



Holmer Green Senior School Curriculum Map

Department

GCSE PE/BTEC SPORT

End Game:

- To understand, develop and maintain a healthy active lifestyle.
- To create a sporting mindset to develop physical skills, teamwork, sportsmanship, social skills, etiquette, leadership, confidence and competitiveness and the ability to evaluate and analyse.
- To choose to pursue and specialise a physical activity outside of the school environment and throughout later life.

Challenge: A differentiated curriculum is taught throughout all PE lessons to enable progress and challenge for all abilities. This level of challenge is then further advanced through extra-curricular clubs, intra and inter school competitions and the vast club/school links that have been set up within the local community.

Skills Developed: As indicated.

PE Vision Statement:

- All students have the opportunity to fulfil their (sporting) potential and develop a lifelong healthy lifestyle.
- To develop the whole person in the values, skills and personal qualities Physical Education provides.

A key focus is placed on the teaching of transferable skills in sporting activities, school life and personal life. These include: Sporting skills and tactics, teamwork, commitment, self-esteem and health education for future life.



	AP1	AP2	AP3
	<i>Fertile Question: Aggression in sports is always negative?</i>		
Nine	<p>Topic(s):</p> <p>Theory – Sports Psychology, Social, Cultural Influences and Health, Fitness and Well-being</p> <p>Practical - options depending on student choice. Must include an Individual sport, a Team sport and one other.</p>	<p>Topic(s):</p> <p>Theory – Sports Psychology, Social, Cultural Influences and Health, Fitness and Well-being</p> <p>Practical - options depending on student choice. Must include an Individual sport, a Team sport and one other.</p>	<p>Topic(s):</p> <p>Theory – Sports Psychology, Social, Cultural Influences and Health, Fitness and Well-being</p> <p>Practical - options depending on student choice. Must include an Individual sport, a Team sport and one other.</p>
	<p>Assessment:</p> <p>End of Unit Test, extended writing tasks. Low stakes assessment used in all lessons (AQA example exam questions)</p> <p>Practical assessment ongoing throughout all selected sports.</p> <p>Paper 2 AQA PE Mock exam</p>		



	AP1	AP2	AP3
Ten	<i>Fertile Question: What is the ideal somatotype for sporting success</i>		
	<p>Topic(s):</p> <p>Theory – Applied Anatomy and Physiology, Movement Analysis, Methods of Training</p> <p>Practical - options depending on student choice. Must include an Individual sport, a Team sport and one other.</p>	<p>Topic(s):</p> <p>Theory – Applied Anatomy and Physiology, Movement Analysis, Methods of Training</p> <p>Practical - options depending on student choice. Must include an Individual sport, a Team sport and one other.</p>	<p>Topic(s):</p> <p>Theory – Applied Anatomy and Physiology, Movement Analysis, Methods of Training</p> <p>Practical - options depending on student choice. Must include an Individual sport, a Team sport and one other.</p>
	<p>Assessment:</p> <p>End of Unit Test, extended writing tasks. Low stakes assessment used in all lessons (AQA example exam questions)</p> <p>Practical assessment ongoing throughout all selected sports.</p> <p>Paper 1 AQA PE mock</p>		



	AP1	AP2	AP3
Eleven	<i>Fertile Question: Are all weaknesses in sport physical?</i>		
	Topic(s): Introduction to Coursework through coursework guidelines criteria	Topic(s): Coursework/Start of revision programme Examination preparation	Topic(s): Full revision programme Examination preparation Examination papers 1 and 2
	Assessment: Extended writing Coursework Practical Assessment	Assessment: Extended writing Coursework Mock exam Practical moderation	Assessment: Extended writing Coursework Low stakes assessment as means of preparation for exam



Holmer Green Senior School Curriculum Map 6th Form BTEC SPORT Level 3

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12	<p>Topic(s): Unit 1: Anatomy and physiology Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p> <p>Fertile Question: Does training always improve performance?</p> <p>Assessment: Unit 1: June 2019 – written exam (externally assessed) 80mks 1.30hrs Unit 2: June 2019 – case study 60mks written assignment (externally assessed) Ongoing low stakes assessment in all lessons</p>	<p>Topic(s): Unit 1: Anatomy and physiology Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p> <p>Fertile Question: Does training always improve performance?</p> <p>Assessment: Unit 1: June 2019 – written exam (externally assessed) 80mks 1.30hrs Unit 2: June 2019 – case study 60mks written assignment (externally assessed) Ongoing low stakes assessment in all lessons</p>	<p>Topic(s): Unit 1: Anatomy and physiology Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p> <p>Fertile Question: Does training always improve performance?</p> <p>Assessment: Unit 1: June 2019 – written exam (externally assessed) 80mks 1.30hrs Unit 2: June 2019 – case study 60mks written assignment (externally assessed) Ongoing low stakes assessment in all lessons</p>	<p>Topic(s): Unit 1: Anatomy and physiology Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p> <p>Fertile Question: Does training always improve performance?</p> <p>Assessment: Unit 1: June 2019 – written exam (externally assessed) 80mks 1.30hrs Unit 2: June 2019 – case study 60mks written assignment (externally assessed) Ongoing low stakes assessment in all lessons</p>	<p>Topic(s): Unit 1: Anatomy and physiology Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p> <p>Fertile Question: Does training always improve performance?</p> <p>Assessment: Unit 1: June 2019 – written exam (externally assessed) 80mks 1.30hrs Unit 2: June 2019 – case study 60mks written assignment (externally assessed) Ongoing low stakes assessment in all lessons</p>	<p>Topic(s): Unit 1: Anatomy and physiology Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p> <p>Fertile Question: Does training always improve performance?</p> <p>Assessment: Unit 1: June 2019 – written exam (externally assessed) 80mks 1.30hrs Unit 2: June 2019 – case study 60mks written assignment (externally assessed) Ongoing low stakes assessment in all lessons</p>



<p>Year 13</p>	<p>Topic(s): Unit 3: Professional development in the sports industry Unit 5: Application of fitness testing</p> <p>Fertile Question: Unit 5: Good scores in fitness testing = good sports performer? Unit 3: What skills are required to be successful in the sports industry?</p> <p>Assessment: Unit 3: Tasks A-B Unit 5: Task A-B</p>	<p>Topic(s): Unit 3: Professional development in the sports industry Unit 5: Application of fitness testing</p> <p>Fertile Question: Unit 5: Good scores in fitness testing = good sports performer? Unit 3: What skills are required to be successful in the sports industry?</p> <p>Assessment: Unit 3: Tasks A-B Unit 5: Tasks A-B</p>	<p>Topic(s): Unit 3: Professional development in the sports industry Unit 5: Application of fitness testing</p> <p>Fertile Question: Unit 5: Good scores in fitness testing = good sports performer? Unit 3: What skills are required to be successful in the sports industry?</p> <p>Assessment: Unit 3: Task A-B Unit 5: Tasks A-B</p>	<p>Topic(s): Unit 3: Professional development in the sports industry Unit 5: Application of fitness testing</p> <p>Fertile Question: Unit 5: Good scores in fitness testing = good sports performer? Unit 3: What skills are required to be successful in the sports industry?</p> <p>Assessment: Unit 3: Tasks C-D Unit 5: Tasks C</p>	<p>Topic(s): Unit 3: Professional development in the sports industry Unit 5: Application of fitness testing</p> <p>Fertile Question: Unit 5: Good scores in fitness testing = good sports performer? Unit 3: What skills are required to be successful in the sports industry?</p> <p>Assessment: Unit 3: Task C-D Unit 5: Task C</p>	<p>n/a</p>