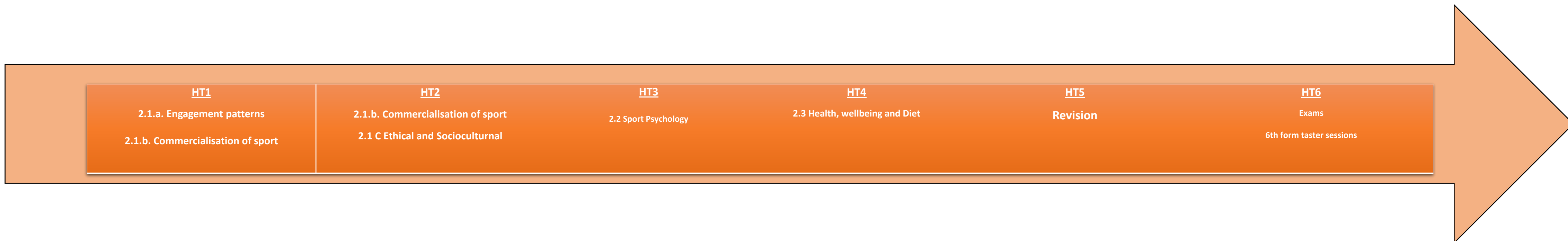


Year 11 PE Curriculum Sequence

Intent: To allow affirm students knowledge and understanding of Socio-cultural issues and Sports Psychology whilst learning about what health and diet mean and how we can implement these into our own lifestyles

- W.S Ideas to be Introduced:  
 1 Development of scientific thinking  
 2 Experimental skills and strategies  
 3 Analysis and evaluation  
 4 Scientific vocabulary, quantities, units, symbols and nomenclature



**Why move onto these units?**  
 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.

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.

**Why move onto these units?**  
 Learners will continue to develop their knowledge and understanding of the commercialisation of 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.

**Why move onto these units?**  
 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. Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. 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.

**Why move onto these units?**  
 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.

**Why move onto these units?**

**Specification Links:**  
 • N/A - Paper 2 content begins here

**Specification Links:**  
 • 2.2 sports Psychology, 2.3 Health and

**Specification Links:**

**Specification Links:**

**Specification Links:**  
 • 1.1.a. The structure and function of the skeletal system 1.1.b. The structure and function of the muscular system, 1.1.c. Movement analysis, 1.1.e. Effects of exercise on body systems, 1.2.c. Preventing injury, 1.2.b. Applying the principles of training.

**Teaching these things here supports:**  
 • 2.1b Commercialisation of Sport, 2.1c Ethical and sociocultural issues in sport, 2.3 Health, wellbeing and diet

**Teaching these things here supports:**  
 • Students knowledge of the media and how it relates to modern day sport  
 • The history of drugs and cheating in sport

**Teaching these things here supports:**

**Teaching these things here supports:**

**Teaching these things here supports:**  
 • Knowledge retrieval methods prior to GCSE exams