

OCR GCSE PE LTP (Curriculum Map)

1. Curriculum intent with clear implementation.
2. National curriculum edited to show coverage.
3. Long term plan to include;

Year group	HT1 – wk 1-8	HT2 – wk 9-15	HT3 – wk 16-22	HT4 – wk 23-27	HT5 – wk 28-33	HT6 – wk 34-40
10 (KS4)	<p>Topic 1.1.a The structure and function of the skeletal system 1.1.b The structure and function of the muscular system 1.1.c Movement analysis</p> <p>Key piece End of topic assessments for 1.1.a, 1.1.b and 1.1.c (DC1 wk10)</p> <p>Literacy Focus CUSTARD / command words Glossary of terms – new vocabulary - Frayer model</p> <p>Enrichment opportunities Extra-curricular clubs</p>	<p>Topic 1.1.d The cardiovascular and respiratory systems</p> <p>Key piece DC1 (wk 10) End of topic assessment for 1.1.d With a combination of questions from topics 1.1.a, 1.1.b and 1.1.c</p> <p>Literacy Focus Extended writing / structure Glossary of terms – new vocabulary - Frayer model</p> <p>Enrichment opportunities. Extra-curricular clubs</p>	<p>Topic 1.1.e Effects of exercise on body systems 1.2.a Components of fitness (Practical lessons used to collect data)</p> <p>Key piece End of topic assessment for 1.1.e With a combination of questions from topics 1.1.a, 1.1.b, 1.1.c and 1.1.d DC2 – wk22</p> <p>Literacy Focus Extended writing / structure Glossary of terms – new vocabulary - Frayer model</p> <p>Enrichment opportunities Create links with a university – sports science (fitness testing) Dance show – wk 22</p>	<p>Topic 1.2.a Components of fitness (cont...) (Practical lessons used to collect data) 1.2.b Applying the principles of training (SPOR)</p> <p>Key piece Wk 23 & 24 Y11 mocks – use ICT to begin Analysis and Evaluation of Performance (NEA) Controlled assessment.</p> <p>Literacy Focus Written task to demonstrate skills in analysing and evaluating performance.</p> <p>Enrichment opportunities Create links with university / college – training sessions</p>	<p>Topic 1.2.b Applying the principles of training (optimising training) (Practical lessons used to apply training methods)</p> <p>Key piece Use ICT to continue Analysis and Evaluation of Performance (NEA) Controlled assessment.</p> <p>Literacy Focus Written task to demonstrate skills in analysing and evaluating performance.</p> <p>Enrichment opportunities Maintain links with college / university / create links with fitness providers to offer opportunities for students to experience different methods of training</p>	<p>Topic 1.2.c Preventing injury in physical activity and training</p> <p>Key piece Wk 36 and 37 y10 mocks (DC3)</p> <ul style="list-style-type: none"> • Practical performance one team / one individual activity from the specification • Written exam – paper 1 Nov 2020 paper <p>Literacy Focus CUSTARD / structure extended writing PEA (point, explain, apply)</p> <p>Enrichment opportunities. National Sports Week Sports Day Sports Ball</p>

Year group	HT1 – wk 1-8	HT2 – wk 9-15	HT3 – wk 16-22	HT4 – wk 23-27	HT5 – wk 28-33	HT6 – wk 34-40
11 (KS4)	<p>Topic 2.1.a Engagement patterns of different social groups in physical activities and sports 2.1.b Commercialisation of physical activity and sport</p> <p>Key piece End of topic assessments for 2.1.a and 2.1.b</p> <p>Literacy Focus Reading data. CUSTARD / command words Glossary of terms – new vocabulary - Frayer model.</p> <p>Enrichment opportunities Create links with BBC – Media City and or local club Leigh Centurions / Wigan Athletic - talk / tour on business of sport (sponsorship)</p>	<p>Topic 2.1.c Ethical and socio-cultural issues in physical activity and sport 2.2 Sports psychology</p> <p>Key piece DC1 (wk 13) End of topic assessment for 2.1.c With a combination of questions from 2.1.a and 2.1.b Finish Evaluation of Performance (NEA) Controlled assessment (2.1.a,b,c)</p> <p>Literacy Focus Extended writing / structure Glossary of terms – new vocabulary - Frayer model</p> <p>Enrichment opportunities. Mock practical moderation – with other schools</p>	<p>Topic 2.2 Sports psychology cont.. 2.3 Health, Fitness and well-being</p> <p>Key piece Reading data. End of topic assessment for 2.3 With a combination of questions from topics 2.1.a, 2.1.b, 2.1.c, and 2.2</p> <p>Literacy Focus Extended writing / structure Glossary of terms – new vocabulary - Frayer model</p> <p>Enrichment opportunities Ready, Steady, Cook – an opportunity to prepare meals for different athletes. Links with companies that prepare meals within local gyms / fitness suits.</p>	<p>Topic Mock Exam – Revise (students red topics)</p> <p>Key piece – wk 23 -24 mocks</p> <ul style="list-style-type: none"> Analysis and Evaluation of Performance (NEA) Controlled assessment. Cluster – off site moderation. Practical one individual, one team and one other activity Paper 1 Paper 2 <p>DC2 – wk26</p> <p>Literacy Focus Extended writing / CUSTARD</p> <p>Enrichment opportunities How to? Revision techniques Practical skills sessions</p>	<p>Topic Mock Exam – Revise (students amber topics)</p> <p>Key piece – DC3 wk 31</p> <ul style="list-style-type: none"> Paper 1 Paper 2 <p>Literacy Focus Extended writing / PEA</p> <p>Enrichment opportunities How to? Revision techniques</p>	<p>Enrichment opportunities. Sports Day - leaders Sports Ball</p>

- a. The scheme outlines clearly how pupils should make **progress** in the subject half-term by half-term and from one year to the next, throughout the Key Stage.
- b. **Assessment** is clearly indicated. These include exams/mocks/tests for DC1-3 and also key pieces and formative assessment opportunities.

4. Schemes of learning for all year groups to include;

Aspect	Y7	Y8	Y9	Y10	Y11
1-Units of work/sequences of lessons have timings allocated ; (lesson/hours) that staff can use as an advisory for how long to spend on topics.					
2- Units of work/sequences of lessons have clearly stated ; Titles with Key Learning including command words .					
3-Interleaving is evident, where to revisit content is signposted. Learning builds on prior learning. (<i>KS3 links to KS2, KS4 links to KS3</i>)					
4 -The scheme aligns with the requirements of the linked GCSE specification .					
5-Ideas for delivery are included that explore a range of pedagogical methods and develop character education; opportunities for debate, leadership, research etc.					
6-Differentiated activities are built in and it is clear how pupils' individual learning needs will be addressed inclusively.					
7 - Ideas for stretch activities are included.					
8-Resources and equipment for use are made clear.					
9-Literacy opportunities are included where possible. Key vocabulary is signposted. Distinct literacy activities are made explicit.					
10- Numeracy opportunities are included where possible.					
11- Challenging homework and independent pupil study /activities are integrated into the scheme of work where appropriate.					
12- Big picture ideas are provided for teachers to use to signpost learners where topics/lessons relate to the real world and careers.					
13- Development of cultural experiences , British values and SMSC are signposted where relevant.					

5. Assessments;

	DC1	DC2	DC3
Y7			
Y8			
Y9			
Y10			2020 papers- do not use before
Y11		2020 papers- do not use before	

Taken out;

- The scheme contains a statement of department core values which influences planning, teaching and learning- **driven by curriculum intent.**
- The scheme is negotiated and agreed, and is used consistently and reliably by all teachers involved with the subject in the Key Stage / year group- **measured through work scrutiny.**
- There is a clear statement about how pupils should receive feedback on their work and progress through marking or other means – and this is aligned with whole-school approaches- **provided through T&L policy given to every member of staff.**
- The arrangements for **moderation** are made explicit- **completed as part of the FLMA.**
- The expectations of the **contribution of other staff** (e.g. teaching assistants, lab technicians, librarian) are made clear.