

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Sports Psychology Paper 2	Socio-cultural influences Paper 2	Socio-cultural influences Paper 2	Revision	Revision	
Topic Objectives	<ul style="list-style-type: none"> • Skills and ability • Skill classifications • Types of goal and outcomes • Target setting • Information processing model • Types of guidance • Types of feedback • Arousal levels • Inverted U theory • Types of aggression • Personality types • Types of motivation 	<ul style="list-style-type: none"> • Engagement patterns • Commercialisation • Types of sponsorship • Impacts of sponsorship on sport • Impact of technology on sport • Conduct of performers • Diet and Nutrition • Hydration levels 	<ul style="list-style-type: none"> • Sedentary Lifestyles • Somatotypes • Prohibited substances and their advantages/disadvantages • Spectator behaviour 	<ul style="list-style-type: none"> • Staff/students complete a PIXL PLC on each student so there revision is targeted to areas of weakness 	<ul style="list-style-type: none"> • Staff/students complete a second PIXL PLC on each student so there revision is targeted to areas of weakness 	
Acquired Knowledge/Skills	<ul style="list-style-type: none"> • Choose and justify the appropriate skill classifications in relation to sporting examples • Choose appropriate performance/outcome targets for a variety of sporting contexts • Evaluate performance/outcome goals • The use of SMART targets to improve performance • Apply the 	<ul style="list-style-type: none"> • Make links between engagement patterns and different social groups • Analyse the barriers that may stop different social groups from engaging in physical activity • The relationship between sport, sponsorship and the media • Types of sponsorship and 	<ul style="list-style-type: none"> • Linking participation in physical activity, exercise and sport to health wellbeing and fitness • Physical, social and mental benefits of exercise • The consequences of a sedentary lifestyle • The effects of obesity on physical performance 	<ul style="list-style-type: none"> • 		

	<p>information processing model including short and long term memory to a variety of sports skills</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of different types of feedback and guidance • How optimal arousal levels vary according to the skill being performed • Stress management techniques • Evaluate the application of indirect/direct aggression to sporting examples • Understand the characteristics of an introvert and extrovert • Definitions of motivation and how motivation is used in sporting examples 	<p>positive/negative impact on sport</p> <ul style="list-style-type: none"> • Types of technology in sport and the positive/negative impacts • Nutrition – the role of carbohydrates, fat, protein and vitamins/minerals 	<ul style="list-style-type: none"> • Positive and negative effects of spectators on events • Reasons why hooliganism occurs and strategies used to combat spectator behaviour • identify the most suitable body type for particular sports (or positions within a sport) and justify their choice with reasoned conclusions • Categories of performance enhancing drugs • The positive and negative effects of performance enhancing drugs • The process and effects of blood doping • Advantages/disadvantages of taking performance enhancing drugs • 			
Assessments	<ul style="list-style-type: none"> • Super 6 • 2 x Mini topic tests • End of topic test 	<ul style="list-style-type: none"> • Super 6 • 2 x Mini topic tests • Pre-Public Exam 	<ul style="list-style-type: none"> • Super 6 • 2 x Mini topic tests • End of topic test 	<ul style="list-style-type: none"> • Super 6 • 2 x Mini topic tests • End of topic test 	<ul style="list-style-type: none"> • Revision • Moderation • Exam 	

	Topic Objectives	Knowledge	Skills	Scaffold & Challenge	Numeracy, Literacy, SMSC, Fundamental British Values	Pride in the Solent, Cultural Capital, Careers
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Recreational drugs and their effects on sporting performance	<p>Week 1: you must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> recreational drugs that negatively affect health and fitness <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> how recreational drugs negatively affect health and fitness <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Analyse</u> the maximum penalties for drug possession and supply 	<p>Students should be taught to explain the impact of recreational drugs on different body systems and sporting performance</p>	<p>Students will be introduced to a range of challenging vocabulary and asked to apply this to new contexts.</p> <p>Provision of high-level modelling of exam answers and detailed analysis</p> <p>Use of sentence stems and margin strips to scaffold extended writing</p>	<p>Numeracy:</p> <ul style="list-style-type: none"> • Use of graphs and tables • Time • Revision clocks • Counting • Estimating • Predicting • Problem solving <p>Literacy:</p> <ul style="list-style-type: none"> • Extended writing • Use of subordinating conjunctions to develop analysis • New vocabulary • New terminology • Structure of exam responses • Orally justifying choices • Redrafting work • Provision of high-level models • Reading broadsheet articles • Writing in role as a sports producer/edit or <p>SMSC:</p> <ul style="list-style-type: none"> • Respecting the opinions of others; 	<p>GB4: LINKING CURRICULUM LEARNING TO CAREERS</p> <p>All teachers should link curriculum learning with careers. The GCSE PE curriculum highlights the numerous careers possibilities available to students</p> <p>GB6: EXPERIENCES OF WORKPLACES</p> <p>Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. We allow some students to complete their work experience at school, we also run a sports prefect's system that encourages students to work with their peers</p>
	<p>Recreational drugs and their effects on sporting performance</p> <p>Week 2: By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> facts and risks associated with recreational drugs <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> the Four 'C's decision making model <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Analyse</u> decision making process in response to real life scenarios 	<p>Students should be taught to analyse why people may use recreational drugs</p>	<p>Links to useful vocabulary and knowledge gained in KS3 and KS4 PE to build conceptual framework.</p>		
	<p>Performance enhancing drugs and their effects on sporting performance</p> <p>Week 3: By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> performance enhancing drugs <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> the negative impact of performance enhancing drugs on health and fitness <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Analyse</u> the reasons why performance enhancing drugs are used <p>Week 4: By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> definitions for recreational and performance enhancing drugs <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> why different sport athletes take performance enhancing drugs <p>You could be able to:</p>	<p>Students should be taught to explain the impact of performance enhancing drugs on different body systems and sporting performance</p> <p>Students should be taught to justify why different athletes may use a particular PED</p>	<p>Students will be asked to complete independent research into some topics.</p> <p>Students will be provided opportunities to re-draft work</p> <p>Students are encouraged to make judgements and justify their opinions with confidence.</p> <p>Regular revision tasks and quizzes to embed knowledge over a longer period of time</p> <p>Provision of a range of exam question to</p>		

		<p>• <u>Apply</u> knowledge of performance enhancing drugs to sporting situations</p> <p>Week 5: You must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> the effects of smoking • <u>Identify</u> the reasons for not smoking <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> how the smoking effects on health may also impact on fitness • <u>Explain</u> effects of smoking on fitness <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Review</u> the laws in place for smoking • <u>Analyse</u> what happens to the body when we stop smoking <p>Week 6: You must be able to:</p> <ul style="list-style-type: none"> • <u>Identify</u> the effects of alcohol abuse • <u>Identify</u> examples of the effects of alcohol on sports performance <p>You should be able to:</p> <ul style="list-style-type: none"> • <u>Explain</u> the short and long term effects of alcohol abuse • <u>Explain</u> the negative effect of alcohol on fitness <p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Analyse</u> the effect of alcohol on the human body • <u>Analyse</u> the relationship between the effects of alcohol on both health and fitness <p>Week 7: Assessment and feedback</p>	<p>Students should be taught the effects of smoking on different body systems and what happens to those systems if the performer stops smoking</p> <p>Explain the long term effects of alcohol abuse and how it may impact on sports performance</p>	<p>familiarise students with exam technique.</p> <p>Use of images to support understanding of complex terminology</p>	<p>•Empathy; Having the confidence to reach and justify an opinion; •Self-reflection; Appreciation of cultural differences •PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. •The concepts of self-discipline to excel are essential. Students are taught that the only way you can achieve in sport to a high standard is if you work •Students in PE use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds •The willingness to participate in a variety of social setting, cooperating well with others and being able to resolve conflicts effectively. An interest in, and understanding of, the way communities and societies function at a variety of levels. •Within all PE lessons students that take part are equipped with the social skills to take part in wider society as students are given ground rules and key</p>	<p>GB7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p> <p>All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. We have strong links with Fareham and St Vincent College. Students get the opportunity to visit these colleges for a number of activities. We also attend an event at Chichester University</p> <p>The requirement and opportunity for all citizens to play a constructive role in society, regardless of background. Examples of BAME, female and LGBTQ+ sports stars:</p>
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						<p>instruction for their own safety to follow.</p> <ul style="list-style-type: none">•By looking at gender discrimination and the role of women in sport, students can also look at whether sexism is still an issue in sport.•During the preparation that takes place for Sports Day, students that are nominated as sports are given the responsibility to ensure full participation in all events is happening by all members of their sporting teams.•There are opportunities to experience extracurricular school visits which allow students to experience the culture of sport outside the classroom and these include a skiing•Within Vcert, students are able to discuss their interests in sports that have originated in other parts of the world. These include Basketball, Cricket and Softball.	
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Stress management	<p>Week 1:</p> <p>You must be able to:</p> <ul style="list-style-type: none"> <u>Explain</u> what stress is and the impact on your health <p>You should be able to:</p> <ul style="list-style-type: none"> <u>Consider</u> ways of de-stressing <p>You could be able to:</p> <ul style="list-style-type: none"> <u>Evaluate</u> the causes of stress and the impact on sports performance <p>Week 2:</p> <p>You must be able to:</p> <ul style="list-style-type: none"> <u>Identify</u> the psychological and physiological signs of stress <p>You should be able to:</p> <ul style="list-style-type: none"> <u>Explain</u> the term 'Eustress' and how stress affects fitness <p>You could be able to:</p> <ul style="list-style-type: none"> <u>Evaluate</u> the causes of stress and the impact on sports performance 	<p>Students should be taught to evaluate the causes of stress and the impact it may have on sports performance</p>	<p>Students will be introduced to a range of challenging vocabulary and asked to apply this to new contexts.</p> <p>Provision of high-level modelling of exam answers and detailed analysis</p>	
	<p>Fitness testing and protocols</p> <p>Week 3:</p> <p>You must be able to:</p> <ul style="list-style-type: none"> <u>Identify</u> skill and health-related components of fitness and fitness tests used to test components of fitness <p>You should be able to:</p> <ul style="list-style-type: none"> <u>Explain</u> each component of fitness and why we test fitness <p>You could be able to:</p> <ul style="list-style-type: none"> <u>Analyse</u> why fitness tests are used <p>Week 4:</p> <p>You must be able to:</p> <ul style="list-style-type: none"> <u>Identify</u> fitness tests used to test skill and health-related components of fitness <p>You should be able to:</p> <ul style="list-style-type: none"> <u>Explain</u> each component of fitness test and associated normative data 	<p>Students should be taught to identify the physiological and psychological signs of stress</p> <p>Students should be taught to explain the protocols of all 11 fitness tests and evaluate results against normative data</p>	<p>Use of sentence stems and margin strips to scaffold extended writing</p> <p>Links to useful vocabulary and knowledge gained in KS3 and KS4 PE to build conceptual framework.</p> <p>Students will be asked to complete independent research into some topics.</p> <p>Students will be provided opportunities to re-draft work</p> <p>Students are encouraged to make judgements and justify their opinions with confidence.</p> <p>Regular revision tasks and quizzes to embed knowledge over a longer period of time</p> <p>Provision of a range of exam questions to</p>	

		<p>You could be able to:</p> <ul style="list-style-type: none"> <u>Analyse</u> fitness performance against normative data <p>Week 5:</p> <p>You must be able to:</p> <ul style="list-style-type: none"> <u>Identify</u> test protocols for the ‘Cooper Run’ test <u>Identify</u> test protocols for the ‘Multi-stage Fitness’ test <p>You should be able to:</p> <ul style="list-style-type: none"> <u>Explain</u> how to prepare, carry out and collect data for the ‘Cooper Run’ test <u>Explain</u> how to prepare, carry out and collect data for the ‘Multi-stage Fitness’ test <p>You could be able to:</p> <ul style="list-style-type: none"> <u>Analyse</u> normative data for the ‘Cooper Run’ test against own performance <u>Analyse</u> normative data for the ‘Multi-stage Fitness’ test against own performance <p>Week 6:</p> <p>You must be able to:</p> <ul style="list-style-type: none"> <u>Identify</u> test protocols for the ‘Harvard Step’ test <u>Identify</u> test protocols for the ‘Grip Dynamometer’ test <u>Identify</u> test protocols for the ‘Press-up’ test <u>Identify</u> test protocols for the ‘Sit-up’ test <u>Identify</u> test protocols for the ‘Sit & Reach’ test <p>You should be able to:</p> <ul style="list-style-type: none"> <u>Explain</u> how to prepare, carry out and collect data for the ‘Harvard Step’ test <u>Explain</u> how to prepare, carry out and collect data for the ‘Grip Dynamometer’ test <u>Explain</u> how to prepare, carry out and collect data for the ‘Press-up’ test <u>Explain</u> how to prepare, carry out and collect data for the ‘Sit-up’ test <u>Explain</u> how to prepare, carry out and collect data for the ‘Sit & Reach’ test 		familiarise students with exam technique.		Use of images to support understanding of complex terminology	
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			<p>You could be able to:</p> <ul style="list-style-type: none"> • <u>Analyse</u> normative data for the 'Harvard Step' test against own performance • <u>Analyse</u> normative data for the 'Grip Dynamometer' test against own performance • <u>Analyse</u> normative data for the 'Press-up' test against own performance • <u>Analyse</u> normative data for the 'Sit-up' test against own performance • <u>Analyse</u> normative data for the 'Sit & Reach' test against own performance <p>Week 7: Preparation for Synoptic Project</p>				
Spring 1	L02 Understand how to test and develop		<p>Synoptic Project Starts (21 hours of controlled assessment) 7 weeks</p> <p>Synoptic project marked and general feedback given to the class</p>				
Spring 2			<p>Opportunity for 2nd submission of Synoptic Project (21 hours)</p> <p>Final Submission of Synoptic Project</p>				