

TOPIC	TAUGHT CURRICULUM	TAUGHT SKILLS	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA	LEARNED CURRICULUM
1	The structure and function of the skeletal system .	Learners will be able to name and locate the major bones of the body and be able to apply examples of how the skeletal system allows the functions such as posture and protection. Learners will be able to identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints, as well as being able to apply these movements to examples from physical activities and sports.	Mini test - labelling bones (20 marks). End of topic exam paper (30 marks).	<p>Know the name and location of 20 bones in the human body</p> <p>Understand and be able to apply examples of how the skeleton provides or allows: support, posture, protection, movement, blood cell production and storage of minerals.</p> <p>Know the definition of a synovial joint. Know the articulating bones and joint types.</p> <p>know the types of movement at hinge and ball and socket joints and be able to apply them to examples from physical activity/sport.</p> <p>Know the roles of: ligament, cartilage, tendons.</p>	https://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/delivery-guide/component-gpe001-01-physical-factors-affecting-performance/delivery-guide-gpedg001-anatomy-and-physiology-the-structure-and-function-of-the-skeletal-and-muscular-systems

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2	The structure and function of the muscular system .	Learners will develop their knowledge of the location of the major muscle groups and be able to apply muscle use to examples from physical activities and sport. Learners will also develop their knowledge of the roles of muscles as agonists, antagonists, fixators and also how they operate as antagonistic pairs, again by applying to examples from physical activities and sports.	Mini test - labelling muscles. End of topic exam paper (30 marks).	know the name and location of the 11 major muscle groups in the human body and be able to apply their use to examples from physical activity/sport. Know the definitions and roles of the agonist, antagonist, fixator and be able to apply them to examples from physical activity/sport.	https://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/delivery-guide/component-gpe001-01-physical-factors-affecting-performance/delivery-guide-gpedg001-anatomy-and-physiology-the-structure-and-function-of-the-skeletal-and-muscular-systems
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<p>3</p>	<p>Movement analysis</p>	<p>Learners will develop their knowledge of the three classes of lever and will be able to use examples from physical activities and sport to show where these levers might operate to produce movement. Learners will become aware of the mechanical advantage provided by levers in movement. Learners will know the three planes of movement and be able to give examples of these levers from different physical activities and sports. Frontal, transverse and longitudinal axes of rotation will be recognised by learners who will be able to apply these to examples from physical activities and sports.</p>	<p>Paired assessment (40 mins).</p> <p>Analysing and evaluating tasks (coursework).</p> <p>End of topic exam paper (30 marks).</p>	<p>know the three classes of lever and their use in physical activity and sport.</p> <p>know the definition of mechanical advantage.</p> <p>know the location of the planes of movement in the body and their application to physical activity and sport.</p> <p>know the location of the axes of rotation in the body and their application to physical activity and sport.</p>	<p>https://www.ocr.org.uk/Images/310642-biomechanics-to-pic-exploration-pack.doc</p>
<p>4</p>	<p>The cardiovascular and respiratory systems.</p>	<p>Learners will develop their knowledge and understanding of the structure and function of the cardiovascular system. Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms. Learners will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions. Learners</p>	<p>Group assessment - creating a play doh heart.</p> <p>Group assessment - walking through the heart.</p> <p>End of topic exam paper (30 marks).</p>	<p>Know the double-circulatory system (systemic and pulmonary).</p> <p>Know the different types of blood vessels.</p> <p>Understand the pathway of blood through the heart.</p> <p>know the definitions of heart rate, stroke volume, cardiac output.</p> <p>Understand the pathway of air through the respiratory system.</p>	<p>https://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/delivery-guide/component-gpe001-01-physical-factors-affecting-performance/delivery-guide-gpedg002-anatomy-and-physiology-structure-and-function-of-the-cardiovascular-system</p>

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		will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.		<p>Know the role of respiratory muscles in breathing.</p> <p>Know the definitions of: breathing rate, tidal volume, minute ventilation.</p> <p>Understand about alveoli as the site of gas exchange.</p> <p>Know the definitions of: aerobic exercise, anaerobic exercise. Be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration.</p>	
5	Effects of exercise on body systems .	Learners will develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system. They will be able to apply understanding of these effects to examples from a range of physical activities and sports. Learners will be able to collect and use data in this section related to both short-term and long-term effects of exercise.	<p>Create definition cards.</p> <p>End of topic exam paper (30 marks).</p>	<p>Understand the short-term effects of exercise on: 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> <p>Be able to apply the effects to examples from physical activity/ sport.</p> <p>Be able to collect and use data relating to short-term effects of exercise.</p> <p>understand the long-term effects of exercise on: bone density, hypertrophy of</p>	<p>https://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/delivery-guide/component-gpe001-01-physical-factors-affecting-performance/delivery-guide-gpedg002-anatomy-and-physiology-structure-and-function-of-the-cardiovascular-system</p>

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				<p>muscle, muscular strength, muscular endurance, resistance to fatigue, hypertrophy of the heart, resting heart rate and resting stroke volume, cardiac output, rate of recovery, aerobic capacity, respiratory muscles, tidal volume and minute volume during exercise, capillarisation.</p> <p>Be able to apply the effects to examples from physical activity/ sport.</p> <p>Be able to collect and use data relating to long-term effects of exercise.</p>	
6	Physical training.	<p>Learners will develop their knowledge and understanding of the components of fitness required for physical activities and sports and how each can be measured. Learners will also be able to apply their knowledge of training principles to personal exercise/training programmes to improve fitness, along with the knowledge of how to optimise training and helping to prevent injury.</p>	<p>Paired assessment - setting up fitness tests.</p> <p>Mini test - defining components.</p> <p>Analysing and evaluating tasks (coursework).</p> <p>End of topic exam paper (30 marks).</p>	<p>Be able to define and use suitable tests for components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility.</p> <p>Be able to apply practical examples where each component is particularly important in physical activity and sport.</p>	<p>https://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/delivery-guide/component-gpe001-01-physical-factors-affecting-performance/delivery-guide-gpedg004-physical-training-optimising-training</p>

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<p>7</p>	<p>Applying the principles of training</p>	<p>Learners will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise/ training programmes. Learners will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training. Learners will develop their knowledge and understanding of the key components and physical benefits of the warm up and cool down applied to physical activities and sports.</p>	<p>Analysing and evaluating tasks (coursework).</p> <p>Designing and teaching a warm-up session.</p> <p>End of topic exam paper (30 marks).</p>	<p>Know the following definitions of principles of training and be able to apply them to personal exercise/training programmes.</p> <p>Know the definition of the elements of FITT and be able to apply these elements to personal exercise/training programmes.</p> <p>Know different types of training and their definitions.</p> <p>Understand the key components of a warm up and be able to apply examples.</p> <p>Know the physical benefits of a warm up.</p> <p>Understand the key components of a cool down and be able to apply examples.</p> <p>Know the physical benefits of a cool down.</p>	<p>https://ocr.org.uk/Images/519244-1.2.b-physical-training.pptx</p>
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8	Preventing injury in physical activity and training.	Learners will develop their knowledge and understanding of how to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings. Learners will know how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of competition.	End of topic exam (30 marks).	Understand how the risk of injury in physical activity and sport can be minimised and be able to apply examples. Know potential hazards in a range of physical activity and sport settings and be able to apply examples.	https://ocr.org.uk/Images/519990-1.2.c-physical-training.pptx
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1	Engagement patterns of different social groups in physical activities and sports	Learners will develop their knowledge and understanding of current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation, using practical examples from physical activities and sports.	End of topic exam paper (30 marks).	<p>Be familiar with current trends in participation in physical activity and sport.</p> <p>Understand how different factors can affect participation.</p> <p>Understand strategies which can be used to improve participation.</p> <p>Be able to apply examples from physical activity/sport to participation issues.</p>	<p>https://www.ocr.org.uk/Images/526834-2.1.a-socio-cultural-influences.pptx</p> <p>https://www.youtube.com/watch?v=0CDnl-9ac14</p>
2	Commercialisation of physical activity and sport.	Learners will develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports.	End of topic exam paper (30 marks).	<p>Understand the influence of the media on the commercialisation of physical activity and sport.</p> <p>Know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle)</p> <p>Understand the influence of sponsorship on the commercialisation of physical activity and sport.</p>	<p>https://www.ocr.org.uk/Images/524215-2.1.b-socio-cultural-influences.pptx</p>

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<p>3</p>	<p>Ethical and socio-cultural issues in physical activity and sport</p>	<p>Learners will develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical examples in physical activities and sports.</p>	<p>End of topic exam paper (30 marks).</p>	<p>Know and understand: the value of sportsmanship, the reasons for gamesmanship and deviance in sport. Be able to apply practical examples to these concepts.</p> <p>Know and understand the reasons why sports performers use drugs.</p> <p>Give practical examples of the use of drugs in sport.</p> <p>Know and understand the reasons for player violence. Give practical examples of violence in sport.</p>	<p>https://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/delivery-guide/component-gpe002-02-sociocultural-issues-and-sports-psychology/delivery-guide-gpedg006-ethical-and-sociocultural-issues-in-physical-activity-and-sport</p>
<p>4</p>	<p>Sports psychology</p>	<p>Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in</p>	<p>Analysis and evaluation task (coursework).</p> <p>Mini tests - characteristics - goal setting - skill classification - mental rehearsal methods - methods of guidance - feedback.</p> <p>End of topic exam paper (30 marks).</p>	<p>Know the definition of motor skills.</p> <p>Understand and be able to apply examples of the characteristics of skilful movement.</p> <p>Know continua used in the classification of skills. Be able to apply practical examples of skills for each continuum along with justification of their placement on both continua.</p> <p>Understand and be able to apply examples of the use of</p>	<p>https://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/delivery-guide/component-gpe002-02-sociocultural-issues-and-sports-psychology/delivery-guide-gpedg009-sports-psychology-classification-of-skills</p> <p>https://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/delivery-guide/component-gpe002-02-sociocultural-issues-and-sports-psychology/delivery-guide-gpedg010-sports-psychology-goal-setting</p>

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		<p>physical activities and sports. Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.</p>		<p>goal setting.</p> <p>Understand the SMART principle of goal setting with practical examples.</p> <p>Be able to apply the SMART principle to improve and/or optimise performance.</p> <p>Know mental preparation techniques and be able to apply practical examples to their use.</p> <p>Understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use.</p> <p>Understand types of feedback and be able to apply practical examples to their use.</p>	<p>https://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/delivery-guide/component-gpe002-02-sociocultural-issues-and-sports-psychology/delivery-guide-gpedg011-sports-psychology-mental-preparation</p> <p>https://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/delivery-guide/component-gpe002-02-sociocultural-issues-and-sports-psychology/delivery-guide-gpedg013-sports-psychology-types-of-feedback</p>
<p>5</p>	<p>Health, fitness and well-being</p>	<p>Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Learners will develop their knowledge and understanding of diet and nutrition. Learners will</p>	<p>Mini tests - definitions - food groups - consequences of a sedentary lifestyle.</p> <p>End of topic exam paper (30 marks)</p>	<p>Know what is meant by health, fitness and well-being.</p> <p>Understand the different health benefits of physical activity and consequences of a sedentary lifestyle.</p> <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>Know the definition of a</p>	<p>https://www.ocr.org.uk/Images/524489-2.3-socio-cultural-issues-and-sports-psychology.pptx</p> <p>https://www.youtube.com/watch?v=hufZtPd15sc</p>

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		understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.		balanced diet. Know the components of a balanced diet. Understand the effect of diet and hydration on energy use in physical activity. Be able to apply practical examples from physical activity and sport to diet and hydration.	
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