

GCSE PE Topics

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Topic	Rationale	Knowledge acquisition <i>To know....</i> <i>...that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
Component 2 1.1 Physical, emotional and social health, fitness and well-being	To develop knowledge of the benefits of participating in physical activity and sport to health, fitness and wellbeing	To know that improving the components of fitness can improve physical health and reduce the risk of disease.	Physical, components of fitness, cardiovascular, obesity, type 2 diabetes, health risk	Skills: Students will develop the skills needed to understand the relationship between physical activity, fitness, health and well-being. They will learn to explain how participation in sport and exercise can improve physical, emotional and social health while reducing the risk of disease. Students will apply their knowledge of healthy lifestyles, nutrition, hydration and exercise programmes to real-life situations. They will analyse the impact of lifestyle choices on health and performance, evaluate the benefits and risks associated with different behaviours, and make informed recommendations to improve well-being. Students will also develop decision-making and evaluation skills through practical and theoretical examples. Enrichment: Students will enrich their learning through personal fitness profiling, healthy lifestyle investigations and the creation of individual exercise plans. They may analyse dietary habits, monitor physical activity levels and evaluate lifestyle choices that influence health and well-being. Opportunities include researching public health campaigns,
		To know how improvements in fitness contribute to better health and reduced health risks.		
		To know that participation in physical activity and sport can improve emotional and psychological health.	Emotional, psychological, serotonin, self-esteem, confidence, aesthetic appreciation	
		To know how physical activity contributes to improved self-esteem, confidence and stress management.		
		To know that participation in physical activity and sport can improve social health and well-being.	Social, cooperation, teamwork, communication, relationships	
		To know how physical activity develops social skills, teamwork and positive relationships.		
		To know that fitness can have both positive and negative effects on well-being.	Fitness, well-being, physical health, emotional health, social health, overtraining	
		To know how fitness levels and participation in physical activity can impact overall well-being.		
		To know that personal exercise programmes should be designed, monitored and evaluated to meet individual needs.	Personal Exercise Programme (PEP), monitoring, evaluation, goal setting, SMART target, training programme	
		To know how to develop and evaluate a personal exercise programme to improve health and fitness.		
		To know that lifestyle choices can influence health, fitness and well-being.	diet, activity level, work/rest/sleep balance, and recreational drugs (alcohol, nicotine)	
		To know how different lifestyle choices affect participation in physical activity and overall health.		

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		To know that lifestyle choices can have both positive and negative effects on health and performance. To know how positive and negative lifestyle choices impact physical, emotional and social well-being.	Lifestyle choice, physical well-being, emotional well-being, social well-being, performance, health	exploring the impact of inactivity on society and investigating how elite athletes maintain healthy lifestyles. Students may also participate in practical activities that demonstrate the benefits of exercise for physical, emotional and social health. Careers linked to health promotion, nutrition, physiotherapy and public health can be explored to broaden understanding of how the topic applies beyond school.
1.2 The consequences of a sedentary lifestyle		To know that a sedentary lifestyle can negatively affect health and well-being. To know how a lack of physical activity increases the risk of health-related conditions.	Overweight, overfat, obese, depression, coronary heart disease, high blood pressure, diabetes, osteoporosis, loss of muscle tone, posture, impact on components of fitness	
1.3 Energy use, diet, nutrition and hydration		To know that a balanced diet contains the correct ratio of nutrients needed for health and performance. To know how nutritional requirements vary to support a healthy lifestyle and sporting performance.	Fats, carbohydrates, protein, vitamins, minerals, fibre and water	
		To know that macronutrients are essential for energy, growth and repair. To know how carbohydrates, proteins and fats contribute to health and physical performance.	Carbohydrates, proteins and fat, carbohydrate loading, timing of protein intake	
		To know that micronutrients are essential for maintaining health and normal body function. To know how vitamins and minerals support physical activity, performance and well-being.	Micronutrient, vitamin, mineral, iron, calcium, health	
		To know that optimum weight varies according to individual factors and sporting roles. To know how body weight and composition can affect performance in different physical activities and sports.	Sex, height, bone structure and muscle girth, energy balance	

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		To know that hydration is essential for maintaining health and performance during physical activity and sport. To know how maintaining hydration supports performance and prevents the effects of dehydration.	Hydration, dehydration, fluid balance	
2.1 Classification of skills (basic/complex, open/closed)	To develop knowledge of the psychological factors that can affect performers.	To know that sports skills can be classified into different categories. To know how to classify skills using sporting examples.	open-closed, basic (simple)-complex, and low organisation-high organisation continua	Skills: Students will develop the skills needed to understand the psychological factors that influence sporting performance. They will learn to classify skills, identify suitable practice structures and explain how guidance and feedback can improve performance. Students will apply principles of goal setting and SMART targets to support skill development and motivation. They will analyse the effectiveness of different types of guidance and feedback for performers of varying abilities and evaluate the use of mental preparation techniques such as imagery and mental rehearsal. Students will develop their ability to apply psychological concepts to practical sporting situations and use specialist terminology accurately and confidently.
2.2 The use of goal setting and SMART targets to improve and/or Optimise performance		To know that different practice structures are used to develop and improve performance. To know how to select appropriate practice structures for different skills and performers.	practice, massed, distributed, fixed and variable	
2.3 Guidance and feedback on performance		To know that goal setting can improve and optimise performance. To know how to set and apply SMART targets to improve performance.	Goal setting, specific, measureable, achievable, realistic, time-bound	
		To know that different types of guidance can be used to support skill development and performance. To know how to select appropriate guidance for performers of different abilities.	Guidance, visual, verbal, manual and mechanical	
		To know that each type of guidance has advantages and disadvantages. To know how to evaluate the suitability of different types of guidance in a variety of sporting contexts.	Skill level, elite, novice, activity	
				Enrichment: Students will enrich their learning by exploring how athletes use psychological techniques to optimise performance.

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2.4 Mental preparation for performance		To know that different types of feedback can be used to improve performance. To know how feedback can be applied to develop skills and optimise performance.	Feedback, intrinsic, extrinsic, concurrent, terminal	They may create personal performance goals, evaluate different practice methods and investigate how elite performers use imagery, visualisation and mental rehearsal. Opportunities include observing coaching sessions, analysing feedback provided to athletes and applying sport psychology principles within practical lessons. Students may research famous sporting examples where mental preparation influenced performance outcomes and explore careers linked to sports psychology, coaching and performance analysis. These activities help students understand how psychological factors contribute to success in sport and physical activity.
		To know that mental preparation techniques can influence sporting performance. To know how mental preparation techniques can be used to improve confidence, focus and performance.	Mental preparation, mental rehearsal, imagery, visualisation, goal setting, motivation, confidence	
3.1 Engagement patterns of different social groups in physical activity and sport	To develop knowledge of the socio-cultural factors that impact on physical activity and sport, and impact of sport on society	To know that participation rates in physical activity and sport are influenced by personal factors. To know how personal factors can affect participation in physical activity and sport.	Participation, gender, age, socio-economic group, ethnicity, disability, analysis of data	Skills: Students will develop the skills needed to understand the factors that influence participation in physical activity and sport. They will learn to analyse how personal factors such as age, gender, disability, ethnicity and socio-economic background can affect participation. Students will investigate the relationship between commercialisation, the media and sport, and evaluate their impact on
3.2 Commercialisation of physical activity and sport		To know that commercialisation and the media have a significant influence on physical activity and sport. To know how commercialisation and the media interact to impact participation and performance in sport.	Commercialisation, media, sponsorship, advertising, revenue	

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		To know that commercialisation and the media can have both positive and negative effects on sport. To know how to evaluate the impact of commercialisation and the media on performers, spectators and sport.	Commercialisation, sponsorship, media coverage, revenue, role model, pressure	performers, spectators and sporting organisations. They will also develop the ability to identify and assess different types of sporting behaviour, using evidence and examples to support their judgements. Throughout the topic, students will strengthen their analytical, evaluative and discussion skills using contemporary sporting contexts.
3.3 Ethical and socio-cultural issues in physical activity and sport		To know that different types of sporting behaviour are demonstrated in physical activity and sport. To know how to identify and evaluate examples of sporting behaviour in different sporting contexts.	Sportsmanship, gamesmanship, Deviance, etiquette, conduct, fair play.	Enrichment: Students will enrich their learning by investigating current issues in sport and society. They may analyse participation trends, explore barriers to participation and examine initiatives designed to increase involvement in physical activity. Opportunities include researching sponsorship deals, media coverage of major sporting events and the impact of commercialisation on modern sport. Students may debate ethical issues surrounding sporting behaviour and analyse real-life examples of sportsmanship, gamesmanship and deviance. They may also explore careers in sports media, marketing, event management and sports development, helping them understand the wider social and cultural significance of sport.