

 **GCSE PE**

**Homework Overview – Year 11**

Practical Sport

Students are expected to attend extra-curricular clubs in their own time, for the two sports in which they’ll be assessed. This can be done as part of the PE department extra-curricular programme and/or independently outside college.

Theory

The students will be set weekly homework on TheEverLearner – this will be through watching annotated lessons, or completing test yourselves and checkpoints.

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| **Date** | **Description** |
| **Week 1** | Be able to describe the different types of activity and sport that takes place in the UK |
| **Week 2** | Understand and describe the factors that affect participation in physical activity and sport |
| **Week 3** | Be able to describe and explain the Major factors that affect participation in physical activity and sport including disability, gender and race |
| **Week 4** | Be able to confidently describe strategies that can be used to increase participation in physical activity and sport |
| **Week 5** | Research specific case studies that show incidents of participation rising or falling in physical activity and sport and be able to discuss these in detail. |
| **Week 6** | Understand what is meant by commercialisation and how it has an impact on physical activity and sport |
| **Week 7** | Be able to explain how the media has an impact on physical activity and sport |
| **Half-term holiday** | Be able to describe and explain how sponsorship has an effect on the commercialisation of physical activity and sport. |
| **Week 8** | BE able to articulate and explain the positive and negative effects of the media and sponsorship on Physical education and sport. |
| **Week 9** | Understand what is meant by ethics in sport. Be able to explain why ethics are needed in sport and physical activity including sportsmanship, gamesmanship and deviance |
| **Week 10** | Be able to explain when violence in sport is most likely to occur and the consequences of becoming violent in sport at both a recreational and elite level. |
| **Week 11** | Be able to describe and explain the side effects of the different drugs that are used in sport such as anabolic steroids, beta blockers and stimulants. |
| **Week 12** | Be able to explain the impact of drug use in physical activity and sport including actions taken on performers found to be using performance enhancing drugs |
| **Week 13** | To be able to name and describe the 5 characteristics of skilful movement * Efficiency
* Pre-determined
* Co-ordinated
* Fluent
* Aesthetic
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| **Week 14** | .Be able to describe the difficulty continuum and give practical examples of both simple and complex skills |
| **Christmas holiday** | Be able to describe the environmental continuum and give practical examples of open and closed skills. |
| **Week 15** | Understand why goal setting is important in physical activity and sport including how we can make It more effective. |
| **Week 16** | Be able to describe each section of the SMART principle of goal setting with practical examples for each section. |
| **Week 17** | Be able to explain how we can use data in goal setting and how this can aid a performer including the use of goal reviews. |
| **Week 18** | Understand how a performer may use the following mental preparation techniques to get ready for a sporting event.* Imagery
* Mental rehearsal
* Selective attention
* Positive thinking
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| **Week 19** | Be able to explain the different types of guidance performers or young people may need to develop and improve their performance.  |
| **Week 20** | Understand the different types of feedback that a performer can receive including the positive and negative sides to each type of feedback |
| **Half term holiday** | Understand what is meant by health and wellbeing and the differences between them. |
| **Week 21** | Be able to describe the physical and health benefits of leading a healthy active lifestyle and the effects a sedentary lifestyle may have on the body. |
| **Week 22** | Be able to describe the emotional and social benefits of leading a healthy active lifestyle and the effects a sedentary lifestyle may have on your emotional and social wellbeing |
| **Week 23** | Understand the priorities of different age groups and how this may affect a person’s relationship with physical activity and sport |
| **Week 24** | Understand what makes a balanced diet and be able to describe in detail the different nutrients and minerals linking all aspects to physical examples. |