



# SAINT JOHN WALL CATHOLIC SCHOOL

## *A Catholic School For All*



### Departmental Schemes of Work

**Curriculum Intent:** “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

### KS4 – Year 11 - GCSE Physical Education



**Proverbs 3:5-6**

*Trust in the Lord with all your heart; do not depend on your own understanding. Seek His will in all you do, and He will show you which path to take.*

**Year 11 GCSE Physical Education - Scheme of Work Overview – See GCSE OCR Specification (2018) For Further Detail**

<p><b>Sequencing of Topics</b></p>	<p><u>Autumn Term 1: Applied Anatomy and Physiology</u> - The Structure and Function of the Skeletal System and Muscular System / Movement Analysis.  <u>Autumn Term 2: Applied Anatomy and Physiology</u> – The Cardiovascular and Respiratory Systems / The Effects of Exercise on the Body Systems.  <b>Physical Training</b> – Components of Fitness / Applying the Principles of Training / Preventing Injury in Physical Activity and Training.  <u>Spring Term 1: Analysing and Evaluating Performance Coursework</u>  <b>Socio-Cultural Influences</b> – Engagement Patterns of Different Social Groups in Physical Activities and Sports / Commercialisation of Physical Activity and Sport.</p>	<p><u>Spring Term 2: Socio-Cultural Influences</u> – Ethical and Socio-Cultural Issues in Physical Activity and Sport.  <b>Sports Psychology</b> – Characteristics of Skilful Movement and Classification of Skills and Goal Setting.  <u>Summer Term 1: Sports Psychology</u> – Mental Preparation / Types of Guidance and Feedback.  <b>Health, Fitness and Well-Being</b> – Health, Fitness and Well-Being.  <u>Summer Term 2: Health, Fitness and Well-Being</u> – Diet and Nutrition.  <b>Personalised Learning</b> – Teacher to address gaps in student learning / misconceptions and revise key areas.</p>
<p><b>Career Links</b></p>	<p align="center"><b>Each learning topic will have a specific career link to widen student awareness and understanding around potential career pathways –</b></p> <p align="center"> <b>Personal Trainer</b>  <b>Performance Analyst</b>  <b>Nutrition Expert</b>  <b>Sports Psychologist</b>  <b>Sports Minister</b>  <b>Teacher</b>  <b>University Lecturer</b>  <b>Sports Therapist</b>  <b>Physiotherapy</b> </p> <p align="center"><b>Teachers will spend lesson time to link in career pathways with the specific topic, giving students the opportunity to explore what the pathways entails in relation to qualifications, job role and financial implications.</b></p>	
<p><b>Calendared Assessments</b></p>	<p><b>Mock 1</b> – Autumn Term 1 – 5<sup>th</sup>-9<sup>th</sup> October – Paper 1 Mock Exam.  <b>Mock 2</b> – Spring Term 2 – 22<sup>nd</sup>-25<sup>th</sup> February – Paper 2 Mock Exam.</p> <p align="center"><b><i>Students to be assessed internally consistently to monitor knowledge and understanding.</i></b></p>	
<p><b>Personal Development</b>  <i>(Cross Curricular, Saint John Wall Values, SMSCV, Cultural Capital)</i></p>	<p>Cross Curricular links can be made with the following subjects – Science (Skeletal and Muscular Systems – Knowledge and understanding of function and structure of the components. Circulatory and Respiratory systems, articulation of the systems function and support sporting performance). Mathematics (Data analysis and interpretation of data to analyse physical performance). English (Formulation of detailed and coherent exam responses, underpinning student knowledge and understanding. Literacy competency to interpret key terminology and apply subject specific terminology to exam responses). History (Transformation of ethical and socio-cultural issues). Business Studies (Commercialisation of sport and financial development). Health Studies (Healthy Lifestyles and how nutrition underpins physical performance).</p> <p>Saint John Wall Values – The values are incorporated throughout lessons, constant reference to the values promotes and develops student understanding. Theoretical contexts are linked to specific Values, with students understanding which values are fundamental to the activities they are participating in.</p> <p><b>SJW Values</b></p> <ul style="list-style-type: none"> <li><b>Attentive and Discerning</b> – How do I fit into the wider world? Can you notice the big and small things in relation to the learning content?</li> </ul>	

- **Active and Curious** – How can I influence others? Do I approach new topics with enthusiasm and positivity?
- **Compassionate and Loving** – How can I attract others into my life to be positive? When I am giving peer feedback in relation to work, do I consider the language and words that I use?
- **Learned and Wise** – How can I be a director to help those around me? Can I respond to feedback from my teacher and peers so I can reflect on and improve my performance?
- **Grateful and Generous** – Am I thankful for the special moments I have in my life? Am I grateful for the opportunities I am given in lessons?
- **Faith Filled and Hopeful** - How can I spread hope to all those I encounter? Can I remain positive during challenging times in lessons? Can I demonstrate resilience?
- **Prophetic and Intentional** – Do I remember my role in the wider world? Do I have an objective that I strive to achieve?
- **Eloquent and Truthful** – How can I live out my life in the best way? Am I honest and truthful in everyday life?

SMSCV – Student development holistically is a key focus within theoretical and practical lessons – Learning environment facilitates an open mind-set as well as a growth mind-set. Vocations are consistently linked to learning to challenge student thinking around career pathways.

Cultural Capital – Deep level learning to facilitate student knowledge and understanding (E.G. Socio-Cultural Issues) – Lessons encourage varied social interactions – Opportunities for further social development (Leadership Pathways & Coaching Courses) - Educational Visits / Guest Speakers.

Cultural Capital – Deep level learning to facilitate student knowledge and understanding (E.G. Socio-Cultural Issues) – Lessons encourage varied social interactions – Opportunities for further social development (Leadership Pathways & Coaching Courses) - Educational Visits / Guest Speakers.

<b>Progression Model</b>	<b>What knowledge will pupils develop? (Including Key Terminology)</b>	<b>What knowledge will pupils develop? (Including Key Terminology)</b>
	<b><u>Physical Factors Affecting Performance – Paper 1</u></b>	<b><u>Socio-Cultural Issues and Sports Psychology – Paper 2</u></b>
	<p>Learners will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Learners will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.</p> <p style="text-align: center;"><b>Applied Anatomy and Physiology</b></p> <p>Learners will develop knowledge and understanding of the basic structures and functions of body systems that are particularly important to physical activities and sports.</p> <p>They will also study the short and long-term effects of exercise on these systems, and how these effects can impact on physical fitness and performance. Learners will develop the ability to collect and use data, analyse movement and apply their knowledge and understanding, using examples from physical activity and sport.</p> <p style="text-align: center;"><b>Structure and Function of the Skeletal System</b></p>	<p>Socio-cultural issues and sports psychology, learners will develop their knowledge of socio-cultural influences that impact on participation and performance in physical activities and sports. Learners will also develop their knowledge and understanding of how sport impacts on society. Engagement patterns of different social groups will be understood by learners, along with strategies to promote participation with practical examples. The commercialisation of physical activities and sports will be understood, including the influences of sponsorship and the media. Learners will also develop their knowledge and understanding of ethical and socio-cultural issues in physical activities and sports.</p> <p style="text-align: center;"><b>Socio-Cultural Influences</b></p> <p>Physical activities and sports play an integral part of society in the UK. In this topic, learners will develop their knowledge and understanding of the factors that continue to impact on physical activities and sports in the UK today. Learners will be introduced to engagement patterns of different social groups in physical activities</p>

Learners will be able to name and locate the major bones of the body and be able to apply examples of how the skeletal system allows the functions such as posture and protection.

Learners will be able to identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints, as well as being able to apply these movements to examples from physical activities and sports.

#### **Structure and Function of the Muscular System**

Learners will develop their knowledge of the location of the major muscle groups and be able to apply muscle use to examples from physical activities and sport. Learners will also develop their knowledge of the roles of muscles as agonists, antagonists, fixators and also how they operate as antagonistic pairs, again by applying to examples from physical activities and sports.

#### **Movement Analysis**

Learners will develop their knowledge of the three classes of lever and will be able to use examples from physical activities and sport to show where these levers might operate to produce movement. Learners will become aware of the mechanical advantage provided by levers in movement.

Learners will know the three planes of movement and be able to give examples of these levers from different physical activities and sports. Frontal, transverse and longitudinal axes of rotation will be recognised by learners who will be able to apply these to examples from physical activities and sports.

#### **The Cardiovascular and Respiratory Systems**

Learners will develop their knowledge and understanding of the structure and function of the cardiovascular system. Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms.

Learners will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions.

Learners will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.

#### **Effects of Exercise on Body Systems**

and sports. Learners will develop their understanding of the influences of commercialism and the media on physical activities and sports. The ethical and socio-cultural issues in physical activities and sports will enable learners to develop their understanding of sportsmanship, gamesmanship and deviance in sport along with being able to apply theories to practical examples from physical activities and sports.

#### **Engagement Patterns of Different Social Groups in Physical Activities and Sports**

Learners will develop their knowledge and understanding of current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation, using practical examples from physical activities and sports.

#### **Commercialisation of Physical Activity and Sport**

Learners will develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports.

#### **Ethical and Socio-Cultural Issues in Physical Activity and Sport**

Learners will develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical examples in physical activities and sports.

#### **Sports Psychology**

Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports.

The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports.

Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills.

Learners will develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system. They will be able to apply understanding of these effects to examples from a range of physical activities and sports.

Learners will be able to collect and use data in this section related to both short-term and long-term effects of exercise.

### **Physical Training**

Learners will develop their knowledge and understanding of the components of fitness required for physical activities and sports and how each can be measured.

Learners will also be able to apply their knowledge of training principles to personal exercise/training programmes to improve fitness, along with the knowledge of how to optimise training and helping to prevent injury.

### **Components of Fitness**

Learners will develop their knowledge and understanding of the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility. Learners will be able to define each component and be able to apply using a range of practical examples from physical activities and sports.

Learners will also develop their knowledge of suitable tests for each component. Learners will be able to collect and use data related to the identified components of fitness.

### **Applying the Principles of Training**

Learners will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise/ training programmes. Learners will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training.

Learners will develop their knowledge and understanding of the key components and physical benefits of the warm-up and cool down applied to physical activities and sports.

### **Preventing Injury in Physical Activity and Training**

Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances.

Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.

### **Health, Fitness and Well-Being**

Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness.

Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle.

Learners will develop their knowledge and understanding of diet and nutrition. Learners will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.

### **What skills will pupils develop? (Including Literacy & Numeracy)**

Assessment Objectives – Students are required to demonstrate the following skills in their exams –

Knowledge  
Application  
Analysis

Lessons will be planned to work through these steps to develop the skills of the students. Students will develop their ability to evaluate a question, determining what is required in terms of the structure of their response. This is a crucial skill for our students, by combining this principle with their high-level knowledge they will be able to formulate high level answers.

Literacy –  
Definitions and use of key terminology.  
Extended writing questions.  
Explanations that include sporting examples.  
Analysis of sporting phases.  
Formulation and structure of detailed responses that meet learning criteria.

	<p>Learners will develop their knowledge and understanding of how to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings.</p> <p>Learners will know how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm-up and cool down and an appropriate level of competition.</p>	<p>Numeracy –          Data analysis and interpretation.          Drawing and interpreting graphs.          Calculation of nutritional values to support a healthy lifestyle.          Analysis of physical performance, analysing key data in relation to the Circulatory and Respiratory Systems.</p>
<p><b>Development Homework</b></p>	<p>Revision notes and tasks are available for students to develop, apply and review their knowledge and understanding – Content is mirrored with lessons in relation to the Schemes of Work, facilitating deep level learning.</p> <p><b>Careers – Students are provided with insightful research opportunities in relation to various career pathways. Students are given case scenarios that are contextualised to the learning topic, giving students a perspective of what a particular career pathway might look like – Learning is linked to the real world.</b></p> <p><a href="https://targetcareers.co.uk/careers-advice/choosing-your-career/1034364-careers-in-sports">https://targetcareers.co.uk/careers-advice/choosing-your-career/1034364-careers-in-sports</a></p> <p><a href="https://careers-in-sport.co.uk/">https://careers-in-sport.co.uk/</a></p> <p><a href="https://www.jobmonkey.com/sports/types_of_sports_jobs/">https://www.jobmonkey.com/sports/types_of_sports_jobs/</a></p> <p><a href="https://thebestschools.org/careers/top-sports-careers-non-athletes/">https://thebestschools.org/careers/top-sports-careers-non-athletes/</a></p> <p><a href="https://www.learnhowtobecome.org/career-resource-center/careers-in-sports/">https://www.learnhowtobecome.org/career-resource-center/careers-in-sports/</a></p>	