OCR GCSE PE: YEAR 10 SCHEME OF WORK (J587/02)

|  |  |
| --- | --- |
| Key Objectives | Prior Knowledge |
| 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 state affects performance in physical activity and sport Understand the contribution which physical activity and sport make to health, fitness and well-being  | Key words cemented within KS3/KS4 Core PE lessons / Year 9 GCSE PE LessonsHealthy, active lifestyle benefits outlined in Core PE/GCSE PE lessons and reinforced through enrichment/extra-curricular programme of activities |
| Key vocabulary |
| SKILL CONTINUA HEALTH WELLBEING FITNESS SOCIO-ECONOMIC TRENDS PARTICIPATION STRATEGIES INFLUENCE RELATIONSHIPINTER-DEPENDENCIES GOLDEN TRIANGLE MEDIA HOOLIGANISM VIOLENCE DRUGS EMOTIONAL PSYCHOLOGY PREPARATION GOAL SETTING AESTHETIC EFFICIENCT PRE-DETERMINED MACRONUTRIENT MICRONUTRIENT CARBOHYDRATE COMMERCIALSIM GUIDANCE FEEDBACK |
| Literacy/Numeracy/SMSC opportunities | Differentiation/Task adjustment |
| *Literacy*: Key word/glossary developments with SPAG embedded within PE Deep Marking Policy. Extended writing development through exam-style questions.*Numeracy*: Interpreting data related to health, fitness and wellbeing. Analysing trends in participation data. Identifying strengths and weakness in own participation data.*SMSC*: Support students with their personal and social development through the adoption of different roles in selected activities and working with others | Opportunities to differentiate tasks have been cemented in T&L QA throughout J587/01 lessons. Tasks can therefore and will be explicitly differentiated at the teacher’s discretion in relation to data listed in red data folder. This includes tasks, support and questioning.Students are assigned 1-4 chilli tasks depending on Educational Needs and abilities. |
| Key Homework tasks | Assessment |
| Flipped Learning Research Tasks / Nandos Menu (Differentiated Heat Tasks) / Case Studies | Q&A / Mini Plenaries / Plenaries / Class Feedback / SA / PA / TA / Student Reflections / Homework Marking / Exam Style Questions / End of Unit & Assessment Week Tests |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WK** | **SPECIFICATION CONTENT** | **TEACHING ACTIVITIES** | **KEY DIFFERENTIATION TASKS** | **HOMEWORK** |
| 1 | BE FAMILIAR WITH CURRENT TRENDS IN PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT:O USING DIFFERENT SOURCES (SUCH AS SPORT ENGLAND, NATIONAL GOVERNING BODIES (NGBS) AND DEPARTMENT OF CULTURE, MEDIA AND SPORT (DCMS))O OF DIFFERENT SOCIAL GROUPSO IN DIFFERENT PHYSICAL ACTIVITIES AND SPORTS | Socrative QuizDefinitions of physical activity/healthShowbie quiz design taskStudents swap quizzes and answer questionsInfo input (gender / age / disability / ethnicity) participation ratesHandout research task / Summary of data to highlight key statistics‘T or F’ MWBs Plenary | Chillied by amount of questions designed and amount answered4Bs (HA ‘Boss’ / LA use iPad as ‘Book’) | Using a Governing Body’s website1C: describe current trends in participation this sport, in the UK2C: explain current trends in participation this sport, in the UK3C: compare current trends in participation this sport, in the UK e.g. Male/Female, Old/Young, Disabled/Able Bodied, BME/White British |
| 2 | UNDERSTAND HOW DIFFERENT FACTORS CAN AFFECT PARTICIPATION, INCLUDING:O AGEO GENDERO ETHNICITYO RELIGION/CULTUREO FAMILYO EDUCATIONO TIME/WORK COMMITMENTSO COST/DISPOSABLE INCOMEO DISABILITYO OPPORTUNITY/ACCESSO DISCRIMINATIONO ENVIRONMENT/CLIMATEO MEDIA COVERAGEO ROLE MODELS | What inspires you to participate in sport? Identifying key factors that affect participation. Short Q+A of the key factorsResearch task using iPads for a designated factor. Speed Dating 6 Mark question: *“Evaluate how the media can affect participation rates within the UK”*Plenary – MWB different profiles to highlight the key factors present.  | Chillied by the amount of information provided. Chillied work sheets that provide a differentiated level of information. 4Bs (HA ‘Boss’ / LA use iPad as ‘Book’)HA to complete 6 Mark question/ LA has helpful questions to support question.  | You are going to create a poster for the government to highlight the factors that affect participation in the UK. 1C: To identify and describe each factor that affects participation rates.2C: To explain how each factor affects participation rates. Provide practical examples of the factor in action. 3C: To complete the two chilli work and also show how some factors are linked together. |
| 3 | UNDERSTAND STRATEGIES WHICH CAN BE USED TO IMPROVE PARTICIPATION:O PROMOTIONO PROVISIONO ACCESSBE ABLE TO APPLY EXAMPLES FROM PHYSICAL ACTIVITY/SPORT TO PARTICIPATION ISSUES | Pairs Match-Up Task (Agencies in UK)UK Framework Overview (MWBs)**Promotion Strategies*** This Girl Can Video + Idea behind
* Olympics 2012 Video + Idea behind
* Change for Life Video + Idea behind

Mind Map Task (Promotion / Provision / Access)iPad Visualiser: WAGOLL Mind MapExam Q Task | 1C: iPad support2C: Partner support3C: Alone1C: ‘Promotion’ completed, mini headings for ‘Provision’ & ‘Access’, Keywords underlined2C: mini headings for ‘Provision’ & ‘Access’, Keywords underlined3C: mini headings only | Strategies to Encourage Participation Exam Questions1C: Use your iPad as support to answer 7/8 marks total worth of questions2C: Use your iPad as support to answer all questions3C: Complete all exam questions with no iPad support |
| 4 | UNDERSTAND THE INFLUENCE OF THE MEDIA ON THE COMMERCIALISATION OF PHYSICAL ACTIVITY AND SPORT:O DIFFERENT TYPES OF MEDIA– SOCIAL– INTERNET– TV/VISUAL– NEWSPAPERS/MAGAZINES. | Tweet the definition for media and commercialisation. Note taking on the history of commercialisation as well as current day commercialisation of sport. Research task for different sports club commercialisations. MWB – What different types of media do we useQ+A different types of media. Students to fill in mind map for the 4 key areas: TV/RadioSocial NewpaperInternetMarket place activity for the 4 different types of media and how that affects commercialisation. Exam Question how can media promote sport?  | Chillied work sheets with word fill. 1C – Identify different types of media2C – Categorise the different types of media3C – Explain how the different types of media influence sport.  | 6 Mark question “Evaluate how the media has affected the commercialisation of sport” Also to use a mark scheme to mark a partners exam questions from last week.  |
| 5 | KNOW THE MEANING OF COMMERCIALISATION, INCLUDING SPORT, SPONSORSHIP AND THE MEDIA (THE GOLDEN TRIANGLE):O POSITIVE AND NEGATIVE EFFECTS OF THE MEDIA ON COMMERCIALISATIONO BE ABLE TO APPLY PRACTICAL EXAMPLES TO THESE ISSUES | Commercialisation Starter – MWB DefinitionObjectives: Traffic Light AfLCommercialisation of Sport + Golden TriangleCard Sort: Negatives and Positives of Media Commercialisation of Sport NBA Clip – Spot evidence of Commercialisation (MWBs)Media + Commercialisation Active Reading + QuestionsiPad Visualiser – WAGOLL and Peer MarkingPlenary: Glossary creation | 1C – Support from partner2C – Alone1C: Worksheet (gap fills and keywords underlined / less questions)2C: Worksheet (keywords underlined)3C: Worksheet (no keywords and more difficult Qs) | Choose whether you are ‘for’ media’s effect on the commercialisation of sport or ‘against’ and write a persuasive argument to convince me that your opinion is better than the other |
| 6 | UNDERSTAND THE INFLUENCE OF SPONSORSHIP ON THE COMMERCIALISATION OF PHYSICAL ACTIVITY AND SPORT:O POSITIVE AND NEGATIVE EFFECTS OF SPONSORSHIP ON COMMERCIALISATIONO BE ABLE TO APPLY PRACTICAL EXAMPLES TO THE ISSUE OF SPONSORSHIP | Starter: MWB’s information on sponsorships. Discussion task based upon on different sponsorship deals in sport. Research sponsorship task (iPad)Active reading task. Summarise key points then answer questions based on the information. Card sort the positives and negatives of commercialisation in sport. 6 mark question: Explain the effects of reduced funding or reduced sponsorship on participation in physical activitiesPeer Assessment using mark scheme and visualiser. Plenary: exit pass | LA to discuss the different issues with sponsorships with more obvious pictures. HA to discuss the types of brands and companies that sponsor sport and the issues that come of this. Chillied booklets for active reading task and scaffolding of 6 mark question.  | Complete past paper questions on the commercialisation of sport.  |
| 7 | KNOW AND UNDERSTAND:O THE VALUE OF SPORTSMANSHIPO THE REASONS FOR GAMESMANSHIP AND DEVIANCE IN SPORTBE ABLE TO APPLY PRACTICAL EXAMPLES TO THESE CONCEPTS | Photo Starter (examples of deviancy)ObjectivesDraw a table (X-Curric Numeracy) and fill-in answersSportsmanship – what is it? iPad Research taskValue of sportsmanship (MWBs) – write downGamesmanship – what is it? iPad Research taskDeviancy - what is it? Positive / Negative DeviancyVIDEO: MWB: How many examples can you spot?iPad Research task (examples)Causes of deviant behaviourExam Q: Why might deviant behaviour occur in modern day sport? (4 marks) | 1C: 2 examples2C: 3+ examples in 1 sport specific3C: 5 examples including 2 sport specific1C: key words + sentence starters2C: key words3C: blank question | Students are required to find a case study of violent conduct within sport. They need to research the following: - What happened - Why did it happen - What were the consequences for the individuals involved?  |
| 8 | GIVE PRACTICAL EXAMPLES OF VIOLENCE IN SPORT KNOW AND UNDERSTAND THE REASONS FOR PLAYER VIOLENCE | Kieron Dyer / Lee Bowyer fight (video)Active Reading: News Article + Muddiest PointWatch a selection of videos on iPadComplete correlating table on worksheetActive Reading Pg118 of Textbook – Reasons for Player ViolenceComprehension Task6 Mark Exam Q Task PLAN (supported by exam technique – AO1 / AO2 / AO3 breakdown)iPad Visualiser – WAGOLL / WWW+EBIPlenary: Exit Pass | 1C: 2+ videos (plus analysis)2C: 3+ videos (plus analysis)3C: 4+ videos (plus analysis)1C: Use the mind-map to present the information about “reasons for player violence”2C: Design a way to present the information about “reasons for player violence”3C: Chilli 2 **PLUS** make notes on the ‘extend your knowledge’ section (Pg 119) in regards to strategies to control violence1C: At least 1 practical example of player violence2C: At least 1 practical example of player violence1 potential cause3C: At least 1 practical example of player violence1 potential cause1 way of reducing player violence | Use the AO1, AO2 and AO3 table (planning worksheet from lesson) to answer to the following question:"Giving practical examples, outline reasons for player violence" |
| 9 | KNOW THE TYPES OF DRUGS AND THEIR EFFECT ON PERFORMANCE:O ANABOLIC STEROIDSO BETA BLOCKERSO STIMULANTSKNOW AND UNDERSTAND THE REASONS WHY SPORTS PERFORMERS USE DRUGS GIVE PRACTICAL EXAMPLES OF THE USE OF THESE DRUGS IN SPORTKNOW AND UNDERSTAND THE IMPACT OF DRUG USE IN SPORT:O ON PERFORMERSO ON SPORT ITSELF | Photo Starter (Banned Doping Athletes) Ext – MWB different types of performance enhancing drugs Research task – Athletes who have been banned for doping. Active reading task- Students have 10 minutes summarise the information before answering questions related to the information. Students to Mind map reasons why athletes take drugs in sport. 6 Mark questioniVisualiser peer assessment. Kahoot plenary | 1C: Have research links2C: No extra info3C: Extension QuestionChillied work sheets with differentiated questions.  | Revision for an end of unit test next week.  |
| 10 | INTERIM ASSESSMENT WEEK |
| 11 | KNOW THE DEFINITION OF MOTOR SKILLS UNDERSTAND AND BE ABLE TO APPLY EXAMPLES OF THE CHARACTERISTICS OF SKILFUL MOVEMENT:O EFFICIENCYO PRE-DETERMINEDO CO-ORDINATEDO FLUENTO AESTHETIC | Starter – Define Motor Skill Examples of Fundamental motor skills (MWB)Discuss the term “skill” Use of iPads to research the 5 different characteristics of a skilful movement Post it note practical examples on the board as a whole class for characteristics of a skilful movement. Comparing skilful movements 6 mark question “Using practical examples describe how threecharacteristics of skilful movement can be used to judge the quality of performance” iVisualiser for peer marking Plenary Exit pass | 1C: To identify the 5 different characteristics of a skilful movement.2C: Describe the 5 different characteristics of skilful movement 3C: Provide practical examples.1C:To identify the skilful movements in the video 2C: To describe using practical examples the skilful movements in the video3C: To compare two juggling performances.  | To film their own skilful movement and analyse it against another performance.  |
| 12 | KNOW CONTINUA USED IN THE CLASSIFICATION OF SKILLS, INCLUDING:O SIMPLE TO COMPLEX SKILLS (DIFFICULTY CONTINUUM)O 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 | Complex / Simple Definitions StarterObjectivesActive Reading (Environmental Continuum) Page 125 of TextbookComprehension TaskActive Reading (Difficulty Continuum) Page 125 of TextbookComprehension TaskPaired Terms Match-Up Task (Consolidation)Start homework task (planning to teach open/closed and simple/complex skills)Plenary: Exit Pass | 1C: Find the extremes on the end of the continuum 2C: Find characteristics / descriptions of each extreme 3C: Choose examples of skills you can easily place on the continuum 4C: Justify why you have placed each skill in the position that you have1C: Folder for support2C: 4 terms **without** using your folder3C: 6 terms **without** using your folderChillied worksheets with varying levels of gaps filled1C: Describe an Open + Closed or Simple + Complex Skill2C: Give 2 key characteristics and examples of Open + Closed or Simple + Complex Skills3C: Justify your classification of an Open/Closed or Simple/Complex skill | You are going to plan to teach a practical session of Netball (now you’re all Netball pros). Closed/Open skillsSimple/Complex skills1C: Use 1 chilli sheet 2C: Use 2 chilli sheet3C: Use 3 chilli sheet |
| 13 | PRACTICAL SKILLS SESSION | Students teach a variety of classified skillsQ&A regarding classification of each skill (Lesson 12)Q&A: skilful movement classification (Lesson 11)o efficiencyo pre-determinedo co-ordinatedo fluento aesthetic |  | Revise for Assessments |
| **REVISION WEEKS X 2****EXAM TECHNIQUE LESSON X 1** |
| 16+17 | ASSESSMENT WEEK & GPA |
| 18+19 | 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 UNDERSTAND AND BE ABLE TO APPLY EXAMPLES OF THE USE OF GOAL SETTING:O FOR EXERCISE/TRAINING ADHERENCEO TO MOTIVATE PERFORMERSO TO IMPROVE AND/OR OPTIMISE PERFORMANCE | Kahoot Exam Command Words: StarterObjectives (Traffic Lights)MWBs: How would you set yourself a goal, right now?SMART targets‘Question Time’ WorksheetsPage 127-129 OCR GCSE TextbookMWBs: May 2017 Exam QsPlenary: Exit Pass (Post-Its) | 1C: 1C Question Paper2C: 2C Question Paper3C: 3C Question Paper | You need to analyse a professional Footballer who is a striker and is currently underperforming in the Championship. 1C: Write a report of a performer of your choice who fits this criteria and provide a short and long term goal for him, both of which must be SMART.2/3C: Explain how the principles of SMART will help keep the performer motivated and help him succeed? |
| 20 | KNOW MENTAL PREPARATION TECHNIQUES AND BE ABLE TO APPLY PRACTICAL EXAMPLES TO THEIR USE:O IMAGERYO MENTAL REHEARSALO SELECTIVE ATTENTIONO POSITIVE THINKING | Starter 1C: To find a definition for mental preparation in sport2C: To find specific examples of mental preparation in sport3C: Chilli 2 + case studies of professional athletes using mental preparation techniquesMain Background research – watch + discuss video Use chilli worksheets to complete market place activity. Waste paper challenge to practically use different mental preparation techniques 6 Mark Q: Explain using practical examples how you might use different mental preparation techniques to optimise performance in sport. iVisualiser and peer assess answersPlenary: Kahoot & Exit pass  | Differentiated starter task Differentiated work sheets  | 1C: To describe the 4 different types of feedback 2C: To describe the 4 different types of feedback and identify the advantages and disadvantages of each one3C: To describe the 4 different types of feedback and identify the advantages and disadvantages of each one, using practical examples |
| 21 | UNDERSTAND TYPES OF FEEDBACK AND BE ABLE TO APPLY PRACTICAL EXAMPLES TO THEIR USE:O INTRINSIC & EXTRINSICO KNOWLEDGE OF PERFORMANCEO KNOWLEDGE OF RESULTSO POSITIVE & NEGATIVE  | Starter: Pair and share their flipped learning HW. Identify and describe each type. Active Reading: pg140 of the PE text book and answer the questions on their Chilli worksheet. Students to use iPad to complete the glossary of the key terms from the lesson. Active Reading: extract from the book as a class and then summarise each paragraphExam question “using practical examples, show how extrinsic feedback can be effective in sports performance” ivisualise the question for peer assessment. Plenary: Exit pass - write down a practical example which links feedback to improving performance in sport | Chillied worksheets for differentiation | RESEARCH VISUAL GUIDANCEVERBAL GUIDANCEMANUAL GUIDANCEMECHANICAL GUIDANCE THIS WILL INFORM A DISCUSSION, NEXT LESSON |
| 22 | UNDERSTAND TYPES OF GUIDANCE, THEIR ADVANTAGES AND DISADVANTAGES, AND BE ABLE TO APPLY PRACTICAL EXAMPLES TO THEIR USE:O VISUALO VERBALO MANUALO MECHANICAL | StarterDiscussion of Homework (Research)Active Reading (Pg. 138-140 of Textbook)Comprehension Question Task Practise QsConsolidation Practical Project (Looking Forwards)Intro to PlanningPlenaryExit Pass: 3 things you have learned today  | 1C / 2C & 3C Worksheets1C: Use the worksheet to help answer the questions 2C: Use the worksheet to help with the last 2 questions3C: Answer questions from memory | Research videos e.g. Ping Skills that teach Table Tennis skillsWrite down any types of guidance and feedback you notice in the videoWrite down anything which may help you to plan your skill session1C: A PUSH (BACKHAND OR FOREHAND)2C: **ANY** CORE SKILL3C: ANY ADVANCED SKILL |
| 23 | GUIDANCE & FEEDBACK PLANNING SESSION | STUDENTS PLAN A MINI PRACTICAL TABLE TENNIS SKILL SESSION (ASSIGNED TYPES OF GUIDANCE AND FEEDBACK) |
| 24 | PRACTICAL GUIDANCE & FEEDBACK SESSION | STUDENTS DELIVER MINI PRACTICAL TABLE TENNIS SKILL SESSION (ASSIGNED TYPES OF GUIDANCE AND FEEDBACK)STUDENTS ANALYSE THEIR SESSIONS TO ESTABLISH THE BENEFITS AND HINDRANCES OF EACH STYLE. |
| 25 | KNOW WHAT IS MEANT BY HEALTH, FITNESS AND WELL-BEINGUNDERSTAND THE DIFFERENT HEALTH BENEFITS OF PHYSICAL ACTIVITY AND CONSEQUENCES OF A SEDENTARY LIFESTYLE:O PHYSICAL:– INJURY– CORONARY HEART DISEASE (CHD)– BLOOD PRESSURE– BONE DENSITY– OBESITY– TYPE 2 DIABETES– POSTURE– FITNESSBE ABLE TO APPLY THE ABOVE TO DIFFERENT AGE GROUPSBE ABLE TO RESPOND TO DATA ABOUT HEALTH, FITNESS AND WELL-BEING | Starter: Tweet a definition for the following definitions Health Fitness Well-being Q+A – Activity guidelines for Children and Adults Def: Sedentary Lifestyle Discussion: Graphs showing how many people meet activity guidelines. MWB – How sedentary are you? Students to work out how many minutes they are “active” and how many minutes they are “sedentary” Active Reading – Students to answer questions based on their active reading Ivisualiser the 6 mark question and peer assess as a group. Plenary: Task 1 – Use the 4B’s to complete a definition for any words that you highlighted as not knowing the meaning of, from the match-up taskTask 2 – (MWB) Explain one benefit of physical activity on the physical health of a person | Students to have different chilli questions for the active reading |  |
| 26 | UNDERSTAND THE DIFFERENT HEALTH BENEFITS OF PHYSICAL ACTIVITY AND CONSEQUENCES OF A SEDENTARY LIFESTYLE:O EMOTIONAL:– SELF-ESTEEM/CONFIDENCE– STRESS MANAGEMENT– IMAGEO SOCIAL:– FRIENDSHIP– BELONGING TO A GROUP– LONELINESSBE ABLE TO APPLY THE ABOVE TO DIFFERENT AGE GROUPS | Starter:Re-cap Match-Up Task (Physical Benefits)Discussion TaskKids Health Quote about happinessSocial and Emotional Match-Up Task + AnswersConsolidation Table (Physical / Social / Emotional)Lifestyle Task + Diet ExtSummary Practise QuestionsiPad Visualiser (WWW/EBI)Plenary:MWB benefits (Physical / Social / Emotional) | 1C: To use your iPad to help you complete the match-up task2C: To complete the match-up task without assistance3C: To complete the match-up task and be able to define the key terms, within the task1C: Using the Scale, place each job in order of their ‘level of fitness’ requirements2C: Using the Scale, place each job in order of their ‘level of fitness’ requirements and **justify** why you have placed them where you have3C: 1 + 2 **PLUS** MWB EXT Q: *What impact does the minimum level of fitness have on diet and rest?*1C: Use the textbook, your notes and the ‘keywords handout’ to help you answer the questions2C: Use the textbook and your notes to help you answer the questions3C:Answer the questions from memory |  |
| 27 | KNOW THE DEFINITION OF A BALANCED DIET KNOW THE COMPONENTS OF A BALANCED DIETO CARBOHYDRATESO PROTEINSO FATSO MINERALSO VITAMINSO FIBREO WATER AND HYDRATION | Starter: MWB – What is a balanced diet? Main: * Components of a balanced diet table, students to fill in the table on the board with 7 key components of a balanced diet and then stick the pictures of food onto the board under the correct heading.
* Students to complete a market place activity to collect the following information on each of the components
	+ Primary purpose
	+ How and where it is stored
	+ Different types of nutrient
	+ Different sources of the nutrient
	+ Recommended amount
	+ Any additional information
* Consolidation quiz questions for students to answer.

Plenary:Students to create a balanced meal on their MWB. | Differentiation: Students to have different Chilli work sheets with varying amounts of information already written down.1C: Create a balanced meal 2C: Create a balanced meal and explain your choices 3C: Create a post exercise meal for an endurance athlete and explain your choices.  | Homework: Complete a food diary for a weekday and a weekend day. Track the different macros that are consumed throughout each day. |
| 29 | UNDERSTAND THE EFFECT OF DIET AND HYDRATION ON ENERGY USE IN PHYSICAL ACTIVITYBE ABLE TO APPLY PRACTICAL EXAMPLES FROM PHYSICAL ACTIVITY AND SPORT TO DIET AND HYDRATION |  |  |  |
| 30-36 | AEP |  |  |  |