# The Fisher Way: Curriculum

*The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.*

**Successful and resilient** learners who aspire to and achieve excellence

**Confident** individuals who can explore and communicate effectively

**Responsible** citizens who are active, loving and wise in all their endeavours

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| **Subject** | GCSE PE |
| **Year Group** | Year 11 |
| **Intent** | **Successful and resilient learners**: who understand how to apply theoretical sporting knowledge to practical situations.<br><br>**Confident individuals:** who have an awareness of the different ways to stay involved in sport and physical activity and of roles within sport.<br><br>**Responsible citizens:** who understand the importance of leading a healthy active lifestyle and to equip them with the tools to do so through health and wellbeing education, therefore, fostering a life-long passion for sport and healthy active lifestyles. |

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| **Narrative** | • Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance;<br>• Understand how the physiological and psychological state affects performance in physical activity and sport;<br>• Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas;<br>• Develop their ability to analyse and evaluate to improve performance in physical activity and sport;<br>• Understand the contribution that physical activity and sport make to health, fitness and wellbeing;<br>Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport. | | | | | |
| **Half term** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Knowledge (topics studied)** | Feedback and guidance | Commercialisation in sport | Planning PEP | Revision and exam preparation | EXAM | |
| **Key skills** | Critical thinking<br>Application skills<br>Communication skills<br>Teamwork<br>Organisation<br>Creativity | Critical thinking<br>Application skills<br>Communication skills<br>Teamwork<br>Organisation<br>Creativity | Critical thinking<br>Application skills<br>Communication skills<br>Teamwork<br>Organisation<br>Creativity | Critical thinking<br>Application skills<br>Communication skills<br>Teamwork<br>Organisation<br>Creativity | Critical thinking<br>Analysis<br>Application<br>Organisation | |
| **Careers and cultural capital** | Coach<br>PE teacher<br>Performance analyst<br>Manager | Media executive<br>Promoter | Performance analyst<br>Coach<br>PE teacher<br>Manager | Learners can review/reflect future career paths based on the avenues that have been presented throughout the course. | | |

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| **Assessment** | End of unit test<br><br>Assessments in practical lessons of sport performance.<br><br>Regular homework quizzes.<br><br>Marking (bingo dabbers). | End of unit test<br><br>Assessments in practical lessons of sport performance.<br><br>Regular homework quizzes.<br><br>Marking (bingo dabbers). | End of unit test<br><br>Assessments in practical lessons of sport performance.<br><br>Regular homework quizzes.<br><br>Marking (bingo dabbers). | End of unit test<br><br>Assessments in practical lessons of sport performance.<br><br>Regular homework quizzes.<br><br>Marking (bingo dabbers). | End of unit test<br><br>Assessments in practical lessons of sport performance.<br><br>Regular homework quizzes.<br><br>Marking (bingo dabbers). | End of unit test<br><br>Assessments in practical lessons of sport performance.<br><br>Regular homework quizzes.<br><br>Marking (bingo dabbers). |