



love the journey

Curriculum Implementation 2024-25

Secondary

LCA Strand	Technology, Enterprise & Sport
Subject	PE
Key Stage	Key Stage 4 (Chapter 10-11)

<p>What are the key concepts taught?</p>	<p>At KS4, we offer two pathways for students to access the curriculum in the form of OCR GCSE Physical Education and BTEC Tech award Level 2. Each course has been researched and selected carefully for our students at Liverpool College with GCSE PE offering an opportunity to be assessed on sporting practical ability and covers a broader range of theoretical aspects related to physical education, including anatomy, physiology, sports psychology, and socio-cultural influences. In comparison to BTEC Level 2 Tech which focusses more on practical application, real-life scenarios, and vocational skills related to the sports and activity sector and offers more opportunities for students to be assessed through the form of non-examination assessment.</p> <p>OCR GCSE PE provides a comprehensive understanding of the theoretical and practical aspects of physical education, enabling students to explore various components of sports science, performance, and the wider socio-cultural aspects of physical activity and sport.</p> <p>Some of the key concepts taught in OCR GCSE PE include:</p> <p>Anatomy and Physiology: Understanding the structure and function of the human body, including the musculoskeletal, cardiovascular, and respiratory systems. This includes knowledge of muscles, bones, joints, energy systems, and how the body responds to exercise.</p> <p>Physical Training: Principles of training such as specificity, overload, progression, and reversibility. Students learn how to plan and apply training programs to improve fitness levels and performance in different sports and activities.</p> <p>Socio-Cultural Influences: Exploring the social and cultural factors that impact participation in physical activity and sport. This</p>
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includes factors such as gender, ethnicity, socio-economic status, and the media's influence on sports participation.

Sports Psychology: Understanding the mental aspects of sports performance, including motivation, arousal, skill acquisition, goal setting, and the effects of stress and anxiety on performance.

Health, Fitness, and Well-being: Promoting a healthy, active lifestyle and understanding the benefits of regular physical activity on physical and mental health. Students learn about the components of fitness, health-related fitness tests, and the importance of a balanced diet.

Movement Analysis: Analysing and evaluating movement patterns and techniques in different sports and activities. This includes biomechanical principles, motion analysis, and how to improve performance through technical adjustments.

Ethical and Socio-cultural Issues: Exploring ethical issues in sport such as doping, sportsmanship, violence, and the impact of commercialisation on sport.

Performance Analysis: Using data to analyse and evaluate performance to make informed decisions about training and tactics in sports. This is in the form of NEA coursework which is worth 10% of the overall grade at GCSE.

Practical performance: Students are expected to engage fully in their chosen three activities from the OCR specification. They are to demonstrate progression and improvement over time, and actively participate in the planning and evaluation of their performances. Pupils are expected to maintain a practical log book of the practical performance in their activities which will be signed by their individual coaches. As PE practitioners we assess and grade students based on specific assessment criteria outlined by OCR such as:

- Range of skills
- Quality of skills
- Physical attributes
- Decision making

The BTEC Level 2 Technical Award in Sport covers various key concepts and areas related to sports studies and over KS4 students cover the following components:

- Component 1: **Preparing Participants to Take Part in Sport and Physical Activity.**
- Component 2: **Taking Part and Improving Other Participants Sporting Performance.**
- Component 3: **Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity.**

What is the sequencing of units?

The sequential learning for OCR GCSE PE includes the following:

In Chapter 10 we implement the delivery of paper 1 Physical factors affecting Performance. This incorporates the following chapters:

- The structure and function of the skeletal system
- The structure and function of the muscular system
- The cardiovascular and respiratory systems
- Effects of exercise on body systems
- Components of fitness
- Applying the principles of training
- Preventing injury in physical activity and training
- Movement analysis

Within the last half term of chapter 10, the pupils start their learning for the non-exam assessment for GCSE PE which continues in the first half term of chapter 11:

- Analysing and Evaluating Performance

In chapter 11 the implementation of the delivery of paper 2 Socio-cultural issues and sports psychology continues after written NEA submission. The content for GCSE PE paper 2 includes:

- Sports psychology
- Engagement patterns of different social groups in physical activities and sports
- Commercialisation of physical activity and sport
- Ethical and socio-cultural issues in physical activity and sport
- Health, fitness and well-being

Pupils are expected to develop their practical skills in games, on site training and during offsite attendance to other clubs. Submission of video footage for practical assessment is requested at several points in the academic year in order to provide an accurate overview of attainment.

The sequence of learning for BTEC Level 2 Technical award in sport incorporates the following:

- Component 1: **Preparing Participants to Take Part in Sport and Physical Activity.** Chapter 10, December/January assessment window.
- Component 2: **Taking Part and Improving Other Participants Sporting Performance.** Chapter 10 May/June assessment window.
- Component 3: **Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity.** Chapter 11 May/June assessment window.

How do we encourage pupils to see the links between different units and concepts?

In OCR GCSE Physical Education and Level 2 BTEC Technical award in sport, encouraging cross-chapter links involves integrating and connecting different topics or chapters within the course to demonstrate the interrelated nature of the subject.

	<p>Here are some strategies we use to encourage cross-chapter and unit links:</p> <p>Thematic Teaching: Create thematic units that encompass multiple chapters or topics. For example, when delivering the topic of the musculoskeletal system, we are able to connect it with the principles of training and how specific exercises or training methods affect these systems.</p> <p>Creating cross-curricular connections: In our subject, we explore how themes intersect with other subject specialisms for example linking the cardiovascular respiratory system) with biology, or exploring the link between psychology of sports performance with psychology. This also opens up further exploration for career opportunities for students who have a love of sport and wish to pursue a profession in a similar industry.</p> <p>Case Studies and Examples: We use up to date, real-life examples and case studies that span across different chapters. For example, when discussing sports injuries (injury prevention, treatment, and rehabilitation), connect it to the principles of anatomy, physiology, psychology and movement analysis.</p> <p>Problem-Based Learning: Present scenarios or problems that require knowledge from multiple chapters to solve. This approach encourages students to apply their understanding across different areas of the curriculum. This also encourages the ability to tackle the more challenging examination questions.</p> <p>Mind Maps or Concept Maps: The use of a timed mind map or concept map to illustrate connections between chapters. This visual representation can help students see how different topics relate to each other and provides a good opportunity for recall.</p> <p>Integrated Assessments: Our “Do NOW Tasks” are designed recall assessments that require students to draw knowledge from various chapters.</p> <p>Class Discussions and Debates: We encourage discussions and debates that provide students the opportunity to make connections between different chapters. For instance, discuss the impact of nutrition (health, fitness and well-being) on sports performance (from a chapter on training principles).</p> <p>Revision Sessions: Practice examination questions or revision tasks that involve applying knowledge from multiple areas of the specifications.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>In GCSE PE and Level 2 BTEC Technical award, there are several planned opportunities for adaptive teaching that cater to a diverse range of learners, including those with Special Educational Needs and Disabilities, higher-ability students, and disadvantaged pupils. Here are some strategies that we implement:</p>
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	<p>SEND Students:</p> <ul style="list-style-type: none"> ➤ Differentiated Instruction ➤ Provision of differentiated materials and learning aids ➤ Use multisensory approaches to enhance learning for students with specific needs. ➤ Intervention sessions and individualised 1-1 support ➤ Break tasks into smaller, manageable steps to support their progress. ➤ Modified learning objectives or content to suit their individual abilities and interests, ensuring the curriculum is accessible and meaningful for them. <p>More Able Students:</p> <ul style="list-style-type: none"> ➤ We offer extension activities ➤ Higher-order thinking questions or additional challenges to stretch and deepen their understanding ➤ We encourage independent research or request the application of advanced skills in the practical sports. ➤ The option to attend intervention sessions <p>Varied Assessment Methods:</p> <p>SEND Students: The BTEC Level 2 Technical award in Sport offers alternative assessment formats, such as oral presentations, practical demonstrations, and internal assessments as well as the opportunity to be assessed externally.</p> <p>More Able Students: We provide opportunities more opportunities for students to achieve higher in their practical assessments through an extension extra-curricular and fixture programme. We implement practice allow students to showcase their in-depth understanding and critical thinking skills. We also provide additional intervention to scaffold the learning for GCSE PE coursework and have tailored feedback sheets to enable pupils to reflect on their performance against the assessment criteria.</p> <p>Disadvantaged Pupils: We utilise a range of teaching strategies that accommodate diverse backgrounds and experiences by encouraging students who fall under the disadvantaged or pupil premium category to attend after school extra-curricular. Offer additional intervention sessions, access to resources, or afterschool programs to bridge any learning gaps.</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>In GCSE PE and BTEC Level 2 Tech lessons, there are several opportunities to incorporate retrieval practice to reinforce learning and enhance long-term retention. Here are some strategies for retrieval practice that we use:</p> <ul style="list-style-type: none"> • Starter “Do NOW Tasks” • Exit Tickets or Plenaries • Low-Stakes Quizzes • "think-pair-share" or small group discussions • Flashcards or Mind Maps: Encourage students to create their own flashcards or mind maps summarizing key information,
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	<p>terms, and concepts in PE and BTEC Tech. Regularly revisiting and using these tools can reinforce retrieval.</p>
<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>In GCSE PE and BTEC Tech the opportunities for feed forward include:</p> <ul style="list-style-type: none"> • NEA feedback on internal assessment. • Common misconception feedback reports. • GCSE PE report consisting of all the elements of assessment. • End of topic tests and mock examinations.
<p>What are the planned opportunities for developing Reading?</p>	<p>Here are several planned opportunities to develop reading skills within GCSE PE and BTEC Level 2 Tech lessons:</p> <ul style="list-style-type: none"> ➤ Text-Based Resources: Encourage students to read these materials to gain a deeper understanding of theoretical concepts. ➤ Reading Comprehension mini task: Worksheets or PowerPoint activities that require students to read a passage or an article and answer questions to test their understanding of the content. ➤ Annotating Texts: Students are encouraged to annotate texts by highlighting key points, writing summaries, making notes in the margins, or using symbols to identify important information. ➤ Vocabulary Expansion: We implement and explain subject-specific vocabulary and terminology used in PE. Encourage students to create glossaries or flashcards to expand their vocabulary and understand the language associated with the subject. ➤ Extended Reading Tasks: Assign reading tasks outside of class that relate to specific topics being covered in PE. This could include asking students to read a chapter from a recommended book or conduct research on a particular aspect of sports science or sports performance. ➤ Writing Responses and Reflections: pupils are expected to write responses, summaries, or reflections based on the reading materials they have covered. This could involve answering questions, writing essays, or discussing their thoughts and insights related to the content. <p>Use of Digital Resources: we incorporate digital resources such as online articles, interactive websites, or e-books related to PE topics to provide broader and varied perspectives.</p>

What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?

In GCSE PE and BTEC Level 2 Tech, planned opportunities for developing literacy, numeracy, oracy, and Spiritual, Moral, Social, and Cultural (SMSC) include the following:

SMSC Development:

- Leadership skills, Communication, teamwork, confidence, promoting Hygiene.
- Alternative games in core from different cultures, role of the official develops understanding of fair play & sportsmanship. We link lessons to current world events/ competitions. Reference to current sociological issues in sport.
- Explore diverse cultural aspects of sports.

Oracy Development:

- Leading teams with teamtalks/ warmups.
- Communication within performance. Techniques communicated effectively.
- Encourage active participation and respectful listening

Literacy Development:

- Reading and Comprehension
- We encourage students to critically analyse and evaluate written information related to sports science, rules, ethics, and performance strategies for example.
- Writing skill development includes assignment writing or reflections on performance.

Numeracy Development:

- Data Analysis: Integrate numerical data into PE lessons, like analysing performance statistics, heart rate monitoring during exercise, or understanding fitness testing results.
- Calculations and Measurements: This involves calculations for components of fitness test results, and applying mathematical principles in movement analysis.

Numeracy Development:

- Training zones/ HR in physical Training / Angle of release in Movement analysis/ using data from tables in exam questions/test results in components of fitness testing.