

Class of 2023/2024 'Accredited' Curriculum Map

Subject Physical Education (GCSE Physical Education & NCFE Health and Fitness)

9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | Both NCFE & GCSE have links to the local further education institutes, such as sixth forms at King John School and Appleton and local colleges, offering A level GSCE, BTEC Level 3 extended diplomas in Sport Exercise Science & Sports Coaching. These courses both provide UCAS points for students to progress to Higher Education. Both courses also contain content that can progress into a variety of job roles linking to physical activity: Personal Trainer, Sports Coach, Referee/Umpire, Physical Therapist and Professional sports performance. Outside of physical activity there are many jobs that can draw relation to the content taught in NCFE & GCSE such as; Cabin Crew, Firefighter, Bricklayer, Police and the armed forces. IEA Coursework - Performance Analysis Assessment Analysis of Strength Paper I Revision & Practical Assessment Preparation & Weaknesses within a sport and an evaluative programme to improve I & Paper 2 Paper I & Paper Can you identify your strengths and weaknesses within your chosen sport, using the AQA Do you feel confident with each topic (Unit I-6)? Can you answer fully every question Are you able to fully demonstrate both your abilities within the practical, in both the skill and game aspects When recapping all paper 2 content are you able to progress your knowledge in order to meet AO3 you have knowledge gaps that require assistan When recapping all paper I content are you able to progress your knowledge in order to meet AO3 (analysis, discussion and justification)? Are you confident in Health & Fitness, Socio-Cultu Il year 11 students will be completing their assessments in this period, students should be itilising your knowledge to fully me wledge to fully mee strength) and suggest a suitable type of training to improve this? Are you able to evaluate & revision? Are you successful in the regular READ questions (analysis, discussion and justification)? Are you confident in Anatomy & Physiology, Influences and Sport Psychology? utilising a variety of revision techniques to embed knowledge, ready for the assess your technical weakness (e.g. shooting) and provide a psychological method of AO2 & AO3 Movement Analysis and Physical Training? This is an external assessment accounting for 10% of the overall mark. Students will be Using both teacher feedback on knowledge gaps & Students to sit full AQA papers (I & tudents will be regularly assessed within class against the AO1, AO2 and AO3 criteria. This will take All practical grades will be submitted ready for the performer sample from Cornelius Vermuyden. If choser aner I & 7 marked us content checklists, students will be formatively arked out of 25. 15 marks are awarded for the identification and analysis of their fitner 2). Both papers are marked out of /78 dents will need to demonstrate their abilities (Skill & Game) on an external invigilation day. Students will b occur through low stake quizzing, extended questions and smaller unit tests the AQA mark scheme & technical strengths and weaknesses. 10 marks are awarded for the suggestion and regularly assessed within class against the AOI, AO2 and AO3 criteria. This will take occur through lo Students will be given a full predicted assessed using quizzing and extended questions ncluding AO1, AO2, 8 creation of an effective programme to combat their weaknesses grade, encompassing predicted NEA stake quizzing, extended questions and smaller unit tests. Anatomy & Physiology Movement Analysis Socio-Cultural Influences Sport Psycholog v through a 25 mark unit test. The unit test will focus on every asper test on a smaller scale. AOI - Defin ons/Descriptions. AO2 - Explanations & Sporting examples. AO3 spect from a regular test on a smaller scale. AOI - Defir t from a regular test on a smaller scale. AOI - Defin tions. AO2 - Expl rom a regular test on a smaller scale. AOI - Definitions/Descriptions, AO2 - Explanations & Sporting t a full ry aspect from a regular test on a smaller scale, AOI - Definitions/Descriptions, AO2 it a full orting examples. AO3 - Disc tions & Sporting examples. AO3 - Discussion/Analysis of content covered. Practic examples. AO3 - Discussion/Analysis of content covered. Practical - Students to be continually AQA Pape ssed for their practical ability, with the focus being on gr Explanations & Sporting examples. AO3 - Discussion/Analysis of content covered. AQA Pape with the focus being on group specific activities. Practical marked out of 25. continually assessed for their practical ability, with the focus being on group specific activities. specific activities. Practical marked out of 25 ssed for their practical ability, with the focus being on group specific activities. Practical marked ou Practical - Students to be continually assessed for their practical ability, with the focus Recap of entire Unit I (External Examination Content) - [40%] Completion of the Synoptic Project (Coursework) - [60%] The synoptic brief is changed each year, with an emphasis on 2 random components of fitness. Revision Period for Unit I Retest - Students that have not completed the 2nd attempt of the test will continuing their revision. Students that have complete oth assessments and their synoptic project will be directed to individual revision fo specific subjects Are you able to describe, explain and discuss all Are you able to describe Task I - Can you explain the 2 chosen fi Task 2 - Can you create and administer: Task 3 - Can you explain 2 methods of testing Task 4 - Can you create a 4 week training Task 5 - Are you able to All year 11 students will be completing their assessments in this period, I aluate your performa students should be utilising a variety of revision techniques to embed ome 3: Health & Fitness, Fi earning outcome 2: Short of training? Can you identify and discuss analyse the data given to suggest ways o amme following a client review? Can y wledge, ready for the assessments in other subjects, as NCFE Health and Cardio-Vascular and Respiratory systems? training (SPORT/FITT)? against normative data? Synoptic Project? Fitness will be completed. The synoptic project is split in 5 tasks which are weighted differently. (AOI / Task I - Explanation of fitness components - 10%) (AO2 / Task 2 - Cre Students are graded externally in an exar f knowledge (12%) & AO3 Analysis & Evaluation (10%). n/Analysis of Fitness Tests 20%) (AO4 / Task 4 - Creation/Analysis/Adaptation of a Fitness Programme 45%) (AO5 / Task 5 - Self entire grade. The grading criteria is split into AO1 Knowledge Recall (18% Paper AO2 - "The em Evaluation 10%). All aspects of the synoptic project are internally marked before being submitted to NCFE. AO2 Application of knowledge (12%) & AO3 Analysis & Evaluation (10%) UNIT I - Learning Outcome I: Introduction to body systems and principles of training in health and fitnes Learning outcome 3: Understand earning Outcome 2 - Understand how to test and develop earning Outcome 4 - Understand the structu alth and fitness and the comerstand the nri how to apply health and fitne prepare safely n? What are the types of muscle? Can yo erent types of joints & the System? Can you explain the structure and the exam? Can you u iscuss the short & long 9 identify the functions of the actions that occur? Can you plain the functions of muscles & different fib unctions of the respiratory system? Can yo pose and link it to a tes ParQ/ Food erm effects of exerc on the body? Students are graded externally in an examination that is worth 40% of the entire grade. The grading criteria is split into AO1 Knowledge Recall (18%), AO2 Application of knowledge (12%) & AO3 Analysis & Evaluation (10%) 1st attempt at Paper work in Year 11. The synoptic project is split in 5 tasks which are weighted differently. (AOI / Task I - Exp AOI - "The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding" nents - 10%) (AO2 / Task 2 - Creation/Analysis of ParO + Lifestyle Oue aire - 15%) (AO3 / Task 3 - Completion/Analysis of Fitness Tests 20%) (AO4 / Task 4 -AO2 - "The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions' of the total grade Creation/Analysis/Adaptation of a Fitness Programme 45%) (AO5 / Task 5 - Self Evaluation 10%). All aspects of the synoptic project are internally marked before being submitted to NCFE. Students in Key Stage 1 & 2 are taught Physical Education in a practical manner, although students will be able to draw links to its curriculum, such as; physical development, health, nutrition and the benefits of exercise National Curriculum and Assessment Objectives: Within the KS4 national curriculum schools are asked to "develop knowledge on a healthy, active lifestyle" which is fully encompassed within both the NCFE & GCSE courses. Schools are asked to "develop knowledge on a healthy, active lifestyle" which is fully encompassed within both the NCFE & GCSE courses. Schools are also asked to "develop strategies, tactics, technique and performance" which are met within GCSE PE. Schools are asked to "develop strategies, tactics, technique and performance" which are met within GCSE PE. Schools are asked to "develop knowledge on a healthy, active lifestyle" which is fully encompassed within both the NCFE & GCSE courses. Schools are asked to "develop knowledge on a healthy, active lifestyle" which is fully encompassed within both the NCFE & GCSE courses. Schools are asked to "develop knowledge on a healthy, active lifestyle" which is fully encompassed within both the NCFE & GCSE courses. Schools are asked to "develop knowledge on a healthy, active lifestyle" which is fully encompassed within both the NCFE & GCSE courses. Schools are asked to "develop knowledge on a healthy, active lifestyle" which is fully encompassed within both the NCFE & GCSE courses. Schools are asked to "develop knowledge on a healthy, active lifestyle" which is fully encompassed within both the NCFE & GCSE courses. previous ones and demonstrate improvement across a range of physical activities to achieve their personal best" which is covered within the coursework aspect of both GCSE PE are also encouraged to participate in regular competitive sport to improve their practical grade, meeting the national curriculum of "continue to take part regularly in competiti sports and activities outside school ussed - Both SOW's are designed to meet key AO LAO2 & AO3 points, then build upon this knowledge nced - The GCSE & NCFE curriculum aim to provide a balanced curriculum encompassing all of the desired content, in a manner that allows students to ascertain knowledge ready for their exam ogression Model - Each SOW is sequenced to build knowledge, filling knowledge gaps with regular low-stake testing. This progression of content allows students to build a strong foundation in order to link units rous - Each SOW for GCSE & NCFE is planned to scaffold learning, embed teaching through regular assessment and build a foundation of knowledge ready for their assessment CFE/GCSE and across the curriculum.

priate – Throughout both units learning is scaffolded to ensure that LAP pupils can build on previous knowledge, with the use of HW tasks. Further progression of content is given to the HAP that requin