs and engagement). <b>Writing</b> – Application of new vocabulary to 4-9mark questions. <b>Oracy</b> – Discussion of strategies to prevent hooliganism and success, presenting findings.	<b>Reading</b> – Reading to recap and extend past knowledge ready for exams. <b>Writing</b> – Application of key knowledge and structures to past paper questions. <b>Oracy</b> – Discussion of answers and structure in past paper questions to improve further.
<b>Essential Vocabulary</b>	SMART, Intrinsic, Extrinsic, Inspiratory Reserve Volume, Expiratory Reserve Volume, Sagittal, Longitudinal, Frontal and Transverse.	Etiquette, Contract to Compete, Sponsorship, Commercialisation, Dehydration, Hooliganism, Engagement.	ALL KEY COURSE VOCABULARY – SEE WORK BOOKS


PE

Disciplinary Reading


Reading for Pleasure




GCSE AQA, Physical Education.  
Revision Guide. CGP



The Talent Code



Bounce



Mindset: Changing the way you think to fulfil your potential