

	HSC	GCSE PE			BTEC Sport	
		Paper 1	Paper 2	Practical		
Half Term 1	Component 1.A Human Development- PIES Growth from birth to grave	Chapter 3 Components of fitness	Chapter 4 <a href="#">Sport psychology</a> <a href="#">Skill vs ability</a> <a href="#">Skill continuums</a>	Handball	<a href="#">Rules and regulations</a> <a href="#">Scoring systems</a> <a href="#">Roles and responsibilities of officials</a>	
Half Term 2	Component 1.A Impact of environment on development. Impact of life events	Chapter 3 Type of training Principles of training		Netball	<a href="#">Components of fitness</a> <a href="#">Technical and tactical demands of sport</a>	
Half Term 3	Component 1.B Life events – impact on development Support for recovery	Chapter 3 Recovery and impact of training		Chapter 4 <a href="#">Sport psychology – arousal, motivation, personality</a>	Football and dance	<a href="#">Effective use of skills</a> <a href="#">Reviewing sporting performance</a>
Half Term 4	Component 1.B Impact of life events on PIES Support available – informal and formal	Chapter 1 Body systems: Muscular, skeletal, respiratory, cardiorespiratory			Trampolining	<a href="#">Applying the rules in a game situation</a>
Half Term 5	Component 2.B Care Values	Chapter 1 Body systems: Muscular, skeletal, respiratory, cardiorespiratory	Chapter 5 – <a href="#">socio cultural influences</a> <a href="#">Socio cultural and commercialisation.</a>	Athletics	<a href="#">Designing a training programme using personal information</a> <a href="#">Components of fitness</a> <a href="#">Methods of training</a> <a href="#">Principles of training</a>	
Half Term 6	Component 2.B Promotion of care values in a Health & Social Care Setting	Intro to NEA			Athletics	<a href="#">Muscular system</a> <a href="#">Cardiorespiratory system</a>

Half Term 1	Completion of any outstanding Y10 assignments Component 3: PIES linked to health styles, life choices,	<u>NEA</u>	Chapter 5.C Technology within Sport	Handball and trampolining	<a href="#">Implement a training programme</a> <a href="#">Training diary</a> <a href="#">Review of training programme</a>
Half Term 2	Component 3: Lifestyle indicators – blood pressure, BMI, pulse rate, lifestyle choices, Peak flow	<u>NEA</u> <u>Planes and axes</u> <u>Muscle contractions</u>	<u>Chapter 6</u> <u>Health and fitness.</u> <u>Somatotypes</u> <u>Nutrition and diet.</u>	Netball	<a href="#">Components of fitness</a> <a href="#">Principles of training</a> <a href="#">Training methods</a> <a href="#">Fitness tests</a> <a href="#">Interpreting results</a>
Half Term 3	Revision for Component 3 & Component 2.A Services & jobs around the NHS. Types of care available	<u>Revision and NEA completion</u>		Rock climbing intervention	<a href="#">Attributes and responsibilities of sports leaders</a> <a href="#">Planning a sporting activity</a> <a href="#">Lead a sporting activity</a>
Half Term 4	Component 2.A Barriers to access services and informal care	<u>Revision</u>	Revision	Prep For NEA	<a href="#">Review of sporting activity</a> <a href="#">Targets and development</a>
Half Term 5	Component 2.A Barriers to access services and informal care	<u>Revision</u>	Revision		<a href="#">Assignment catch up</a>
Half Term 6					<a href="#">Assignment catch up</a>

HSC

Year & Term	Themes / Key Questions	Knowledge	Skills	Academic Language
Year 10 term 1	Component 1a – life events	<p>Life stages PIES development across the life stages</p>	<p>Main life stages: infants (birth to 2 years), early childhood (3–8 years), adolescence (9–18 years), early adulthood (19–45 years), middle adulthood (46–65 years), later adulthood (65+ years). PIES growth and development in the main life stages: physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity Intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall Emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image Social development across the life stages, including the formation of relationships with others and the socialisation process.</p>	<p>Physical factors, genetic inheritance, experience of illness and disease, diet and lifestyle choices, appearance, culture, community involvement, religion, gender roles and expectations, educational experiences, the influence of role models, the influence of social isolation, personal relationships with friends and family, Economic factors, income/wealth, material possessions.</p>
Year 10 term 2	Component 1B – dealing with life events	<p>Different life events Coping with life events</p>	<p>Physical events, to include: accident/injury, ill health. Relationship changes, to include: entering into relationships, marriage, divorce, parenthood, bereavement. Life circumstances, to include: moving house, school or job, exclusion from</p>	<p>Relationship change, marriage, divorce, parenthood, bereavement. Moving house, school or job, exclusion from education, redundancy, imprisonment, retirement, information and advice, practical help, e.g. financial assistance, childcare, transport.</p>

			<p>education, redundancy, imprisonment, retirement.</p> <p>Coping with change caused by life events Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event. How individuals adapt to these changes. Sources of support: family, friends, partners, professional carers and services, community groups, voluntary and faith-based organisations.</p> <p>Types of support: emotional, information and advice, practical help, e.g. financial assistance, childcare, transport.</p>	
Year 10 Term 3	Component 2B	Care Values	<p>Care values:</p> <p>Empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered o respect for the individual by respecting service users' needs, beliefs and identity</p> <p>Maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)</p> <p>Preserving the dignity of individuals to help them maintain privacy and self-respect o effective communication that displays empathy and warmth</p> <p>Safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm</p> <p>Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</p>	Care values, treatment, values, dignity, confidentially.

Year 11 term 1	Component 3	Factors that affect health and wellbeing.	Physical and lifestyle factors that can have positive or negative effects on health and wellbeing. Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing. Economic factors that have an effect on health and well being Emotional factors that have an effect on health and well being	Physiological, lifestyle, Obstacles, diet, ill health, stress, workload.
Year 11 Term 2	Component 2a -	Health and social care services	primary care, e.g. GPs, dental care, optometry, community health care Secondary and tertiary care, e.g. specialist medical care, allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians. Different social care services and how they meet service user needs: services for children and young people, e.g. foster care, residential care, youth work. Services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care. Services for older adults, e.g. residential care, domiciliary care. The role of informal social care provided by relatives, friends and neighbours.	Physiotherapy, occupational therapy, speech and language therapy, dieticians, residential care, respite care, domiciliary care.
Year 11 term 3	Revision	Revision	Revision	Revision

GCSE PE – Paper 1

Year & Term	Themes / Key Questions	Knowledge	Skills	Academic Language
Year 10 term 1	C.o.F and fitness tests	Develop understanding of C.O.F and fitness tests.	Note taking, retrieval Understanding command words	Specific terminology – speed, power etc
Year 10 term 2	Types of training and exercise. Recovery processes	Knowledge of training types and seasons. Understanding the benefits of recovery	Linking types to athletes Most suitable recovery to certain athletes	Pre, post, competitive, anaerobic, aerobic, training zones.
Year 10 Term 3	Effects of exercise – introduce NEA	Gain understanding on immediate, short and long term benefits of exercise Introduce NEA	Retrieve key details on content Giving examples in answers	Specific terminology – hypertrophy, DOMS, fatigue.
Year 11 term 1	Bodies systems and NEA	Identify each of bodies systems Structure and functions of each system How they respond to exercise – link to previous knowledge from term 3	Linking prior knowledge Identifying structures Memory challenges Interpret graphs	Specific terminology from subject – aorta, gaseous exchange, muscles, bones etc
Year 11 term 2	Levers and plane axes and NEA	Understand levers in action. FLE 123 Simplify planes and axes using demonstrations	Draw levers Link sporting movements to planes and axes	Sagittal, transverse, frontal, mechanical advantage. Fulcrum.
Year 11 term 3	Recap whole content		Retrieval tasks	

GCSE PE – Paper 2

Year & Term	Themes / Key Questions	Knowledge	Skills	Academic Language
Year 10 term 1	Skill classifications, motivation  Goal Setting  IPM – Chapter 4	Begin to underpin key content from paper 2.  Identify skills, classification of skill  Understand the importance of goals, and need for different types of specific goal  Understand the components of the IPM, including types of guidance	Defining words  Understanding command words  Make links to other topic areas  Link aspects to sporting examples.  Applying to sporting context and performer level (elite/ beginner)	Topic specific terminology – Closed/open skills, ability, self-paced/external paced, gross/fine and basic/complex skills.  SMART targets, Performance and outcome goals  Information Process model, guidance, feedback, visual, verbal, mechanical, manual
Year 10 term 2	Arousal  Aggression  Personality – Chapter 4	Understand arousal  Identify types of motivation, types of aggression and personality types  Compare elite and beginner athletes	Apply inverted U theory to sporting skills and context, Identify ways to control arousal and aggression  Identify different personality types and the impact on sporting choice and performance  Link theory to athlete (elite/beginner)	Inverted u theory, optimal arousal, visualisation, deep breathing,  Indirect/ direct aggression  Extrovert/ Introvert  Intrinsic/extrinsic.
Year 10 Term 3	Barriers to participation, socio economic factors	Understand and gather knowledge on barriers to social groups.  Social groups.  Disabilities  Stereotypes	Give examples of these barriers in a sporting and individual context.  Discuss how these barriers impact social groups.  Reading text to them interpret into own notes.	Topic specific terminology – stereotypes, ethnic groups, social groups.

	Commercialisation, gamesmanship vs sportsmanship – Chapter 5a & 5b	Performers, officials, spectators, sponsors. Gain knowledge on how commercialisation works	Link content to sporting examples Identify and describe examples of commercialisation in sport – burger king!	Sponsorship, sport and media. Commercialisation triangle. Burger king example. Gamesmanship vs sportsmanship vs etiquette
Year 11 term 1	Technology in sport, Hooliganism and Drugs – Chapter 5 continued	Understand how technology impacts a variety of sports. Understand (briefly) history of hooliganism in sport Why it happens and how to combat it. Detail surrounding each type of drugs. Types of drugs used and what they offer athletes.	Using own knowledge from sports on technology Identify ways to prevent hooliganism. Describe how these have impacted the experience. Collating information on the types of drugs and how they assist performance	Cryochamber, hawk eye, VAR. Anabolic steroids, narcotics, blood doping, PEDS. FAME and FILS.
Year 11 term 2	Health and diet – Chapter 6	Understanding key components to a diet. Identifying the different types of health Describe how exercise can positively impact our health	Links made to what they already know. Note taking of key definitions – health, social, physical and mental.	Carbohydrates etc. Sedentary lifestyles. Dehydration.
Year 11 term 3	Revision – recap whole content	Week to week basis covering key topic areas.	Work on long answer questions. Interpreting command words and what is needed for a particular type of answer.	Command words, retrieve and recall specific subject terminology throughout.

BTEC Sport				
Year & Term	Themes / Key Questions	Knowledge	Skills	Academic Language



Year 10 term 1	Unit 2 Practical Performance in sport	Understand the rules, regulations and scoring systems for selected sports	Practically demonstrate skills, techniques and tactics in selected sports	International Governing Body National Governing Body Local Governing Body Regulations Responsibilities Technical Demands Tactical Demands Isolated Practice Conditioned Practice
Year 10 term 2	Unit 2 & 3 Practical Performance in Sport Applying the Principles of Personal Fitness	Be able to review sports performance Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training	Design a personal fitness training programme	Self-analysis SMARTER Targets Principles of Training Frequency Intensity Time Type Rating of Perceived Exertion Muscular System Cardiorespiratory System
Year 10 Term 3	Unit 3 Applying the Principles of Personal Fitness	Review a personal fitness training programme	Implement a self-designed personal fitness training programme to achieve own goals and objectives	Intrinsic Motivation Extrinsic Motivation Self-Confidence Physiological Effects Analysis
Year 11 term 1	Unit 1 Fitness for Sport and Exercise	Know about the components of fitness and the principles of training	Explore different fitness training methods	Components of Fitness Components of Physical Fitness Components of Skill Related Fitness Physical Demands FITT Principles Principles of Training Rate of Perceived Exertion Training Methods
Year 11 term 2	Unit 1/6 Fitness for Sport and Exercise	Investigate fitness testing to determine fitness levels	Undertake the planning and leading of sports activities	Fitness Test Methods Interpretation of Fitness Test Results Attributes Responsibilities

	Leading Sports Activity	Know the attributes associated with successful sports leadership		Qualities Equality Legal Obligation Ethics and Values Risk Assessment Target Setting Management Strategies
Year 11 term 3	Unit 6	Review the planning and leading of sports activities		Review SMARTER Targets