

Year: 10 GCSE PE

Subject: Health Sport & Exercise

| <b>Autumn Term</b>  |   |   |
|---|---|---|
| Overarching Topic: Socio-Cultural Influences – Sports Psychology                              |   |   |
| What has come before and what comes later:  | The students will have completed paper 1 developing their understanding of health and fitness, the cardiorespiratory system, musculoskeletal system, and lever systems. They will have competed a series of different practical activities, refining their skills and application of the skills to the competitive situation. They will now begin to develop an understanding of socio-cultural influences beginning with the classification of skills, the use of target setting, guidance and feedback  |   |
|   | Core  | Extension   |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | <ul style="list-style-type: none"><li>• What is the difference between skill &amp; ability?</li><li>• How do we classify skills?</li><li>• What are performance goals?</li><li>• What are outcome goals?</li><li>• What type of goals suit different performers?</li><li>• How can SMART targets improve performance?</li><li>• What is information processing?</li><li>• What are the stages of the information processing model?</li><li>• What different types of guidance are there and how do they help performance?</li><li>• What are the advantages and disadvantages of the different types of guidance?</li><li>• What different types of feedback are there?</li></ul> | <ul style="list-style-type: none"><li>• How can we use knowledge of information processing to help improve performance?</li><li>• How can we use knowledge of arousal to aid our performance?</li></ul> |

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|            | <ul style="list-style-type: none"><li>• How do we select the right type of feedback for a performer?</li><li>• What is arousal?</li><li>• What is the inverted U theory?</li><li>• How does the type of skill being performed impact the level of arousal required?</li><li>• How can arousal be controlled?</li><li>• What is the difference between direct and indirect aggression?</li><li>• What examples are there of direct and indirect aggression?</li><li>• What are the characteristics of an introvert?</li><li>• What are the characteristics of an extrovert?</li><li>• How does personality impact physical activity choices?</li><li>• What is intrinsic motivation?</li><li>• What is extrinsic motivation?</li><li>• What are the merits of intrinsic and extrinsic motivation?</li></ul> |  |
|------------|--|--|
|            | Skill/Technique  | How students will develop and demonstrate this   |
| Key skills | <ul style="list-style-type: none"><li>• Written communication</li><li>• Oral communication</li><li>• Identify -the selection of the current types of guidance, classification of a skill &amp; types of targets</li><li>• Compare and contrast</li><li>• Analysis of performance</li><li>• Key skills in practical activity</li></ul>  | <ul style="list-style-type: none"><li>• Give feedback to peers identifying weaknesses, strengths, identifying how they could improve</li><li>• Question and answer sessions</li><li>• Peer questioning</li><li>• Answer short answer questions</li><li>• Answer extended answer questions</li><li>• Use A01 support guidelines</li></ul> |

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| Spring Term   |  |  |
|---|--|--|
| Overarching Topic: Ethical & Socio-Cultural Influences  |  |  |
| What has come before and what comes later:  | The students have developed an understanding of skill and ability, the classification of skills, how we can use goal setting to enhance training and performance, the use of guidance and feedback and information processing. They have explored sports psychology in particular: arousal, personality and motivation. They will now begin to explore socio-cultural influences such as minority groups and media and knowledge of PEDS and the impact hooliganism can have on sports participation.  |  |
|   | Core   | Extension  |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | <ul style="list-style-type: none"><li>• How can engagement patterns differ between social groups?</li><li>• What are minority groups?</li><li>• How can we increase participation of minority groups?</li><li>• What is commercialisation?</li><li>• What are the different types of media?</li><li>• What positive and negative impact can media have on sport?</li><li>• How does the media directly impact sponsorship?</li><li>• What is the difference between sponsorship and gamesmanship?</li><li>• What examples are there of the use of technology in sport?</li></ul> | <ul style="list-style-type: none"><li>• Why do minority groups exist?</li><li>• What is the link between media and minority groups?</li><li>• How does technology have a negative impact on officials?</li></ul> |

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|            | <ul style="list-style-type: none"><li>• How does technology impact sports performance and enjoyment?</li><li>• What is sportsmanship?</li><li>• What is gamesmanship?</li><li>• What is a contract to compete?</li><li>• What prohibited substances are there?</li><li>• What prohibited methods are there?</li><li>• What impact can prohibited substances/methods have?</li><li>• What prohibited substances might a certain athlete use and why?</li><li>• What are the advantages and disadvantages of using PEDS?</li><li>• How can spectator behaviour impact sports participation (positive &amp; negative)?</li><li>• What examples of bad spectator behaviour can you give?</li><li>• What strategies have been employed to help combat hooliganism/spectator behaviour?</li></ul> |   |
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|            | Skill/Technique   | How students will develop and demonstrate this  |
| Key skills | <ul style="list-style-type: none"><li>• Justify opinion using key information</li><li>• Identify</li><li>• Oral communication</li><li>• Written communication</li><li>• Compare and contrast</li><li>• Analysis of performance</li><li>• Key skills in practical activity</li></ul>   | <ul style="list-style-type: none"><li>• Question and answer sessions</li><li>• Peer questioning</li><li>• Answer short answer questions</li><li>• Answer extended answer questions</li><li>• Use AO1 support guidelines</li></ul> |

Year: 10 GCSE PE

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| Summer Term   |   |  |
|---|---|--|
| Overarching Topic: Health & Fitness   |   |  |
| What has come before and what comes later:  | The students will have developed their knowledge and understanding of the minority groups that exist in society and the impact it can have on their participation in sport. They will have explored the role of the media in the development of sport and the role sponsorship plays. They will develop their knowledge of health and fitness, exploring the issues associated with sedentary lifestyles and the importance of a balanced diet.   |  |
|   | Core  | Extension  |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | <ul style="list-style-type: none"><li>• What is fitness?</li><li>• What is health?</li><li>• How can exercise improve fitness and health?</li><li>• What lifestyle factors impact our health &amp; fitness?</li><li>• What impact does a sedentary lifestyle have on your health &amp; fitness?</li><li>• How can exercise suit the varying needs of the participants?</li><li>• How can we increase activity levels?</li><li>• What is obesity?</li><li>• How can obesity affect participation in physical activity &amp; sport?</li><li>• What health implications does obesity have?</li><li>• What are the 3 somatotypes?</li><li>• How do the somatotypes impact suitability to certain sports?</li><li>• What is energy balance?</li><li>• How does energy balance impact weight?</li></ul> | <ul style="list-style-type: none"><li>• How does age, gender, height and expenditure affect energy requirements?</li><li>• What factors can lead to obesity?</li></ul> |

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|            | <ul style="list-style-type: none"><li>• What is a balanced diet?</li><li>• What are the reasons for a balanced diet?</li><li>• Why is hydration important?</li><li>• What is water balance?</li></ul>  |  |
|            | Skill/Technique  | How students will develop and demonstrate this   |
| Key skills | <ul style="list-style-type: none"><li>• Written communication</li><li>• Oral communication</li><li>• Justify opinion using key information</li><li>• Identify</li><li>• Analyse and evaluate</li><li>• Problem solving</li><li>• Compare and contrast</li><li>• Analysis of performance</li><li>• Key skills in practical activity</li></ul> | <ul style="list-style-type: none"><li>• Question and answer sessions</li><li>• Peer questioning</li><li>• Case studies</li><li>• Answer short answer questions</li><li>• Answer extended answer questions</li><li>• Use AO1 support guidelines</li></ul> |