What are we trying to achieve? OCR GCSE PE

Practical performance (30%)	Coursework (10%)	Exam (60%)
Performance in three activities (one team sport, one individual sport and one other sport)	Analysis and improvement of performance	Paper 1: Physical factors affecting performance Paper 2: Socio-cultural issues and sport psychology

- Understand the benefits of health, fitness and well-being
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas
- Develop an ability to analyse and evaluate to improve practical performance
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

GCSE Physical Education Curriculum Intent

Intent		What new knowledge/content do we introduce?			
By the end of KS4 students are able to…		**Year 10**	**Year 11**	**Choices**	**How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?**
Students are able to perform effectively, consistently and skilfully in at least three recognised practical activities which appear on the GCSE PE syllabus. They are aware of the rules, strategies and tactics which relate to their chosen activities. Students are able to warm up and cool down effectively. They are able to analyse and evaluate performance effectively. Students recognise revision strategies which are effective. Students develop an awareness of how to structure written answers effectively for extended questions. Students also develop the ability to apply knowledge to challenging academic questions. They develop the ability to analyse simple data and draw conclusions from it. Students are able to critically analyse and evaluate physical performance and apply	**Autumn**	**Physical training** Specified components of fitness and their practical application Suitable fitness tests for the specified components of fitness. Data analysis relative to fitness testing The concepts of validity, reliability and practicality. The application of training principles to the specified training methods: **Practical performance** Students opt to take part in one of three practical sports – options are often guided, so that students develop practical performance in an activity which is likely to be one of the three activities in which they perform at their highest level. Opportunity to improve practical performance is provided by our extra-curricular sports programme.	**Coursework** Analysing and evaluating performance in students' chosen sport. **Sociocultural issues and sports psychology** Physical activity and sport in the UK Participation in physical activity and sport Commercialisation in sport **Practical performance** Students opt to take part in one of three practical sports – options are often guided, so that students develop practical performance in an activity which is likely to be one of the three activities in which they perform at their highest level. Opportunity to improve practical performance is provided by our extra-curricular sports programme.	The delivery order of the specification has been changed slightly to enable physical training to be taught at the start of year 10. It is felt that this particular unit is relatively easy to learn in a practical way – it has been found that this learning method is most appropriate for the general level of academic maturity of the students. Delivery of the coursework component at the end of year 10 enables most to complete a substantial part of the work before the summer holiday. Students then review and complete their work at the start of year 11 – often when their level of motivation is high. Practical participation includes the following activities on rotation as they are reflective of the activities in which most students achieve their highest grade: Badminton, table tennis, basketball, football, netball, trampolining, athletics, tennis. GCSE PE students are also generally highly motivated to achieve in these activities. Students are asked to gain off-site video evidence for any sports that are not assessed on site. Examples of these could be skiing, swimming, and rowing.	In additional to the timetabled curriculum time we also offer regular extra-curricular opportunities to improve practical performance. There are also opportunities to attend events which showcase elite performance e.g. the varsity rugby match, BBL basketball trophy final etc. GCSE PE goes beyond simple motor competence, application of rules, tactics and strategies, and healthy lifestyles – it enables students to undertake academic study which is applicable to other areas of their KS4 education, and also future study in KS5.
		Physical training The key components of a warm-up and cool down. The physical benefits of a warm-up and cool down. **Applied anatomy and physiology** The structure and function of the skeleton Components of synovial joints Movement at joints Location of major muscle groups The roles of muscles in movement Movement analysis Planes of movement and axes of rotation	**Sociocultural issues and sports psychology** Ethics in sport Drugs in sport Violence in sport **Sports psychology** Characteristics of skillful movement Classification of skills Goal setting Mental preparation **Practical performance** Students opt to take part in one of three practical sports – options are often guided, so that students develop practical performance in an activity which is likely to		

their experience of practical activities in developing their knowledge and understanding of the subject. Students will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry. Students can become independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.		**Practical performance** Students opt to take part in one of three practical sports – options are often guided, so that students develop practical performance in an activity which is likely to be one of the three activities in which they perform at their highest level. Opportunity to improve practical performance is provided by our extra-curricular sports programme.	be one of the three activities in which they perform at their highest level. Opportunity to improve practical performance is provided by our extra-curricular sports programme		
	Spring	**Applied anatomy and physiology** Structure and function of the cardiovascular system. Structure and function of the respiratory system. **Practical performance** Students opt to take part in one of three practical sports – options are often guided, so that students develop practical performance in an activity which is likely to be one of the three activities in which they perform at their highest level. Opportunity to improve practical performance is provided by our extra-curricular sports programme.	**Sports psychology** Types of guidance Types of feedback **Health, fitness and wellbeing** Know what is meant by health, fitness and wellbeing Diet and nutrition **Practical performance** Students opt to take part in one of three practical sports – options are often guided, so that students develop practical performance in an activity which is likely to be one of the three activities in which they perform at their highest level. Opportunity to improve practical performance is provided by our extra-curricular sports programme.		
		Applied anatomy and physiology Aerobic and anaerobic exercise Short term effects of exercise Long term effects of exercise **Practical performance** Students opt to take part in one of three practical sports – options are often guided, so that students develop practical performance in an activity which is likely to be one of the three activities in which they perform at their highest level. Opportunity to improve practical performance is provided by our extra-curricular sports programme.	**Revision** Revision methods Content revision		
	Summer	**Preventing injury in physical activity and training**	**Revision** Revision methods		

		Risks applied to practical examples Hazards applied to practical examples **Revision**	Content revision		
		Mock exam **Coursework** Analysing and evaluating performance **Practical performance** Students opt to take part in one of three practical sports – options are often guided, so that students develop practical performance in an activity which is likely to be one of the three activities in which they perform at their highest level. Opportunity to improve practical performance is provided by our extra-curricular sports programme.	**Exam**		
	Rationale for this sequence	The delivery order of the specification has been changed slightly to enable physical training to be taught at the start of year 10. It is felt that this particular unit is relatively easy to learn in a practical way – it has been found that this learning method is most appropriate for the general level of academic maturity of the students. This avoids cognitive overload early in the course, which has the potential to demotivate students. Academic challenge increases gradually throughout the year, with the most academically challenging work taking place just before the year 10 mock exams – this structure and work on revision strategies aids students with memory and recall. Delivery of the coursework component at the end of year 10 enables most to complete a substantial part of the work before the summer holiday. Students then review and complete their work at the start of year 11 – often when their level of motivation is high.	Coursework is completed at the very start of year 11, at a time when workload across the college is at its lowest, and when students are generally highly motivated. It is felt that consistently offering the opportunity of practical performance until February in year 11, enables students to experience the full range of activities which might appear in their 'top 3 sports' Academic challenge remains constant throughout the year –memory and recall are encouraged throughout the year in theory lessons via starters and answering exam questions. Revision starts during the spring term, as a means of providing time to look at revision techniques and to revise content. Constant feedback enables students develop their ability to answer extended exam questions.		

		It is felt that consistently offering the opportunity of practical performance throughout the course in year 10, enables students to experience the full range of activities which might appear in their 'top 3 sports'			
	How does the KS4 Curriculum build on previous learning at KS3?	Key stage 3 core Physical Education enables students to develop motor competence and knowledge of rules, strategies and tactics in a broad range of activities. These might then be further developed in GCSE PE, to a level where they can contribute towards practical assessment grades. Students will also have developed a basic understanding of the components of an effective warm up and cool down. This knowledge is then developed in year 10 as part of the work on physical training.			