Year 11	GCSE PE		
	Key Knowledge- what will students know	Key skills- what skills will students have developed by the end of	Assessment opportunities - How is
Week	by the end of this topic?	this topic?	progress measure?
1-7 Sep-Oct half term	 3.4.1 Long-term effects of aerobic and anaerobic training 3.4.2 Long-term training effects 3.4.3 Long-term training effects and benefits for musculoskeletal system 3.4.4 Long-term training effects and benefits for the cardiorespiratory system 1.3.1 Energy 1.3.2Energy sources 1.4.1 Short term effects on lactate accumulation, muscle fatigue and relevance on performer 1.4.2 Short term effects on heart rate, stroke volume and cardiac output 1.4.3 Short term effects on depth and rate of breathing 3.5.1 Use of a PARQ 3.5.2 Injury prevention 3.5.3 Injuries that can occur 3.5.4 RICE (Injury treatment) 	Exam technique - be able to apply knowledge to relevant question level.Be able to apply knowledge to sporting scenarios Be able to describe/state/define (AO1), apply using examples from sport (AO2), and explain/evaluate/analyse topics learned (AO3) Structure answers according to 'command words' in exam questions Recall key vocabulary and terminology Explain key anatomical concepts. Develop the skills of analysis and evaluation of performance in physical activity and sport. Be able to identify cross curricular links between C1 and C2 factors Be able to identify cross curricular links with other subjects - especially science (anatomy and physiology), maths (data analysis), English (longer answers to 9-mark questions, writing structure etc), PSHCE (health and well-being) etc.	Ongoing teacher assessment and questioning. Regular homework – using 'The Everlearner' online platform. Regular 'Test yourself' topic tests. Formal mock assessment. Peer/Self-assessment Regular interleaving starter tests checking previous learning
	3.5.5 Performance-enhancing drugs (PEDs) Revision for Mocks (week beginning 18th November) AfL lesson following mock 3.6.1 Purpose and importance of warm- ups and cool downs	Exam technique - be able to apply knowledge to relevant question level.Be able to apply knowledge to sporting scenarios Be able to describe/state/define (AO1), apply using examples from sport (AO2), and explain/evaluate/analyse topics learned (AO3) Structure answers according to 'command words' in exam questions Recall key vocabulary and terminology	Ongoing teacher assessment and questioning. Regular homework – using 'The Everlearner' online platform. Regular 'Test yourself' topic tests. Formal mock assessment.
Oct- Christmas	3.6.2 Phases of a warm-up 3.6.3 Activities included in a warm-up and cool downs	Explain key anatomical concepts. Develop the skills of analysis and evaluation of performance in physical activity and sport.	Peer/Self-assessment Regular interleaving starter tests checking previous learning

		Be able to identify cross curricular links between C1 and C2	
		factors	
		Be able to identify cross curricular links with other subjects -	
		especially science (apatomy and physiology) maths (data	
		analysis) English (longer answers to 9-mark questions, writing	
		analysis), English (longer answers to 5-mark questions, writing	
		Exam technique - be able to apply knowledge to relevant	
		question level.Be able to apply knowledge to sporting	
		scenariosBe able to describe/state/define (AO1), apply using	
	2.1 Lever systems	examples from sport (AO2), and explain/evaluate/analyse	
	2.2 Planes and axes of movement	topics learned (AO3)	
	First, second- and third-class leavers	Structure answers according to 'command words' in exam	
	Mechanical advantage and disadvantage	questions	
	Movement patterns using body planes	Recall key vocabulary and terminology	
	and axis	Explain key anatomical concepts.	Ongoing teacher assessment and
	Movement in the sagittal plane on the	Develop the skills of analysis and evaluation of performance in	questioning. Regular homework –
	frontal axis	physical activity and sport.	using 'The Everlearner' online
	Movement in the frontal plane on the	Be able to identify cross curricular links between C1 and C2	platform.
	sagittal axis	factors	Regular 'Test yourself' topic tests.
	Movement in the transverse plane about	Be able to identify cross curricular links with other subjects -	Formal mock assessment.
	the vertical axis	especially science (anatomy and physiology), maths (data	Peer/Self-assessment
Jan-Feb		analysis), English (longer answers to 9-mark questions, writing	Regular interleaving starter tests
half term		structure etc), PSHCE (health and well-being) etc.	checking previous learning
		Exam technique - be able to apply knowledge to relevant	
	4.1.1 Develop knowledge and	auestion level.	
	understanding of data analysis in relation	Be able to apply knowledge to sporting scenarios	
	to key areas of physical activity and sport	Be able to describe/state/define (AO1), apply using examples	
	4 1 2 Demonstrate an understanding of	from sport (AO2) and explain/evaluate/analyse topics learned	
	how data is collected, qualitative and	$(\Delta \Omega 3)$	Ongoing teacher assessment and
	quantitative	Structure answers according to 'command words' in exam	questioning Regular homework –
	$4 \ 1 \ 3/4 \ 1 \ 4$ Present and interpret data	auestions	using 'The Everlearner' online
	accurately	Recall key vocabulary and terminology	nlatform
	4 1 5 Analyse and evaluate statistical data	Explain key anatomical concents	Regular 'Test vourself' tonic tests
	from their own results	Develop the skills of analysis and evaluation of performance in	Formal mock assessment
		nhysical activity and sport	Deer/Self-assessment
Fob-	Revision of all tonic areas	Physical activity and sport. Reable to identify cross curricular links between C1 and C2	Pagular interleaving starter tests
Eastor		factore	chacking provious loorning
Easter		ומננטוא	checking previous learning

		Be able to identify cross curricular links with other subjects -	
		especially science (anatomy and physiology), maths (data	
		analysis), English (longer answers to 9-mark questions, writing	
		structure etc), PSHCE (health and well-being) etc.	
		Exam technique - be able to apply knowledge to relevant	
		question level.	
		Be able to apply knowledge to sporting scenarios	
	4.1.1 Develop knowledge and	Be able to describe/state/define (AO1), apply using examples	
	understanding of data analysis in relation	from sport (AO2), and explain/evaluate/analyse topics learned	
	to key areas of physical activity and sport	(AO3)	
	4.1.2 Demonstrate an understanding of	Structure answers according to 'command words' in exam	
	how data is collected, qualitative and	questions	
	quantitative	Recall key vocabulary and terminology	
	4.1.3/4.1.4 Present and interpret data	Explain key anatomical concepts.	Ongoing teacher assessment and
	accurately	Develop the skills of analysis and evaluation of performance in	questioning. Regular homework –
	4.1.5 Analyse and evaluate statistical data	physical activity and sport.	using 'The Everlearner' online
	from their own results	Be able to identify cross curricular links between C1 and C2	platform.
		factors	Regular 'Test yourself' topic tests.
Easter-	Revision of all topic areas	Be able to identify cross curricular links with other subjects -	Formal mock assessment.
Summer		especially science (anatomy and physiology), maths (data	Peer/Self-assessment
exam		analysis), English (longer answers to 9-mark questions, writing	Regular interleaving starter tests
date		structure etc), PSHCE (health and well-being) etc.	checking previous learning