

OCR GCSE PE Scheme of Work – 3 Year

DATE	Year 9	
	Lesson 1	Lesson 2
Week 1	Expectations	Expectations
Week 2	1.2.a Components of Fitness	AEP Task Introduction
Week 3	1.2.a Components of Fitness	Netball
Week 4	1.2.a Components of Fitness	Netball
Week 5	1.2.a Components of Fitness	Netball
Week 6	1.2.a Components of Fitness	Netball
Week 7	1.2.a Components of Fitness	Netball
OCTOBER HALF TERM		
Week 8	Unit 1.2.a Test	Football
Week 9	Unit 1.2.a Recap	Football
Week 10	1.2.b Training Principles	Football
Week 11	1.2.b Training Principles	Football
Week 12	1.2.b Training Principles	Football
Week 13	Unit 1.2.b Recap	Football
Week 14	1.2.b Optimising Training	Football
Week 15	1.2.b Optimising Training	1.2.b Optimising Training
WINTER HOLIDAYS		
Week 16	1.2.b Optimising Training	Badminton
Week 17	1.2.b Optimising Training	Badminton
Week 18	1.2.b Optimising Training	Badminton
Week 19	Unit 1.2.c Prevention of Injury	Badminton
Week 20	Unit 1.2.c Prevention of Injury	Badminton
Week 21	Unit 1.2.b Recap	Badminton
Week 22	UNIT 1.2 TEST	Badminton
FEBRUARY HALF TERM		
Week 23	2.3 Health, fitness and well-being	AEP task (Comp Rm)
Week 24	2.3 Health, fitness and well-being	AEP task (Comp Rm)
Week 25	2.3 Health, fitness and well-being	AEP task (Comp Rm)
Week 26	2.3 Health, fitness and well-being	AEP task (Comp Rm)
Week 27	2.3 Health, fitness and well-being	AEP task (Comp Rm)
SPRING HOLIDAYS		
Week 28	2.3 Health, fitness and well-being	Athletics
Week 29	2.3 Health, fitness and well-being	Athletics
Week 30	2.3 Health, fitness and well-being	Athletics
Week 31	2.3. Diet and nutrition	Athletics
Week 32	2.3. Diet and nutrition	Athletics
MAY HALF TERM		
Week 33	2.3. Diet and nutrition	Athletics
Week 34	2.3. Diet and nutrition	Athletics
Week 35	2.3. Diet and nutrition	Tennis
Week 36	2.3. Diet and nutrition	Tennis
Week 37	UNIT 2.3 TEST	Tennis
Week 38	AEP task (Comp Rm)	Tennis
Week 39	AEP task (Comp Rm)	Tennis
Week 40	AEP task (Comp Rm)	Tennis

DATE	Year 10	
	Lesson 1	Lesson 2
Week 1	Expectations	Expectations
Week 2	2.1.a Physical activity	Netball
Week 3	2.1.a Physical activity (Comp Rm)	Netball
Week 4	2.1.a Physical activity	Netball
Week 5	2.1.a Participation	Netball
Week 6	2.1.a Participation	Netball
Week 7	2.1.a Participation	Netball
OCTOBER HALF TERM		
Week 8	2.1.b Commercialisation	Badminton
Week 9	2.1.b Commercialisation	Badminton
Week 10	2.1.b Commercialisation	Badminton
Week 11	2.1.c Ethics in sport	Badminton
Week 12	2.1.c Ethics in sport	Badminton
Week 13	2.1.c Drugs in sport	Badminton
Week 14	2.1.c Drugs in sport	Badminton
Week 15	2.1.c Violence in sport	Badminton
WINTER HOLIDAYS		
Week 16	UNIT 2.1 TEST	2.2 Characteristics of skilful movement
Week 17	2.2 Characteristics of skilful movement	Football
Week 18	2.2 Classification of skill (Comp Rm)	Football
Week 19	2.2 Classification of skill (Comp Rm)	Football
Week 20	2.2 Goal setting	Football
Week 21	2.2 Goal setting	Football
Week 22	2.2 Goal setting	Football
FEBRUARY HALF TERM		
Week 23	2.2 Mental preparation	2.2 Mental preparation
Week 24	2.2 Mental preparation	2.2 Types of guidance
Week 25	2.2 Types of guidance	2.2 Types of feedback
Week 26	2.2 Types of feedback	2.2 Types of feedback
Week 27	Unit 2.2 Recap	UNIT 2.2 TEST
SPRING HOLIDAYS		
Week 28	PE Study skills (Revisit course content)	Athletics
Week 29	PE Study skills (Revisit course content)	Athletics
Week 30	PE Study skills (Revisit course content)	Athletics
Week 31	PE Study skills (Revisit course content)	Athletics
Week 32	PE Study skills (Revisit course content)	Athletics
MAY HALF TERM		
Week 33	INTERNAL EXAM	Athletics
Week 34	REVIEW EXAM	Athletics
Week 35	AEP task (Comp Rm)	Tennis
Week 36	AEP task (Comp Rm)	Tennis
Week 37	AEP task (Comp Rm)	Tennis
Week 38	AEP task (Comp Rm)	Tennis
Week 39	AEP task (Comp Rm)	Tennis
Week 40	AEP task (Comp Rm)	Tennis

DATE	Year 11	
	Lesson 1	Lesson 2
Week 1	Expectations	Expectations
Week 2	1.1.a Location of major bones	1.1.a Location of major bones
Week 3	1.1.a Functions of the skeleton	Netball
Week 4	1.1.a Types of synovial joints	1.1.a Types of synovial joints
Week 5	1.1.a Types of movement at hinge & ball & socket joints	Netball
Week 6	1.1.a Other components of joints	Revision – Unit 1.1.a Recap
Week 7	UNIT 1.1.A RECAP	Netball
OCTOBER HALF TERM		
Week 8	1.1.b Location of major muscle groups	1.1.b Location of major muscle groups
Week 9	1.1.b The roles of muscles in movement	1.1.b The roles of muscles in movement
Week 10	1.1.c Lever Systems	1.1.c Planes of movement and axes of rotation
Week 11	1.1.c Planes of movement and axes of rotation	REVISION UNIT 1.1.BC
Week 12	UNIT 1.1.BC RECAP	1.1.d Cardiovascular system
Week 13	1.1.d Cardiovascular system	1.1.d Cardiovascular system
Week 14	1.1.d Cardiovascular system	1.1.d Respiratory System
Week 15	1.1.d Respiratory System	1.1.d Respiratory System
WINTER HOLIDAYS		
Week 16	1.1.d Aerobic and anaerobic exercise	UNIT 1.1.D RECAP
Week 17	1.1.e Short-term effects of exercise	1.1.e Short-term effects of exercise
Week 18	1.1.e Long-term effects of exercise	1.1.e Long-term effects of exercise
Week 19	INTERNAL EXAMS	INTERNAL EXAMS
Week 20	INTERNAL EXAMS	INTERNAL EXAMS
Week 21	REVIEW EXAM	REVIEW EXAM
Week 22	AEP task (Comp Rm)	AEP task (Comp Rm)
FEBRUARY HALF TERM		
Week 23	AEP task (Comp Rm)	AEP task (Comp Rm)
Week 24	AEP task (Comp Rm)	AEP task (Comp Rm)
Week 25	AEP task (Comp Rm)	AEP task (Comp Rm)
Week 26	AEP task (Comp Rm)	AEP task (Comp Rm)
Week 27	AEP task (Comp Rm)	AEP task (Comp Rm)
SPRING HOLIDAYS		
Week 28	PE Study skills (Revisit course content)	PE Study skills (Revisit course content)
Week 29	PE Study skills (Revisit course content)	PE Study skills (Revisit course content)
Week 30	PE Study skills (Revisit course content)	PE Study skills (Revisit course content)
Week 31	PE Study skills (Revisit course content)	PE Study skills (Revisit course content)
Week 32	PE Study skills (Revisit course content)	PE Study skills (Revisit course content)
MAY HALF TERM		
Week 33	Study Leave	Study Leave
Week 34	Study Leave	Study Leave
Week 35	Study Leave	Study Leave
Week 36	Study Leave	Study Leave
Week 37	Study Leave	Study Leave
Week 38	Study Leave	Study Leave
Week 39	Study Leave	Study Leave
Week 40	Study Leave	Study Leave

	1.1 – Applied Anatomy & Physiology		1.2 – Physical Training		2.1 – Socio-Cultural Influences
	2.2 – Sports Psychology		2.3 – Health, Fitness & Well-Being		3 – Analyse & Evaluating Performance (AEP)
	PE Study Skills (Revisit Course Content)		Study Leave		Tests & Exams

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1.1 APPLIED ANATOMY AND PHYSIOLOGY		SUGGESTED LEARNING HOURS: 25-30 HOURS		
			TIME FRAME	TIME FRAME IN YEAR
1.1.A STRUCTURE AND FUNCTION OF SKELETAL SYSTEM	LOCATION OF MAJOR BONES	Name and locate the 19 required bones (See Spec and/or textbook)	1 LESSON	1.1A COMPLETED BY OCT HALF TERM YR11
SUGGESTED ACTIVITIES	<ul style="list-style-type: none"> Use human skeleton from science as a visual aid during the class Use pictures and diagrams from textbook and print for students. Get pupils to label the different bones, wither on worksheets, or they can use post it notes and label each other or the human skeleton form science if available. 			
	FUNCTIONS OF THE SKELETON	Understand and explain the 6 functions of the skeleton: <ul style="list-style-type: none"> Support, Posture, Protection, Movement, Blood cell production, Storage of minerals. 	1 LESSON	1.1A COMPLETED BY OCT HALF TERM YR11
SUGGESTED ACTIVITIES	<ul style="list-style-type: none"> Mix and match activity, with the 6 main functions and then 6 explanation of each. This can then be applied to sporting examples; pupils must find examples from sport whereby the function of skeleton comes in useful. E.g. Rib cage in rugby when being tackled. 			
	TYPES OF SYNOVIAL JOINT	Know the definition of a synovial joint. Know the two main hinge joints (knee and elbow) Know the two main ball and socket joints (shoulder and hip)	2 LESSONS (1 LESSON ON COMPONENTS WITHIN SYNOVIAL JOINTS, 2 ND LESSON LOOKING AT THE 2 TYPES)	1.1A COMPLETED BY OCT HALF TERM YR11
SUGGESTED ACTIVITIES	<ul style="list-style-type: none"> Use the diagrams of a synovial joint for pupils to stick in their books, then get them to label all parts of a synovia joint ensuring they know the function of each part of the joint. Again if available use the skeleton from Science; this is a good visual aid for the pupils to see the joints in action. Alternatively get the pupils doing the joints actions by their desks and tables working in pairs to find the different joints. Mix and match to apply the type of joint to the correct part of the body. 			
	TYPES OF MOVEMENT AT HINGE AND BALL & SOCKET JOINTS	Know the types of movement at both joints (hinge and ball & socket) <ul style="list-style-type: none"> - Flexion (just hinge) - Extension (just hinge) - Rotation - Abduction - Adduction - Circumduction 	1 LESSONS	1.1A COMPLETED BY OCT HALF TERM YR11
SUGGESTED ACTIVITIES	<p>Link this part to sporting activities, have pupils rein act skills within sports, when they are performing the skills e.g. bowling in cricket, get them to think about what types of movement they are producing.</p> <p>Grid work – Form a grid with the 6 types of movement, next to each write where in the body it takes place and within which types of synovial joints. In a further box get pupils to pick a relevant skills from a relevant sport to help their explanation.</p>			
	OTHER COMPONENTS OF JOINTS	Know the roles of ligaments, cartilage, tendons	1 LESSON	1.1A COMPLETED BY OCT HALF TERM YR11
SUGGESTED ACTIVITIES	Use previous lessons picture regarding the diagram of a synovial joint, get pupils to label the above 3 components and right their role. Max up activity, matching the correct components to its overall role.			
1.1.B STRUCTURE AND FUNCTION OF THE MUSCULAR SYSTEM	LOCATION OF MAJOR MUSCLE GROUPS	Know the name of location of a range of muscle groups in the human body: <ul style="list-style-type: none"> - Deltoid, Trapezius, Latissimus Dorsi, Pectorals, Biceps, Triceps, Abdominals, Quadriceps, Hamstrings, Gluteals, Gastrocnemius <p>Be able to apply their use to examples in PE/sport</p>	1 LESSON	1.1B END OF NOVEMBER YR 11
SUGGESTED ACTIVITIES	Labelling activity using a diagram of the human body. Use diagram from OCR text book or find alternative diagram from online. In peers or small group get pupils to label the diagram. You could also use sticky labels within small groups and get them to stick them on each other where they feel the muscle is located in the body. Get pupils to highlight the importance of certain muscles groups, especially within certain activities. E.g. a swimmer will have very broad top half of their body to be efficient in the water.			
	ROLES OF MUSCLE IN MOVEMENT	Know the definitions and roles of the following and be able to apply them to examples from PE/sport:	2 LESSONS	1.1B END OF NOVEMBER YR 11

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		<ul style="list-style-type: none"> - Agonist - Antagonist - Fixator - Antagonistic muscle action 		
SUGGESTED ACTIVITIES	This lesson can be applied to a practical lesson, especially a weight related session that would explore the range of muscles being used. Pupils should write down the agonist, antagonist and fixator for a range of muscle movement (within sporting skills).			
1.1.C MOVEMENT ANALYSIS	LEVER SYSTEMS	Know the three classes of lever and their use in physical activity and sport: <ul style="list-style-type: none"> - 1st class (neck) - 2nd class (ankle) - 3rd class (elbow) Know the definition of mechanical advantage	1 LESSON	1.1C END OF DECEMBER YR11
SUGGESTED ACTIVITIES	Use of diagrams to support explanation is suggested. Pupils should draw out the 3 types of levers and be able to identify the area of the body it is located and give a sporting example as to when it might be used. Pupils must write down the definition of mechanical advantage.			
	PLANES OF MOVEMENT AND AXES OF ROTATION	Know the location of the planes of movement and apply them to PE and sport: <ul style="list-style-type: none"> - Frontal - Transverse - Sagittal Know the location of the axes of rotation in the body and apply them to PE and sport: <ul style="list-style-type: none"> - Frontal - Transverse - Longitudinal 	2 LESSONS (ONE ON LOCATION OF PLANES, THE SECOND ON AXES OF ROTATION)	1.1C END OF DECEMBER YR11
SUGGESTED ACTIVITIES	Use of diagrams to support explanation (see textbook), pupils can label and annotate diagram to support them further. Mix and match plane of movement to correct example. Very similar to the above using axes of rotation. Very useful to give examples through gymnastics within this topic. It would also be suggested you take this learning to the practical lesson and discuss it there, to visually aid the learner.			
1.1.D THE CARDIOVASCULAR AND RESPIRATORY SYSTEMS	STRUCTURE AND FUNCTION OF THE CARDIOVASCULAR SYSTEM	Know the double circulatory system (systemic and pulmonary) Know the different types of blood vessel: <ul style="list-style-type: none"> - Arteries - Capillaries - Veins Understand the pathway of blood through the heart: <ul style="list-style-type: none"> • Atria • Ventricles • Bicuspid, Tricuspid and semilunar valves • Septum and major blood vessels: <ul style="list-style-type: none"> - Aorta - Pulmonary artery - Vena Cava - Pulmonary Vein Know the definitions of: <ul style="list-style-type: none"> - Heart Rate, Stroke Volume and Cardiac Output Know the roles of red blood cells	4 LESSONS (1 ST LESSON ON THE DIFFERENT TYPES OF BLOOD VESSEL, 2 ND LESSON ON THE DOUBLE CIRCULATORY SYSTEM, 3 RD LESSON ON THE PATHWAY OF BLOOD, 4 TH LESSON ON DEFINITIONS).	1.1D END OF FEBRUARY YR 11
SUGGESTED ACTIVITIES	Match the role and characteristics to each of the arteries, capillaries and veins. Pathway charts – Draw empty boxes followed by arrows, talk through the pathway of blood and get pupils to copy the key word from the pathway into the correct box. Alternatively get pupils to act as the different areas along the pathway, and get them to pass on red cones to resemble the transport of blood. Define: Heart rate, Stroke Volume, and cardiac Output.			
	STRUCTURE AND FUNCTION OF THE RESPIRATORY SYSTEM	Understand the pathway of air through the respiratory system:	3 LESSONS	1.1D END OF FEBRUARY YR 11

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		<ul style="list-style-type: none"> - Mouth - Nose - Trachea - Bronchi - Bronchiole - Alveoli <p>Know the role of the respiratory muscles when breathing:</p> <ul style="list-style-type: none"> - Diaphragm - Intercostals <p>Know the definitions of:</p> <ul style="list-style-type: none"> - Breathing Rate - Tidal Volume - Minute Ventilation <p>Understand about alveoli as the site of gas exchange.</p>	(1 LESSON ON THE PATHWAY ON AIR AND THE KEY AREAS, 2 ND LESSON ON DEFINITIONS, 3 RD LESSON ON GASEOUS EXCHANGE).	
SUGGESTED ACTIVITIES	<p>Pathway charts – Draw empty boxes followed by arrows, talk through the pathway of air and get pupils to copy the key word from the pathway into the correct box.</p> <p>Produce poster on pathway of air in small group and/or pairs.</p> <p>Watch youtube video clips to demonstrate the pathway air takes.</p>			
	AEROBIC AND ANAEROBIC EXERCISE	<p>Know the definitions of:</p> <ul style="list-style-type: none"> - Aerobic exercise - Anaerobic exercise <p>Be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration</p>	1 LESSON (LINK LESSON TO PRACTICAL PERFORMANCE)	1.1D END OF FEBRUARY YR 11
SUGGESTED ACTIVITIES	<p>This will strongly link to practical sessions and fitness unit. Think back to physical training section of theory work.</p> <p>Get pupils to define both aerobic and anaerobic exercise.</p> <p>Make a Venn diagram to come up with all of the sports that rely on aerobic exercise, those that rely on anaerobic exercise and those that rely on both.</p>			
1.1.E EFFECTS OF EXERCISE ON THE BODY SYSTEMS	SHORT TERM EFFECTS	<p>Understand the short term effects of exercise on:</p> <ul style="list-style-type: none"> - Muscle temperature - Heart rate, stroke volume, cardiac output - Redistribution of blood flow during exercise - Respiratory rate, Tidal volume, Minute ventilation - Oxygen to the working muscles - Lactic acid production <p>Be able to apply the effects to examples from physical activity and sport</p> <p>Be able to collect and use data relating to short term effects of exercise.</p>	2 LESSONS (LESSON 1 LOOK AT THE SHORT TERM EFFECTS, LESSON 2 LOOK AT THE EFFECTS WITHIN DATA)	1.1 E COMPLETED BY END EASTER HOLIDAYS YR 11
SUGGESTED ACTIVITIES	<p>Get pupils to perform a 1 minute exercise in the classroom, the rest of the class make notes on things they observe.</p> <p>Pupils must know and understand the key terms by being able to define them beforehand. Small test to ensure this happens at the start e.g. words such as Tidal Volume.</p> <p>Pupils mind map, with 'short term effects of exercise' being the central word.</p>			
	LONG TERM EFFECTS	<p>Understand the long term effects of exercise on:</p> <ul style="list-style-type: none"> - Bone density - Hypertrophy of muscle - muscular strength - muscular endurance - resistance to fatigue - hypertrophy of the heart - resting heart rate and resting stroke volume - cardiac output 	2 LESSONS (LESSON 1 LOOK AT THE LONG TERM EFFECTS, LESSON 2 LOOK AT THE EFFECTS WITHIN DATA)	1.1E COMPLETED BY EASTER HOLIDAYS YR 11

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		<ul style="list-style-type: none"> - aerobic capacity - rate of recovery - respiratory muscles - tidal volume and minute volume during exercise - capillarisation <p>Be able to apply the effects to examples from PE and sport. Be able to collect and use data relating to long terms effects.</p>		
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SUGGESTED ACTIVITIES
Class discussion - Reflect on a training program as a class, what adaptations would you expect to see. Try to find an example with data and results to observe. Things such as Stroke volume and aerobic capacity could then be discussed to develop understanding.
Pupils could mind map on reverse side to the short term adaptations.

1.2 PHYSICAL TRAINING	SUGGESTED LEARNING HOURS: 22			
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			TIME FRAME:	TIME FRAME IN YEAR
1.2.A COMPONENTS OF FITNESS	COMPONENTS OF FITNESS	Define, apply and test for: <ul style="list-style-type: none"> - cvf - musc end - speed - strength - power - flexibility - agility - balance - coordination - reaction time 	2 LESSONS DEFINITIONS 2 LESSONS PROTOCOLS OF TESTING 2 LESSONS PERSONAL TESTING AND DATA RECORDING 2 LESSONS DATA ANALYSIS AND TESTING OF TOPIC	1.2A COMPLETED BY AUTUMN HALF TERM YR 9

SUGGESTED ACTIVITIES

- Mix and match definitions
- Match the sport to the components
- Rank the needs of the components for the sport/for themselves
- What can go wrong with testing (link to method in science)
- Advantages and disadvantages of a test
- Collecting data
- Graph building, table formatting, comparisons on a class level and with normative data, predictions

1.2.B APPLYING THE PRINCIPLES OF TRAINING	PRINCIPLES OF TRAINING	Define and apply: <ul style="list-style-type: none"> specificity overload progression reversibility 	2 LESSONS DEFINITIONS 2 LESSONS APPLYING TO A PERSONAL PROGRAMME AND TESTING OF TOPIC	1.2B COMPLETED BY FEBRUARY HALF TERM YR 9
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SUGGESTED ACTIVITIES

- Mix and match the definitions
- Outcome trail – what happens if (there is no/too much specificity/overload/etc)
- Building my training programme, how do I include it (avoid it) in my programme
- Build an outline for another sport/famous performer or for a friend, compare the two programmes

	OPTIMISING TRAINING	Define and apply: <ul style="list-style-type: none"> - fitt - mot: - continuous - fartlek - interval - circuit - weight - plyo - hiit 	2 LESSONS ON FITT 4 LESSONS ON MoT 2 LESSONS ON WU/CD AND TESTING OF TOPIC	1.2B COMPLETED BY FEBRUARY HALF TERM YR 9
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		Warm up and cool down principles		
SUGGESTED ACTIVITIES	<ul style="list-style-type: none"> • Making your own programme (building on identified components of fitness for own sport) • Design a programme for a different sport, how and why are they different. • Mix and match what each method's main characteristics are • Advantages/disadvantages of each method • Match a sport to each method, explain why they are suited. • Design a warm up for your sport • Explain the reasons why you do a warm up and why you do the parts you id • Design a cool down for your sport and explain the physiological reasons for the components identified. • Compare warm ups from different sports – similarities/differences, explain them 			
1.2.C PREVENTING INJURY IN PHYSICAL ACTIVITY AND TRAINING	PREVENTION OF INJURY	Understand risk can be minimised Understand concept of hazard in a variety of venues	2 LESSONS ON RISK ASSESSMENT AND TESTING OF TOPIC	1.2C COMPLETED BY 2 ND WEEK MARCH YR 9
SUGGESTED ACTIVITIES	<ul style="list-style-type: none"> • Identify hazard and risk in case study scenarios (btec assignments) • Practical risk assessment of a PE venue for a set activity 			
2.1 SOCIO-CULTURAL INFLUENCES		SUGGESTED LEARNING HOURS: 15 - 20 LESSONS		
			TIME FRAME:	TIME FRAME IN YEAR
2.1.A. ENGAGEMENT PATTERNS OF DIFFERENT SOCIAL GROUPS IN PHYSICAL ACTIVITY AND SPORT	CURRENT TRENDS IN PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT IN THE UK	Be familiar with current trends in participation in physical activity and sport: - using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS)) - of different social groups - in different physical activities and sports	3 LESSONS (AT LEAST TWO LESSONS SPENT ON RESEARCHING)	2.1A END OF OCTOBER YR 10
SUGGESTED ACTIVITIES	<ul style="list-style-type: none"> • Introduction to Sport England, NGB's, DCMS • What is meant by gender, age, social groups of Disability, Ethnicity, Socio-Economic Groups. • Definition of sport, participation rates. • Research, producing data/statistics, in computer rooms looking at, for example: <ol style="list-style-type: none"> i) participation levels (activities lasting over 30 mins) of 14+, 16 – 24, 24+ year olds, males v females, disabled v non-disabled, higher socio economic v lower socio economic groups.(Public v Private School children) ii) participation levels of differing age groups and ethnicities in differing sporting activities. iii) methods of getting to/from school for children, iv) competitive opportunities to participate in competitive sport in and out of school time v) impact of London 2012 on uptake of cycling vi) comparisons between participation levels in different countries in Europe/the world. vii) which 5 sports have the highest participation levels • Students to present their research data to the rest of the class. • Official reports on the impact on youngsters and adults of participation in sport. • Provide data for students to rank popularity, identify increases and decreases in participation etc. • Mini test on definitions, trends, analysing data. • Peer imp stamping and improvement. 			
	THE MAIN FACTORS AFFECTING PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT	Understand how different factors can affect participation, including: - age - gender - ethnicity - religion/culture - family - education - time/work commitments - cost/disposable income	3 LESSONS (2 LESSONS LOOKING THROUGH THE DIFFERENT FACTORS, 1 LESSON ON IMPROVING PARTICIPATION AND APPLYING TO DIFFERENT SPORTS)	2.1A END OF OCTOBER YR 10

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		<ul style="list-style-type: none"> - disability - opportunity/access - discrimination - environment/climate - media coverage - role models. <p>Understand strategies which can be used to improve participation:</p> <ul style="list-style-type: none"> - promotion - provision - access. <p>be able to apply examples from physical activity/sport to participation issues.</p>		
<p>SUGGESTED ACTIVITIES</p>	<ul style="list-style-type: none"> • Student/group lists of what influences people to take part in sport. • Timed circulating posters. Eg poster on cultural factors of age, gender, ethnicity, religion and disability passed around each minute with groups adding ideas. Eg why do older girls drop out of sport? • Include positive and negative influences especially with media. • Add into posters reasons why people engage in physical activity. Social, physical, mental reasons. • Worksheets, short answer exam questions. • Introduction to the aims of strategies to improve participation. • Matching agencies to the work they do or research into the work of Public, Private and voluntary agencies, EFDS, DCMS, UK Sport, UKSI, YST, NGB's and specific initiatives eg. Change4Life, 5 A Day etc.etc • Worksheets to check understanding, summary of key points of topic, key words/initiative/influences etc. lists. • Peer teaching/testing. • Practice exam questions - short and extended. • At least one lesson on answering an extended answer question using writing frames and marking criteria. • End of Topic Test. • imp stamp responses and improvements. 			
<p>2.1.B COMMERCIALISATION OF PHYSICAL ACTIVITY AND SPORT</p>	<p>COMMERCIALISATION OF PHYSICAL ACTIVITY AND SPORT</p>	<p>Understand the influence of the media on the commercialisation of physical activity and sport:</p> <ul style="list-style-type: none"> - different types of media - social - internet - TV/visual Newspapers/magazines. <p>know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle):</p> <ul style="list-style-type: none"> - positive and negative effects of the media on commercialisation - be able to apply practical examples to these issues. 	<p>3 LESSONS (ONE FOR EACH BULLET POINT <)</p>	<p>2.1B ALL OF NOVEMBER YR 10</p>

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		<p>understand the influence of sponsorship on the commercialisation of physical activity and sport:</p> <ul style="list-style-type: none"> - positive and negative effects of sponsorship on commercialisation - be able to apply practical examples to the issue of sponsorship. 		
SUGGESTED ACTIVITIES	<ul style="list-style-type: none"> • Introduction to key terms of: Media, Sport, Sponsorship, Commercialisation • Discussion on the role of the media on commercialisation. • Students guided to produce the ‘golden triangle’ to show the interdependence and influence of sport, sponsorship and the media with examples. • Summary/revision sheets. • Short answer practice exam questions. • Formal assessment in a 10 mark question on commercialisation. Eg Discuss the positive and negative effects of sponsorship on commercialisation of sport in the UK. • imp stamped 10 mark question re drafted and improved after teacher and peer input. 			
2.1.C ETHICAL AND SOCIO CULTURAL ISSUES IN PHYSICAL ACTIVITY AND SPORT	ETHICS IN SPORT	<p>Know and understand:</p> <ul style="list-style-type: none"> - the value of sportsmanship - the reasons for gamesmanship and deviance in sport. <p>Be able to apply practical examples to these concepts.</p>	2 LESSON (ONE FOR EACH BULLET POINT <)	2.1C END OF JANUARY YEAR 10
SUGGESTED ACTIVITIES	<ul style="list-style-type: none"> • Matching terms and definitions of SPORTSMANSHIP, ETIQUETTE, GAMESMANSHIP, DEVIANCE. • Group task to write a set of sportsmanship guidelines for a chosen activity. • Shows sporting clips in which the students identify sportsmanship, gamesmanship, deviance eg applauding a new batsman in cricket, an attacking hockey player deliberately playing the ball onto the foot of a defender to seek a penalty corner, fighting in ice hockey. Students give further examples from sport. • Mini test with short answer questions, peer imp and improvements. 			
	DRUGS IN SPORT	<p>Know and understand the reasons why sports performers use drugs</p> <p>Know the types of drugs and their effect on performance:</p> <ul style="list-style-type: none"> - anabolic steroids - beta blockers - stimulants. <p>Give practical examples of the use of these drugs in sport.</p> <p>Know and understand the impact of drug use in sport:</p> <ul style="list-style-type: none"> - on performers - on sport itself. 	2 LESSONS (ONE LESSON ON FIRST BULLET POINT, 1 LESSON ON 2 ND AND 3 RD BULLET POINT <)	2.1C END OF JANUARY YEAR 10
SUGGESTED ACTIVITIES	<ul style="list-style-type: none"> • What is a drug? What is a performance enhancing drug? Is it acceptable for athletes to take performance enhancing drugs? If not, why not? Why do athletes take them? Etc Discussion in groups, own views on whiteboards/paper etc. • Exchange views, write up after spoken as a class. Link with ETHICS. • High profile cases – footage? Anna Sharapova, IAAF and Russia. • Work to match specific drugs to why athletes use them, to specific sports associated with their use and their side effects. ie positives and negatives. • Short answer questions. imp and improve. 			

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	VIOLENCE IN SPORT	Know and understand the reasons for player violence - give practical examples of violence in sport	2 LESSONS (SPEND ONE LESSON ON VIOLENCE IN SPORT, SECOND LESSON TO INCORPORATE TEST)	2.1C END OF JANUARY YEAR 10
SUGGESTED ACTIVITIES	<ul style="list-style-type: none"> Clips of violence in sport. Discussion of why it happens. What reasons do players give for being violent? Group activity to devise strategies for controlling violence or aggression. Worksheets Revision posters, learning grids, summary sheets for ethics, drugs, violence End of Socio-cultural influences topic test to include 1 – 10 mark questions. imp feedback and improvements. 			
2.2 SPORTS PSYCHOLOGY		SUGGESTED LEARNING HOURS: 15-20 hours		
			TIME FRAME:	TIME FRAME IN YEAR
	CHARACTERISTICS OF SKILFUL MOVEMENT	Know the definition of motor skills Understand and be able to apply examples of the characteristics of skilful movement: - Efficiency - Pre-determined - Coordinated - Fluent - Aesthetic	2 LESSONS (LESSON ONE LOOKING AT SKILLED PERFORMER AND THEIR CHARACTERISTICS, LESSON 2 APPLYING THE CHARACTERISTICS TO SPORTING EXAMPLES)	2.2 START OF FEBRUARY TO END OF JULY YR 10
SUGGESTED ACTIVITIES	Get pupils to watch many skilled and elite performers on YouTube, after observing get them to write down characteristics that make the performance look good and be successful. Group discussion collecting ideas. Write the 5 key characteristics on the board, get pupils to talk through them in small group before feeding back to the class. Mix and match activity can be used for each of the characteristics and an examples of each.			
	CLASSIFICATION OF SKILL	Know continua used in the classification of skills, including: - Simple to complex skills (difficulty continuum) - Open to closed skills (environmental continuum) Be able to apply practical examples of skills for each continuum along with justification of their placement on both continua.	2 LESSONS (LESSON ONE LOOKING AT DIFFICULTY AND ENVIRONMENTAL CONTINUUM, LESSON 2 APPLYING SPORTING EXAMPLES TO THE CONTINUA AND JUSTIFYING WHY)	2.2 FEBRUARY HALF TERM TO END OF JULY YR 10
SUGGESTED ACTIVITIES	Link the previous lessons learning of characteristics to the two continuums. Explain the two continuums to the class (teacher led). In explaining they then apply different sporting pictures and scenarios to the board. Individually pupils select a picture and state where on the continuum it should be placed and must explain why afterwards.			
	GOAL SETTING	Understand and be able to apply examples of the use of goal setting: - For exercise/training adherence - To motivate performers - To improve and/or optimise performance Understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed). Be able to apply the SMART principle to improve and/or optimise performance.	3 LESSONS (LESSON 1 WHY DO WE TARGET SET LESSON 2 UNDERSTANDING WHAT SMART STANDS FOR LESSON 3 WRITING AND DEVISING YOUR OWN SMART TARGETS)	2.2 FEBRUARY HALF TERM TO END OF JULY YR 10

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SUGGESTED ACTIVITIES	First lesson ensure pupils know why target setting is needed. Pupils should write down why there is a need a need to target set (for exercise and training adherence, motivate performers, optimise performance. At the start let them write their own target for the PE course, return to this at the end of the lesson and see if they still think it is a responsible target. Poster on SMART targets - To include reasons for not attaining goals in physical activity and effective goal setting.			
	MENTAL PREPARATION	Know the mental preparation techniques and be able to apply practical examples to their use: - Imagery - Mental rehearsal - Selective attention - Positive thinking	2 LESSONS (LESSON 1 CONCENTRATE ON 2 OF THE CHOSEN TECHNIQUES AND APPLY EXAMPLES, LESSON2 CONCENTRATE ON THE REMAINING 2 TECHNIQUES AND DEVISE APPROPRIATE EXAMPLES)	2.2 FEBRUARY HALF TERM TO END OF JULY YR 10
SUGGESTED ACTIVITIES	Define and talk through cognitive anxiety management techniques and somatic anxiety management techniques Watch videos of performers before they play a shot or take part in sport (a very good example for imagery and mental rehearsal is within cricket, and a batsman playing and practicing the shot after or before it has been bowled). Discuss the 4 techniques as a class following the clips, get pupils to write down any of the techniques they use within their sports.			
	TYPES OF GUIDANCE	Understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: - Visual - Verbal - Manual - Mechanical	2 LESSONS (LESSON 1 LEARN THE DIFFERENT TYPES OF GUIDANCE, LESSON 2 LOOK AT THE ADVANTAGES AND DISADVANTAGES OF EACH)	2.2 FEBRUARY HALF TERM TO END OF JULY YR 10
SUGGESTED ACTIVITIES	Role play – as a teacher instruct pupils to complete tasks but only using 1 of the 4 types of guidance. E.g. don't speak and use visual cues for visual guidance). Get pupils to reflect and ask them why you did what you did. Then define and talk through all 4 types of guidance (visual, verbal, manual, mechanical). Ask pupils to suggest which sports use which and why. For example mechanical guidance is particularly important for trampolining due to safety issues. Mix and match activity in small groups, have laminated cards of all the ads/dis of each type of guidance. Pupils must apply the correct ad/dis to the correct type of guidance. People copy these down in their books. Place some sporting pictures around the room and get them to state what guidance is occurring and why?			
	TYPES OF FEEDBACK	Understand types of feedback and be able to apply practical examples to their use: - Intrinsic - Extrinsic - Knowledge of Performance - Knowledge of results - Positive - Negative	3 LESSONS (2 LESSONS ON LEARNING THE 6 TYPES OF FEEDBACK, LESSON 3 TO APPLY SPORTING EXAMPLES TO EACH TYPE OF FEEDBACK AND WHEN IT IS USED)	2.2 FEBRUARY HALF TERM TO END OF JULY YR 10
SUGGESTED ACTIVITIES	Share with the class the 6 types of feedback, with descriptions and sporting examples. Jigsaw technique split the class into groups of 6. Each person is assigned one of the types of feedback above. They then come up with an example in sport of that type of feedback and when it is used. Once they have 6 examples they swap with another group who must pick what feedback is being used from each examples. Discuss with pupils the two types of feedback for learning skills - Knowledge of results - Knowledge of performance			

2.3 HEALTH, FITNESS AND WELLBEING		SUGGESTED LEARNING HOURS: 10-15 hours/lessons		
			TIME FRAME:	TIME FRAME IN YEAR
	HEALTH, FITNESS AND WELLBEING	- Know what is meant by health, fitness and well-being - Understand the different health benefits of physical activity and consequences of a sedentary lifestyle: Physical: - injury	1 LESSON WHAT IS MEANT BY HEALTH FITNESS AND WELLBEING 1 LESSON PHYSICAL BENEFITS 1 LESSON EMOTIONAL BENEFITS	2.3 MIDDLE OF MARCH TO END OF JULY YR 9

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		<ul style="list-style-type: none"> - coronary heart disease (CHD) - blood pressure - bone density - obesity - Type 2 diabetes - posture - fitness. <p>Emotional:</p> <ul style="list-style-type: none"> - self-esteem/confidence - stress management - image. <p>Social:</p> <ul style="list-style-type: none"> - friendship - belonging to a group - loneliness. <p>- be able to apply the above to different age groups.</p> <p>- be able to respond to data about health, fitness and well-being</p>	<p>1 LESSON SOCIAL BENEFITS</p> <p>1 LESSON LINKING ALL 3 BENEFITS TOGETHER</p> <p>1 LESSON APPLYING THE ABOVE TO DIFFERENT AGE GROUPS AND BEING ABLE TO RESPOND TO DATA ABOUT HEALTH, FITNESS AND WELL-BEING</p> <p>MINI TEST/ SHORT ANSWER ASSESSMENT</p> <p>ASSESS PEER DATA AND USE TO PLOT ON A GRAPH – ANALYSE DATA IN TERMS OF FITNESS/HEALTH INDICATORS</p>	
<p>SUGGESTED ACTIVITIES</p>	<p>Healthy lifestyle:</p> <ul style="list-style-type: none"> • Know the definition of ‘health’ • Using a computer room ‘In The News’ research on benefits of following a healthy lifestyle <ul style="list-style-type: none"> - Presentation on findings/research done • Mind map what constitutes a healthy lifestyle and relevant key factors • Mind map what constitutes an unhealthy lifestyle <p>Fitness:</p> <ul style="list-style-type: none"> • Recap previous physical training unit and define both 'fitness and sedentary’ • Give pupils a picture of a sportsstar (use 5/6 pictures) and get them to think and write down the different fitness needs of each. (Be able to apply knowledge into a practical context (<i>cross-over with practical fitness lessons</i>)) <p>Well-being:</p> <ul style="list-style-type: none"> • Get pupils to define ‘well-being’ • Discuss Physical, emotional and social benefits. Pupils write on post it notes and stick their chosen benefit under one of the three headings on the board. Each pupil must do this. Afterwards discuss each and see if they are in the correct place. • Benefits of exercise and consequences of inactivity • Q&A on each of the benefits then mind map the 3 categories of benefits (<i>e.g. reduces BP, reduces risk of coronary heart disease, reduces, stress, reduces diabetes, increases ‘good’ cholesterol, etc</i>) • Mind map physical benefits • Mind map emotional benefits • Mind map social benefits • Break down factors and group under correct heading – mix and match 			
	<p>DIET AND NUTRITION</p>	<ul style="list-style-type: none"> - Know the definition of a balanced diet - Know the components of a balanced diet <ul style="list-style-type: none"> - carbohydrates - proteins - fats - minerals - vitamins - fibre - water and hydration. 	<p>1 LESSON INTRODUCTION TO DIET AND WHAT IS MEANT BY THE TERM BALANCED</p> <p>1-3 LESSONS TALK OF THE 7 COMPONENTS THAT MAKE UP A BALANCED DIET</p> <p>1 LESSON BE ABLE TO APPLY DIET TO DIFFERENT PRACTICAL AND SPORTING EXAMPLES</p> <p>1 LESSON ON FLUIDS SUPPLEMENTS AND FACTORS TO CONSIDER</p>	<p>2.3 MIDDLE OF MARCH TO END OF JULY YR 9</p>

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		<ul style="list-style-type: none"> - Understand the effect of diet and hydration on energy use in physical activity - Be able to apply practical example 	<p>MINI TEST LESSON</p> <p>SHORT ANSWER ASSESSMENT</p> <p>END OF UNIT TEST FOR HEALTH, FITNESS AND WELL-BEING BLOCK OF WORK</p>	
<p>SUGGESTED ACTIVITIES</p>	<p>Healthy diet:</p> <ul style="list-style-type: none"> • Define ‘balanced diet’ • Q&A components of a balanced diet – discuss their own diets and analyse • For homework get pupils to research into benefits of a balanced diet and eating the right amount for your needs. Present as a poster. • Discuss components of a balanced diet, examples of functions and sources, and their importance to an athlete (<i>mix and match activity, post-it note game: find your complete description, etc.</i> Bring in examples of food and place on the table, in small groups pupils talk through each and group. • Healthy diet pyramid • Research into ‘Health Development Agency’ and the ‘National Institute for Health and Clinical Excellence’ – their opinions on portioning and recommended nutrient intake • Factors affecting choice of food (<i>culture, ethics, family, lifestyle, finance, etc</i>) • NICE (National Institute for Health and Care Excellence) recommendations for a healthy diet <p>Nutritional strategies:</p> <p>In small groups pupils select one of the below bullet point (Glycogen stores, Fluids, Supplements, Factors to consider). Each person in the group must research from the textbook and report back to group so that a presentation can be made on all elements. One person is responsible for each section. (Jigsaw method).</p> <ul style="list-style-type: none"> • Glycogen stores <ul style="list-style-type: none"> • Optimum energy supply • What is and what is the process of ‘glycogen loading’ • Other energy-giving strategies <ul style="list-style-type: none"> • Consume carbohydrates 2-4hrs before exercise • Consume carbs during first 30min to ensure refuelling of glycogen stores • Eat carbs straight after exercise and for 2 days after • Fluids • Vitamin and mineral supplements • Factors to consider with a sports performer and their nutrition 			