



Bottisham Village College

# KNOWLEDGE ORGANISER

**GCSE PE**

**YEAR 11 ALL YEAR**



# KNOWLEDGE ORGANISERS

At Bottisham Village College, we are striving to create a five-year curriculum plan that builds effective revision strategies into homework and lessons, to ensure that students are able to place powerful knowledge into their long-term memories. Additionally, we hope that this will help build effective learning strategies from early in their time here at the college.

Based on evidence, we know that regular recall activities are the best way of achieving this goal and committing powerful knowledge into the students' memories.

At the start of each term, we shall publish all the knowledge organisers that students will require for their studies in each curriculum area. These will cover a range of aspects: facts, dates, characters, quotes, precise definitions and important vocabulary. We are clear: if this fundamental knowledge is secured, students can then develop their higher-level skills of analysis and critical understanding with greater depth.

They will be given an electronic A4 Knowledge Organiser (KO) booklet for each term containing all of the knowledge required. In lessons, Bottisham staff will be regularly testing this fundamental knowledge, using short-quizzes or even more formal "Faculty Knowledge Tests".

The best way to use these organisers at home, is to follow a simple mantra:



1. Look at a certain aspects of a particular knowledge organiser
2. Cover up part of their knowledge organiser
3. Write it out from memory
4. Check and correct any spelling mistakes, missing bits or mistakes

**So simple but so effective.**

## Key Definitions:

## Participation Rates & Trends

**Participation rates** – the number of people in a particular group involved in physical activity or sport

**Physical activity** – Exercise, but not necessarily competitive

**Sport** – organised competition between individuals or teams

**Sport England** – An organisation that funds projects to promote participation of sport and physical activity

*Slogan 'start, stay, succeed'*

**National Governing Body** – The organisation that oversee the running of a particular sport e.g. The FA for football

**Department for Culture, Media & Sport** – the government department responsible for sport funding in the UK

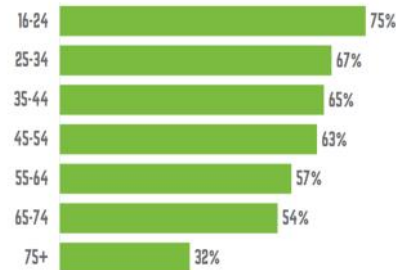
**Discrimination** – the unfair treatment of categories of people. When people are discriminated against they often don't have the same opportunities.

**Access**—facilities and coaching

**Provision**—opportunities to participate



Most popular activities in the UK for Adults



## Barriers vs Acceptance

Gender  
 Ethnicity  
 Family  
 Religion/Culture  
 Disability  
 Age  
 Environment/Climate  
 Time /work commitments  
 Cost/disposable income  
 Opportunity/access



## Participation Trends—Groups & Activities

Men are more likely to be active (in organised competition) than women

Younger people are more likely to be active (play games) than older people

White British people are more likely to be active than ethnic minorities

Able bodied people are more likely to be active than disabled people

Wealthier people are more likely to be active (do more expensive sports) than poorer people



## Strategies to improve participation

### Access

Additional sessions  
 Improved transport links  
 Adapted equipment

### Promotion

Advertising  
 Media coverage  
 National sporting success/role models

### Provision

sporting sessions for groups  
 National lottery funding



# GCSE PE KNOWLEDGE ORGANISER

## UNIT 3: Socio Cultural Influences

### Key Definitions:

#### Commercialisation of Sport:

Treating sport like a business. The management or exploitation of a person, organisation or activity designed to make a profit.

#### The Golden triangle:

The interdependent relationship between the media, elite sport and sponsorship. If one part of the triangle increases, the other 2 are likely to do so also

#### Media

A diverse range of technologies that act as a means of mass communication.

#### Sponsor

An individual or group, usually a company which provides financial or other forms of support to an event, activity or organisation.

#### Sponsorship

The giving of money or goods to performers in order to get good publicity and or increase profit.



#### Types of sponsorship

- Living, training, travelling, competition costs
- Sportswear, equipment, footwear
- Facilities : training grounds/stadiums

#### + effects of media

Takes sports to huge audiences

Coverages helps to increase interest/grass root participation

Media spotlight creates role models

Brings in revenue to sport – wages/facilities



#### - effects of media

Increase pressure on performers

Media scrutiny - mistakes

Rules/timings are altered to fit in with media/TV

Poor behaviour – negative role models

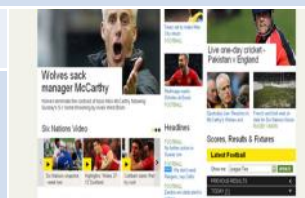
Increases gap – men vs women coverage

Participants overpaid/ supporters required to pay huge amount

#### + of sponsorship

Brings money in – pays for facilities, coaching/ technology and grass-roots sport

Allows events to be run without costs being passed on to teams/ participants



#### - of sponsorship

Focus can move from sport to business/money

Increases pressure on participants to perform at their best all the time in order to retain their sponsorship which may reduce enjoyment

Sponsors may expect a say in a how a sport/tournament runs

Performers can be overpaid which creates a divided society

Successful teams and individuals are more attractive to sponsors which widens the gulf

#### Media

*informs, educates, entertains*

#### Types of

TV & radio

Social media

Newspapers

Internet



## Key Definitions: Ethics

### Sportsmanship

Showing respect or fair play towards opponents, whether winning or losing

### Gamesmanship

Laws of the game are interpreted in ways which while not illegal are not in the spirit of the game, pushing limits to gain unfair advantage.

### Deviance

Behaviour that is either unethical, immoral or breaks the rules of a sport. Often illegal

### Violence

Physical acts committed in sport that go beyond accepted rules

### Performance enhancing drugs

Substance that affect a performers body and give them an unfair advantage over the competitors



Lance Armstrong:  
Drug cheat or cheated by drugs?

### Sportsmanship

Shaking hands

Thanking officials & opponents

Accept the officials decisions

Do not stretch rules

Take others feelings into account ( no need to over celebrate)



Make sure you know the SIDE EFFECTS

### Gamesmanship

Time wasting

Diving in Football

Deliberate fouling in Basketball or Football

Tying up short laces on match point

Feigning an injury



### Deviance

Reckless challenges

Intimidating officials

Use of bad language

Betting on results

Use of performance enhancing drugs

### Yes for drugs

- It would make the playing field more even – everyone would be doing it!
- It would be more interesting for spectators
- It would save governing bodies spending millions trying to test it

### No for drugs

- It could put athletes health at risk
- It would go against "the spirit of sport"
- It could lead to elite sport being for "those that can pay for the best substances"
- It would create negative role models for children

### Anabolic steroids

Increases muscle mass/strength  
Speed of recovery

Weight lifting

Sprinting

Athletics throws

### Beta-blockers

Slows heart rate  
Increase control  
Calming effect

Shooting

Archery

### Stimulants

Increases Alertness  
Focus

F1 racing

Boxers

Sprinters

### Key Definitions : **GOAL SETTING**

The process of setting targets that a performer will work towards achieving

Specific: target a specific aspect of performance

Measurable: way of knowing if they've been met

Achievable: within reach of the performer

Recorded: written down

Timed: time limits

### Performance goals

- ♦ Focus on technique
- ♦ Short term
- ♦ About the process

### Outcome goals

- ♦ End result
- ♦ Medium / Long term

*Goals should be SMART...*

**S**pecific – clear, not vague

**M**easurable – numbers and data involved

**A**chievable – within reach of your capabilities

**R**ecorded – writing them down keeps them visible

**T**imed – an end point when it should be achieved by

### Why set Goals?

- ♦ To motivate performers
- ♦ Improve focus & effort
- ♦ Optimise performance
- ♦ Increase adherence (sticking to it)
- ♦ Improve performance
- ♦ Develop perseverance



### Key Definitions : SKILL

**Motor skill** : learned body movement or action

**Simple skill** : basic movements, few sub routines, not a lot of information to process. Eg: chest pass

**Complex skill**: lots of sub routines, lot of information to process. Eg Somersault

**Open skill**: skill that is affected by the environment and must be adapted to suit the environment. Eg Rugby tackle

**Closed skill**: skill that is performed in a predictable environment. Eg Javelin throw

**Difficulty continuum**: considers how complicated skills are and how much focus is required to complete them

**Environmental continuum**: considers the factors that surround a performer as they execute the skill

### 5 Characteristics of skilful movement

**Aesthetic**— movement looks good, is pleasing to the eye

**Pre Determined**—result is intended. Performer knows exactly what they want to do and do it.

**Efficient**— no time or energy wasted. Skill is made to look easy

**Fluent**—movement is smooth and flowing



### Classification of skills

#### Difficulty continuum

Closed Skill \_\_\_\_\_ Open Skill

#### Environmental continuum

Simple Skill \_\_\_\_\_ Complex Skill

The exact placement of a motor skill on the continuum is dependent on finding a best fit.

**For simple & closed, think athletics e.g. shot put.  
For complex & open, think team games e.g. football**



### Key Definitions :

#### Mental Preparation

**Mental preparation techniques** : a group of techniques carried out in the mind BEFORE a performance

**Imagery** : performer imaging themselves in a relaxed place in which they feel completely calm.

**Mental rehearsal** : practising a skill or technique in your head before physically executing it.

**Selective attention**: actively blocking out distractions and focusing all concentration on the performance ahead.

**Positive thinking**: talking to yourself, either in your head or out loud, blocking out any negative talk or thoughts.

#### Types of Guidance

Information to aid the learning of a skill

- **Visual** : demonstrations
- **Verbal** : instructions/explanations
- **Manual**: coach physically supporting
- **Mechanical**: use of apparatus



**Mental preparation helps with:**

Motivation

“in the zone”

Increased confidence  
Lowers cognitive and

somatic anxiety

**GUIDANCE (4) - BEFORE/DURING**

**FEEDBACK (6) - DURING/AFTER**

DO YOU KNOW PROS/CONS OF EACH?



#### Guidance

Which type is good for beginners or elite athletes?



#### Feedback

Information a performer receives about their performance to help develop and improve

Type of feedback	Example	Advantage	Disadvantage
Intrinsic	How a movement feels	You can make changes whilst	Requires lot of experience
Extrinsic	A coach giving instructions	Good for beginners	Over reliant on coach
Knowledge of results	Finishing position/score line	Measures success v others	Demotivating, win at all costs
Knowledge of performance	Quality of performance	Identify strengths & weaknesses	Can be misleading
Negative	What have you not done well	Helps prioritise work ons..	Demoralising
Positive	What have you done well	Good for beginner	Overly emphasise positives



Key Definitions**Health**

A complete state of physical, emotional and social well-being, not merely the absence of disease.

**Well-being**

A feeling of happiness or contentment

**Fitness**

Being able to cope with the demands of your environment or lifestyle

**Balanced diet**

A diet consisting of the correct proportions of each nutrient for your lifestyle

**Sedentary lifestyle**

A lifestyle that involves a lack of activity and lots of sitting down

Consequences to health of a sedentary lifestyle**Physical**

- Increased chance of injury
- Increased chance of obesity
- Increased chance of health conditions such as heart disease, diabetes, stroke, high blood pressure, osteoporosis
- Decreased fitness

**Emotional/Mental**

- Lower self-esteem/confidence
- Poor body image
- Poor stress/anxiety management
- Lack of endorphins released, leading to feeling down

**Social**

- Lack of friends
- Feeling of loneliness
- Lacking a feeling of belonging



Diet Component	Role	Example
<b><u>Carbohydrates</u></b>	Energy source	Pasta
<b><u>Protein</u></b>	Grow and repair muscles	Red meat/eggs
<b><u>Fat</u></b>	Secondary energy source	Butter/cheese
Vitamins	Aid many body functions	Orange juice
Minerals	Calcium—strong bones Iron—more red blood cells	Calcium—milk Iron—spinach
Fibre	Aids digestion	Beans/brown cereals
Water	Maintains blood viscosity	WATER!

Good hydration is important because:

- It maintains blood viscosity levels
- Helps O<sub>2</sub> get to muscles and CO<sub>2</sub> get to lungs quicker
- Speeds up rate of blood flowing
- Leads to better performance/concentration